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Учебное пособие подготовлено в соответствии с Государственным образовательным стандартом для средних медицинских учебных заведений.

В пособии сосредоточен не только лексический материал по медицинской тематике, но и основной грамматический материал, типичный для медицинской литературы.

Кроме того, лексический материал охватывает такие основные разделы медицины, как первая помощь при различных болезненных состояниях, уход за больными в терапевтическом и инфекционном отделениях, фармация, стоматология, акушерство и гинекология.

Данное учебное пособие является третьим дополненным изданием, в котором расширен грамматический справочник английского языка, больше внимания уделено артиклям и предложениям, увеличен объем лексического материала.

Настоящее учебное пособие предназначено для обучения английскому языку студентов медицинских колледжей и медицинских училищ.

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## АЛФАВИТ АНГЛИЙСКОГО ЯЗЫКА

Aa [ei]	Nn [en]
Bb [bi]	Oo [ou]
Cc [si:]	Pp [pi:]
Dd [di:]	Qq [kju:]
Ee [i:]	Rr [a:]
Ff [ef]	Ss [es]
Gg [dʒi:]	Tt [ti:]
Hh [eɪtʃ]	Uu [ju:]
Ii [ai]	Vv [vi:]
Jj [dʒei]	Ww [ˈdʌblju:]
Kk [keɪ]	Xx [eks]
Ll [el]	Yy [wai]
Mm [em]	Zz [zed]

## Раздел 1

# ВВОДНО-КОРРЕКТИВНЫЙ КУРС

## 1. Зачем нужно изучать иностранные языки в среднем специальном учебном заведении?

Вы занимались английским языком в школе. Значительная роль изучению английского языка отводится в медицинском колледже и училище.

Конечной целью изучения иностранного языка является овладение навыками чтения литературы по специальности для получения информации, а также закрепление навыков ведения беседы на иностранном языке в пределах тем, связанных с будущей специальностью в области медицины.

С каждым годом расширяются деловые связи медиков разных стран. Непрерывно растет объем информации, в том числе и на иностранном языке. И в этой работе неоценимую помощь Вам окажет умение читать и переводить медицинскую литературу на английском языке без помощи переводчика.

Изучение иностранного языка — дело трудное, но доступное для будущих специалистов-медиков. А известная английская пословица: Where there is a will, there is a way «Была бы охота — наладится любая работа» под-

скажет Вам правильный подход к освоению иностранного языка.

А теперь — несколько слов об основных законах и правилах английского языка. В английском языке не так много правил. Но соблюдать их нужно неукоснительно, чтобы не оказаться в неловкой ситуации.

Изучающий английский язык должен правильно произносить слова, уметь построить фразу на иностранном языке, учитывая определенный порядок слов в повествовательных, отрицательных и вопросительных предложениях, правильно использовать то или иное грамматическое время.

Всем этим необходимо овладеть, чтобы уметь говорить на английском языке, чтобы понимать английскую речь самому и чтобы окружающие понимали Вас.

А теперь остановимся подробно на чтении английских гласных и согласных букв и их сочетаний.

## 2. Чтение английских гласных

Буквы	Открытый слог	Закрытый слог	Буква г после гласной	Буква г между гласными
a [eɪ]	[eɪ] plate	[æ] lamp	[a:] car	[eə] care
e [i:]	[i:] he, Pete	[e] leg, men, sex	[ə:] term, her, per	[iə] here
i [aɪ]	[aɪ] time, life, five	[ɪ] six, lip, sit	[ɜ:] girl, first, bird	[aɪə] tire
o [ou]	[ou] nose, note, so	[ɔ] hot, dog, not	[ɔ:] pork, form	[ɔ:] more
u [ju:]	[ju:] student, tube, duty	[ʌ] lunch, bus [u] put, full	[ə:] turn, burn	[juə] cure
y [waɪ]	[aɪ] my, type	[ɪ] system, gym	[ə:] tyrtaean	[aɪə] tyre

**Упражнение 1. Прочитайте и объясните произношение гласных:**

[eɪ]	[æ]	[ɪ]	[e]	[ou]	[ɔ]
take	man	he	ten	go	box
made	lamp	she	men	note	hot
[ju:]	[ʌ]	[aɪ]	[ɪ]	[ɔ:]	[ɔ]
student	cup	life	it	sport	not
use	bus	type	his	port	spot

**Правила чтения сочетаний некоторых гласных:**

ee [ɪ:] — see	ai [eɪ] — main
ea [ɪ:] — sea	oa [ou] — soap
ay [eɪ] — day	

**Сочетания ea, ai, ou + r**

ea + r [ɪə]	hear [hɪə]
ai + r [ɛə]	air [ɛə]
ou + r [ɔ:]	four [fɔ:]

Сочетание	e	} + r → [ə:]	her [hə:]
	i		first [fɜ:st]
	u		turn [tɜ:n]

### 3. Чтение сочетаний английских согласных

Буквосочетание	Произношение	Пример
sh	[ʃ]	shelf
ch	[tʃ]	French
th	[ð] [θ]	this thin
ck	[k]	block
ng	[ŋ]	long
wh	[w] [h]	what who

### Непроизносимые согласные

Буквосочетание	Произношение	Пример
wh	[w]	what, where
wh	[h]	who, whom
igh	[aɪ]	high, light
alk	[ɔ:k]	talk
kn	[n]	know, knee
wr	[r]	write, wrong
gn	[n]	sign

**Упражнение 2. Прочтите следующие слова:**

who, whose, whom, whole  
walk, talk  
teach, much, chin  
ring, long, bring, sing  
black, back, block  
she, ship, shot  
this, that, then, thick, **theme**

### 4. Словесное и фразовое ударение

Ударение — это выделение какого-либо слога или слова по сравнению с другими слогами или словами.

Ударение называется словесным, когда оно выделяет какой-либо слог в слове, и фразовым, когда оно выделяет слово в предложении.

#### Словесное ударение

Большинство двусложных слов имеет ударение на первом слоге. Например: 'farmer, 'second, 'pressure, 'strengthen, 'college.

В большинстве трех и четырехсложных слов, обычно, ударение падает на третий слог от конца слова. Например: 'medicine, 'regimen.

Если слово состоит из пяти и более слогов, то оно имеет два ударения: главное — на третьем слоге от конца и второстепенное — через слог от ударной гласной. Например: sensi'tivity, uni'versity.

### Фразовое ударение

Обычно фразовое ударение падает на слова, передающие основное содержание предложения. В утвердительном предложении ударными являются существительные, прилагательные, смысловые глаголы, числительные, наречия, местоимения (указательные, вопросительные). Неударны: артикли, союзы, предлоги личные и притяжательные местоимения.

## 5. Глаголы to be — быть to have — иметь

Present	Past	Future
today	yesterday	tomorrow
I am, have	I was, had	I shall be/have
he is, has	he was, had	he will be/have
she is, has	she was, had	she will be/have
we are, have	we were, had	we shall be/have
you are, have	you were, had	you will be/have
they are, have	they were, had	they will be/have

**Упражнение 3.** Прочтите следующие предложения и назовите время, в котором стоит глагол-сказуемое:

- 1) I **am** a student.
- 2) My grandmother **was** a chemist.
- 3) My sister **will be** a nurse.
- 4) My father **has** many books by Jack London.
- 5) We **had** a lesson in chemistry yesterday.

**Упражнение 4.** Поставьте глаголы to be и to have в нужную временную форму.

- 1) We (to be) at the college yesterday.
- 2) My friend (to be) at the library tomorrow.
- 3) He (to have) a book by H. G. Wells last year.
- 4) My sister and my brother (to be) doctors.
- 5) I (to have) a sister and a brother.

## 6. Артикли

В английском языке существуют два типа артиклей:

- 1) неопределенный артикль a (an)
- 2) определенный артикль the

Артикль ставится перед существительным. Если существительное имеет определение, то артикль ставится перед определением. Так как неопределенный артикль a (an) означает "один", "какой-либо", то он используется с существительными только в единственном числе. Например: a girl, a small girl, an apple и т. д.

Когда же речь идет об уже известном предмете, то употребляется определенный артикль the.

Например: the girl, the small girl, the apple и т. д.

Определенный артикль употребляется и в существительных во множественном числе: the girls, the apples.

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Определенный артикль употребляется и в существительных во множественном числе: the girls, the apples.

### Основные случаи употребления определенного, неопределенного артиклей и их отсутствия

Нет артикля.

- 1) Имена собственные: My name is Bob.
- 2) Mr., Mrs., Miss, Sir, Madam, uncle, aunt, dad, mum.
- 3) Существительные с притяжательным местоимением (my pen), с указательным местоимением (this book).
- 4) Название стран, материков, городов: I live in Europe, Russia, Moscow.
- 5) Неисчисляемые существительные: I like fresh air.
- 6) Существительные перед количественным числительным: Open text ten, open page five.
- 7) Группа предметов с одинаковыми признаками: Send me books.
- 8) Обозначение наук, учебных предметов: I like History.

#### Определенный артикль *the*

происходит от указательного местоимения *this* — это.

- 1) Определенный предмет: Give me the book.
- 2) Обозначение фамилии как семьи: The Blacks, the Smiths.
- 3) Множественное число известных предметов: Send me the books.
- 4) Не первый раз в тексте: I see a room. The room is large.
- 5) Определенная порция неисчисляемых существительных: Give me the glass of milk.
- 6) Порядковые числительные: the first lesson.

- 7) Название газет, журналов, пароходов, гостиниц:  
I read the «Nature»
- 8) Превосходная степень прилагательного: It is the best film!
- 9) В сочетаниях: one of the, some of the, many of the, most of the, all the, both the.
- 10) The Hague — Гаага — столица Голландии.
- 11) Названия государств с использованием административных терминов: the USA, the United Kingdom.
- 12) Этноты: the Indians.
- 13) Перед обстоятельством места: in the street.
- 14) Географические названия океанов, морей, озер, рек, гор, пустынь и т. д.: The Urals, the Volga, the Black sea, the Atlantic Ocean.  
*Но:* mount Vesuvius, lake Baikal, lake Ohio.
- 15) Названия войн: The Civil War.
- 16) Название документов: the Constitution.
- 17) Прилагательные в роли существительных: the old.
- 18) Стороны света: the North, the South, the East, the West, the far East.

#### Неопределенный артикль *a (an)*

происходит от *one* — один.

- 1) Один. Единственное число: Take a pen, not two pens.
- 2) Один из класса предметов: I am a student.
- 3) Неопределенный предмет: Give me a book or a notebook.
- 4) Первый раз в тексте: I see a dog. The dog was hungry.
- 5) Неопределенные порции неисчисляемого существительного: a cup of tea (любая чашка).
- 6) Абстрактное существительное + определение:  
a quiet life.

7) существительные со словами *such, quite, rather*.

He is *such* a young boy!

8) После прилагательных со словами *so, as, too, now*:  
too important a question.

9) В сочетаниях: a few, a little, a lot of.

Существуют словосочетания, в которых **артикли** опускаются.

at home	at noon
at school	to go to bed
at work	to go to school
at night	to go to work
at lunch (tea)	in winter

Перед порядковыми числительными употребляется определенный артикль *the*: on the fourth of November.

## 7. Порядок слов в английском предложении

### Утвердительное предложение

Подлежащее	Сказуемое	Дополнение			Обстоятельство	
		косвенное без предлога	прямое	косвенное с предлогом	места	времени
We	study		medicine			
I	go				to the college	every day
The professor	delivers		lectures	to the students		
The teacher	gives	us	all the important themes			

## 8. Вопросы в английском языке

Вопросы бывают четырех типов: общие, специальные, альтернативные и разделительные.

### Общие вопросы

Общими вопросами называются такие вопросы, на которые можно ответить да (yes) или нет (no). Такие вопросы начинаются с вспомогательного глагола.

Do you study anatomy in college? Yes, I do.

### Специальные вопросы

С помощью специальных вопросов выясняется какой-либо факт или обстоятельство. Они относятся к одному из членов предложения и начинаются с вопросительного слова:

who	кто? что? какой?
where	где? куда?
when	} когда?
why	
how	почему?
	как?

how many	} сколько?
how much	
how long	как долго? сколько?
what for	зачем?

Where do you study? I study at the Rostov medical college.

When do your lessons usually begin?

My lessons usually begin at 9.00.

### Альтернативные вопросы

Альтернативные вопросы предполагают выбор одного из двух возможных вариантов и требуют полного ответа.

Do you study Latin or surgery in the first year? We study Latin in the first year.

### Разделительные вопросы

Цель разделительного вопроса состоит в уточнении того или иного факта или обстоятельства. Эти вопросы требуют полного ответа.

You study English, don't you? (Вы изучаете английский язык, не правда ли?) Yes, I study English.

You don't study English, do you? (Вы не изучаете английский язык, не правда ли?) No, I don't study English.

### Порядок слов в вопросительном предложении

Вопросительное слово	Вспомогательный глагол	Подлежащее	Сказуемое	Дополнение	Обстоятельство	
					места	времени
Who	—	—	goes	—	to the college?	every day?
When	does	he	go	—	to the college?	
—	Does	he	go	—	to the college?	every day?
where	does	he	go	—	—	every day?
—	Do	my friends	read	books	in the library	every day?
who	—	—	reads	books	in the library	every day?
where	do	my friends	read	books	—	every day?
How often	do	my friends	read	books	in the library?	
What	do	my friends	read	—	in the library	every day?

Упражнение 5. Ответьте на следующие вопросы. Определите тип вопроса.

1) Are you a student of the medical college?

2) Your sister lives in Moscow, doesn't she?

3) Where were you born?

4) Do you live in the hostel or at home?

Упражнение 6. Поставьте общие вопросы к данным предложениям и дайте ответы на вопросы.

1. I have two sisters.

2. The students are in the library.

3. My friends will go to the cinema tomorrow.

4. My brother went home two hours ago.

Упражнение 7. Поставьте специальные вопросы со следующими словами, данными в скобках.

1) My friend translates English texts very quickly (how, who).

2) I entered the medical college at the age of 17 (when, what).

3) She usually spends her holidays in the country (where, what).

4) They will go for a walk in the evening (who, when).

5) Our lessons usually begin at 9 o'clock in the morning (when).

## 9. Контрольно-обобщающие упражнения

Упражнение 1. Определите тип слога и прочитайте слова:

cat, men, first, pork, student, time, leg, tire, dog, type, put, form, cure, plate, nose, my girl, more, car, name, must, here.



**Упражнение 2.** *s and sh*

- see — she She's going to show us how to sew.  
 sue — shoe What did she say to Mr. O'Shea?  
 so — show I hope Sue's wearing her shoes.  
 sock — shock For goodness sake, give that sleepy boy a shake.  
 sigh — shy Did you say sack was in the shack? I said it was in the shed.

**Упражнение 3.** *l and r*

- lay — ray Did you want a red or a grey pencil?  
 lie — rye There was a bright light on our right.  
 low — row I was wrong when I said it wouldn't be long.  
 long — wrong A lamb is not the same as a full-grown ram.  
 leak — reek Did you say "lie" or "rye". I say "rue".  
 Oh, I thought you said "lie".

**Упражнение 4.** *The th sounds:*

- |              |              |                |
|--------------|--------------|----------------|
| 1            | 2            | 3              |
| tin — thin   | sin — thin   | fin — thin     |
| tick — thick | sick — thick | firm — therm   |
| tie — thigh  | sank — thank | first — thirst |

- |              |              |
|--------------|--------------|
| 4            | 5            |
| day — they   | van — than   |
| doze — those | vat — that   |
| die — thy    | vine — thine |

- That tin seem very thin.  
He's torn his coat on some thorns.
- My heart sank when he forgot to thank her.  
I think he said "sink". Oh, I thought he said, "~~sought~~".
- Those fishes seems to have very thin fins.  
I thought you said he fought in the war.
- We don't spell "thee" with a "d".  
They just don't dare to go there.
- We keep the best wine in that vat over ~~there~~.  
You can't spell "thee" with a "Y".

**Упражнение 5**

- |             |             |              |
|-------------|-------------|--------------|
| see — seep  | he — heath  | see — siege  |
| see — seat  | lee — leash | see — seethe |
| see — seek  | bay — babe  | he — heel    |
| be — beef   | see — seed  | lee — league |
| pea — peace | he — heave  | lay — laze   |

- |              |               |
|--------------|---------------|
| thick — tock | line by line  |
| tip — top    | word for word |
| nice — ice   |               |

- Don't tie your tie too tight.  
 That bird has a bee in its beak.  
 What's the difference between a pea and a peach?  
 You can see the water seep through the crack.  
 My wife is afraid of mice.  
 They say the same about me.

**Упражнение 6. Прочитайте скороговорки.**

Here are some impossible "tongue-twisters".  
Even English-speaking people find them **difficult to say**.  
Learn them and impress your friends?

1. Six selfish shelfish.
2. The three thirty train to Tooting tootled **through the** tunnel.
3. How many cuckoos could a good cook if a good **cook** could cook cuckoos.
4. Canners can't can chess but they can can peas.
5. The sixth sick sheik's sixth sheep's sick.
6. The Leith police dismisseth us.

**Упражнение 7. Прочитайте «забавные стихи».**

If you pronounce head, dead and bead,  
You'll hear the last word rhymes with deed,  
And in this "poem" you will find many items of the kind.  
Nasty-hasty; faster-chaster,  
Master-plaster; taster-waster,  
Brocade but decade; bow and bow,  
Hose but lose; canoe but woe.

Can you pronounce without mistake:

Macleod-quay-query-rachel-ache

Petal-penal-want-plant-slant

Van-wan-rabies-grand and grant?

I don't blame you if you can't  
Worm but form and doll but toll,  
Cross but gross and poll but poll,

Horse but worse and lost but post,  
Cost and frost but most and ghost,  
Calm but value and pall but pal,  
Tall but tally; gall but gal,  
Star and bar and par but war.

**10. Several statements about  
language learning. Do you agree  
or disagree with these statements?  
Discuss this problem.**

- 1) It is easier for children than adults to learn a foreign language.
- 2) Some people have special ability for learning languages.
- 3) Some languages are easier to learn than other.
- 4) People from my country are good at learning foreign languages.
- 5) It is important to speak English with excellent pronunciation.
- 6) It is necessary to know about English-speaking cultures in order to speak English.
- 7) You shouldn't say anything in English until you can say it correctly.
- 8) It is easier for someone who already speaks a foreign language to learn another one.
- 9) People who are good at mathematics or science are not good at learning a foreign language.

- 10) It is best to learn English in an English-speaking country.
- 11) The most important part of learning a foreign language is learning vocabulary words.
- 12) It is important to repeat and practice a lot.
- 13) Women are better than men at learning foreign languages.
- 14) If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.
- 15) The most important part of learning a foreign language is learning the grammar.
- 16) It is easier to speak than understand a foreign language.
- 17) It is important to practice with cassette tapes.
- 18) Learning a foreign language is different than learning other academic subjects.
- 19) People who speak more than one language are very intelligent.
- 20) Everyone can learn to speak a foreign language.
- 21) It is easier to read and write English than to speak and understand it.
- 22) English is:
  - a) a very difficult language;
  - b) a difficult language;
  - c) a language of medium difficulty;
  - d) an easy language;
  - e) a very easy language.

- 23) If someone spent one hour a day learning a foreign language, how long would it take them to speak the language very well?
  - a) less than a year;
  - b) 1—2 years;
  - c) 3—5 years;
  - d) 5—10 years;
  - e) you can't learn a language in 1 hour a day.

## Раздел 2

## ОСНОВНОЙ КУРС

## 1. Our college

My name is Sveta Popova. I'm 17. I'm a student of the medical college. Our college is one of the oldest educational establishments of the region with its own traditions. Its graduates are considered to be the most highly trained specialists in the region. There are 7 departments in our college. I would like to tell you about them.

"Nursing Affair" gives qualification of a nurse of general practice. A medical nurse is a chief assistant of a doctor. She provides uninterrupted medical health, including preventive and rehabilitation measures. Our graduates work in the polyclinics, hospitals, kindergartens, schools and houses for aged people. If you want to become a doctor assistant you should study at the "Curative Affair" department. A doctor assistant of general practice is a highly-trained specialist who works independently in the polyclinics, emergency ambulances and hospitals. His main task includes prescription and performance of preventive, curative and diagnostic measures. The graduates of this department are waited for at the stations of emergency medical help, in the country-side hospitals and in the military hospitals.

"Obstetrician Affair" is another interesting department, it offers qualification of an obstetrician. An obstetrician pro-

vides preventive and curative medical help to the pregnant women and patients with gynaecological diseases.

Boys and girls whose future profession is dentist study at the "Stomatology". A dentist is a highly-trained specialist who works independently or under the guidance of a senior doctor who provides preventive and curative medical help for the population.

"Medical-prophylactic affair" gives qualification of a sanitary doctor assistant, who prevents appearance and spreading of infections and other kinds of the diseases. He controls the influence of the conditions of work and life on a person's health and takes some measures to prevent this harmful influence of the surroundings. They work in the centres of state sanitary inspectors and laboratories of different branches.

A dental mechanic-while studying at the "Orthopedic stomatology" departments a future specialist learns to make artificial teeth and crowns, plastics and porcelain teeth. On graduating from the college they usually work in the dental mechanic laboratories. As for me I am a student of the "Pharmacy" department. My future profession is pharmacist. I'll be provided the population with different medicines. My work will demand the knowledge of preventive rules, the rules of herb's preparation and so on.

The graduates of our department will be able to work in the chemist's, pharmacological enterprises, laboratories.

I like to study at our college very much.

**Упражнение 1. Ответьте на вопросы.**

1. Where does Sveta Popova study? 2. How many departments are there in the college? 3. What kind of qualification

does the "Nursing affair" department give? 4. Who can work at the station of emergency medical help? 5. What does an obstetrician provide to the pregnant women and patients with gynaecological diseases? 6. Where do the sanitary doctor assistants work? 7. What is Sveta's future profession?

### Упражнение 2. Скажите по-английски.

студентка медицинского колледжа; медицинская сестра, фельдшер, главная задача; станция скорой помощи, акушерка, беременная, зубной врач, медицинская помощь населению, условия работы, вредное влияние, будущая профессия, знание.

## 2. Части тела

- 1) body ['bɒdi] тело
- 2) head [hed] голова
- 3) hair [heə] волосы
- 4) face [feɪs] лицо
- 5) cheek [tʃi:k] щека
- 6) eye [aɪ] глаз
- 7) ear [ɪə] ухо
- 8) mouth [maʊθ] рот
- 9) tooth [tu:θ] (pl. teeth [ti:θ]) зуб, зубы
- 10) arm [a:m] рука
- 11) leg [leg] нога
- 12) hand [hænd] кисть (руки)
- 13) finger [fɪŋɡə] палец (руки)
- 14) toe [toʊ] палец (ноги)

- 15) foot [fu:t] (pl. feet [fi:t]) стопа, стопы
- 16) forehead ['fɒrɪd] лоб
- 17) nose [nouz] нос
- 18) shoulder ['ʃouldə] плечо
- 19) chest [tʃest] грудь
- 20) back [bæk] спина

Опишите внешность своего друга (подруги), используя следующие прилагательные:

- |                                 |                |
|---------------------------------|----------------|
| slender — stout                 | dark — fair    |
| round — oval                    | rosy — pale    |
| blue, grey, black, green, brown | short — long   |
| straight — upturned             | broad — narrow |

Ответьте на следующие вопросы:

- 1) What colour is your hair?
- 2) Is your hair long or short?
- 3) What colour are your eyes?
- 4) Is your face round or oval?
- 5) Are your cheeks rosy or pale?
- 6) Do you have healthy teeth?

## 3. Внутренние органы человека

- 1) heart [ha:t] сердце
- 2) lungs [lʌŋs] легкие
- 3) tongue [tʌŋ] язык
- 4) pharynx [færiŋks] глотка
- 5) esophagus [i'sɒfəɡəs] пищевод

- 6) stomach ['stʌmək] желудок
- 7) liver ['lɪvə] печень
- 8) gall bladder ['gɒlblædə] желчный пузырь
- 9) pancreas [pæŋkriəs] поджелудочная железа
- 10) duodenum [djuːədiːnəm] двенадцатиперстная кишка
- 11) small intestine [ɪn'testɪn] тонкая кишка
- 12) appendix [ə'pendɪks] аппендикс
- 13) rectum ['rektəm] прямая кишка
- 14) kidney ['kɪdni] почка
- 15) bladder ['blædə] мочевой пузырь
- 16) uterus ['juːtərəs] матка

*Переведите следующие предложения с русского на английский:*

- 1) У вас бывают сердечные приступы?
- 2) В легких патологии не обнаружено.
- 3) Диагноз этого пациента — воспаление пищевода.
- 4) Ваш желудок требует внимательного изучения.
- 5) Печень — пальпируется (to be palpable) и болезненная.
- 6) После гриппа у пациента было осложнение со стороны почек.

#### 4. В терапевтическом отделении

##### Общий уход за больными Предметы ухода за больными

- 1) амбулаторное лечение — out-patient treatment
- 2) стационарное лечение — hospital treatment

- 3) терапевтическое лечение — medical treatment
- 4) хирургическое лечение — surgical treatment
- 5) назначить лечение — to prescribe treatment
- 6) неполное (полное) выздоровление — incomplete (complete) recovery
- 7) резиновое судно — rubber bedpan
- 8) грелка — heater
- 9) горчичники — mustard plasters
- 10) измерить кровяное давление — to take arterial pressure
- 11) клизма — enema
- 12) медицинские банки — cups
- 13) пузырь для льда — ice-bag
- 14) промывать желудок — to give somebody a stomach wash out
- 15) водяная грелка — hot water bottle/bag  
резиновая грелка — rubber heater  
электрическая грелка — electric pad
- 16) шприц — syringe
- 17) делать инъекцию — to give an injection
- 18) внутривенная инъекция — intravenous injection  
внутрикожная инъекция — intradermal injection  
внутримышечная инъекция — intramuscular injection
- 19) горячий компресс — hot compress  
холодный компресс — cold compress  
сухой компресс — dry compress
- 20) температура — temperature  
показания термометра — thermometer readings  
температурный листок — temperature chart

просматривать температурный листок — to review the temperature chart  
 поставить термометр — to insert a thermometer  
 измерить температуру — to take temperature  
 «сбить» температуру — to bring the fever down

*Скажите по-английски:*

- |  |   |
|--|---|
| 1) Какая у вас сегодня температура?                                  | 1) What's your temperature today?                                     |
| 2) Вы выполняете все мои указания?                                   | 2) Are you following all my instructions?                             |
| 3) Продолжайте внутривенное введение антибиотиков.                   | 3) Go on intravenous antibiotic therapy.                              |
| 4) Поставьте градусник больному.                                     | 4) Insert a thermometer to a patient.                                 |
| 5) Врач должен назначить лечение.                                    | 5) A doctor must prescribe treatment.                                 |
| 6) Промойте желудок больному немедленно.                             | 6) Give the patient a stomach wash out as soon as possible.           |
| 7) Сделайте внутривенную инъекцию этому больному.                    | 7) Give an intravenous injection to this patient.                     |
| 8) Просматривать температурный лист ежедневно — важно для медсестры. | 8) It is important for a nurse to review the temperature chart daily. |

- |  |  |
|--|--|
| 9) Горчичники помогают «сбить» температуру пациента.   | 9) Mustard plasters help to bring the patient's fever down.                                |
| 10) Вам следует измерить кровяное давление пациента и назначить ему терапевтическое лечение. | 10) You need to take arterial pressure of the patient and prescribe him medical treatment. |
| 11) Полное выздоровление пациента — результат хорошей работы врача и медсестры.              | 11) Complete patient's recovery is a result of a good work of a doctor and a nurse.        |

*Прочитайте и переведите текст, пользуясь словарем.*

## HYPERTENSION

Hypertension is defined as a sustained elevation of arterial blood pressure at a level of 140/90 or higher in persons between the ages of 13—50 and 160/95 or higher in persons over 50 years of age. Hypertension is classified as primary (essential or idiopathic) or secondary. Primary hypertension, which constitutes approximately 90 % of the cases, has an unknown etiology. Secondary hypertension occurs as a result of other pathological conditions such as Cushing's syndrome, increased intracranial pressure, renal disease, pheochromocytoma, and coarctation of the aorta. Hypertension is classified according to the degree of severity, ranging from Class I (mild hypertension with a diastolic pressure between 90—104 mm Hg) to Class III (severe hypertension with a diastolic

pressure above 115 mm Hg). Accelerated or malignant hypertension is characterized by a sudden and rapid rise of diastolic pressure above 120 mm Hg and concurrent Grade III–IV retinopathy. When the pressure elevation causes an immediate threat to the client's life, hypertensive crisis exists.

**Упражнение 1.** Ответьте на вопросы к тексту:

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

**Упражнение 2.** Найдите в тексте английские эквиваленты следующих русских слов и словосочетаний: кровяное давление, уровень, первичная гипертензия, вторичная гипертензия, синдром Кушинга, неизвестная этиология, гипертонический криз.

## WORK OF THE HUMAN HEART

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

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

Each cardiac cycle consists of three phases: the first phase of short contraction — the atrial systole, the second phase of

a more prolonged contraction — the ventricular systole. The period of rest is called the diastole.

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

**Упражнение.** Переведите следующие предложения:

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

**Упражнение.** Найдите в тексте эквиваленты следующих русских слов и выражений:

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

**Выучите следующие слова и словосочетания:**

- 1) pump [pʌmp] *n* насос, *v* накачивать, нагнетать, выталкивать, выбрасывать
- 2) rate [reɪt] *n* частота, степень  
pulse rate — частота пульса  
respiratory rate — частота дыхания
- 3) beat [bi:t] *n* удар; *v* ударять (beat, beaten)



- 4) per minute — в минуту
- 5) contract [kən'trækt] сокращаться
- 6) artery ['a:təri] и артерия
- 7) systole ['sistəli] и систола
- 8) diastole [daɪ'estəli] и диастола
- 9) atrium [eɪtriəm] и (pl. atria) предсердие
- 10) ventricle ['ventrɪkl] и желудочек

## HEART DISEASE

*Выучите слова, прочитайте текст.*

1. disorder [dɪs'ɔ:də] расстройство, нездоровье
2. congenital [kən'dʒenɪtl] врожденный
3. acquired [ə'kwaiəd] приобретенный
4. club-like [klʌb] зд. похожие на барабанные палочки
5. pulmonary [pʌlmənəri] а легочный
6. to depend on [dɪ'pend] v зависеть от
7. to pick up [pɪk] уловить, обнаружить
8. puffiness ['pʌfɪnes] одутловатость

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

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

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

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

**Упражнение 1.** *Переведите на английский язык.*

врожденный, приобретенный, дефекты (пороки) сердца, структурные дефекты, врожденные пороки сердца, у больного посиневшие губы, пальцы на руках и ногах — закругленные, похожи на барабанные палочки, отверстие, легочная артерия.

**Упражнение 2.** *Ответьте на вопросы к тексту.*

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

## FIRST AID

*Выучите слова, прочитайте текст.*

1. first aid [fɜ:st eɪd] первая помощь
2. knowledge ['nɒlɪdʒ] знание
3. essential [ɪ'senʃl] а неотъемлемый

4. emergency [i'mə:dʒənsi] *n* непредвиденный случай
5. to lose [lu:z] *v* терять
6. calm [ka:m] *a* спокойный
7. injured [indʒed] *a* пострадавший
8. to hurt [hə:t] *v* причинить боль
9. bruise [bru:z] *n* ушиб, синяк
10. fracture ['fræktʃə] *n* перелом
11. limb [li:m] *n* конечность

Some knowledge of first aid is essential for everyone and should be an essential part of teaching at the medical college. The most important thing in an emergency is not to lose one's head. When you give the first aid you must be very calm. If the injured person has hurt himself with a fall, make him lie down comfortably and see whether there are any cuts or bruises. If movement of arm or leg hurts, there may be fracture, so leave the limb in the position in which it is.

**Упражнение 1. Переведите на английский язык:**

знание, первая помощь, для каждого, неотъемлемая часть, терять голову, пострадавший, движение руки или ноги, может быть перелом.

**Упражнение 2. Ответьте на вопросы к тексту:**

1. What is the most important thing in an emergency?
2. How must a person act when he gives the first aid?
3. Do you know how to give the first aid?

## BLEEDING

*Выучите слова, прочитайте текст.*

1. bleeding ['bli:diŋ] кровотечение
2. severe [si'viə] *a* тяжелый
3. loss [lɒs] потеря
4. case [keɪs] *n* случай
5. blood transfusion [bləd 'træns'fju:ʒən] переливание крови

Bleeding can lead to a severe loss of blood. The best way to stop bleeding is by direct pressure with a clean cloth. If the bleeding is from the arm or the leg, the limb can be kept in a raised position. If the bleeding is from a nose, put a cold compress on the nose. It will stop the blood. Ice placed on the nose also stops bleeding. In severe case doctors make blood transfusion.

**Упражнение 1. Переведите на английский язык:**

лучший способ остановить кровотечение, потеря крови, чистая ткань, поднятое положение, кровотечение из носа, холодный компресс, остановить кровотечение, тяжелый случай, переливание крови.

**Упражнение 2. Ответьте на вопросы к тексту:**

1. What can lead to a severe loss of blood?
2. What is the best way to stop the bleeding?
3. What do the doctors do in severe cases?

## FRACTURE

*Выучите слова, прочитайте текст.*

1. fracture [fræktʃə] *n* перелом
2. to break [breɪk] *v* ломать, перелом
3. bone [bəʊn] *n* кость
4. pain [peɪn] *n* боль
5. swelling ['swelɪŋ] *n* опухоль
6. tenderness ['tendənɪs] *n* мягкость
7. to confirm ['kən'fə:m] *v* подтверждать
8. to immobilize ['ɪməʊbaɪlaɪz] *v* делать неподвижным
9. splint [splɪnt] *n* шина
10. stiff [stɪf] *a* жесткий
11. limb [lɪm] *n* конечность
12. joint [dʒɔɪnt] *n* сустав
13. to bind [baɪnd] *v* привязывать
14. above [ə'blʌv] *adv* наверху
15. below [bi'ləʊ] *adv* ниже
16. compound [kəm'paʊnd] *a* сложный
17. sterile [sterail] *a* стерильный
18. gauze [ɡɔ:z] марля
19. to pierce [pɪəs] *v* пронзать, протыкать, прокалывать

Fracture or break in the bone can result from any injury. There is a pain, swelling and tenderness and there may be a deformity. The injured part should be prevented from moving. Usually, an X-ray is necessary to confirm whether there is a fracture or not. The injured part can be immobilized with a splint. A splint can be ready-made or improvised from any stiff material (stick, ruler, magazine and so on). The splint

should be wider than the limb being splinted, and long enough to prevent movements of the joints near the fracture. Bind the splint in place above and below the fracture. If the person has a compound fracture you must take some sterile gauze, put it over the wound and take the patient to the hospital immediately. A compound fracture is more serious, in which broken bone has pierced the skin.

**Упражнение 1.** *Переведите на английский язык.*

может быть деформация, пострадавшая (поврежденная) часть, необходим рентген, подтвердить перелом, готовая шина, шире, чем конечность, предотвратить движения суставов, привязывать шину, взять стерильную марлю, сложный перелом, более серьезный, полумертвая кость, пронзить кожу.

**Упражнение 2.** *Ответьте на вопросы к тексту*

1. What are the symptoms of the fracture?
2. Is it necessary to use X-ray?
3. What kind of splints are used for immobilization?
4. What fractures are more serious?

*Прочитайте и воспроизведите диалог в лицах.*

## AT THE DOCTOR'S

Patient: I haven't been feeling well, doctor.

Doctor: What's wrong with you?

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

Doctor: Do you have these pains all the time?

Patient: No, not all the time. They usually come after meals.

Doctor: After meals? Do you eat much?

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

Doctor: That's the reason why you have these pains near the heart. You'd better eat not so much. What's your weight?

Patient: About 85 kilograms, I think.

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

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

*Подумайте о том, какой диеты должен придерживаться пациент.*

## THE PATIENTS NEED YOUR HELP

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

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

- 1) Lay the person flat on the back.
- 2) Raise his feet a little.
- 3) Loose his dress.
- 4) Cover him warmly and open the window.
- 5) Sprinkle cold water on his face.

- 6) Give the person to breathe in ammonia water.

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

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

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

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

**Situation 4.** *If you help a person who has a sunstroke:*

- 1) Take the patient into a cool and shady place.
- 2) Put him on his back.
- 3) Raise his head and shoulders a little.
- 4) Put cold cloth on his head.
- 5) Cool his body with cold water.
- 6) Rub his skin with a sponge to keep up **blood circulation**.

## Notes

- 1) to lose consciousness ['lu:z 'kɒŋʃənsɪs] терять сознание
- 2) to lay [leɪ] (laid) положить
- 3) flat [flæt] плоско
- 4) to loose [lu:s] ослабить, расстегнуть
- 5) to cover ['kʌvə] покрывать
- 6) to sprinkle ['sprɪŋkl] брызгать
- 7) ammonia water [ə'moʊnjə] нашатырный спирт
- 8) blanket ['blæŋkɪt] одеяло

- 9) to keep him quiet ['kwaɪət] (здесь) не тревожить его
- 10) to empty ['emptɪ] опорожнять
- 11) as soon as possible — как можно быстрее
- 12) stomach ['stamək] желудок
- 13) to call in [kɔl] вызвать (врача)
- 14) immediately [ɪ'mɪ:dʒətli] немедленно, тотчас же
- 15) sunstroke ['sʌnstroʊk] солнечный удар
- 16) to cool [ku:l] охлаждать, (здесь) прохладный
- 17) shady ['ʃeɪdɪ] тенистое
- 18) sponge [spʌndʒ] губка
- 19) to keep up — поддерживать
- 20) blood circulation [sə:kjuleɪʃn] **кровообращение**

*Скажите по-английски:*

потерять сознание, побрызгать холодной водой, вдохнуть нашатырный спирт, положить на спину, поднять ноги, накрыть одеялом, теплое питье, опорожнить желудок, как можно быстрее, вызвать врача немедленно, прохладное, тенистое место, поднять голову и плечи, обтереть кожу губкой.

*Внимательно изучите все ситуации. Найдите в них общие черты и различия.*

## HEADACHE

*Выучите слова, прочитайте текст.*

to occur [ə'kɜː] *v* иметь место, встречаться  
common ['kɒmən] *a* обыкновенный, простой  
eye strain [streɪn] *n* усталость глаз (напряжение зрения)

hunger [hʌŋgə] *n* голод  
to accompany [ə'kʌmpəni] сопровождать  
mumps [mʌmps] *n* свинка  
malaria [mə'leəriə] *n* малярия  
measles [mɪzlz] *n* корь  
brain tumour [breɪn tju:mə] опухоль мозга

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

**Упражнение 1.** *Переведите на английский язык:*

симптом многих болезней, обычная простуда, может сопровождать, сильная головная боль, советоваться с врачом, частая и постоянная головная боль, опухоль мозга.

**Упражнение 2.** *Ответьте на вопросы к тексту:*

1. Headache is a symptom of many diseases, isn't it?
2. Does it accompany measles and malaria?
3. What is a symptom of brain tumour?

## PNEUMONIA

*Выучите слова к тексту.*

1. acute [ə'kju:t] острый, сильный;

2. inflammation [ɪnfləmeɪʃn] воспаление;
3. to confirm [kən'fə:m] подтверждать;
4. malnourished [mælnaʊrɪʃd] плохо питающийся.

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

**Упражнение 1. Скажите по-английски:**

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

**Упражнение 2. Назовите симптомы воспаления легких по-английски.**

## BRONCHITIS

*Выучите слова, прочитайте текст.*

bronchitis [brɒŋ'kaɪtɪs] и бронхит  
 severe [sɪ'viə] а тяжелый, серьезный  
 to spread [sprɛd] v распространяться  
 air passages [pæsɪdʒɪs] зд. дыхательные пути  
 to interfere [ɪntə'fɪə] v мешать, служить помехой.  
 frequently [fri:kwəntli] adv часто  
 to persist [pə'sɪst] упорствовать

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

**Упражнение 1. Переведите на английский язык:**

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

**Упражнение 2. Назовите основные симптомы бронхита.**

## RICKETS

*Выучи слова и прочитай текст.*

Rickets ['rɪkɪts] рахит

animal [ˈænɪməl] а животное

healthy ['helθɪ] а здоровый

treatment [tri:tment] и лечение

Rickets is a disease of the bones and is due to deficiency of Vitamin D. Most foods, including animal milk, are poor in Vitamin D, but if a child is eating well and is healthy, his body can manufacture Vitamin D on exposure to sun. Therefore, it is important for children to remain outdoors as much as possible. Breast milk has an adequate amount of this vitamin.

Rickets results in delayed sitting, crawling, walking and so on. The legs become bowed and ends of bones near the wrists and ankles become widened. There may be beading on both sides of the chest, also called rickety rosary. There may be bowing of arms or legs due to weight-bearing while crawling and walking.

Treatment of rickets is with Vitamin D and the dose will be determined by the doctor.

*Скажите по-английски:*

недостаток витамина Д; достаточное количество витамина; будет определена врачом; как можно больше.

*Прочитайте текст, пользуясь словарем.*

## A CASE FROM THE PRACTICAL MEDICINE

Today we discussed the case of a 22-year-old white man who was in good health prior to two days ago, when he began to have an abdominal pain. This pain was sporadic and colicky in nature. It began in the epigastrium and has since migrated to the right lower quadrant. The patient has had three episodes of vomiting associated with the pain. He has been anorectic and feverish. He has no bowel movements for two days. He reported no diarrhea, coughing with expectoration or short of breath. He has no past history or family history of abdominal pain or any other disease. The pertinent physical findings are related to the abdomen. There is extreme tenderness to palpation, especially over McBurney's point, Guarding, muscle rigidity and rebound tenderness are all present. Bowel sounds are absent. There is a difference between the axillary and the rectal temperature. His urinalysis, hemoglobin and hematocrit are within normal limits. Nevertheless, both white blood count and red rate are elevated. His chest film is clear, but in the abdominal film we observed the psoas line absent.

We established the differential diagnosis with acute pancreatitis, acute cholecystitis, myocardial infarction, gastroduodenal ulcer and perforation of an ulcer, finally, we decided the definitive diagnosis is acute appendicitis. Among the possible complications to consider are perforation, ne-

crosis peritonitis. Therefore, the prognosis is aneceph. The only possible treatment is surgical: appendectomy.

(Berman H. S. Medicine. Practical Surgery. London: Macmillan)

*Прочитайте и переведите текст.*

*Определите: Симптомы какого заболевания описаны в данном случае?*

### A CASE

Patient Orlov called in a physician from the polyclinic. He could not go to the polyclinic himself because his temperature was about 38°C. Soon doctor Smirnova, an experienced therapist, came to the call.

Doctor Smirnova wanted to know the patient's complaints. The patient said that a short, painful, dry cough associated with rapid respiration had developed two days before. The patient complained of the pain in the throat and behind the breastbone. Doctor Smirnova listened to the heart and lungs and then measured the patient's blood pressure. The blood pressure and the heart sounds were normal. But dry and moist rales were heard in the lungs. The respiratory rate was considerably increased. The amount of the discharge from the bronchial mucous membrane was large.

On the basis of all the findings the doctor made the diagnosis of (acute bronchitis, acatarrh, a cold).

### Notes

- 1) a physician — врач
- 2) complaint — жалоба
- 3) to be associated — быть связанным с чем-либо
- 4) breastbone — грудина
- 5) moist rales — влажные хрипы
- 6) considerably — значительно
- 7) discharge — выделение

*Составьте диалог между пациентом Орловым и доктором Смирновой.*

*Прочитайте и переведите диалог.*

*Перечислите основные вопросы, которые были заданы больному.*

### TAKING A PAST HISTORY AND FAMILY HISTORY

- Dr. Have you ever been sick before?
- P. Yes, I had pneumonia.
- Dr. Have you ever had scarlet, fever, measles, whooping cough, chicken-pox?
- P. Yes, I had all the childhood diseases.
- Dr. And what about adult illnesses, have you ever had jaundice, heart or kidney trouble?
- P. No, I have only had the ones I just told you.
- Dr. Have you ever had any operations?
- P. Yes, I've had my appendix out.
- Dr. Did you ever break any bones?



- P. I broke my leg in childhood.  
 Dr. Are your parents alive?  
 P. Yes, they are quite well.  
 Dr. Do you have brothers and sisters? Are they in good health?  
 P. I have a sister and a brother. My brother is in good health and sister has diabetes.  
 Dr. Are you married? Do you have any children?  
 P. Oh, yes. I'm married. I have a son and a daughter and they seem to be all right.

*Запомните названия следующих заболеваний:*

- 1) pneumonia — пневмония
- 2) scarlet fever — скарлатина
- 3) measles — корь
- 4) whooping-cough — коклюш
- 5) chicken-pox — ветряная оспа
- 6) jaundice — желтуха
- 7) heart trouble — болезнь сердца
- 8) kidney trouble — заболевание почек
- 9) diabetes — диабет

*Прочитайте диалог и воспроизведите его:*

- Tanya: You look rather pale, Marina. Are you ill?  
 Marina: I hope not. But as a matter of fact, I have a headache.  
 Tanya: Did you take your temperature?  
 Marina: I did and I found out that I had a slight temperature.

Tanya: Let me have a look at your tongue and feel your pulse. Show me your tongue. It is coated, and your pulse is rapid and irregular. Besides, you have a sore throat.

Marina: I see, that's why I am feeling unwell.

Tanya: I think you have caught a bad flu (influenza). You'd better see a doctor.

*Обратите внимание на следующие словосочетания:*

- as a matter of fact — на самом деле  
 to take one's temperature — измерить температуру  
 to feel one's pulse — посчитать пульс  
 to feel unwell — плохо себя чувствовать  
 to catch a flu — заболеть гриппом

*Прочитайте диалоги, выучите, разыграйте по ролям.*

1

Jane: I hear you've been ill.

Ralph: Well, I had the flu for a couple of weeks, but I'm fine now.

Jane: You're looking well. By the way, did you hear about Mrs. Wilson?

Ralph: No, what about her?

Jane: She has such a bad case of the flu that they had to take her to the hospital.

Ralph: Oh, I'm sorry to hear that.

2

Karen: What's the matter with you?

Nancy: I must have caught cold. I have a sore throat, running nose and I am felling sore all over the body.

Karen: You must stay at home and call a doctor in. Go home as soon as possible.

Nancy: You are right. I'll go home and get into my bed.

*Прочитайте диалог по ролям, выучите его.*

Clark: Hello, Bill. How are you?

Bill: I'm fine. And you?

Clark: O.K. But my sister is not feeling well.

Bill: I'm sorry, what's wrong with her.

Clark: She has a cold and a slight fever.

Bill: That's too bad. I hope she's feeling better soon.

## SOME WAYS TO REDUCE STRESS

### PICK THE BEST ONES FOR YOU

1. Sing a song.
2. Kiss your loved on.
3. Take three deep breaths.
4. Laugh out loud.
5. Hug a child.
6. Get enough rest.
7. Simplify your life.
8. Buy a flower.
9. Stand and stretch.
10. Take a hot bath.
11. Pat a friendly dog.

12. Giggle with a toddler.
13. Go for a swim.
14. Do something different.
15. Write a daily journal.
16. Play a game for fun.
17. Plan a vacation.
18. Begin exercising.
19. Go on a picnic.
20. Call someone you like.
21. Take a long walk.
22. Smile at simply nothing.
23. Get a message.
24. Feed the birds.
25. Go to a museum.
26. Read a poem.
27. Eat properly.
28. Accept your limits.
29. Say a prayer.

*Прочитайте и переведите историю болезни пациента, определите диагноз.*

## CASE REPORT

Patient's characteristics:

Age 22 Height 1,7 m Sex: M

Weigh: 70 kg

Main symptoms:

- pain in the right lower quadrant (sporadic and colicky in nature)
- began in epigastrium 2 days ago.

- moved to periumbilical region and right lower quadrant.

## Other symptoms:

fever, vomits (3), anorexia, constipation for two days (no bowel movement). No diarrhoea.

Past history: none

Family history: none

Toxic habits: none

Medications: none

## Physical finding:

- patient well oriented as to time, place and person;
- well nourished;
- extreme tenderness to palpation mainly over McBurney's point;
- guarding, muscle rigidity, rebound tenderness;
- difference: axillary — rectal temperature;
- bowel sounds: absent.

## Diagnostic procedures:

urinalysis (—) CBC: WBC ↑  
sed rate: ↑  
Hg and ht: normal

## Differential diagnosis:

acute pancreatitis, acute cholecystitis, myocardial infarction, gastroduodenal ulcer, perforation of an ulcer.

## APPENDICITIS

*Выучите слова, прочитайте текст.*

appendicitis [ə'pendɪ'saɪtɪs] *n* — аппендицит

inflammation [ɪnflə'meɪʃn] *n* — воспаление

appendage [ə'pendɪdʒ] *n* — придаток

surgeon ['sɜ:dʒən] *n* — хирург

laxative ['læksətɪv] *n* — слабительное (средство)

purgative ['pɜ:gətɪv] *n* — очищающее, слабительное

Appendicitis is an inflammation of the appendix, which is small, finger-like appendage on the intestine. The patient has pain in the abdomen, the middle of the abdomen to begin with, which later settles in the lower part on the right side.

There is tenderness in the right lower abdomen. This is usually accompanied by fever, and often vomiting.

It is important to consult the surgeon as soon as possible, and till then nothing should be given by mouth — no food, water or medicine, and certainly no laxative or purgative.

## Упражнение 1. Скажите по-английски:

воспаление аппендикса, кишечник, боль в брюшной полости, сопровождается лихорадкой, хирург, как можно быстрее, лекарство.

## Упражнение 2. Назовите основные симптомы аппендицита.

## 5. В инфекционном отделении

### DIPHTHERIA

*Выучите слова к тексту.*

1. contagious [kən'teɪdʒəs] заразный
2. to effect [ɪ'fekt] поражать
3. whitish [waɪtɪʃ] беловатый
4. patch [pætʃ] налет
5. to spread [sprɛd] распространять, расстилаться
6. windpipe [waɪndpaɪp] дыхательное горло
7. complication [kəmplɪ'keɪʃn] осложнение
8. emergency [ɪ'mə:dʒənsɪ] неотложная помощь
9. convalescence [kɒnvə'lesns] выздоровление
10. to proceed [prə'si:d] продолжать

Diphtheria is a highly contagious disease which mainly effects the throat. The symptoms are sore throat, fever, headache. There is difficulty in swallowing. There is a whitish patch in the throat and if it spreads to the windpipe, there is difficulty in breathing. The child looks ill and toxic. The disease can lead to many complications of nerves, heart and kidneys, and sometimes an emergency operation (tracheostomy) may have to be done if the windpipe gets blocked with the membrane and the child has difficulty in breathing. The child will have to be hospitalized in an infectious diseases hospital for 3-4 weeks, and then convalescence proceeds at home for

a few weeks more. This disease can be prevented by immunizing the child.

**Упражнение 1.** Скажите по-английски:

беловатый налет, заразное заболевание, трудности при дыхании, выглядеть больным, дыхательное горло, заболевание можно предупредить.

**Упражнение 2.** Назовите симптомы дифтерии по-английски.

### HEPATITIS

*Выучите слова к тексту:*

1. jaundice [dʒɔ:ndɪs] желтуха
2. to cut down [kʌt daʊn] исключить
3. sewage ['sju:ɪdʒ] сточные воды
4. resistant [rɪ'zɪstənt] стойкий

This is quite a common disease and every now and then one hears of someone who has jaundice. The disease is acquired by drinking, or eating anything contaminated by the hepatitis virus, which is passed in the infected person's stool.

The presence of hepatitis is a pointer to the inadequate arrangements of safe water supply and sewage disposal in a locality. The virus is very resistant and even boiling does not destroy it.

There is fever, loss of appetite, vomiting and pain in the upper abdomen. Loss of appetite and a feeling of being ill is

out of proportion of the fever. Even the smell or sight of food may make the person sick. In 4-5 days the urine becomes dark in colour, and later the eyes and skin become yellow. Gradually, the appetite returns and the fever comes down.

The child should remain in bed as long as he has fever and feels ill. Once his appetite returns he can play about in the house, but should not go to nursery school till jaundice has disappeared and he feels quite well.

In the acute stage, the child should be encouraged to drink sweet drinks such as orange juice. Sugarcane juice is excellent. Sugar is good for recovery of the liver.

As the appetite returns, ordinary household food can be given, but you should cut down on butter, oil, fried food.

**Упражнение 1.** Скажите по-английски:

потеря аппетита, боль в желудке, запах и вид пищи, моча становится темной, кожа желтеет, печень.

**Упражнение 2.** Назовите симптомы гепатита по-английски.

### GERMAN MEASLES (RUBELLA)

Выучите слова к тексту:

1. pregnancy ['pregnənsɪ] беременность
2. permissible [pə'mɪsəbl̩] допустимо
3. congenital [kən'dʒenɪtl̩] врожденные

This is a mild disease with low-grade fever, some pain behind ears due to enlargement of glands, and a mild pinkish rash, which only lasts for a day or two. The whole illness lasts 2-3 days and needs no treatment at all. If, however, a pregnant mother gets German measles during the first 3 months of her pregnancy, there is great danger of the baby being born with some congenital malformation. Under doctor's advice it is permissible to have an abortion induced for such an eventuality. Fortunately, most mothers would have already had the infection in their childhood.

One attack of German measles usually gives a lifelong immunity, although, rarely, a second attack may occur. A vaccine has now been developed to prevent German measles.

**Упражнение 1.** Скажите по-английски:

боль за ушами, красноватая сыпь, беременная женщина, врожденные уродства, в детстве, беременность.

**Упражнение 2.** Назовите симптомы краснухи (рубеллы) по-английски.

### MUMPS

Выучите слова к тексту:

1. mumps [mʌmps] свинка, эпидемический паратит
2. attack [ə'tæk] поражать
3. parotid [pærətɪd] околоушной
4. gland [glænd] железа
5. angle [æŋɡl̩] угол

6. jaw [dʒɔ:] челюсть
7. to occur [ə'kɜ:] иметь место, встречать
8. acquiring [ə'kwaiəɪŋ] приобретение
9. moderate [mɒdəɪt] умеренный, средний
10. gap [gæp] интервал, промежуток
11. testicle [testɪkl] яичко (анат.)
12. ovaries [ou'veɪs] яичник(анат.)
13. puberty [pju:'bɜ:tɪ] половая зрелость.

Mumps is a communicable virus disease, that usually attacks one or both parotid glands located near the angle of the jaw. It commonly occurs between 5 and 15 years of age. The incubation period, i. e., the period between acquiring the infection and the first symptoms, is usually three weeks. One attack gives immunity.

There is pain on opening the mouth or chewing, a moderate degree of fever, loss of appetite, headache and body pain. Both sides of the face may swell at the same time or there may be a gap of a few days between one side and the other. The swelling lasts about 6—7 days.

Mumps may affect testicles in boys and ovaries in girls, resulting in sterility. This is rare before puberty, and so it is best if children acquire the disease at a younger age. Treatment consists of bed-rest during fever, mouth-washes to keep the mouth clean and aspirin for fever and pain. Mumps can be prevented by immunizing the child with mumps vaccine.

### Упражнение 1. Скажите по-английски:

поражать околоушные железы, первые симптомы, умеренная степень лихорадки, половая зрелость, промежуток в несколько дней, опухоль длится, может поражать, лечение состоит из..., может привести к бесплодию.

### Упражнение 2. Назовите симптомы паротита по-английски.

## WHOOPING COUGH

### Выучите слова к тексту:

1. cough [kɒf] кашель
2. to prolong [prə'ləŋ] продлевать
3. complication [kəm'plɪ'keɪʃn] осложнение.

A newborn baby has no immunity to this disease at all, and so he must be kept protected from children who have any kind of cough. Whooping cough seems like an ordinary cough for the first few days, but gradually the bouts become more and more prolonged and the child coughs continuously. His face becomes red and he very often vomits. At the end of the bout of cough, when he takes a deep breath, a croaky sound is heard which is called the whoop and which gives the disease its name. The disease is a prolonged one and the cough may last 2—3 months. It can lead to lung complications also.

The child loses weight because of repeated vomiting. Fortunately, it can be prevented by immunizing the child with triple antigen (DPT) injections.

A child with whooping cough should be kept separate from other children for the first 3—4 weeks. The disease is more severe in babies under 1 year of age, and every effort must be made to isolate them, at least.

**Упражнение 1.** Скажите по-английски:

новорожденный ребенок, обычный кашель, более продолжительный кашель, ребенок теряет вес, глубокий вдох, повторяющаяся рвота, осложнения на легкие.

**Упражнение 2.** Назовите симптомы коклюша по-английски.

## CHICKENPOX

Выучите слова к тексту:

1. slight [slait] слабый
2. listlessness [listlɪsnəs] вялость
3. blisters ['blɪstəs] пузырьки
4. to scratch [skrætʃ] царапать.

The illness begins with fever, slight headache and listlessness. Within a day or two spots appear on the chest or back, which soon look like small blisters. Such new "crops" keep appearing for 2—3 days and older ones get scabbed over. There is a lot of itching and the child may scratch some of the blisters. Chickenpox is usually a mild disease and there is no particular treatment, except to keep the skin clean and use some soothing lotion for itching. The itching can also be relieved by bathing the child with a small quantity of soda

2—3 times a day. Antihistamine syrup to relieve itching should only be given under medical advice.

As in the case of measles, there is no point keeping the other children in the family away, as they have been exposed to the disease already and it is just as well for them to get it over with.

**Упражнение 1.** Скажите по-английски:

слабая головная боль, болезнь средней тяжести, чистая кожа, сыпь появляется на коже, облегчить зуд, может расцарапать.

**Упражнение 2.** Назовите симптомы ветряной оспы по-английски.

What should you know about communicable diseases?

## POLIOMYELITIS

The main symptoms of the disease are: slight fever, general discomfort, headache, stiff neck, stiff back. It may result in paralysis of any part of body. The cause of poliomyelitis is a virus. The incubation period of the disease is 7—21 days. The most susceptible patients are the children from 9 months to 5 years. The child should be isolated from onset of the disease till fever subsides. We can prevent poliomyelitis with oral polio vaccine.

### Notes

- 1) stiff — окостеневший
- 2) general discomfort — общее недомогание

- 3) susceptible — восприимчивый
- 4) onset — начало
- 5) to subside [səb'saɪd] стихать, убывать, спадать.

## TYPHOID

The main symptoms of the disease are fever, headache, malaise. The cause of typhoid is a bacillus. The incubation period is 7—21 days. The most susceptible patients are children and young adults. To treat the disease you should follow proper disposal of stools and urine and to give chloramphenicol or substitute for 3—4 weeks. We can prevent typhoid with typhoid vaccine.

### Notes

- 1) malaise [mə'leɪz] недомогание, дискомфорт
- 2) disposal [dɪs'pəʊzəl] удаление, устранение
- 3) to substitute ['sʌbstɪtju:t] заменять, замещать, заместитель, заместитель.

## TONSILLITIS

The main symptoms of tonsillitis are fever, cough, sore throat. The cause of the disease is a streptococcus. The incubation period is 2—5 days. The patients of all ages are susceptible to the disease. To treat the patient with tonsillitis we should give penicillin or substitute injections for 10 days. There are no any ways of prevention of tonsillitis.

## TETANUS

The main symptoms of tetanus are stiffness of jaw, spasms and convulsions, difficulty in swallowing. The cause of the disease is a bacillus. The incubation period is from 5 days to 2 weeks. The disease is not communicable from person to person. The patients of all the ages are susceptible to the disease. The patient with tetanus should be hospitalized and the wound should be cleaned immediately. A doctor must use tetanus toxoid separate or in DPT to treat the patient.

### Notes

- 1) tetanus ['tetənəs] столбняк
- 2) separate ['sepəreɪt] отдельно

*Ответьте на вопросы.*

- 1) What is the difference between the symptoms of poliomyelitis and typhoid?
- 2) Are there any similar symptoms between poliomyelitis and tetanus?
- 3) What are the causes of all these diseases?
- 4) What can you say about the treatment of poliomyelitis, typhoid, tonsillitis and tetanus?
- 5) Are there any ways of prevention of the diseases?

*На основании следующей клинической картины определите, чем болел пациент.*

The boy complained of a bad headache, vomiting and a sore throat. His pulse was rapid. The inflammation of the throat was associated with the enlargement of the glands of



the neck. The patient was noted to have loss of appetite, gastrointestinal disturbances and small amount of urine of dark colour. His hands, legs and body were covered with a fine red rash, it being most clearly marked on his abdomen.

*Ответьте на вопросы к тексту.*

- 1) What infectious disease is represented in the text?
- 2) What is the period of invasion in scarlet fever characterized by?
- 3) What are the typical symptoms of the disease?
- 4) What is the most characteristic complication after scarlet fever?

## 6. Фармация

### Основные лекарственные формы

- 1) аптека — pharmacy, chemist's (shop)
- 2) отдел ручной продажи — chemist's department
- 3) провизор, фармацевт — pharmacist
- 4) рецепт — prescription
- 5) рецептурный отдел — prescription department
- 6) отпускать лекарство — to dispense drugs (medicines)
- 7) побочное действие лекарственного средства — adverse effect of a drug
- 8) терапевтическое действие лекарственного средства — therapeutic action of a drug
- 9) лекарственное средство для внутреннего (наружного) применения — drug for internal (external) use

- 10) принимать лекарство — to take a drug  
каждый час — every hour  
натощак — on an empty stomach  
перед едой — before meals  
после еды — after meals  
по одной столовой ложке 2 раза в день — a table-spoonful twice a day
- 11) капли — drops  
накапать семь капель — to drop seven drops
- 12) мазь — ointment  
намазать мазь — to put the ointment on
- 13) микстура — mixture  
встряхнуть бутылку с микстурой перед использованием — to shake the bottle with the mixture before use
- 14) настойка — tincture  
принять 10 капель настойки — to take ten drops of the tincture
- 15) отвар — decoction  
давать отвар 3 раза в день после еды — to give decoction three times a day after meal
- 16) пилюля — pill  
обезболивающая пилюля — pain-relieving pill
- 17) порошок — powder  
сложный порошок — compound powder
- 18) присыпка — dust, powder
- 19) раствор — solution

давать раствор в соответствии с предписанием врача — to give solution according to the doctor's instruction

20) свеча — suppository

применять свечи — to use suppositories

21) таблетка — tablet

полтаблетки — a half tablet

принимать таблетки 3 раза в день — to take tablets three times a day

таблетка, покрытая оболочкой — coated tablet

22) растирать лекарство в порошок — to powder drug.

*Скажите по-английски:*

1) Не принимайте лекарства без назначения врача.

2) Вы хорошо переносите новокаин?

3) Закажите эту мазь в аптеке.

4) Взбалтывайте эту микстуру перед употреблением.

5) Принимайте эту настойку по столовой ложке два раза в день до еды.

1) Don't take drugs without a doctor's advice.

2) Are you sensitive to Novocain?

3) Order this ointment in the chemist's.

4) Shake this mixture before use.

5) Take this tincture a tablespoonful twice a day before meal.

6) Принимайте эти таблетки по одной каждые четыре часа.

7) Храните свечи в прохладном месте.

8) Запивайте эту пилюлю молоком.

9) Не принимайте эти капли натощак.

10) Выпишите лекарство от болей в сердце.

11) Все лекарственные средства разделяются на лекарственные средства для внутреннего и наружного применения.

6) Take this tablet one every four hours.

7) Keep the suppositories in a cool place.

8) Take this pill with milk.

9) Don't take these drops on an empty stomach.

10) Prescribe medicine for heartache.

11) All the drugs are for internal and external use.

*Прочтите и переведите текст.*

## AT A CHEMIST'S

On receiving a prescription from a doctor or on following a home treatment all of us need medicines, which are ordered or bought at a chemist's.

There are usually two departments in a large chemist's at the chemist's department one can have the medicine immediately, other drugs have to be ordered at the prescription department.

At any chemist's all the drugs are kept in drug cabinets. Each medicine has a label on it. White labels indicate drugs

for internal use, yellow — for external use and blue — for injections. The dose to be taken and the directions for the administration are also indicated on a label. It is very important for chemists, nurses, doctors and patients themselves. It prevents confusing (to confuse — путать) different remedies, some of which are poisonous. Their over dosage may cause unfavourable reactions and even death.

At the chemist's one can buy different drugs for intramuscular and intravenous injections, for oral administration and for external use.

### Notes

- 1) a chemist's (shop) — аптека
- 2) a chemist's department — отдел ручной продажи
- 3) a prescription department — рецептурный отдел
- 4) for internal use — для внутреннего использования, употребления
- 5) for external use — для внешнего использования (для наружного употребления)
- 6) intramuscular — внутримышечный
- 7) intravenous — внутривенный

*Опишите два основных отдела в аптеке.*

*Прочитайте следующие ситуации и ответьте на вопросы:*

Yesterday my sister went to the chemist's and bought a box of medicine with a white label on it.

Yesterday my friend was at the chemist's and ordered the medicine at the prescription department. In an hour he re-

ceived a small bottle with a yellow label on it. Which of them had the medicine for internal use?

*Прочитайте и переведите текст.*

## PHARMACY

Pharmacy is the science which treats of medicinal substances. It deals not only with medicines and the art of compounding and dispensing them, but with their combination, analysis and standardization.

The word "pharmacy" is also used to define the place where medicines are compounded, dispensed and sold. The title "pharmacist" is conferred upon a person who demonstrates that he is scientifically and professionally capable to engage in the practice of pharmacy. The compounding of medicines which requires the scientific combination of two or more ingredients and their dispensing demand special, knowledge, experience and high professional standards. To become a pharmacist one should achieve knowledge of different subjects, such as physics, chemistry, botany, etc.

Physics is the science, which deals with matter in general, especially its relation to energy.

It generally deals with constitution and properties of matter, mechanics, sound and light, heat, optics, electricity and magnetism.

Chemistry is the science, which explains the composition of matter and the transformations, which it undergoes. It has many divisions such as General Chemistry, Organic Chem-

istry, Qualitative Analysis, Quantitative Analysis, Physical Chemistry, Biochemistry and many other fields.

Botany is the science that deals with the structure, functions and classification of plants.

Pharmacognozy is the science, dealing with the history, source, cultivation, collection, preparation, distribution, composition, purity and preservation of drugs of vegetable and animal origin.

Pharmacology is the science of drugs.

A Pharmacopoeia is a book containing a list of medicinal substances with formulas for their preparation.

The Pharmacopoeia describes also the proper method of packaging and storing the drug.

### Notes

- 1) medicinal substances — лекарственные вещества
- 2) dispensing — расфасовка
- 3) constitution — состав
- 4) property — свойство, качество
- 5) composition — структура, состав

*Прочтите и переведите следующие слова, используя знание латинского языка.*

pharmacy, medicine, drug, compound, dispense, pharmacist, medicinal, prescribe, prescription.

*Дайте определения следующим терминам:*

pharmacy, pharmacist, physics, chemistry, botany, pharmacognozy, pharmacology, Pharmacopoeia.

*Найдите в тексте эквиваленты следующих слов:*

лекарственные вещества, искусство составления и расфасовки лекарств, присваивать, требует специальных знаний, опыта, имеет дело с составом и свойствами вещества, формулы для приготовления лекарственных веществ, метод упаковки и хранения лекарств.

*Прочитайте и переведите текст.*

## WATER

About three quarters of the earth's surface is covered with liquid water. In vapour form water is also an important constituent of the earth's atmosphere. In combined form water occurs in minerals (for example in gypsum). More over, water occurs in animals and vegetable tissues. It constitutes about 70 percent of the human body and over 90 percent of some vegetables.

Naturally occurring waters frequently contain dissolved mineral substances. We have mineral waters in which the total mineral content is significantly above the average.

Potable water is water which is fit to drink. Since water dissolves a part of everything with which it comes in contact, absolutely pure water does not occur in nature.

The water for drinking and domestic purposes is generally supplied by rivers, lakes, wells and springs. Such waters usually contain salts of calcium, iron, magnesium, potassium, sodium, organic matters and traces of different gases from the atmosphere. There is also a variety of suspended matter in natural water.

Good drinking water must be free from toxic salts, disease producing organisms and from harmful contamination.

### Notes

- 1) vapour — пар
- 2) tissue — ткань
- 3) potable water — питьевая вода
- 4) to dissolve — растворять
- 5) contamination — загрязнение, заражение

*Закончите предложения в соответствии с текстом.*

- 1) About three quarters of the earth's surface is covered with ...
- 2) In combined form water occurs in ...
- 3) Naturally occurring waters frequently contain ...
- 4) Potable water is water, which ...
- 5) The water for drinking and domestic purposes is generally supplied by ...
- 6) Good drinking water must be free from ...

*Прочитайте и переведите текст.*

### TABLETS

The tablet is the most common form for the administration of a drug in a dry state.

A tablet shows definite properties of mechanical strength and is characterized by a definite rate of desintegration with water.

It is observed that tablets can be made from certain drugs, even without the addition of auxiliary substances.

But for some drugs, the addition of auxiliary substance is found to be necessary to overcome certain difficulties in their tableting.

The application of different pressure during tableting plays a very important role. It helps to avoid unnecessary complications. Tablets, which should dissolve in the mouth, must be more strongly compressed than other tablets for internal administration.

Another important effect of higher pressures is an increase in friction, which demands the use of greater amounts of lubricants and glidants. Glidants are added to the tablets to improve their flow properties.

### Notes

- 1) the most common form of medication — самая распространенная форма лекарственных препаратов
- 2) without the addition — без добавления
- 3) auxiliary substances — вспомогательные (добавленные) вещества
- 4) to overcome difficulties — преодолеть трудности
- 5) friction — трение
- 6) lubricants — смазывающие вещества
- 7) glidants — скользящие вещества
- 8) flow property — скользящее свойство

*Найдите в тексте эквиваленты следующих слов и выражений.*

самая распространенная форма лекарственных препаратов, определенные свойства, вспомогательные вещества, преодолеть определенные трудности, применение определенного давления, растворяться во рту, для внутреннего применения, увеличение трения, смазывающие вещества, скользящие вещества, скользящее свойство.

*Переведите русские слова каждого предложения, используя слова, данные ниже: to state, to find, to be necessary, to know.*

- 1) Известно, that the tablet is the most common form of a drug.
- 2) Было установлено, that a tablet shows definite properties of mechanical strength.
- 3) Было необходимо to avoid unnecessary complications.
- 4) Было обнаружено, that another important effect of higher pressures is an increase in friction.

*Прочитайте и переведите текст.*

### PLANT

Plants are highly important sources of food for man. They supply us with clothing and many other things as well. Plants are grown and used for many purposes.

The principal parts of a plant are:

- 1) the root system, 2) the stems and leaves, 3) the reproductive part made up of flowers or seeds.

The roots have two main functions — to absorb plant nutrients and water from the soil. As to stems and leaves, the food used in growth is manufactured in the leaves. This process is known as photosynthesis. To support the leaves and to connect them with the roots are the main functions of the stem. The shape and the position of the leaves vary to a considerable extent with the species.

A flower is the part of the plant where seeds are produced.

All parts of a plant must be developed well and proportionally enough to function properly. If conditions for plant growth are bad, the plant will be too weak to develop its parts well.

### Notes

- 1) reproductive part — органы размножения
- 2) vary to a considerable extent with the species — различаются в значительной мере в зависимости от вида

*Ответьте на вопросы к тексту.*

- 1) What are the principal parts of a plant?
- 2) What are the main functions of the roots?
- 3) What is photosynthesis?
- 4) What are the main functions of the stem?
- 5) Where are the seeds produced?
- 6) How must all parts of a plant be developed?

*Найдите эквиваленты следующих русских слов и выражений:*

важный источник пищи, ко невая система, в значительной мере, различаются в зависимости от вида, условия для роста растения, слабое растение, фотосинтез.

*Прочтите и переведите текст.*

## SOLUTION

Any chemically and physically homogeneous mixture of two more substances is said to be a solution. It is possible to have solution of solids in liquids, liquids in liquids, gases in liquids, solids in solids, etc.

Depending upon the size of the dispersed particles we recognize true solutions, colloidal solutions and suspensions.

If sugar is dissolved in water and the ultimate sugar particle is of molecular dimensions, then a true solution is formed. On the other hand, if very fine sand is mixed with water, consisting of many molecules, then a colloidal solution is formed.

From the pharmaceutical point of view solutions of solids in liquids are of the greatest importance.

The extent of solubility of different substances varies, but it has a constant value at constant temperature.

### Notes

- 1) solution — раствор
- 2) solid — твердое тело
- 3) liquid — жидкость
- 4) dimension — размер, величина
- 5) extent — степень
- 6) dispersed — рассеянные, распространенные
- 7) ultimate — элементарный

*Найдите в тексте английские эквиваленты следующих слов и выражений:*

рассеянные частицы (взвешенные частицы), растворяться в воде, элементарная частица, молекулярного размера, истинный раствор, коллоидный раствор, взвесь, с другой стороны, с фармацевтической точки зрения, степень растворимости, постоянная температура.

*Ответьте на вопросы к тексту.*

- 1) What is said to be a solution?
- 2) What solutions is it possible to have?
- 3) What solutions do we recognize?
- 4) How is a true solution formed?
- 5) How is a colloidal solution formed?
- 6) What can you say about the extent of solubility of different substances?

*Прочитайте и переведите инструкцию по медицинскому применению Панадола.*

## PANADOL EXTRA SOLUBLE TABLETS

### Description

Panadol Extra Soluble contains an additional ingredient to provide extra relief from pain is based on paracetamol, which is gentle on the stomach. This special Panadol Extra Soluble Tablets formulation is absorbed into the bloodstream faster than conventional tablets to provide fast and effective pain relief.

Each effervescent tablet contains Paracetamol Ph. Eur. 500 mg and Caffeine Ph. Eur. 65 mg.

#### Indications

Panadol Extra Soluble is suitable for headache, migraine, backache, rheumatic and muscle pains, neuralgia, toothache and period pains. Panadol Extra Soluble also relieves discomfort in colds, influenza, sore throats and helps reduce temperature. Panadol Extra Soluble contains no aspirin.

#### Dosage

ADULTS: 2 tablets dissolved in at least half a tumblerful of water up to 4 times daily.

- Dose should not be repeated more frequently than every four hours.
- No more than eight tablets should be given in 24 hours.
- Panadol Extra Soluble should only be given to children under 12 years of age on medical advice.

#### Cautionary notes

**Do not exceed the stated dose.** If symptoms persist, consult your doctor. Avoid drinking too much tea or coffee whilst taking this product. For professional advice on medicines consult your pharmacist.

**Keep out of the reach of children.**

Store below 30°C.

**STERLING  
HEALTH**

Guildford, Surrey  
Made in England.

*Прочитайте и переведите текст.*

## ESTER

It has already been explained, that an ester is the product formed by the reversible reaction between an acid and an alcohol. If an acid and an alcohol are mixed a condition of equilibrium will eventually be setup when the rates of the direct reaction (esterification) and reverse reaction (hydrolysis) are equal. It follows from the law of mass action that an increase in the molecular concentration of anyone of the reacting substances will displace the equilibrium in the opposite direction. Any excess of water will diminish the proportion of ester present at equilibrium. Consequently, in the preparation of esters, it is necessary as a rule to use the anhydrous acid and alcohol in order to obtain good yields, and the reaction is usually carried out in the presence of an acid catalyst (concentrated sulphuric acid or dry hydrogen chloride).

An ester may be almost completely hydrolysed if it is heated with water, provided that a large enough proportion of water is used. The hydrolysis is usually slow, but is catalysed by acids. It becomes complete if a dilute solution of an alkali is used instead of water, for the acid produced by hydrolysis is neutralized by the alkali as fast as it is formed, and so can take no further part in the reaction. Most esters of organic acids are pleasant — smelling, volatile liquids and many of them are used in perfumery and in the production of artificial flavouring agents.



Ethyl acetate is a typical example of an ester of an organic acid. It is formed when acetyl chloride or acetic anhydride acts on ethyl alcohol. Ethyl acetate is prepared by the interaction of alcohol and glacial acid in the presence of concentrated sulphuric acid.

Ethyl acetate is a colourless, mobile liquid, with a pleasant fruity odour. Its weight per ml is 0.9 and it boils at 77. It is soluble in water and is miscible with alcohol, ether and chloroform, forming neutral solutions. When ethyl acetate is boiled with water under reflux condensation, it slowly undergoes hydrolysis.

*Ответьте на вопрос к тексту.*

1) What can you say about ester and its main features?

*Прочитайте и переведите текст.*

### IMPORTANCE OF CARBON CHEMISTRY

It is well known that the element carbon plays an important role in the life on Earth. If all the carbon and carbon compounds were suddenly removed from the earth it would look like the surface of the moon. Many of the little everyday things would be quite impossible without the element carbon. In an ordinary pencil, for example, the inside of the pencil made from graphite, which is an elementary form of carbon, the wood and the paint on the surface of the pencil are all carbon or carbon compounds. The paper of a book, the cover and soon are also made of carbon compounds. All of the clothes one wears including shoes cannot exist without carbon. If carbon compounds were removed from the

human body, there would be nothing left except water and a small residue of minerals and the same is true for all forms of living matter. Fuels, foods and many drugs are mostly made of carbon compounds. In addition, many carbon compounds such as plastics to be connected, with the life processes play a vital role in one's life.

There are nearly two million different carbon compounds to have been studied and described in the chemical literature with thousands of new ones, which are reported every year. Although there are 89 other naturally occurring elements, the number of known carbon compounds is many times greater than that of the known compounds which contain no carbon. The very large and important branch of chemistry, which studies and investigates carbon compounds, is called organic chemistry. The name "organic" comes from the past when chemical compounds produced from once-living matter were called "organic" and all other compounds were called inorganic.

The importance of carbon chemistry for man is great. Every month several hundred new organic compounds are prepared. A few of these new compounds become important as medicines, plastics, textiles, solvents, food additives, cosmetics or some other products.

A very few number may provide an important explanation of the mechanism of fundamental chemical reaction in the human body. Most, however, become laboratory findings and for the present, at least, have no practical application. The preparation of new and different compounds through chemical reaction is called organic synthesis. The million or so

organic compounds now known and characterized were synthesized in the laboratories of the world in the past 150 years.

Complex mixtures of hydrocarbon compounds containing only carbon and hydrogen occur in very large quantities in nature as petroleum and natural gas.

Many other organic compounds are prepared from these materials after they are separated into their constituents. From the simplest hydrocarbon, methane, come such products as plastic vessels, acrylic fibers, vinyl paints, etc.

### Notes

- |   |  |
|---|--|
| 1) If all the carbon compounds were suddenly removed from the earth it would look like the surface of the moon. | 1) Если бы весь углерод и углеродные соединения исчезли бы с Земли, она бы выглядела как поверхность Луны. |
| 2) there would be nothing left except...  | 2) ничего бы не осталось, за исключением...  |
| 3) the same is true for all forms of living matter.   | 3) то же нужно сказать и о всех других формах живой материи.   |

*Ответьте на вопрос к тексту.*

- 1) What products can be prepared from hydrocarbons?

*Прочитайте и переведите текст.*

## BIOCHEMISTRY

The chemistry of life, or "biochemistry" as chemists call it, is an area in which the classical fields of chemistry and

biology meet. It can be called, molecular biology. Biochemistry is known to be the study of the structures and reactions of the thousands of compounds involved, in life process. It is considered to be the most complex area of chemistry.

Living things are supposed to represent the most efficient, sophisticated, compact chemical "factories" ever known. How, for example, do cells of the body know when to divide and multiply into new cells having the same characteristics as the original cells? When the body is afflicted by disease or by a wound how does the body protect itself and repair the damage? We know these processes to involve thousands of different chemical compounds.

When we compare the nervous system to man — made electronic computers the efficiency and complexity of the biological systems become even more impressive. Despite great advances in computer technology, the greatest computer ever built is almost insignificant being compared to a human brain weighing little more than a kilogram. A computer can perform mathematical operations million of times faster than a person, but think of some of the things the nervous system can do. For example, it can cause your arm to reach out and touch an object. The brain can translate signals from the retina of the eyes into three dimensional colour images. It can translate a series of frequencies detected by the ear into thoughts whereas a computer can only perform operations being programmed by a person. As to the storage capacity the brain really wins out. The largest computers have storage capacity of about one million "words" but some experts believe the brain, to store up all the signals it receives.

The chemical processes of our bodies involve enormously complex sequences of reactions details of these processes being far from complete understanding. Nevertheless great progress has been made in our understanding of the processes that occur in the body.

The first half of this century might be termed the Golden Age of Physics because so many discoveries in understanding the structure of molecules, atoms and nuclei were made. By the same virtue we may be in the midst of a Golden Age in Biochemistry. The next few years of research may bring much increased understanding of chemical processes in cells.

### Notes

- 1) sophisticated — усложненный
- 2) cell — клетка
- 3) to affect — страдать
- 4) retina — сетчатка
- 5) storage capacity — объем памяти

*Прочитайте и переведите текст.*

## VITAMINS

In addition to carbohydrates, fats, proteins, mineral salts and water, it is essential that the food of man and animals contains small amounts of the substances called vitamins, which the living organism is unable to manufacture by itself and which have to be supplied from other sources, namely diet. If anyone of some fifteen or more of these compounds is lacking in the diet there occurs eventually a breakdown of

metabolic processes that results in symptoms of malnutrition that are classed, at the deficiency diseases.

Vitamins are believed to belong to ancient elementary organic compounds and to exist before life originated on Earth. According to Academician Chagovets vitamins took part in the building up of a primary organism together with such "blocks" of living matter as nucleic acids, proteins aminoacids.

Like the hormones, vitamins are considered to be very potent, and daily intake of the order of 0,1 to 5 mg is adequate except in the case of vitamin C of which much larger amounts are required. In addition to being "accessory food factors" necessary for the maintenance of health and indeed for life itself, the synthetic vitamins are now recognized as being valuable therapeutic agents for the treatment of deficiency syndromes and as such they may legitimately be considered as drugs.

The vitamins as a class are not chemically related, and they are classified according to their solubility and chief therapeutic effect into two groups: 1) water — soluble vitamins 2) fat — soluble vitamin group. It is known to be essential for the maintenance of normal epithelial tissue.

Vitamins A is an unsaturated cyclic alcohol. It is synthesized by at least three separate processes.

It has been concentrated and isolated from the non-saponifiable to be present in fish oil, both in the free alcohol and in the ester form. The source of all vitamin A is in the carotenoid pigments, the yellow — coloured, compounds occurring in all chlorophyll — containing plants.

In pure form it is a pale yellow oil, soluble in fat solvents, having an ultra — violet absorption spectrum. The ester forms of the vitamin have been found to possess greater stability than the free alcohol.

Vitamin B1, Vitamin B2, Vitamin B6, Vitamin B12, Vitamin C and other are stated to belong to the water — soluble vitamin class. Vitamin B2 (riboflavine) is built up from a ribose and isoalloxazine residue, the name riboflavine being derived from the sugar component and the intense yellow fluorescence of it's agucous solution. It is of wide occurrence in, nature and constitutes a component of the flavin coenzyme systems.

Vitamin C (ascorbic acid) is essential for the normal functioning of living cell and is involved in many enzymatic reactions. It is required for the development of cartilage, teeth and bones, for wound healing and aiding the absorption of iron from the intestin. Gross deficiency causes scurvy.

### Notes

- 1) breakdown — нарушение
- 2) to result in — зд. в результате появляются
- 3) the deficiency diseases — болезни, вызываемые нехваткой факторов питания, болезни недостаточности
- 4) of the order — порядок
- 5) in addition to being "accessory food tactors" — кроме того, они являются добавочными факторами питания
- 6) as such — как таковые

7) non-saponifiable fraction — неотъемлемая фракция

*Ответьте на вопрос:*

What is ascorbic acid essential for?

*Прочитайте текст с помощью словаря.*

### SOME RULES FOR DRUG TAKING

If medicine is taken incorrectly, it may actually cause harm.

As a rule, the prescription contains information about dosage, doses, time for taking it and the way of taking. But some patients don't always follow the prescribed instructions.

#### Here some rules for drug taking:

1. Some medicines taken after meal can lose their effect. Hence pharmacological therapy follows this general rule: medicines having an organic structure should be taken one-half hour to one hour before meal-time.
2. Non-acid-resisting antibiotics (ampicillin, penicillin) and other medicines should be taken with acidic juices or drinks containing alcohol.
3. Alcohol has a very negative influence on the effect of medicines. It intensifies the effect of histamines, barbiturates and tricyclic antidepressants. Alcohol increases the toxicity of barbiturates by more than 50 %.
4. Shake the bottle with liquids or the last dose can be too strong.
5. Keep the medicine in a cool place.

## 7. Стоматология

### Основные стоматологические термины

- 1) Стоматология — stomatology  
Стоматологическая поликлиника — stomatological polyclinic
- 2) зуб(ы) — tooth (teeth)  
кариес зуба — dental caries  
коронка зуба — crown of a tooth  
корень зуба — root of a tooth  
пломбирование зуба — filling of a tooth
- 3) полость рта — mouth cavity
- 4) парадонтоз — paradontosis
- 5) челюсть — jaw, нижняя челюсть — lower jaw, верхняя челюсть — upper jaw
- 6) язык — tongue
- 7) зубной (ые) протез (ы) — dental prosthesis (prostheses)
- 8) бормашина — dental drilling machine
- 9) зубо врачебное кресло — dentist's chair
- 10) щипцы для удаления зубов — dental forceps
- 11) зубной врач — dentist
- 12) десна — gum  
изъязвление десны — gum ulceration  
повреждение десны — injury to the gum  
разрыв десны — rupture to the gum  
отек десны — edema to the gum
- 13) верхние зубы — upper teeth

- нижние зубы — lower teeth  
живой зуб — live teeth  
мертвый зуб — dead teeth  
первые зубы — first teeth  
постоянные зубы — permanent teeth  
зуб мудрости — wisdom tooth  
зубная боль — toothache  
удаление зуба — extraction / pulling out of a tooth
- 14) предупреждение кариеса зубов — prevention of dental caries
  - 15) пломба — filling  
временная пломба — temporary filling  
постоянная пломба — permanent filling  
поставить пломбу — to put a filling
  - 16) прикус — occlusion, bite  
глубокий прикус — deep occlusion / bite  
патологический прикус — pathological occlusion  
нормальный прикус — normal occlusion  
аномалия прикуса — abnormality of occlusion  
исправление / коррекция прикуса — correction of bite, occlusion  
нарушение прикуса — disturbance of occlusion
  - 17) зубной протез — dental prosthesis  
бюгельный зубной протез — clasp dental prosthesis  
пластмассовые протезы — plastic prosthesis  
съемный зубной протез — removable prosthesis  
протезировать зубы — to make a prosthesis appliance for the teeth  
удалять протез — to remove prosthesis

Скажите по-английски:

- |  |  |
|--|--|
| 1) У вас болят зубы.   | 1) Do you have a toothache?  |
| 2) Боль сильная или слабая, кратковременная или длительная?                                | 2) Is the pain severe or mild, brief or protracted?  |
| 3) Прополощите рот раствором.  | 3) Rinse your mouth out with a solution.   |
| 4) Сплюньте.   | 4) Spit out, please.   |
| 5) Вот больной зуб. Я вам удалю его.   | 5) This is the bad tooth. I shall extract it.  |
| 6) Вам надо запломбировать зуб.  | 6) The tooth needs filling.  |
| 7) Осмотрите полость рта больного.   | 7) Examine the patient's mouth cavity.   |
| 8) Его коронка чрезвычайно болезненна.   | 8) Its crown is extremely tender.  |
| 9) У больного имеется нарушение прикуса.   | 9) The patient has the disturbance of occlusion.   |
| 10) Первые зубы начинают развиваться, когда ребенку 3—6 месяцев.                           | 10) The first teeth begin to develop when the baby is three or six months old.   |
| 11) Во время первого визита врач обычно ставит временную пломбу и только затем постоянную. | 11) During the first visit of a patient the dentist usually puts a temporary filling and only some time later a permanent one. |

## TEETH

Выучите слова, прочитайте текст

- 1) to erupt [ɪˈrʌpt] v прорезываться
- 2) incisor [ɪnˈsaɪzə] резец, передний зуб
- 3) gum [ɡʌm] n десна
- 4) tiny [taɪni] a очень маленький, крошечный
- 5) spot [spɒt] n пятно, пятнышко
- 6) to appear [əˈpiə] показываться, появляться
- 7) rapidity [rəˈpɪdɪti] n быстрота, скорость
- 8) jaw [dʒɔː] n челюсть
- 9) cuspid [kʌspɪd] клык

The first teeth erupt between 6 to 9 months. These are the lower central incisors. The gums look a bit swollen for a few days, and then tiny white spot appears, which is the tooth. Over the next 3—4 months the teeth erupt with great rapidity the lower central pair, the upper central pair and then two more on either side in the lower and upper jaws — making a total of 8 incisors. The rest of the teeth erupt in the manner shown in the table below, till the baby has 20 teeth.

Central incisors	6 to 8 months
Lateral incisors	8 to 12 months
First molar	12 to 18 months
Cuspids	16 to 20 months
Second molar	20 to 30 months

The entire set of 20 teeth erupt by the age of 2,5 years. These are primary teeth.

P: Yes, I have.

D: It is a decayed tooth and I must fill it. I'll use a dental drilling machine. But it is not painful. Today I shall put only a temporary filling. But, does this tooth hurt you?

P: Yes, it does.

D: Your tooth is working loose and the root of the tooth is damaged. I must extract it. So today I shall extract this tooth and in two days I'll put a filling in that one.

P: Oh, doctor. I am afraid.

D: Don't be afraid. I'll give you an injection. You will not feel any pain. In ten minutes I'll take the dental forceps and everything really will be all right.

P: Thank you, Doctor. I am sure now that everything really will be all right.

*Найдите в тексте эквиваленты следующих русских выражений:*

Что с вами?, у меня сильно болит зуб, зубное зеркало, зонд, разрушенный зуб (испорченный зуб), запломбировать, бормашина, временная пломба, зуб шатается, корень зуба поврежден, удалить зуб, сделать инъекцию.

*Переведите с русского на английский.*

- 1) Каждый человек имеет верхнюю и нижнюю челюсть.
- 2) Первый набор зубов появляется у ребенка в 3—6 месяцев.
- 2) Второй постоянный набор зубов появляется в 13—14 лет.

- 4) Вы должны посещать стоматолога дважды в год для предупреждения кариеса зубов.
- 5) Полость рта, десны и зубы должны быть всегда в порядке.

## 8. Акушерство и гинекология

### Основные акушерско-гинекологические термины

- 1) акушерство — obstetrics
- 2) гинекология — gynecology
- 3) беременность — pregnancy, внематочная — extrauterine
- 4) аборт — abortion, делать аборт — to perform abortion
- 5) противозачаточные средства — contraceptives
- 6) плод — fetus
- 7) роды — labor, трудные роды — difficult labor, безболезненные роды — painless labor
- 8) кесарево сечение — cesarean section
- 9) родильный дом — maternity home
- 10) патология беременности — pathology of pregnancy
- 11) токсикоз беременных — toxemia of pregnancy
- 12) околоплодные воды — amniotic fluid
- 13) плодный пузырь — water bag, вскрытие плодного пузыря — rupture of the water bag

- 14) послед — afterbirth  
отделение последа — separation of afterbirth
- 15) пуповина — umbilical cord  
перевязка пуповины — tying of the cord  
разрыв пуповины — cord rupture
- 16) родовые схватки — birth pains, contractions  
частые родовые схватки — frequent contractions  
редкие родовые схватки — infrequent contractions
- 17) женское бесплодие — female sterility
- 18) маточное кровотечение — uterine bleeding
- 19) менструальный цикл — menstrual cycle
- 20) климакс — climacteric
- 21) влагалище — vagina
- 22) яичник — ovary  
заболевание яичника — ovarian disease
- 23) матка — uterus  
заболевание матки — uterine disorder / disease  
опущение матки — uterine prolapse  
перфорация матки — perforation of the uterus  
разрыв матки — uterine rupture  
рак матки — uterine cancer  
шейка матки — uterine neck.

*Скажите по-английски:*

- |  |   |
|--|---|
| 1) В каком возрасте появилась первая менструация?      | 1) At what age did you have your first menstrual period?      |
| 2) У больной тяжелая форма климактерического синдрома. | 2) The patient has a severe form of the climacteric syndrome. |

- |  |   |
|--|---|
| 3) У больной началось сильное маточное кровотечение.                   | 3) The patient has developed heavy uterine bleeding.        |
| 4) Начните переливание крови. Примите меры для остановки кровотечения. | 4) Begin blood transfusion. Take steps to control bleeding. |
| 5) Матка болезненная, увеличенная и мягкая.                            | 5) The uterus is tender, enlarged and soft.                 |
| 6) Левый яичник увеличен.  | 6) The left ovary is enlarged.                              |
| 7) Больная страдает бесплодием.  | 7) The patient suffers from sterility.                      |
| 8) Наступление беременности невозможно.                                | 8) Pregnancy is impossible.                                 |

## PREGNANCY

*Выучите слова, прочитайте текст.*

- 1) pregnancy ['pregnənsi] беременность
- 2) to expect [iks'pekt] v ожидать
- 3) to avoid [ə'vɔɪd] v избегать, исключать
- 4) advice [əd'vaɪs] n совет, консультация
- 5) womb [wu:m] n матка
- 6) range [reɪndʒ] n диапазон, пределы
- 7) premature [premə'tʃuə] a преждевременный, недоношенный
- 8) excitement [ɪk'saɪtmənt] n волнение
- 9) expectancy [ɪks'pektənsi] n ожидание, надежда.



Pregnancy is a period of excitement, expectancy and a bit of fear and nervousness for the future mother. It should be an exciting experience, and for that, love and consideration of the family as well as knowledge of what changes are taking place in the body and what to expect, is important.

The first 3 months of pregnancy are important because during this period the baby's organs, like brain, heart, kidneys, limbs, eyes and ears are being formed. Avoid any medicine during this period. Some medicines can be harmful to the growing baby and so no medicines, particularly pills for sickness, headaches and anxiety should be taken without the advice of the doctor.

The normal time the baby is in the mother's womb is about 40 weeks — 9 months and 1 week, but a few days earlier or later is within the range of normality. A baby who is born earlier than his time is called 'premature'.

**Упражнение 1. Переведите на английский язык:**

беременность, период волнения, период ожидания, будущая мать, изменения, имеют место (происходят), первые три месяца беременности, избегайте, лекарства, могут быть вредны, без совета врача, в пределах нормы, называется недоношенный.

**Упражнение 2. Ответьте на вопросы к тексту.**

1. Is pregnancy a period of excitement and expectancy?
2. What period is more important for a future mother?
3. Is it harmful to take some pills during the pregnancy?

## A DIET FOR PREGNANT WOMEN

*Выучите слова и прочитайте текст.*

- 1) total [təʊtl] *n* целое, а полный, суммарный
- 2) need [ni:d] *n* потребность
- 3) to increase [ɪn'kri:s] *v* повышать, увеличивать
- 4) to supply [sə'plai] *v* обеспечивать, восполнять
- 5) fetal [fetal] *n* зародыш, эмбрион
- 6) to consume [kən'sʌm] *v* потреблять, расходовать
- 7) extra [ekstrə] *a* дополнительный
- 8) snack [sneɪk] *n* легкая еда между завтраком, обедом и ужином.

### CALORIES

During pregnancy the total caloric needs increase to supply energy for fetal development. A pregnant woman needs approximately 300 more calories per day than before she becomes pregnant. It may be a little less during the first trimester and a little more in the last. Woman carrying twins will need even more.

The extra 300 calories can come from an apple, half a cheese sandwich and a carrot stick. The best way to consume extra calories is healthy snacks eaten between meals.

**Упражнение. Переведите на английский язык:**

потребности в калориях повышаются, ежедневно, немного меньше, немного больше, двойня, дополнительные 300 калорий, полбутерброда с сыром, лучший способ, получить дополнительные калории, здоровая еда, между приемом пищи.

*Выучите слова и прочитайте текст.*

## PROTEIN, MINERALS, VITAMINS

- 1) Protein [prəʊtɪn] *n* белок
- 2) cell [sel] *n* клетка
- 3) maternal [mə'tɜ:nəl] *a* материнский
- 4) nerve tissue [nɜ:v'tɜ:ʃu:] нервная ткань
- 5) brain [breɪn] *n* мозг
- 6) dairy [deəri] *a* молочная
- 7) minerals [mɪnərəlz] *n* минералы
- 8) calcium ['kælsɪəm] *n* кальций
- 9) phosphorus ['fɒsfərəs] *n* фосфор
- 10) to require [rɪ'kwaɪə] *v* нуждаться
- 11) source [sɔ:s] *n* источник
- 12) adsorption [əb'sɔ:pʃn] *n* поглощение, всасывание
- 13) zinc [zɪŋk] *n* цинк
- 14) iron [aɪən] *n* железо
- 15) anemia [ə'mɪ:miə] *n* анемия
- 16) metabolism [me'tæbəlizm] *n* обмен веществ
- 17) cereal [sɪəriəl] *n* злаки, крупа.

**Protein** is a component of every body cell and important for building the maternal blood supply. Protein also is necessary for fetal hair, skin, muscle, nerve tissue and brain development. Women need approximately 10 more grams of protein daily — a total of 60 grams a day — during the pregnancy.

**Minerals.** Calcium and phosphorus are important minerals in fetal — bone development, a pregnant woman requires

1.200 mg of calcium and phosphorus daily. This is a 50 increase over what a woman needed before she became pregnant.

Dairy products are excellent sources of both calcium and phosphorus, as well as of vitamin D which is necessary for calcium absorption.

Zinc is another mineral needed for fetal growth and development. Good food sources of zinc include meat, liver, eggs, seafood.

Iron builds maternal blood volume and fetal blood and muscle. Many women enter pregnancy with low iron stores, resulting in anemia. Foods rich in iron include red meat, especially liver, raisins and fortified breads and cereals.

**Vitamins.** Folic acid is a vitamin important in protein metabolism, particularly in periods of rapid growth. Pregnant women should start the day with a good breakfast. Fortified ready-to eat cereal with milk and a glass of orange juice will provide at least half needs. Green leafy vegetables, liver and lentils are other good sources of folic acid.

### Упражнение 1. Переведите на английский язык:

каждая клетка тела, для построения, развитие мозга, более 10 г белка ежедневно, 50 %, до беременности, молочные продукты, кальций, фосфор, витамин Д, цинк — другой минерал, включают мясо, печень, яйца, морепродукты, низкое содержание железа, анемия, пища, богатая железом, злаки, начинать день, стакан апельсинового сока, листовые овощи, фолиевая кислота.

**Упражнение 2.** Вставьте вместо пропусков соответствующие слова или словосочетания:

approximately, to consume, body cell, excellent, twins, pregnancy, folic acid.

A pregnant woman needs ... 300 more calories per day then before she become pregnant. 2. Women carrying ... will need even more. 3. The best way ... extra calories is healthy snacks eaten between meals. 4. Protein is a component of every ... and important for building the maternal blood supply. 5. Dairy products are ... sources of both calcium and phosphorus. 6. Many women enter ... with low iron stores. 7. Green, leafy vegetables, liver are good sources of ...

*Прочитайте и переведите таблицу.*

**Daily Eating Guide for a Pregnant Woman**  
A healthy diet should be based on grain foods,  
fruits and vegetables.

Food Group	Servings	Food	Serving Size	Nutrients
Fats, Oils, Sweets		Use Sparingly		
Meat, Poultry, Fish, Dry Beans, Eggs, Nuts	3	Meat, Poultry Fish, Eggs, Nuts, Sunflower Seeds, Peas	2-3 oz -1 1/2-1 cup	Protein, Iron B Vitamins Zinc
Milk, Yogurt, Cheese	4-5	Milk, Yogurt, Cheese	1 cup 1 cup 1 1/2 oz	Calcium Protein Vitamin D
Fruit	3 or more	Canned Fruit, Fresh Fruit	1/2 cup 1 piece	Vitamin A Vitamin C
Vegetable	4 or more	Cooked Vegetables, Raw Vegetables	1/2 cup 1 cup	Vitamin A Vitamin C Folic Acid, Calcium
Bread, Cereal, Rice, Pasta	6-11	Bread, Biscuits, Rice, Barley, Hot Cereal	1 slice 1 1/2 cup	B Vitamins Iron, Fiber

Additional servings may be added in appropriate to amounts to achieve recommended weight gain. Women expecting twins will need additional servings.

(From "Lamaze" 1995)

Parent's magazine

## VITAMINS

*Выучите слова и прочитайте текст.*

- 1) substance [ˈsʌbstəns] *n* вещество, субстанция
- 2) yolk [jouk] *n* желток
- 3) carbohydrate [kɑːbouˈhaɪdreɪt] *n* углевод
- 4) amount [əˈmaʊnt] *n* количество
- 5) scurvy [skɜːvi] *n* цинга
- 6) to strengthen [streŋθən] *v* усиливать, укреплять
- 7) nervous [nɜːvəs] *a* нервная

Vitamins are special substances that the body needs, along with proteins, fats, carbohydrates and minerals. **Vitamin A** is needed for healthy eyes and is found in fish-liver oil, egg yolk, butter, green vegetables and fruit.

**Vitamin D** is needed for healthy bones and for protection against rickets. It is found in very small amounts in egg, butter and fish. We get most of our Vitamin D from the sun.

**Vitamin C** protects against scurvy and is found in oranges, lemons, tomatoes and green vegetables.

**Vitamin B** is present in milk, eggs, liver. It is needed to strengthen our nervous system.

**Упражнение 1.** Переведите на английский язык:

особые вещества, белки, жиры и углеводы, яичный желток, защита от рахита, в очень маленьких количествах, против цинги, укреплять нервную систему.

**Упражнение 2. Ответьте на вопросы.**

1. What are vitamins? 2. What is Vitamin A needed for?  
3. What is Vitamin D needed for? 4. What Vitamin can strengthen our nervous system?

*Прочитайте и переведите диалог. Разыграйте его в лицах.*

**A VISIT TO A GYNECOLOGIST**

Doctor: What is the matter with you? Do you have any complaints?

Patient: Yes, there is something wrong with me and I think that I am pregnant.

D: Are you married?

P: Yes, I am.

D: Is this your first pregnancy and have you ever performed abortion?

P: I have never performed abortion and I have a child. My son is 7 years old.

D: How did your previous pregnancy proceed? Did you feel well throughout the whole pregnancy?

P: My previous pregnancy was uneventful.

D: How did you feel in the first half of pregnancy? Did you have any toxemia or nausea?

P: Yes, I had. And I have the same symptoms now. Usually they are the true signs of pregnancy.

D: Do you and your husband want to have any more children?

P: Yes, we dream about a daughter. But I am afraid that it can be complicated pregnancy.

D: Was your previous delivery premature or at term?

P: At term, but I was younger then.

D: And how old are you now?

P: I am twenty-nine.

D: I think, that you are healthy enough to have the second child and that you will not have a threatened miscarriage. I hope that everything will be all right.

**Notes**

- 1) complaint — жалоба
- 2) to be pregnant — быть беременной
- 3) to perform abortion — сделать аборт
- 4) uneventful — без осложнений
- 5) toxemia — токсинемия
- 6) nausea — тошнота
- 7) premature delivery — преждевременные роды
- 8) delivery at term — своевременные роды
- 9) threatened miscarriage — угрожающий выкидыш.

**SMOKING**

*Выучите слова, прочитайте текст*

urban ['æ:bən] *a* — городской

underweight ['ʌndə'weɪt] *a* — недоношенный

amazing ['æ'meɪzɪŋ] *a* — удивительный, поразительный

despite [dɪs'paɪt] *prep* — несмотря на

regarding [rɪ'gɑ:dɪŋ] *prep* — относительно, о, об

hazard ['hæzəd] *n* — риск, опасность

unwise ['ʌn'waɪz] *a* — глупый, неблагоразумный

sneeze [sni:z] *v* — чихать

Many young urban girls today smoke. While smoking is bad for your health at any time, it is particularly so during pregnancy and may result in an underweight, small-size baby, and so smoking is best avoided during pregnancy. It is amazing how people persist in smoking despite so much warning regarding its hazards.

It is unwise to hold a lighted cigarette while holding the baby. Smoke may also irritate baby and make him cough and sneeze.

**Упражнение 1.** Скажите по-английски:

для вашего здоровья, особенно, исключить, во время беременности, удивительно, несмотря на, глупо, горящая сигарета, раздражать, кашлять.

**Упражнение 2.** Ответьте на вопросы к тексту.

1. Smoke is harmful to your health, isn't it?
2. Is smoking bad for a pregnant woman?
3. Is it dangerous to hold a lighted cigarette while holding the baby?

## Грамматические упражнения

### Местоимение The Pronoun

**Упражнение 1.** Замените выделенные слова личными местоимениями.

1. Mary is a good nurse. 2. John and Tom are twins. 3. Mr. Smith works in a hospital. 4. Ann is a doctor. 5. Peter and Mike are my sons. 6. My friend and I are students of the medical college.

**Упражнение 2.** Заполните пропуски притяжательными местоимениями.

1. This is a ward doctor, and these are ... patients. 2. Jane is ... daughter, I like ... very much. 3. Olga is ... best ward nurse. 4. What is ... name? 5. I have a dog, ... name is Ren. 6. This child is ill, ... temperature is high. 7. We have got a new flat, ... flat is rather big.

**Упражнение 3.** Заполните пропуски местоимениями *tu, her, his, your, our, their*.

1. Look at this nice girl! What is ... name? 2. What is ... favourite subject? 3. ... sister is a nurse. 4. We like ... college very much. 5. ... wife is a teacher. 6. Mr. and Mrs. White are from Boston, ... son lives in New York.

## Предлоги Prepositions

**Упражнение 1.** Вставьте вместо точек нужные предлоги.

1. Our college is ... the center of the city. 2. Their flat is ... the second floor. 3. The sun is very hot, it's nice to sit ... the tree. 4. There are some plates ... the table. 5. Our TV-set is ... the corner of the room. 6. We'll meet you ... the station.

**Упражнение 2.** Заполните пропуски предлогами времени *at, in, on, by*.

1. I always get up ... 7 o'clock. 2. We don't go to the college ... Sunday. 3. ... summer they often go to the seaside. 4. He

was born ... 10th April. 5. They visited London ... 1998. 6. She goes to the hospital ... bus. 7. Our classes begin ... 8 a. m.

**Упражнение 3.** Заполните пропуски предлогами движения и направления.

1. Can you tell us the way ... the hospital? 2. I have never been ... Greece. 3. The boys ran ... the road. 4. I didn't feel well and didn't go ... college. 5. After classes they went ... the Zoo. 6. We sat ... the hill and watched the sea.

**Вариант I.** Вставьте предлоги:

1. My friend finished school ... 1999.
2. We shall have English test ... Monday.
3. I knew him well ... that time.

**Вариант II.** Вставьте предлоги:

1. I shall go for practice ... May.
2. My friends will go to the demonstration ... the first of May.
3. It is cold ... winter.

**Вариант III.** Вставьте предлоги:

1. My father usually comes back home ... 9 o'clock in the evening.
2. They went to the river ... the warm day.
3. I was born ... 1985.

## Степени сравнения прилагательных Degrees of Comparison of Adjectives

**Упражнение 1.** Напишите степени сравнения прилагательных.

- a) tall, clever, large, hot, old, easy;
- b) difficult, interesting, delicate, famous, expensive;
- c) good, bad, much, little.

**Упражнение 2.** Переведите на русский язык пословицы и поговорки:

1. Better late than never. 2. It is easier said than done. 3. Two heads are better than one. 4. The grass is always greener on the other side.

**Упражнение 3.** Переведите на английский язык:

1. Света — наша лучшая студентка. 2. Это самое высокое здание в нашем городе. 3. А. С. Пушкин — мой самый любимый поэт. 4. Какая самая длинная река в Европе? 5. Стив старше своего брата. 6. Этот магазин самый большой в нашем городе.

**Упражнение 4.** Переведите предложения на русский язык, обращая внимание на степени сравнения прилагательных.

1. Winter is the most usual season for diphtheria. 2. Surgical treatment is probably best in all cases of toxic adenoma. 3. Bronchopneumonia is the most important complication of measles. 4. The most frequent complication is infection of the rash through scratching. 5. Carbimazole is less toxic than thiouracil.

Вариант 1. Заполните пропуски в таблице.

«Степени сравнения прилагательных»

Положительная степень	Сравнительная степень	Превосходная степень
1. Interesting	more interesting	—»—
2. New	—»—	the newest
3. Good	better	—»—
4. Bright	—»—	the brightest

Вариант 2. Заполните пропуски в таблице.

«Степени сравнения прилагательных»

Положительная степень	Сравнительная степень	Превосходная степень
1. —»—	cleaner	the cleanest
2. Much	—»—	the most
3. Wonderful	more wonderful	—»—
4. Clean	cleaner	—»—

Вариант 3. Заполните пропуски в таблице.

«Степени сравнения прилагательных»

Положительная степень	Сравнительная степень	Превосходная степень
1. Big	—»—	the biggest
2. Hot	hotter	—»—
3. —»—	less	the least
4. Charming	—»—	the most charming

## Числительные. The Numeral

Упражнение 1. Напишите словами количественные числительные:

5, 8, 19, 11, 3, 13, 30, 4, 16, 90.

Упражнение 2. Напишите количественные и порядковые числительные по образцу.

Образец: 2 — two — the second

5 — five — the fifth

1, 3, 8, 4, 11, 16, 21.

Упражнение 3. Переведите на русский язык:

fifty, eight, twelve, thirteen, eleven, one hundred ninety six, thirty-three.

## Оборот There + to be

Упражнение 1. Вставьте глагол to be в нужной форме:

1. There ... a specific test for glucose. 2. There ... some patients in the ward. 3. There ... drugs on the plate. 4. How many students ... there ... in the college tomorrow? 5. ... there any student in the room?

Упражнение 2. Переведите предложения на русский язык:

1. There is a large number of different types of bacteria. 2. There are a lot of students in the laboratory. 3. There was no specific treatment for Rubella. 4. Are there any dangers

associated with alcohol? 5. There are a lot of articles on the problem of Aids in this magazin. 6. There is a whitish patch in the throat.

**Упражнение 3.** Измените утвердительные предложения на вопросительные:

1. There will be two new students at the seminar. 2. There is a regular programme of immunisation in our country. 3. There are swelling and tenderness in the case of the affected joints. 4. There are a lot of patients at the infectious diseases hospital.

### Present Simple

**Упражнение 1.** Вставьте вместо точек нужные глаголы.

1. My mother ... a bad headache (have, has).
2. We ... shopping on Saturday morning (go, goes).
3. It ... interesting (sound, sounds).
4. This nurse ... her work carefully (do, does).
5. Mary ... English at the medical college (teach, teaches).
6. Her teeth ... white and healthy (is, are).
7. He often ... my other classmates (meet, meets).

**Упражнение 2.** Составьте вопросы к предложениям, начиная словами в скобках.

1. She takes the temperature twice a day (Does).
2. I live not far from my college (Where).
3. He likes to sit and watch the sunset (What).
4. Kate works in the bookshop (Who).

5. I know English well (Do).

6. Tom often walks his dog early in the morning (When).

7. Pneumonia begins suddenly (Does).

8. Vitamins play a very important role in human health (Do).

**Упражнение 3.** Сделайте предложение отрицательными.

1. She lives in our town. 2. We study English. 3. The nurse begins to take the patients' temperature at 7 o'clock. 4. The doctor feels my pulse. 5. You look well. 6. My best friend is ill. 7. Her granny takes medicine regularly.

### Past Simple

**Упражнение 1.** Вставьте вместо точек нужные глаголы в Past Simple.

1. The weather ... very bad yesterday (to be).
2. I ... a bad headache and cold in the evening (to feel).
3. My mother ... in a doctor (to call).
4. The dentist ... my tooth painlessly (to extract).
5. A child ... a high temperature, dry cough and a running nose (to have).

**Упражнение 2.** Составьте вопросы к предложениям, начиная словами в скобках.

1. I visited my sister last summer (When).
2. My mother worked at the hospital (Where).
3. She took her child's temperature (Did).
4. We decided to stay in this hotel (Who).
5. His wound was very bad (Was).



6. They went to the disco after classes (Where).
7. A nurse gave the first aid to an injured woman (What).

**Упражнение 3.** *Сделайте предложение отрицательными.*

1. He went to the office on foot. 2. I had a bad cough and a running nose. 3. A nurse put him in bed. 4. Bill took a tablet for a stomachache. 5. The students helped the doctors and nurses in the hospital. 6. She met me at the corner of the street.

### Future Simple

**Упражнение 1.** *Вставьте вместо точек нужные глаголы Shall/Will.*

1. I ... give you an injection. 2. She ... go to the college on Monday. 3. A doctor ... prescribe medicine. 4. We ... buy a new flat this year. 5. I'm ill. I ... go to bed. 6. They ... be at home by nine o'clock. 7. Nick and Peter ... come back home the day after tomorrow.

**Упражнение 2.** *Используйте оборот to be going to для выражения будущего времени.*

1. He (finish) his work tomorrow. 2. I (see) the dentist next week. 3. They (build) a new modern hospital. 4. Our English teacher (give) us a test on Thursday. 5. We (phone) our friends in an hour.

### Модальные глаголы

**Упражнение 1.** *Поставьте правильно модальные глаголы can, must, may.*

1. ... you speak English well? 2. The patient ... stay in bed. 3. ... I open the window and air the room? 4. We ... keep our body in healthy condition. 5. We ... treat many disease by diet. 6. Nobody ... read or write Latin. 7. You have a bad toothache. You ... see a dentist. 8. Dust ... have germs.

**Упражнение 2.** *Переведите предложения на английский язык.*

1. Вы должны принимать эти порошки на голодный желудок. 2. Потеря крови может вызвать шок. 3. Можно войти, доктор? 4. Вы должны делать зарядку каждый день. 5. Студенты могут брать книги в библиотеке. 6. Ты умеешь делать инъекцию? 7. Сестра должна дать грелку лежащему больному.

**Упражнение 3.** *Сделайте данные предложения вопросительными.*

1. A good dentist can extract teeth painlessly (Who ...).
2. The nurse must be very careful with bed patients (Must ...).
3. The infections diseases can pass through the mouth and nose (How can ...).
4. Some poisons can cause asphyxia (What ...).

### Страдательный залог The Passive Voice

**Упражнение 1.** *Переведите предложения на русский язык.*

1. Some drugs are made from plants.
2. Antibiotics were discovered by Fleming in 1929.
3. A doctor was sent for.
4. I was born in 1978.
5. The telephone was invented by Alexander Bell.
6. The work will have been done by Sunday.
7. Moscow was founded by Yuri Dolgoruki in 1147.

**Упражнение 2.** *Замените действительный залог на страдательный.*

1. The student wrote English test at the lesson.
2. The teacher asks me at every lesson.
3. They will publish this book next week.
4. Ann looks after her brother Tom.
5. We received many letters.
6. We discussed some problems.

**Упражнение 3.** *Переведите предложения на английский язык.*

1. Его раннее детство прошло на ферме.
2. Вопрос обсудят на собрании.
3. Палату проветрили и убрали.
4. Эти деревья были посажены пять лет назад.

### Present Progressive (Continuous)

**Упражнение 1.** *Поставьте глагол to be в нужной форме.*

1. The students ... taking exam now.
2. It ... raining now.
3. My friend ... waiting for me.
4. Granny ... working in the garden.
5. What ... you doing?
6. Where ... he going?

**Упражнение 2.** *Выбери Present Simple или Present Progressive.*

1. I ... English very well (speak, am speaking).
2. My sister ... the piano in her room (plays, is playing).
3. Don't go out. It ... cats and dogs (rains, is raining).
4. We often ... to the college on foot (go, going).
5. English families usually ... tea at 5 o'clock (have, are having).
6. The students ... a teacher very carefully (are listening, listen).

**Упражнение 3.** *Переведите предложения на английский язык.*

1. Врач осматривает больного в палате.
2. Мы идем в больницу сейчас.
3. Идет дождь, возьми зонт.
4. Что ты делаешь? Я читаю интересную статью.
5. Медсестра умывает лежачего больного в палате.

**Past Progressive (Continuous)**

**Упражнение 1.** *Переведите на русский язык.*

1. When my brother broke his leg my mother was wondering what to do.
2. When I came back home my parents were watching TV.
3. Yesterday when he was sitting in the room and reading a book he heard bad news on TV.
4. What were you doing at 9 o'clock yesterday?

**Упражнение 2.** *Поставьте глаголы, данные в скобках в Past Progressive.*

1. A nurse (to bind) her patient, when the ward doctor came.
2. She (to make) injection to a bed-patient when the students came into the ward.
3. The doctor (to take) the patient's pulse, when the patient's face got pale.
4. When he (to look) for some papers on his desk he saw a little bottle.

**Future Progressive (Continuous)**

**Упражнение 1.** *Поставьте глаголы, данные в скобках в Future Progressive.*

1. Now he (to illustrate) how industry cooperates with the natural environment.
2. I (to visit) my granny at this time tomorrow.
3. What ... you ... at 11 a. m. tomorrow? (to do).

4. Our doctor (to go) to the hospital when I meet him.
5. Tomorrow at 10 o'clock the nurse (to take out) the stitches.

**Упражнение 2.** *Переведите предложения на русский язык*

1. Next Friday at 9 a. m. the dentist will be putting a filling to my tooth.
2. At this time tomorrow we shall be discussing the results of the operation.
3. I shall be doing my homework since 4 up 6 o'clock.
4. At 9 o'clock tomorrow our ward nurse will be making injections, putting mustard plasters and cups.

**Present Perfect Tense**

**Упражнение 1.** *Перепишите предложения, выбрав соответствующую форму Present Perfect Tense.*

1. ... you ever ... the work of a surgeon in the operating-room? (Did ... see, have ... seen).
2. I ... everything except the last article (have translated, has translated).
3. He ... everything for the experiment (prepared, has prepared).
4. We ... English test today (have written, to write).

**Упражнение 2.** *Поставьте предложения в вопросительную форму.*

1. The progress of chemistry has enabled our chemists to make a lot of new chemical products.

2. The students have written Latin dictation
3. We have been to London with my friend.
4. She has given him this English book.
5. They have built new hospital in the village.

### Past Perfect Tense

**Упражнение 1.** Прочитайте предложения. Определите в какой последовательности совершались действия в предложениях, подчеркните *Past Perfect*.

1. My toothache disappeared after I had taken some medicine. 2. He went to the college after he had had his breakfast. 3. When we came home, our granny had made tasty dinner for us. 4. When Tom awoke, his mother had already gone.

### Present Perfect Continuous

**Упражнение 1.** Перепишите предложения, выбрав соответствующую форму *Present Perfect Continuous*.

1. He ... for 8 hours (have been operating has been operating)
2. He ... since 8 o'clock (has been operating have been operating)
3. I ... German for 3 years (has been studying have been studying)
4. Peter ... for his exam since June (have been preparing has been preparing)

5. My friend ... in the library since 9 o'clock (have been staying has been staying)
6. Tom ... cigarettes for 20 years (have been smoking has been smoking)

**Упражнение 2.** Поставьте предложение в вопросительную форму

1. He has been driving for 3 hours.
2. Ann has been looking for a job for 6 months.
3. She has been typing since four o'clock.
4. Mr. Brown has been reading for two hours.
5. Mike has been waiting Mary for three hours.
6. I have been waiting for the bus since 10 o'clock.

**Упражнение 3.** Переведите предложения с русского на английский, используя *Present Perfect* или *Present Perfect Continuous*.

1. Целый вечер я печатаю. Я уже напечатала 20 страниц.
2. Мы пишем контрольную работу уже 50 минут. Некоторые студенты уже закончили ее.
3. Ты давно ждешь меня? Нет, я только что пришел.
4. Чем вы занимались сегодня утром? Сажали деревья в саду. Сколько деревьев вы посадили? Девять.
5. Я перевожу статью уже два часа, но еще не перевела ее.
6. Хирург делает операцию уже три часа, но еще не закончил ее.

**Упражнение 4.** *Поставьте предложения в отрицательной форме.*

1. It has been raining all morning.
2. Peter has been writing letters since 3 o'clock.
3. She has been practicing the violin since after lunch.
4. We have been painting the fence all afternoon.
5. I have been reading a book about education in England for our lesson.

### Past Perfect Continuous

**Упражнение 1.** *Выберите соответствующую форму Past Perfect Continuous или Past Continuous*

1. He was tired, because ... in the garden all day (was working had been working)
2. He told me that he ... in the river every weekend for the last three years but he had never caught anything (had been fishing was fishing)
3. The tourists ... for the bus very long, so when it arrived, it was already too late (were waiting had been waiting)
4. She looked at the watch. She ... at her report for 5 hours ( was working had been working)
5. My wife said that the children ... since 8 o'clock (had been sleeping were sleeping)
6. When I entered Jane's room yesterday I understood that she ... (was crying had been crying)
7. He said that he ... at his report for a month (had been working was working)

### Future Perfect Continuous

**Упражнение 1.** *Поставьте глагол в Future Perfect Continuous, Future Perfect, Future Indefinite или Future Passive*

1. If you come about 8:30 I ... the match on television (shall be watching shall have watched)
2. If you come at 9:30 the match ... by then (will be finished will have finished)
3. I hope I ... it by that time (shall finish shall have finished)
4. By the end of this year I ... a thesis for 5 years (shall be writing shall have been writing)

**Упражнение 2.** *Используйте Future Perfect или Future Perfect Continuous*

1. We (finish) this exercise by 9 o'clock.
2. We are late. The lesson (start) by now.
3. By the end of March he (live) here for three years.
4. Young Betsy is growing up. By this time next year she (begin) school.
5. They will be tired when they get there. They (travel) all day.
6. She (have) lunch by the time we arrive.
7. They (build) the road by the end of the year.
8. I (spend) all my money by tomorrow
9. We (fly) for twelve hours by the time the plane lands.
10. The play (begin) before we reach the theatre.
11. Before the end of the year they (complete) the project.
12. I (work) for this company non-stop for twenty years by the end of November.

### Согласование времен Sequences of Tenses

**Упражнение 1.** *Переведите прямую речь в косвенную.*

1. The doctor says: "I'll examine your teeth".
2. The doctor said: "I'll prescribe you some medicine".
3. She said: "I translated the text".
4. The teacher said: "Open the books and read the text".

**Упражнение 2.** *Выберите нужный глагол.*

1. Tom said that he ... and could not read any more (is tired, was tired).
2. My mother asked me ... back with news (to phone, phone).
3. Whenever he goes, he ... a lot of new friends (makes, making).
4. If your knee hurts you very much, you ... a doctor (should see, would see).
5. She asked me what subjects ... (I liked, did I like).

**Вспомните грамматику и лексику:**

*Поставьте глагол в нужной форме:*

1. In fainting a person ... consciousness.  
A) is losing  
B) loses
2. Red rash ... on his body yesterday.  
A) appears  
B) appeared
3. As the patient ... of the dentist, the dental nurse ... him an injection now.

- A) are afraid of A) gives  
B) is afraid of B) is giving
4. Pete ... from 5 to 6 o'clock yesterday.  
A) was reading  
B) read
5. The syringe ... by the nurse ten minutes ago.  
A) was boild  
B) boiled
6. The patient ... in a wheel chair into a ward in an hour.  
A) will be taken  
B) will take
7. Strong emotion, want of food, fatigue and pain ... the causes of fainting.  
A) are  
B) is
8. Soon my friend ... a doctor  
A) will be  
B) is  
C) was
9. Last year during my work with infectious patients. I ... two important tasks: to take care of the patient and to prevent the spread of infection.  
A) has  
B) have  
C) had
10. Grown up children with rickets... protruding bellies, big heads and crooked legs.  
A) have  
B) has

11. Высокая температура

- A) headache
- B) general pains
- C) high temperature

12. Корь:

- A) influenza
- B) measles
- C) rickets

13. Предотвратить распространение инфекции:

- A) take care of the hygiene
- B) to prevent the spread of infection
- C) the first symptoms

*Найдите в правой колонке перевод каждого русского выражения:*

- 14. Укрепить сердце      A) to take blood test
- 15. Измерить кровяное давление      B) to strengthen the heart
- 16. Сделать анализ крови      C) to take the pulse
- 17. Измерить пульс      D) to take blood pressure

*Переведите выражения:*

- 18. To put cold cloth on the head      A) опорожнить желудок
- 19. It will relieve the pain      B) делать рентген
- 20. To make blood transfusion      C) это облегчит боль
- 21. To use x-rays      D) причина обморока
- 22. The cause of fainting      E) дыхание быстрое и поверхностное

- 23. Breathing is rapid and shallow      F) делать переливание крови
- 24. To empty the stomach      G) положить холодную ткань на голову.

*В правой колонке найдите перевод каждого английского слова:*

- 25. Enema      A) грелка
- 26. Hot-water bag      B) градусник
- 27. Thermometer      C) шприц
- 28. Syringe      D) клизма
- 29. Bed-pan      E) судно

*По симптомам определите название заболевания:*

30. The symptoms of ...  
a patient has sore throat, fever headache, he often vomits.  
His face is flushed, the skin is hot and dry. The rash appears on the second day.

- A) measles
- B) pneumonia
- C) scarlet fever
- D) rickets
- E) influenza
- F) tonsillitis.

### Раздел 3

## КУРС УСТНОЙ РЕЧИ

*Прочтите и переведите текст.*

1) *Расскажите, что вы узнали о Гиппократе.*

2) *Найдите предложения с глаголами to be и to have.*  
*Обратите внимание на их перевод.*

### HIPPOCRATES — "THE FATHER OF MEDICINE"

Hippocrates was born in 460 B. C. on the island (остров) of Cos. He was the son of a doctor. Hippocrates studied medicine and then he went from town to town where he practiced the art of medicine. It is known that he drove out (изгнал) the plague [pleɪɡ] (чума) from Athens by lighting fires in the street of the city.

Hippocrates was known as an excellent doctor and a teacher of medicine. He established medical schools in Athenes and in other towns. He wrote several books and many case histories (история болезни). Hippocrates taught his pupils to examine the patient very attentively and to give him quick help. He created medicine on the basis of experience. He taught that every disease was a natural process and it had natural causes. Hippocrates treated diseases by exercise, massage, salt water baths, diet and suitable (под-

ходящий) medicine. He observed diseases such as pneumonia, tuberculosis and malaria and added to the medical language such words as chronic, crisis, relapse (рецидив) and convalescence (выздоровлении).

Hippocrates made medicine an art, a science and a profession.

Hippocrates is the most famous of all the Greek doctors. He is often called "the father of Medicine" and some of his ideas are still important.

Doctors in many countries take the Hippocratic Oath (клятва). It is a collection of promises (обещание), written by Hippocrates, which forms the basis of the medical code of honour (кодекс чести). The Oath of Hippocrates contains many of his basic thoughts and principles.

*Ответьте на вопросы к тексту:*

- 1) When was Hippocrates born?
- 2) How did he practice the art of medicine?
- 3) How did Hippocrates drive out the plague from Athens?
- 4) Was Hippocrates an excellent doctor and a teacher of medicine?
- 5) How did Hippocrates teach his pupils to examine the patient?
- 6) How did Hippocrates treat diseases?
- 7) What are the words, added to the medical language, by Hippocrates?
- 8) Who is the most famous of all the Greek doctors?
- 9) Why is Hippocrates called "the Father of Medicine".



- 10) How is a collection of promises, written by Hippocrates, called?

*Прочитайте и переведите диалог:*

### THE HIPPOCRATIC OATH

Kate: Hallo! Where are you going from, Helen?

Helen: Hallo Kate! I am returning home from the medical college.

K. Why are you so late?

H. I was at the meeting.

K. What meeting?

H. The meeting was held to mark the graduation from medical college and I was invited to attend the ceremony.

K: Tell me, please, was there anything interesting at the meeting?

H. First of all I must say that it was a very solemn (торжественная) ceremony. Our young specialists looked very happy and excited.

K: Who made a speech?

H: The director did. Everybody was listening to her with great attention. I shall always remember the words of the professional oath of Hippocrates which the young specialists were repeating after the director.

K: What is the essence of this oath?

H: The young specialists promised to give all their strength, knowledge and abilities to people who need their help. They promised to devote all their life to the protection

of people's health, to the fight against diseases, not to do any harm to their patients. They promised to be true to their profession.

K: Really, it is a great oath.

H: I felt great excitement. Now I understand still better all the responsibility which I am going to take after my graduation.

*Выучите слова клятвы Гиппократов.*

*Выпишите английские эквиваленты следующих словосочетаний:*

собрание было проведено, отметить окончание медицинского колледжа, быть приглашенным, посетить церемонию, произносить речь, сущность клятвы, посвятить всю свою жизнь защите здоровья людей, не вредить больным, принять ответственность.

*Прочтите и переведите текст.*

### MEDICINE IN THE MIDDLE AGES

Man tried to protect health during the Middle Ages. Certain important health methods were used during this period. Epidemics of diphtheria, typhoid, fever, leprosy (проказа), influenza, bubonic plague and other diseases took millions of lives.

Leprosy was spread for hundreds of years. This disease was controlled not by medical means. The patients lived in special colonies away from other people. This was a very important advance in public health during this period.

During the Middle Ages plague killed many millions of people in Europe.

In 1348 the "Black Death" struck (поразила) Britain: nobody knew how to fight with the disease. The doctors advised people to run away from the affected (пораженные) areas. Everybody agreed that plague was god's punishment (божья кара) for the sins (грех) of men.

*Ответьте на вопросы к тексту:*

- 1) What diseases took millions of lives in the middle ages?
- 2) How was leprosy controlled in the middle ages?
- 3) What disease struck Britain in 1348?
- 4) How was plague called?
- 5) Was plague god's punishment for the sins of man?

*Прочтите и переведите текст.*

### DEVELOPMENTS OF THE MIDDLE AGES

A very important development during the Middle Ages was the hospital. Hospitals appeared in Ceylon early in the fifth century B. C. and in India in 260 B. C. Hospitals were founded during the Middle Ages in Italy, France, England, Spain, and other European countries.

The number of hospital beds was not always an indication of hospital size, usually great beds were used and four-six patients were put on one bed.

Hospitals were founded to treat the sick people. Another development during the Middle Ages was the foundation of Universities. Many of the great European Universities were

founded during the thirteenth and fourteenth centuries. Biological sciences were taught in the universities. Students also studied the human body and some diseases.

*Найдите ответы на следующие вопросы в тексте:*

- 1) What were important developments during the Middle Ages?
- 2) When and where did the first hospitals appear?
- 3) Was the number of hospital beds an indication of hospital size?
- 4) What were hospitals founded for?
- 5) What sciences did students study in the universities in the Middle Ages?

*Найдите в тексте глаголы и определите их видо-временную форму.*

*Прочтите и переведите текст.*

### RAPID SCIENTIFIC ADVANCES

Great discoveries were made in the nineteenth century. One of them was the discovery of cocaine, which was very effective as a local anaesthetic. Surgeons could inject cocaine into a certain part of the body and deaden (заглушать) the pain in that part during the operation.

When the problem of pain was solved, surgeons could carry out long and complicated operations.

A very important discovery was made by the French chemist, physicist and bacteriologist Louis Pasteur. We know him as the originator of the "germ theory" of disease. He

discovered fermentation and developed the process of pasteurization. Louis Pasteur produced the theory that disease and infection were caused by germs and he proved that they were spread through the air. He found that germs could be killed in the liquids (жидкостях) by heat (теплом) and the term "pasteurization" was given to the process.

Rudolf Virchow became known for his work in cellular pathology, and Herman von Helmholtz for his invention of the ophthalmoscope in 1850.

Lord Joseph Lister introduced antiseptic surgery in 1867, and Wilhelm K. Roentgen discovered X-rays in 1895. He placed his hand in front of the apparatus and saw the rays passed through the hand and cast a shadow (тень) of bones on the screen (экран). As these rays were unknown to him, he called them X-rays.

*Answer the questions:*

- 1) What was very effective as a local anaesthetic?
- 2) When could surgeons carry out long and complicated operations?
- 3) Who was the originator of the germ theory of disease?
- 4) What is pasteurization?
- 5) Who is the founder of cellular pathology?
- 6) What are the main scientific advances of the nineteenth century?
- 7) What did Wilhelm K. Roentgen discover in 1895?

*Прочтите и переведите текст, пользуясь словарем.*

## THE DEVELOPMENTS OF THE TWENTIETH CENTURY

During the first seventy years of the twentieth century many discoveries were made in the treatment and prevention of disease. In 1901 Karl LandSteiner discovered the blood groups.

Some diseases are not caused by germs or infections but by the lack (недостаток, нехватка) of certain substances in our food. The discovery of vitamins in 1912 was very important to provide (обеспечить) people with a properly balanced diet. In 1922 Sir Frederick Banting found that insulin was very effective against diabetes. Penicillin was discovered in 1928 by Dr. Alexander Fleming who became the founder of the modern science of antibiosis. Penicillin was used in hospitals to reduce infections in wounds during the Second World War. Streptomycin and a series of anti-infection drugs were discovered after penicillin. All these drugs are known as antibiotics.

A drug known as sulphanilamide was discovered in 1935. It became the first of the "miracle" drugs (чудодейственное лекарства) which gave immediate and amazing results in the treatment of many infectious diseases including pneumonia.

During the two world wars, great advances were made in the field of plastic surgery, in which skin, bone or muscle was taken from one part of the body and then was transplanted to a badly injured area in another part.

Great progress was made in the prevention and treatment of cardiovascular diseases, cancer, bacterial and viral infections, kidney disorders and other main causes of death and disability (потеря трудоспособности). The individual of today will live longer and more healthfully than ever before.

*Найдите в тексте эквиваленты следующих русских слов и выражений:*

лечение и профилактика заболевания, группа крови, быть причиной, недостаток определенных веществ, обеспечить сбалансированной диетой, быть эффективным, уменьшить инфекционное поражение ран, пластическая хирургия, трансплантировать кожу, кость, мышцу, сердечно-сосудистые заболевания, рак, бактериальные и вирусные инфекции, причина смерти, потеря трудоспособности.

*Прочитайте и переведите текст.*

### FLORENCE NIGHTINGALE — THE FOUNDER OF THE NURSING PROFESSION

Nadezhda Andreevna Boyko who had taken part in the Great Patriotic War as a medical nurse and who had saved many Soviet soldiers during the most severe battles near Novorossiysk, was awarded the medal of Florence Nightingale by the International Organization of Red Cross.

Do you know who Florence Nightingale was? One hundred years ago the first professional School for nurses was

founded at one of the hospitals in London by a young English woman Florence Nightingale. She was born on May 12, 1820, in the Italian city of Florence after which she was named. She was one of the greatest women in the history of England.

In 1854 Miss Nightingale and 38 other nurses went to the Crimea to help in the care of the sick and wounded British soldiers during the Crimean War. Miss Nightingale never gave an injection, never took blood pressure or made an electrocardiogram, but she did her best establishing a more reasonable and hopeful way of handling all kinds of illness. This way of handling has been used up to now. She was the first to establish the nursing profession.

#### Notes

- 1) to take part — принимать участие
- 2) to award — награждать  
to be awarded — быть награжденным
- 3) to be founded — быть основанным
- 4) to name after — назвать в честь чего-либо
- 5) reasonable — разумный, приемлемый
- 6) hopeful — подающий надежды, многообещающий
- 7) to handle — ухаживать, обращаться с кем-либо, обходиться
- 8) prominent — выдающийся, известный

*Ответьте на вопросы к тексту.*

- 1) Why was N. A. Boyko awarded the medal of Florence Nightingale?

- 2) What International Organization awarded her this medal?
- 3) What did Florence Nightingale and her nurses do during the war in the Crimea?
- 4) Why has the name of Florence Nightingale become widely known?

*Прочтите и переведите текст.*

### EDWARD JENNER (1749—1823)

It was E. Jenner who made a great discovery in medicine. His new method of "vaccination" (in Latin the word "vaccines" means "cow") was made known in 1798. At first his discovery passed unnoticed. But soon the method was spoken about. People asked and demanded to be vaccinated. And in a short time there was no part of the world that had not taken up vaccination. It was vaccination against smallpox.

Edward Jenner was born at Berkeley, Gloucestershire, on May 17, 1749. He started practicing medicine in London at St. George's Hospital. When he was twenty-four he began practice in his native town. Ever since he was a boy he liked to observe things. Today, thanks to his discovery, the cases of smallpox are very rare. A lot of countries sent him their gifts, and even the French Emperor, Napoleon, in spite of the fact that he was at war with England, released two British prisoners when he learned that they were friends of Edward Jenner. E. Jenner vaccinated free of charge anyone who asked him to.

### Notes

- 1) "cow" — Дженнер привил мальчику коровью оспу и спас ему жизнь
- 2) to be at war — быть в состоянии войны
- 3) discovery — открытие
- 4) smallpox — оспа
- 5) to release — освобождать
- 6) free of charge — бесплатно.

*Ответить на следующие вопросы к тексту:*

- 1) When was the new method of "vaccination" published?
- 2) Who was the author of the new method of "vaccination"?
- 3) Where was Edward Jenner born?
- 4) Where did E. Jenner start medicine?
- 5) Is smallpox a rare illness now?

*Прочитайте и переведите текст.*

### MECHNIKOV I. I.

I. I. Mechnikov was born in 1845 in the village of Ivanovka, not far from the city of Kharkov.

Since his early childhood I. I. Mechnikov had become interested in natural sciences. Being a pupil of the sixth form he began to attend the course of university lectures. Mechnikov graduated from Kharkov University when he was only 19 years old. While studying at the University he published several scientific articles in zoology.

In 1870 at the age of 25 Mechnikov became one of the leading professors of Odessa University. But twelve years later, in 1882 he left the University demonstrating his protest against the tsarist ministry of education. He began his intense work in his private laboratory. In 1887 Mechnikov went abroad and spent almost 30 years in Paris at the Pasteur Institute.

I. I. Mechnikov was the first to observe the phenomenon of phagocytosis in experiments with lower animals.

Mechnikov took great interest in this phenomenon and began his regular observations. On the basis of his observations he proved that white blood cells of the human being had the ability to pass through the walls of the capillary vessels and to destroy the invading microbes. Mechnikov called these cells phagocytes and the phenomenon itself phagocytosis. He also determined what defence forces the human body had and why not every bacterial infection resulted in a disease.

In 1908 I. I. Mechnikov received the Nobel Prize for his investigations on phagocytosis. Mechnikov performed considerable work on the effect of lactic acid on bacteria and devoted many years of his life to the problem of aging.

He died in 1916 at the age of 71.

### Notes

- 1) childhood — детство
- 2) to become interested — заинтересоваться
- 3) natural sciences — естественные науки
- 4) to attend — посещать

- 5) to graduate from (the University) — закончить (университет)
- 6) tsarist ministry of education — царское министерство образования
- 7) to go abroad — уехать за границу
- 8) to observe — наблюдать
- 9) to take great interest in — сильно заинтересоваться чем-либо, проявлять интерес к чему-либо
- 10) to determine — определять
- 11) white blood cells — белые кровяные клетки
- 12) defence forces — защитные силы
- 13) to result in — приводить к чему-либо
- 14) considerable — значительный
- 15) to devote — посвящать
- 16) the problem of aging — проблема старения

### Закончить предложения:

- 1) I. I. Mechnikov was born in ...
- 2) Since his early childhood Mechnikov had become interested in ...
- 3) Mechnikov graduated from the University when he was only ...
- 4) In ... Mechnikov became one of the leading professors of Odessa University.
- 5) Twelve years later he left the University demonstrating his protest against ...
- 6) In 1887 Mechnikov went abroad and spent almost 30 years in ...
- 7) I. I. Mechnikov was the first to observe ...

- 8) Mechnikov called these cells ... and the phenomenon itself ...
- 9) In 1908 I. I. Mechnikov received the Nobel Prize for his ...
- 10) Mechnikov performed considerable work on the effect of ... on bacteria and devoted many years of his life to the problem of ...
- 11) He died in ...

*Прочитайте и переведите текст.*

### LOUIS PASTEUR

Louis Pasteur was born in 1822. He was a prominent French chemist, one of the founders of modern microbiology. His research work helped much to establish the field of bacteriology. In his early Pasteur devoted his energies to the discovery of microorganisms in wine and beer production. He introduced the idea of heat sterilization (pasteurization) for these products and milk.

Later he became interested in hydrophobia. He showed that viral pathogenic properties could be attenuated by passing the virus through the body of a proper animal. On the basis of these observations he developed a vaccine for hydrophobia.

Continuing his investigation L. Pasteur discovered the method to prevent some infectious diseases by introducing attenuated causative agents. This method is known as vaccination. It has helped to fight against many infectious diseases.

### Notes

- 1) prominent — выдающийся, известный
- 2) to establish ['istæblɪʃ] основывать, создавать
- 3) to devote one's energy — посвятить свою энергию, силу
- 4) discovery [dis'kʌvəri] открытие, обнаружение
- 5) to be attenuated [ə'tenjuetɪd] быть ослабленным, смягченным
- 6) observation [əbzə'veɪʃn] наблюдение
- 7) to introduce [ɪntrə'dju:s] представлять, вводить в употребление.

*Найдите английские эквиваленты в тексте:*

выдающийся французский химик, основатель современной микробиологии, посвятил свою энергию, открытие микроорганизмов, стерилизация жаром, заинтересоваться, патогенные свойства, могут быть ослаблены, на основе этих наблюдений, разработал метод предотвращения инфекционных заболеваний.

*Ответьте на вопросы к тексту:*

- 1) When was Louis Pasteur born?
- 2) Was he one of the founders of modern microbiology?
- 3) What did Pasteur devote his energies in his early years for?
- 4) What idea did he introduce?
- 5) Did Pasteur become interested in hydrophobia later?
- 6) What did Pasteur develop on the basis of his observations?
- 7) Who discovered the method of vaccination?

*Прочитайте и переведите текст.*

## ROBERT KOCH

Robert Koch was a prominent German bacteriologist, the founder of modern microbiology. He was born in 1843, died in 1910. Koch carried on many experiments on mice (мышь) in a small laboratory.

In 1882 Koch discovered tuberculosis bacilli. In his report made in the Berlin Physiological Society Koch described the morphology of tuberculosis bacilli and the ways to reveal them. His discovery made him known all over the world. In 1884 Koch published his book on cholera. He included all the investigations during the cholera epidemic in Egypt and India into this book. Koch isolated a small comma-shaped bacterium. He determined that these bacteria spread through drinking water. In 1905 Koch got the Nobel prize for his important scientific discoveries.

### Notes

- 1) to carry on — проводить
- 2) mouse (pl. mice) — мышь, мыши
- 3) bacillus (pl. bacilli [bə'sɪləs]) — бацилла [bə'sɪləɪ] бациллы
- 4) to reveal — обнаруживать
- 5) bacterium (pl. bacteria) [bæk'tɪəriəm] — бактерия, бактерии
- 6) to spread [spred] — распространяться

*Закончите предложения.*

- 1) Robert Koch was the founder ...
- 2) He was born ..., died in ...
- 3) In 1882 Koch discovered ...
- 4) ... made him known all over the world.
- 5) In 1884 Koch published his book on ...
- 6) Koch isolated a small ... bacterium.
- 7) He determined that these bacteria spread through ...
- 8) In 1905 Koch got ... for his important scientific discoveries.

*Прочитайте и переведите текст.*

## D. I. IVANOVSKY — THE FOUNDER OF VIRIOLOGY

Dmitry Iosiphovitch Ivanovsky was born in 1864. In 1888 he graduated from Petersburg University and began to study the physiology of plants and microbiology.

When D. I. Ivanovsky was investigating the tobacco mosaic disease (мозаичная болезнь табака) he came to the conclusion that this disease occurred due to a microscopic agent, many times smaller than bacteria.

To prove this phenomenon D. I. Ivanovsky had to make many experiments on various plants. At that time everybody considered that bacteria were the smallest living organisms. But then D. I. Ivanovsky had completed his experiment, he came to conclusion that the living organism smaller than bacteria existed in the environment. These living organisms were called viruses.



D. I. Ivanovsky was the first scientist who was able to establish the new branch of microbiology — virology.

*Прочитайте предложения и выберите те, что соответствуют тексту.*

### I

- 1) Ivanovsky began to study the physiology of plants and microbiology.
- 2) Ivanovsky began to study various diseases of plants.

### II

- 1) Tobacco mosaic disease occurred due to viruses.
- 2) Tobacco mosaic disease did not occur due to bacteria.

### III

- 1) Ivanovsky came to conclusion that the living organism smaller than bacteria existed in the environment.
- 2) Ivanovsky came to conclusion that the living organism smaller than bacteria did not exist in the environment.

### IV

- 1) Virology is not the branch of microbiology.
- 2) Virology is the branch of microbiology.

*Прочитайте и переведите текст.*

## PROFESSOR LESGAFI

Professor P. F. Lesgaft was born in 1837. He was a prominent Russian anatomist and a talented teacher. He was the

first to work out the science of physical culture. After graduation from the Academy he worked for the Degree of Doctor of Medicine. This degree was given to him in 1865 and in 1868 he received the Degree of Doctor of Surgery.

About 130 scientific works were written by Prof. Lesgaft. Many of them were translated into foreign languages. One of his main books was called "The Basis of Theoretical Anatomy". In his work Prof. Lesgaft divided the muscles into two basic groups — static and dynamic. They were called strong and skilled (ловкие).

He determined that the static muscles were formed by short bands of muscular fibers, the dynamic muscles were formed by the bands of long muscular fibers.

His studies on static and dynamic muscles were continued by other scientists.

### Notes

- 1) to work out — разработать
- 2) band [bænd] — пучок
- 3) muscular — мышечный
- 4) fiber ['faɪbə] — волокно.

*Закончите предложения, выбрав необходимые по смыслу варианты:*

- 1) Lesgaft was a prominent researcher who
  - a) studied the structure of the human bones
  - b) worked out the science of physical culture
  - c) was born in the 20th century.
- 2) Lesgaft determined that the static muscles were formed by
  - a) long bands of muscular fibers

*Найдите в тексте предложения, указывающие на:*

- 1) географическое положение Лондона;
- 2) количество населения Лондона;
- 3) части Лондона;
- 4) характеристику Вест-Энда;
- 5) характеристику Ист-Энда;
- 6) достопримечательности;
- 7) значение Лондона как морского порта.

*Скажите по-английски:*

столица Великобритании, большой индустриальный и культурный центр, район богачей, район рабочего класса, известные музеи и театры, коммерческий центр страны, политический центр Великобритании, известен во всем мире, достопримечательности Лондона.

*Прочитайте и переведите следующие названия:*

the West End, the East End, the City, Houses of Parliament, St. Paul's Cathedral, Westminster Abbey, Buckingham Palace, Trafalgar Square, Piccadilly Circus, British museum.

*Прочитайте и переведите текст.*

## THE UNITED STATES OF AMERICA

The United States of America were founded on July 14th, 1776, when thirteen English colonies decided that they could no longer regard themselves as subjects to the British Crown.

In 1783 the War of Independence ended in favour of the colonists. The USA has increased its power. The original thir-

teen States have grown to fifty. The development of the USA was hindered by a civil war between the Northern and Southern States in the 1860s. The civil war ended in 1865.

The United States lies in the central part of the North American continent with the Atlantic Ocean to the East, the Pacific to the West, Canada to the North, and Mexico and the Gulf of Mexico to the South.

The USA is a republic of semiautonomous states, each with its own governor, capital and legislative body.

The federal government is headed by the President and a Congress, consisting of a Senate and a House of Representatives.

*Ответьте на вопросы к тексту:*

- 1) When were the United States of America founded?
- 2) When have the original thirteen States grown to fifty?
- 3) What was the development of the U. S. hindered by?
- 4) When did the civil war end?
- 5) What is the geographic position of the U.S.?
- 6) What kind of republic is the U. S.?
- 7) What can you say about the federal government of the U. S.?

*Скажите по-английски:*

были основаны в, субъекты Британской короны, война за независимость, препятствовать, гражданская война, полуавтономные штаты, законодательные органы, федеральное правительство.

*Прочтите и переведите текст.*

## WASHINGTON

Washington, the capital of the United States, is situated on the Potomac River in the District of Columbia. The District is named in honour of Columbus, the discoverer of America.

The capital owes a great deal to the nation's first President, George Washington. It was Washington who laid the cornerstone of the Capitol Building, where Congress meets.

Washington is not very large. It cannot be compared with such cities as New York, Chicago, Los Angeles, Detroit and Philadelphia, which have more than a million inhabitants.

In the political life, it is the most important city in the United States. The law-making centre of the United States is the Capitol, with its great Hall of Representatives and Senate Chamber. Today Washington is one of the world's most beautiful capitals. It has become a great cultural, educational and scientific centre, with its art galleries, museums, libraries, parks and monumental buildings.

*Ответьте на вопросы к тексту:*

- 1) What is the capital of the United States?
- 2) Where is Washington situated?
- 3) Who is the discoverer of America?
- 4) Who is the nation's first President?
- 5) Who laid the cornerstone of the Capitol Building?
- 6) Is Washington a large city?

- 7) What is the most important city in the political life of the U. S.?
- 8) What is the law-making centre of the United States?

*Прочитайте и переведите следующие названия:*

The Potomac River, the district of Columbia, Capitol Building, New York, Philadelphia, Chicago, Detroit, Los Angeles, Hall of Representatives, Senate Chamber.

## INTERESTING FACTS

### The United Kingdom

The United Kingdom is very small compared with many other countries in the world. However, there are only nine other countries with more people, and London is the world's seventh biggest city.

The main areas of high land are in Scotland, Wales and Cumbria.

### The United Kingdom

This is abbreviation of 'the United Kingdom of Great Britain and Northern Ireland'. It is often further abbreviated to 'UK', and is the political name of the country which is made up of England, Scotland, Wales and Northern Ireland.

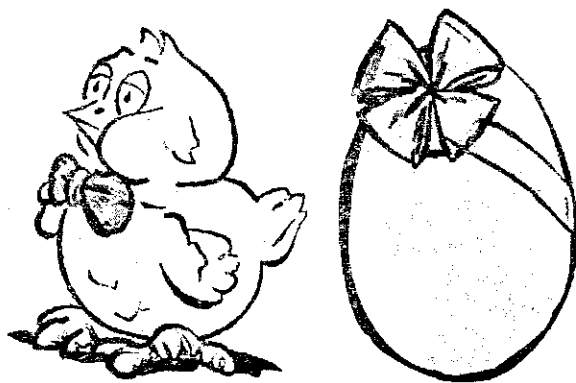
## Great Britain

This is the name of the island which is made up of England, Scotland and Wales and so, strictly speaking, it does not include Northern Ireland.

## ПРАЗДНИКИ В АНГЛИИ

### Easter eggs

At Easter time, the British celebrate the idea of new birth by giving each other chocolate Easter eggs, which are opened and eaten on Easter Sunday. On Good Friday makers sell hot cross buns, which are toasted and eaten with butter. Easter Monday, is a holiday and many people travel to the seaside for the day or go and watch one of the many sporting events, such as football or horse-racing.



### I'm in love!



On 14th February, St. Valentine's Day, many people send a card to the one they love or someone whom they have fallen in love with. People usually do not sign these cards and a lot of time is spent trying to guess who has sent them!

### Ghosts and witches

Hallowe'en means 'holy evening', and takes place on 31st October. Although it is a much more important festival in the United States than Britain, it is celebrated by many people in the UK. It is particularly connected with witches and ghosts.

At parties people dress up in strange costumes and pretend they are witches. They cut horrible faces in potatoes and



other vegetables and put a candle inside, which shines through the eyes. People may play difficult games such as trying to eat an apple from a bucket of water without using their hands.

In recent years children dressed in white sheets knock on doors at Hallowe'en and ask if you would like a 'trick' or 'treat'. If you give them something nice, a 'treat', they go away. However, if you don't they play a 'trick' on you, such as making a lot of noise or spilling flour on your front doorstep!

### Christmas



If you try to catch a train on 24th December you may have difficulty in finding a seat. This is the day when many people are traveling home to be with their families on Christmas Day, 25th December. For most British families, this is the most important festival of the year; it combines the Christian celebration of the birth of Christ with the traditional festivities of winter.

On the Sunday before Christmas many churches hold a carol service where special hymns are sung. Sometimes carol-singers can be heard on the streets as they collect money for charity. Most families decorate their houses with brightly-coloured paper or holly, and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations.

*Прочтите и переведите текст.*

### THE RUSSIAN FEDERATION

The Russian Federation is the largest country in the world. It occupies about one seventh of the earth's surface. It covers the eastern part of Europe and the Northern part of Asia. Its total area is about 17 million square kilometers. The country is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the South Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belorussia, the Ukraine. It also has got a sea border with the USA.

There is hardly a country in the world where such variety of scenery and vegetation can be found. We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east.

There are two great plains in Russian: the Great Russian Plain and the West Siberian Lowland. There are several mountains, chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia.

There are over two million rivers in Russia. Europe's biggest river the Volga flows into the Caspian Sea.

The main Siberian rivers — the Ob, the North, the Amur in the Far East flows into the Pacific Ocean.

Russia is rich in beautiful lakes. The world's deepest lake (1600 meters) is the Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the

Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country in Siberia and in the Far East.

On the vast territory of the country there are various types of climate, from arctic in the North to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is very rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral resources.

Russia is a parliamentary republic. The Head of the state is the President. The legislative power is exercised by the Duma.

The capital of Russia is Moscow. It is its largest political, scientific, cultural and industrial center. It is one of the oldest Russian cities.

At present, the political and economic situation in the country is rather complicated.

There are a lot of problems in the national economy of the Russian Federation. The industrial production is decreasing. The prices are constantly rising, the rate of inflation is very high. People are losing their jobs because many factories and plants are going bankrupt.

But in spite of the problems Russia is facing at present, there are a lot of opportunities for this country to become one of the leading countries in the world. Surely the younger generation can do very much to make Russia as strong and powerful as it used to be.

*Ответьте на вопросы к тексту:*

- 1) Where is the Russian federation situated?
- 2) What is the total area of the country?
- 3) What countries does Russia border on?
- 4) How many rivers are there in Russia?
- 5) Which is the longest river in Europe?
- 6) What can you say about the lake Baikal?
- 7) What mineral resources is the Russian Federation rich in?
- 8) What is the climate like in Russia?
- 9) Is Russia a parliamentary republic?
- 10) What can you say about the Russian economy?

*Прочтите и переведите текст.*

## MOSCOW

Moscow is the capital of Russia, its political, economic, commercial and cultural centre. It was founded eight centuries ago by Prince Yuri Dolgoruky. Historians have accepted, the year 1147 as the start of Moscow's history. Gradually the city became more and more powerful. In the 13th century Moscow was the centre of the struggle of Russian lands for the liberation from tatar yoke. In the 16th century Moscow became the capital of the New united state. Though Peter the Great moved the capital to St. Petersburg in 1712, Moscow remained the heart of Russia. That is why it became the main target of Napoleon's attack. Fire had destroyed three quarters of the city, but by the middle of the 19th century the Russian people restored Moscow completely. After the October revolution Moscow became the capital again.

Now Moscow is one of the largest cities in Europe. Its total area is about nine hundred square kilometers. The population of the city is over eight million.

Moscow is one of the most beautiful cities in the world. The heart of Moscow is Red Square. It has more historic associations than any other place in Moscow. The Kremlin and St. Basil's Cathedral are masterpieces of ancient Russian architecture. The main Kremlin tower, the Spasskaya Tower, has become the symbol of the country. On the territory of the Kremlin one can see old cathedrals, the Bell Tower of Ivan the Great, the Palace of Congresses, the Tzar-Cannon and the Tzar-Bell, the biggest cannon and bell in the world. Russian architects built St. Basil's Cathedral in memory of the victory over Kazan. There is a legend that Ivan the Terrible blinded the architects Barma and Postnic, because he didn't want them to create another masterpiece.

There are a lot of beautiful palaces, old mansions, cathedrals, churches and monuments in Moscow. Now Moscow Government is reconstructing Moscow and we hope that in a few years the city will become even more beautiful.

There are more than 80 museums in Moscow. The largest museum are the Pushkin Museum of Fine Arts and the State Tretyakov Gallery. Other unique museums in Moscow include the All-Russia Museum of Folk Arts, the Andrei Rublev Museum of Early Russian Art, Mikhail Glinka Museum of Musical Culture and many others.

Moscow is famous for its theatres. The best-known of them is the Bolshoi Opera House. Drama theatres and studios are also very popular. Moscow is an industrial centre with high-

ly developed engineering, electric, machine-building, light and chemical industries.

Moscow is the country's largest sport centre. It often becomes a scene of international sports festivals.

Moscow is the seat of the Russian Parliament (the Duma) and the centre of political life of the country. Moscow is a scientific centre too. It is a city of students. There are over 80 higher educational institutions in it. Among them there are the Russian Academy of Sciences, the oldest University, many higher schools, colleges and scientific research institutes.

*Отвечьте на вопросы к тексту:*

- 1) When was Moscow founded?
- 2) When did Moscow become the capital?
- 3) What is the total area of modern Moscow?
- 4) What is the population of Moscow?
- 5) What can you say about the places of interest of Moscow?
- 6) What can you see on the territory of the Kremlin?
- 7) What are the most famous Moscow museums?
- 8) What are the most famous Moscow theatres?
- 9) How many higher educational institutions are there in Moscow?
- 10) What is the oldest University in our country?

*Прочтите и переведите текст.*

**D. I. MENDELEYEV  
(1834—1907)**

A Russian name appeared in 1964 on the honorary board of science at Bridgeport University, USA: Mendeleev was added to the list of the greatest geniuses — Euclid, Archimedes, Copernicus, Galilei, Newton and Lavoisier. D. I. Mendeleev, the explorer of nature, is the greatest chemist of the world. The Mendeleev system has served for almost 150 years as a key to discovering new elements and it has retained its key capacity until now.

D. I. Mendeleev was the fourteenth and the last child of the Director of the Gymnasium at Tobolsk. After finishing school at the age of 16 he was taken by his mother to St. Petersburg and entered the Pedagogical Institute in 1850, took a degree in chemistry in 1856 and in 1859 he was sent abroad for two years for further training. He returned to St. Petersburg in 1861 as Professor of Chemistry and gave a course of lectures on chemistry at St. Petersburg's University. His lectures were always listened to with great interest and attention. Even in class of two hundred students everyone was able to follow his discussions from the beginning to the end. Interesting experiments were made in his classes.

In 1868 Mendeleev began to write a great text book of chemistry, known in its English translation as the "Principles of Chemistry" Hard work preceded it. Mendeleev made thousands of experiments and calculation, wrote a lot of letters, studied many reports. Everything in the world that was

known about chemical elements Mendeleev knew. For months, for years he searched for missing data. All those data were being brought together and grouped in a special way. When compiling this, he tried to find some system of classifying the elements some sixty in all then known whose properties he was describing. This led him to formulate the Periodic Law: "The properties of elements and, consequently, the properties of the simple and complex bodies formed from them are periodic functions of their atomic weights". The Law earned him lasting international fame. He presented it verbally to the Russian Chemical Society in October 1868 and published it in February 1869. But Mendeleev was recognized as the author of the Periodic Law only after gallium, scandium and germanium had been discovered in France, Sweden and Germany and after the properties of a number of elements predicted by Mendeleev had been confirmed.

In this paper he set out clearly his discovery that if the elements are arranged in order of their atomic weights, chemically related elements appear at regular intervals. The greatness of Mendeleev's achievement lies in the fact that he had discovered a generalization that not only unified an enormous amount of existing information but pointed the way to further progress.

Today the Periodic Law is studied by millions of school children and by students at higher educational establishments of natural sciences and engineering. It is studied by philosophers, historians, teachers and chemists.

The law serves as a basis for thousands of researches. The Periodic Law crossed national boundaries and has become



the property of all nations, just like the works of Newton, Lomonosov, Pavlov, Lobachevsky, Einstein and other. In our country the Russian Chemical Society, a number of higher and secondary schools, some industrial plants have been named after Mendeleyev. The Academy of Sciences and the Mendeleyev Society award the Mendeleyev Prize and the Mendeleyev Gold Medal for outstanding research work in chemistry.

### Notes

- 1) honorary board — доска славы, почета
- 2) missing data — недостающие данные, сведения
- 3) when compiling this — собирая все материалы и факты
- 4) some sixty in all — всего около шестидесяти
- 5) verbally — устно.

*Прочитайте и переведите текст.*

### CANCER CELLS

The main difference between normal and cancer cell is one of the growth and differentiation: most cancer cells are in their structure more like those of the young organism (fetus) than those of the adult.

They generally grow and divide more rapidly and in a disorganized fashion, but normal cells only divide and grow until they come into contact with adjacent cell and then stop their growth.

Researchers have tried to treat cancers by using drugs which inhibit the division of cells. The most rapidly dividing cancer cells will be affected by these drugs before the more slowly growing normal cells.

The major problem in cancer research is concentrated on trying to find out the more delicate difference between cancer and normal cells.

Researchers study the structure of the cell wall and try to determine why cancer cells do not recognize other cells.

Another branch of research has been to study the internal mechanism of the cell, to find differences between the nuclei of cancerous and normal cells, because the nucleus is that part of the cell which appears to regulate the growth and differentiation of all cells.

### Notes

- 1) cancer [k'ænsə] рак, злокачественная опухоль
- 2) adjacent [ə'dʒeɪsənt] примыкающий, смежный
- 3) to inhibit [ɪn'hɪbɪt] задерживать, тормозить, подавлять (рост)
- 4) delicate ['delɪkət] деликатный, тонкий
- 5) nucleus (pl. nuclei) ['nju:klɪəs] ядро клетки  
['nju:klɪæɪ] ядра клетки
- 6) differentiation [dɪfərənʃɪ'eɪʃən] дифференциация

*Найдите английские эквиваленты в тексте:*

основное различие, нормальные клетки, раковые клетки, структура клетки, растут и делятся более быстро, войти в контакт, смежные клетки, тормозить деление клеток, более тонкие различия, внутренний механизм клетки, найти различия между ядрами раковой и нормальной клеток.

**WHAT MUST YOU KNOW ABOUT AIDS?**

Aids is an illness that can kill. Aids is caused by a virus called HIV. People with Aids can look and feel healthy. This is the main risk of the disease.

You should know some important facts about Aids.

**You can get infected with the Aids virus by:**

- 1) having sex with a person who has the virus;
- 2) sharing needles to inject drugs with a person who has the virus.

**To protect yourself from Aids:**

- 1) you should always use condom if you have sex. Use it properly. Read the directions on the package.
- 2) Do not use anyone else's needles. Don't share your needles with anyone.

Don't forget that a woman with the Aids virus can infect her unborn baby. A woman with the Aids virus can also pass it to her baby when breast-feeding. If you think you may be infected you can take your blood test and it can show if you have the Aids virus.

**You cannot get the Aids virus by:**

- 1) sitting near someone;
- 2) shaking hands;
- 3) using bathrooms, telephones, drinking fountains;
- 4) eating in a restaurant;
- 5) sharing food, plates, cups, forks and spoons;
- 6) swimming in a pool;
- 7) being bitten by mosquitoes or other bugs;
- 8) giving blood.

**You cannot get the Aids virus through the air or by everyday contact.**

*Ответьте на вопросы к тексту:*

- 1) What is the main risk of Aids?
- 2) What important facts should we know about Aids?
- 3) What should we do to protect ourselves from Aids?
- 4) Can we get the Aids virus by shaking hands, sharing food, swimming in a pool?
- 5) Can we get the Aids virus through the air?

*Прочитайте и переведите текст со словарем.*

**CAUSES OF SOME DISEASES****Cigarette smoking**

This is a harmful habit which reduces the expectation of good health and shortens life. Cigarette smokers absorb into the lungs:

1. *Nicotine*. This is a habit-forming drug with a mild stimulatory effect. It causes constriction of small blood vessels and a rise in blood pressure.

2. *Carcinogenic tars*. These tars isolated from cigarette smoke have been shown to cause cancer in experimental animals.

3. *Carbon monoxide*. Cigarette smokers have raised blood levels of carboxyhaemoglobin passes through into the fetal circulation.

The following ailments are prone to occur in cigarette smokers:

*Cancer of the lung*. Heavy cigarette smokers are 30 times as liable to develop cancer of the lung as non-smokers are. There is overwhelming evidence that lung cancer is caused by cigarette smoking.

*Bronchitis and emphysema*. Prolonged cigarette smoking commonly leads to progressive cough and breathlessness, ul-

timately leading to respiratory incapacity. Gastric and duodenal ulcers take longer to heal in cigarette smokers.

*Pregnant women* who smoke cigarettes have smaller babies than nonsmokers, with a higher incidence of fetal abnormalities.

### Alcohol

Alcohol is the basis of wine, beer and spirits. Taken in moderation, with a meal, or in the company of friends, it can be regarded as one of the pleasure of life. But as with any drug, there are dangers as well as advantages associated with alcohol. Alcohol is rapidly absorbed from the stomach and intestine and soon appears in the blood. As the blood circulation through the lungs, alcohol diffuses into the air in the alveoli. The higher the concentration of alcohol in the blood, the higher the concentration in the breath.

This is the basis of the breathalyzer test used by the police in motorists suspected of driving while under the influence of drink. Alcohol can also be measured in the blood. It is metabolized (broken down) by the liver so that after 6 to 8 hours none can be detected in the blood or breath.

### WHAT IS YOUR LEARNING LINE?

*Read the following statements and indicate how much they apply to you.*

- 1) I enjoy learning in class with my friends.
- 2) I like to learn on my own by studying and thinking.
- 3) I want the teacher to correct all my mistakes.
- 4) I enjoy working in groups.

- 5) I think that a good teacher should be friendly.
- 6) I think that a good teacher is demanding.
- 7) I like to tell jokes.
- 8) I like to speak the teacher outside class.
- 9) I like music and rhythm in order to learn better.
- 10) I like to do things with my hands.
- 11) I talk too much.
- 12) My friends think I am funny and friendly.
- 13) My friends think I am shy.
- 14) My friends think I am a very good student.
- 15) My teachers think I never study.
- 16) My teachers think I move too much in class.
- 17) I like to read in my free time.
- 18) I like to talk to friends and tell jokes in my free time.
- 19) I like to practise sports in my free time.
- 20) While I am studying, I frequently stop and do other things.

### SOME INTERESTING FACTS ABOUT ENGLISH LANGUAGE

- ✓ Modern English has the largest vocabulary — more than 600.000 words.
- ✓ There are about 60.000 words in common use.
- ✓ 450—500 words are added to the English vocabulary every year.
- ✓ About 70 % English words are loan.
- ✓ 30 % of the words are native.
- ✓ The most frequently used word is I.

- ✓ The longest word in English language is Pneumonoultramicroscopicsilicovolcanoconiosis — it is a lung disease.
- ✓ The newest letters added to the English alphabet are “j” and “v”, which are of post-Shakespearean use.
- ✓ The commonest letter is “e”.
- ✓ The word “set” has 126 verbal uses and 58 noun uses.
- ✓ The commonest English name is Smith — There are about 1.700.000 people called Smith in America and 800.000 in England and Wales.
- ✓ The largest English-language dictionary is Oxford English Dictionary with 21.728 pages.

(From “Speak Out”)

## IT IS INTERESTING TO KNOW

### Question

I am eager to know the main difference among these words: pretty, beautiful, nice, handsome, graceful and fine. Can we use handsome to describe a woman?

### Answer

The words **pretty**, **beautiful** and **handsome** may be used to describe physical attractiveness. While **handsome** is more frequently used to describe men, it is not uncommon to be used with women especially, when physical beauty is associated with dignity and maturity. Contemporary film stars who may be described as handsome women are Catherine Deneuve and Sophia Loren. **Graceful** pertains to poise and may be quite

independent of physical beauty. **Nice** and **fine** refer more to a person's character than to one's appearance. **Nice** carries with it the meaning of kind and friendly, **fine** may refer to one's honesty.

## DISCUSS YOUR SIGNS

### 1) Capricorn

Dec. 23 to Jan. 20

#### Earth sign

Capricorn people are very ambitious and they work very hard. They don't like talking and they don't listen well to other people. They don't like going to expensive restaurants. They don't like playing sports very much.

### 2) Sagittarius

Nov. 23 to Dec. 22

#### Fire sign

Sagittarius people don't like sitting and doing nothing. They like playing sports very much. They listen well to other people and they are good teachers. They like travelling. They aren't careful with their money.

### 3) Scorpio

Oct. 24 to Nov. 22

#### Water sign

Scorpio people are often very intelligent and very ambitious, but they aren't very honest. They don't like working with other people. They aren't very interested in their families. But they don't often change their friends.

4) Libra

Sept. 24 to Oct. 23

Air sign

Libra people are very romantic and charming. They are very interested in art and they like dancing. They are very interested in other people. They don't like big change in their lives.

5) Virgo

Aug. 24 to Sept. 23

Earth sign

Virgo people are very logical and they work very carefully. They are interested in science. They don't like big or small changes in their lives and they aren't romantic, but they're very honest.

6) Leo

July 24 to Aug. 23

Fire sign

Leo people are very honest but they think they are wonderful. They like going to expensive restaurants very much. They are ambitious and they like controlling other people, but they don't listen very carefully to other people.

7) Cancer

June 22 to July 23

Water sign

Cancer people are very good businessmen. They are very interested in their families and they don't like being alone. They are interested in the sea. They have got a lot of imagination and they are often afraid.

8) Gemini

May 22 to June 21

Air sign

Gemini people do lots of things well and they work quickly, but they don't like working hard. They like travelling and writing very much. They are often very funny.

9) Taurus

Apr. 21 to May 21

Earth sign

Taurus, people work slowly. They are very interested in food, but they are careful with their money. They like working in the garden very much. They are usually happy but they are often jealous.

10) Aries

March 22 to April 20

Fire sign

Aries people like dangerous sports and modern life. They think and talk quickly. They are often angry. They don't like big changes in their lives.

11) Pisces

Feb. 20 to March 21

Water sign

Pisces people are always very happy or very unhappy. They are very interested in other people and they like helping other people very much, but they are often lazy. They aren't very interested in their families. They don't work very well.

## 12) Aquarius

Jan. 21 to Feb. 19

Air sign.

Aquarius people like modern like very much. They like crowds and new ideas and they often change their ideas. They are romantic, but they are very independent.

## Notes

- 1) Capricorn ['kæprɪkɒn] Козерог
- 2) Sagittarius [sædʒɪ'tæɪriəs] Стрелец
- 3) Scorpio [s'kɔ:pɪu] Скорпион
- 4) Libra ['lɪ:brə] Весы
- 5) Virgo ['vɜ:gou] Дева
- 6) Leo ['li:ou] Лев
- 7) Cancer [kænsə] Рак
- 8) Gemini ['dʒemɪni] Близнецы
- 9) Taurus ['tɔ:rəs] Телец
- 10) Aries [æri:z] Овен
- 11) Pisces ['pɪsɪ:z] Рыбы
- 12) Aquarius [ə'kwɛəriəs] Водолей

Ответьте на вопросы:

- 1) Do you think your partner's sign is a good description? Why/why not.
- 2) Do you think your sign describes you well? Explain why.

## TIME FOR FUN

Прочитайте и переведите стихотворение. Выучите его наизусть.

## WHEN I AM ILL

When I am ill, I go to bed.  
And on the pillow lay my head.

The doctor comes and says, "Dear me!  
Whatever can the matter be?"

He feels my pulse and sees my tongue;  
He tests my heart and then each lung;  
He asks how old I am and then  
He takes his paper and his pen.

And makes a note of things that taste  
So horrid that I'm sure it's waste  
To take them. But he says, "Each noon  
Take this, and you'll be better soon"

## Notes

- 1) to feel the pulse — изучать пульс
- 2) to test one's heart and lungs — проверять сердце и легкие
- 3) that taste so horrid — такие ужасные на вкус
- 4) it's waste to take them — бесполезно принимать их

Прочитайте английские пословицы и найдите их русские эквиваленты.

## PROVERBS

- 1) Don't bite the hand that feeds you.
- 2) Walls have ears.
- 3) Spare the rod and spoil the child.
- 4) Don't throw out the baby with the bath water.
- 5) Don't judge a book by its cover.
- 6) Let sleeping dogs lie.
- 7) Actions speak louder than words.
- 8) Don't look a gift horse in the mouth.

- 9) May hay while the sun shines.
- 10) Curiosity killed the cat.
- 11) Don't count your chickens before they hatch.
- 12) The early bird catches the worm.
- 13) Don't put all your eggs in one basket.
- 14) Look before you leap.
- 15) Don't put the cart before the horse.
- 16) An ounce of prevention is worth a pound of cure.
- 17) Practice what you preach.
- 18) All that glitters is not gold.
- 19) Two wrongs don't make a right.
- 20) People in glass houses shouldn't throw stones.

### Notes

- 1) to spare [spɛə] жалеть
- 2) rod — розги
- 3) to spoil [spɔɪl] баловать, портить
- 4) hay [heɪ] сено
- 5) curiosity [kjʊərɪɒsɪti] любопытство
- 6) to hatch — высиживать (цыплят), выводить (цыплят)

*Прочитайте и переведите анекдоты. Разыграйте их в лицах.*

## ANECDOTES

### I

Teacher: How old are you?

Little Jane: Eleven.

Teacher: But you were only five last year, so you're six this year.

Little Jane: Well, five last year and six this year make eleven.

### II

Teacher: Bobby, do you know that every boy in the United States has a chance to be president?

Bobby: Oh, no, not me. I've just sold my chance to Bill for ten cents.

### III

Little Albert came home from school with a new book under his arm.

"It's a prize, Mother", he said

"A prize? What for, dear?"

"For natural history. Teacher asked me how many legs an ostrich had and I said three".

"But an ostrich has two legs".

"I know it now, Mother. But all the pupils said four, so I was the nearest".

### IV

Johnny laughed when the teacher read a story of a man who swam a river three times before breakfast.

"Do you doubt that a good swimmer could do that?" asked the teacher.

"No, sir", answered Johnny, "but I wonder, why he did not make it four times and get back to the side where his clothes were".

### V

Bert: How did you like the football game?

Bertie: Oh, they didn't play. Just as they started, one man got the ball and started to run away with it, and they all began to jump at one another.

### VI. Nothing to Nothing

He and she came to the stadium when the second time had already begun.

He: What's the score?

A man: Nothing to nothing.

She: Wonderful? We haven't missed anything.

### VII

Tom: How is your little brother, Johnny?

Johnny: He is ill in bed. He hurt himself.

Tom: That is too bad. How did he do it?

Johnny: We played who could lean furthest out of the window, and he won.

### Notes

- 1) he hurt himself — он разбился
- 2) to lean — высунуться дальше
- 3) to win — победить

### VIII

Mother: Johnny, how do you want to take this castor oil?

Johnny: With a fork.

### Notes

- 1) castor oil ['ka:stər'ɔɪl] касторка
- 2) a fork — вилка.

### IX

"You never saw my hands as dirty as that", said Mother to her little girl.

"I never saw you when you were a little girl", was the answer.

### X. He has eaten it

Tommy likes to talk very much and his father did not allow him to speak at mealtimes. Once at dinner Tommy wanted to speak very much. At last his father saw it and asked kindly, "Well, my boy, what is it?" "Are caterpillars good to eat?" asked Tommy. "No", said the father, "What makes you ask that?" "You had one in your plate, but you have eaten it now", answered Tommy.

### Notes

- 1) at mealtimes — во время еды
- 2) caterpillar — гусеница

### JOKES

- 1) "Why did you strike this dentist?"

"Because he got on my nerves"

to get on somebody's nerves — играть на нервах

- 1) попасть на нерв
- 2) действовать на нервы
- 3) раздражать



2. My friend has wonderful memory: he always remembers what he must forget.

3. Tommy: My mother has the worst memory I've ever known.

Charlie: You mean she forgets everything?

Tommy: No, she remembers everything.

4. "A voyage is not for me. I'm always seasick", a passenger on a big ship sighed.

"I've heard" another man said, "that a good cure for sea sickness is a small piece of dry bread".

"May be, but I think that a better cure is a large piece of dry land", — the first fellow replied.

1) to be seasick — страдать морской болезнью

2) cure [kjʊə] — лекарство, средство

5. "Pardon me for a moment, please", said the dentist to his patient, "but before beginning this work I must have my drill".

"Good heavens!" exclaimed the patient irritably, "can't you pull out a tooth without a rehearsal?"

1) drill — бормашина или тренировка — здесь игра слов

2) irritably [ˈɪrɪtəblɪ] — раздраженно

3) rehearsal [rɪˈhæːsl] — репетиция, тренировка

6. Steve: Do you go to school with your mother?

Bill: No, I don't. I am in the second grade. I go to school myself. It was in the first grade that I went to school with my mother.

Steve: Why? My brother is in the fifth grade and the teacher told him not to come to school without mother.

7. Little Tommy: Daddy, are you growing taller all the time?

Father: No, dear. Why do you ask?

Little Tommy: Because the top of your head is poking through up your hair.

1) top of the head — макушка головы

2) is poking through up — виднеется над

8. — You don't speak English well. I think it was rather difficult for you when you were in England.

— Oh, no! It was not difficult for me, but for the English people it was!

9. A doctor: Are you feeling very ill? Show me your tongue!

A patient: It's no use, doctor. No tongue can tell how ill I feel.

10. "Why are you late for your work, Mr. Green?"

"I overslept, sir"

"Why, do you sleep at home too?"

11. Mike: Hi, Bob! Why the broad grin?

Bob: I've just come from my dentist's.

Mike: Is that anything to laugh about?

Bob: Yes, he wasn't in and won't be for two days.

12. Uncle George: Well, Sam, what are you going to do during this summer vacation?

Sam: Last year I had mumps and chicken-pox. This year I don't know what I am going to do.

13. "Waiter? Bring me a ham sandwich".

"With pleasure, sir"

"No, with mustard"

mustard ['mʌstəd] — горчица

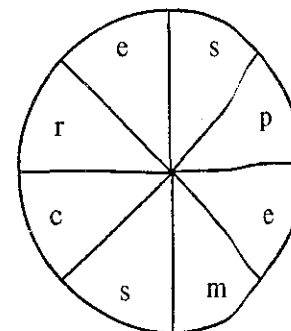
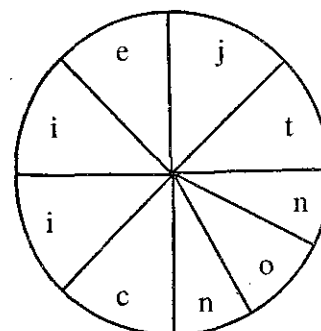
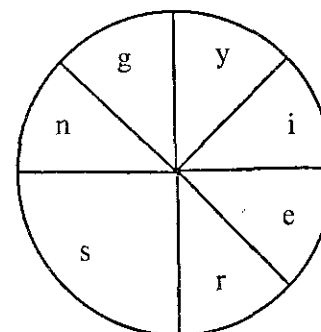
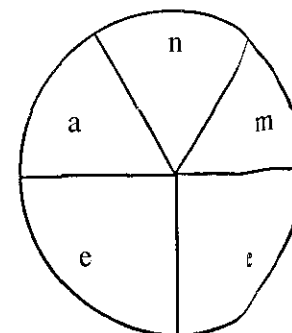
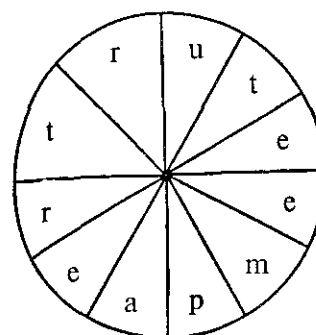
14. "I spent 9 hours over my anatomy book last night"

"Nine hours!"

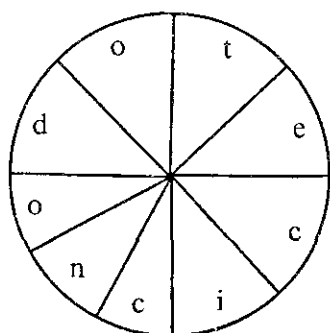
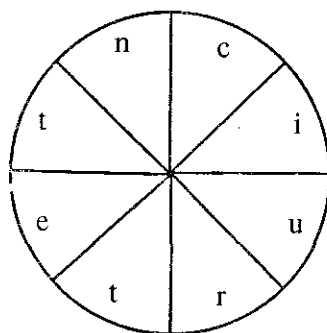
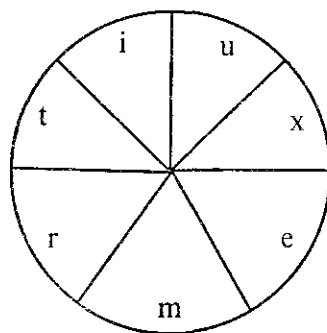
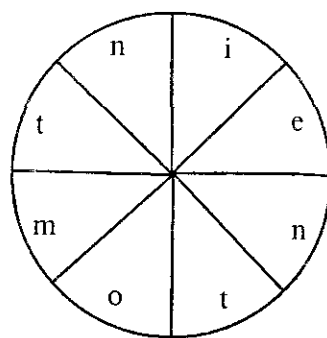
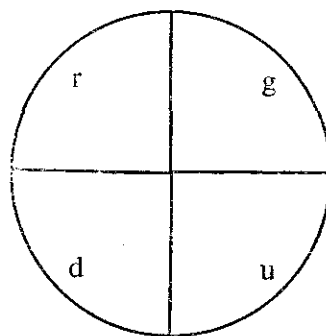
"Yes, I left it under my bed when I went to sleep"

## WORLD PIES

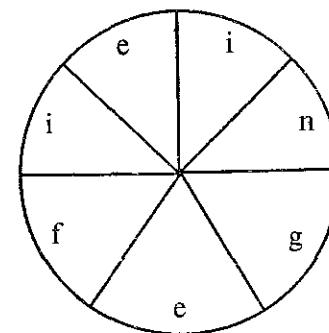
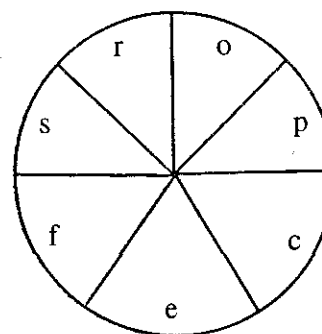
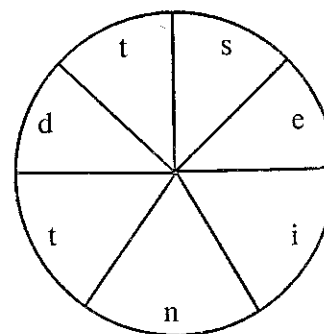
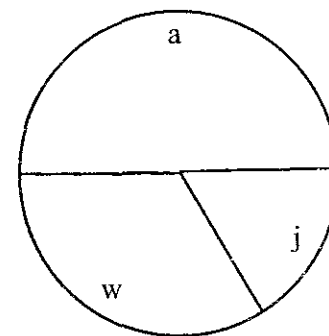
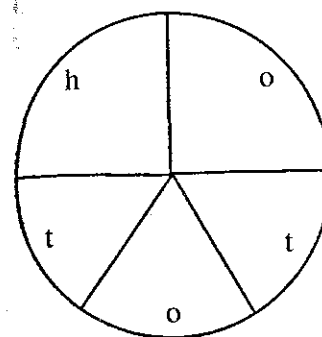
*Read a word that represents one of the aspects of therapy manipulation.*



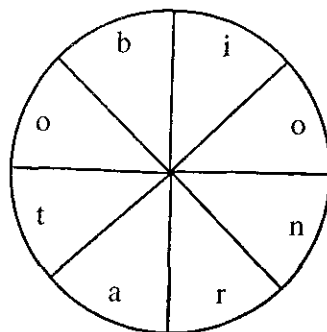
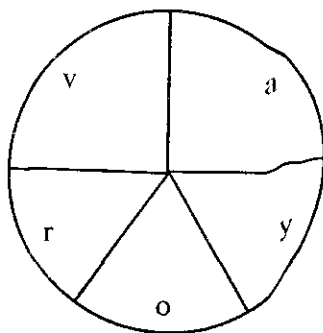
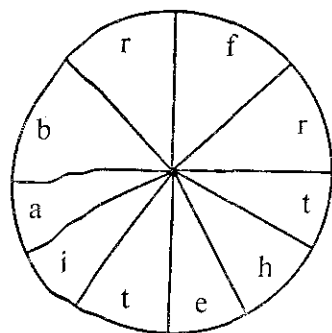
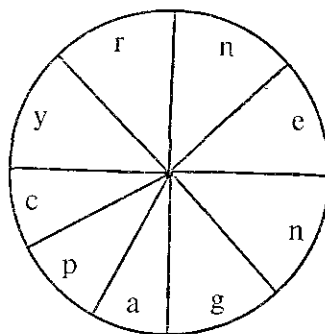
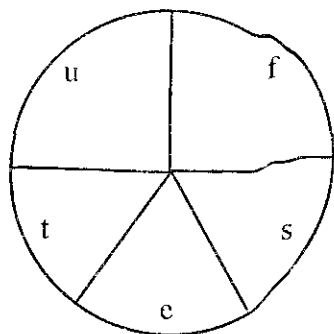
*Read a word that represents one of the medicinal forms.*



*Read a word that represents one of the stomatological terms.*



Read a word that represents one of the gynecological terms.



Прочитайте статью из газеты "USA TODAY" и переведите с помощью словаря.

## RUSSIA'S TB EPIDEMIC CREATES A GLOBAL THREAT

By Genine Babakian  
USA Today

Moscow — if Russia's tuberculosis epidemic continues unchecked, 2 million Russians will be infected with particularly deadly form of TB by 2010, according to estimates by international health officials.

The world Health Organization (WHO) reports that between 1991—1997, TB infection and death rates in Russia doubles earning Russia one of the highest TB mortality rates in Europe. Last year, more than 100,000 new cases were registered here, Russian health officials reported. Another sharp rise is expected in 2000.

"This epidemic will not only affect Russia, but the rest of the world, because TB knows no borders", Doctor Without Borders' Hans Kluge said at a news conference Tuesday in Moscow — the eve of World Health Organization's fifth annual World Tuberculosis Day.

"Tuberculosis will become the principal epidemic of the next century", he said.

In a parallel news conference in Washington, D. C., Pan American Health Organization (PAHO) leaders warned that the TB threat in North and South America "has not diminished in the 1990s".

To illustrate the threat, health officials at the Moscow news conference cited a recent case in which 13 passengers on a flight from Paris to New York contracted TB from an infected Russian passenger. Passed through the air, TB is highly contagious. On average, one TB patient infects 15 to 20 people in one year, according to WHO figures.

Normally, TB is curable using an effective and inexpensive course of drugs. But strains of the disease that do not respond to treatment can develop when the traditional course of treatment is interrupted.

### TRY TO REMEMBER:

*Запомните эти выражения и используйте их в своей речи.*

As far as I know ...

My opinion is that...

I have doubts about...

I'd like to stress the importance of...

I wonder about...

I'd like to add that ...

I'd like you to give more information about ...

I agree that...

I'd like to comment on ...

Without going into detail ...

The major reason for ... is ...

The major result is ...

I wish I could agree/he certain ..., but ...

If we go into detail ...

I see nothing wrong with ...

I find it hard to believe ...

In this context I would like to add that ...

May I address a question to ...

I fully agree with ... because ...

One question is ...

### THE REPORT ON SMOKING RAISES NEW WORRIES

The most disturbing news in the 679 page report is the assertion that smoking has exacted a heavier toll in death and disease than had previously been thought. Among the findings:

Tobacco claims 390,000 lives a year, 90,000 more than earlier estimates. Two-thirds of those deaths result from cardiovascular disease, lung cancer and chronic respiratory ailments like emphysema. The average male smoker is 22 times as likely to die from cancer as a nonsmoker, double the previous risk estimate. On the bright side, the USA has made substantial strides in curtailing cigarette use. Only 29 % of adults now light up, down from 40 % in 1965.

But the progress has not been spread equally over various groups in the population. Smoking among blacks is higher than average. Level of education is the best predictor of tobacco use: the more years of schooling people have, the less likely they are to smoke.

Cigarette use was declining among teenagers, but has now leveled off. Children, especially girls, are taking up tobacco at a younger age. Among high school seniors who have ever

smoked, quarter took their first puff by the sixth grade and half by the eighth. Restrictions on children's access to cigarettes have weakened; many stores routinely ignore minimum age of purchaser laws.

### Notes

- 1) to disturb — беспокоить
- 2) assertion — утверждение
- 3) to exact — приводить к
- 4) toll in death — смертность
- 5) previously — ранее
- 6) to claim lives — уносить жизни
- 7) estimate — оценка
- 8) to make substantial strides — сделать значительные успехи
- 9) to curtail — сократить
- 10) double — вдвое больше, чем
- 11) to level off — снижаться
- 12) to decline — выравниваться
- 13) teenager — подросток
- 14) to take up tobacco — начать курить табак
- 15) restriction — ограничение
- 16) an access to — доступ к
- 17) routinely — обычно
- 18) store — торговая точка
- 19) purchaser — покупатель

## Раздел 4

# ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

### I. Местоимение (the pronoun)

Местоимение — часть речи, употребляемая вместо имени существительного

#### Личные местоимения

Именительный падеж		Объектный падеж	
I	я	me	мне, меня
he	он	him	его, ему
she	она	her	ее, ей
it	оно (он, она)	it	его, ему, ее, ей
we	мы	us	нас, нам
you	вы, ты	you	вас, вам, тебя, тебе
they	они	them	их, им

#### Притяжательные местоимения

Притяжательные местоимения выполняют функцию определения и употребляются:

перед определяемым существительным

my brother	мой брат
his	его
her	ее

its (неодушевленный предмет)	его
our	наш
your	твой, ваш
their	их

**самостоятельно**

mine	моя
his	его
hers (не употребляется)	ее
ours	наш
your	твой, ваш
theirs	их

**Указательные местоимения****Единственное число**

this	этот, эта, это
that	тот, та, то

**Множественное число**

these	эти
those	те

**Усилительные и возвратные местоимения**

В английском языке усилительные и возвратные местоимения совпадают по форме.

Они образуются с помощью суффикса — self (selves — во множественном числе)

**Единственное число**

myself	(я) сам
yourself	(ты, вы) сам, сами
himself	(он) сам
herself	(она) сама
itself	(оно) само

**Множественное число**

ourselves	(мы) сами
yourselves	(вы) сами
themselves	(они) сами

**II. Предлоги места, движения, времени**

Предлог — служебное слово, передающее отношение одного члена предложения к другому. Обычно предлог стоит перед существительным, местоимением, герундием.

**Классификация предлогов**

Предлоги различаются по структуре (I) и назначению (II)

**I. Простые — in, at, by**

Производные — behind, across, along

Составные — throughout, without

Сложные — instead of, because of

**II. Предлоги места, времени и направления.****1. Предлоги места.**

on	на, у, по, за
in	в, на, у
at	в, на, у, при, к, за, по
by	у, при, около, у
about	вокруг, около, у
above	над
below	ниже, под
between	между
under	под
near	возле, у, около
next to	рядом, около

around — вокруг, за, около

over — поверх

## 2. Предлоги направления.

across — через, поперек

along — вдоль, по

away from — от, прочь

from — от, из

of — от

off — от, с

through — через

to — к, в, на, до

towards — к, по направлению

past — мимо, за

up — вверх

down — вниз

in front of — перед, впереди

in the middle of — посреди

## 3. Предлоги времени.

at 5 o'clock — в 5 часов

at sixteen — в 16 лет

at night — ночью

at noon — днем

at the age of — в возрасте

at this time — в это время

by 6 o'clock — к 6 часам

by tomorrow — к завтрашнему дню

by the end — к концу

for a day — на день

in 2004 — в 2004 году

in winter — зимой

in November — в ноябре

in the morning — утром

on the 4<sup>th</sup> of November — 4-го ноября

past 12 o'clock — после 12 часов

since 7 o'clock — с 7 часов

since then — с тех пор

since children — с детства

until — до

## Идиоматические выражения

at last — наконец

at the weekend — в конце недели

up to — вплоть до

during the time — в течение дня

at once — сейчас же

at the end of — в конце

in time — вовремя

at breakfast — за завтраком

Наиболее часто встречающимися предложными выражениями являются:

in this way — таким образом

in time — вовремя

on the average — в среднем

on the one hand — с одной стороны

on the other hand — с другой стороны

on the contrary — наоборот, напротив и т. д.

## III. Формы английского глагола

Формы английского глагола могут быть

1) личные

2) неличные



Личные формы глагола являются сказуемыми в предложении и согласуются с подлежащими в лице и числе.

*She works at the surgical department.*

**Неличные формы глагола:**

- 1) Инфинитив (Infinitive);
- 2) причастие I (Participle I);
- 3) причастие II (Participle II);
- 4) герундий (Gerund).

Они не являются показателями лица, числа, времени и наклонения и поэтому не могут выполнять функцию сказуемого.

Основными формами английского глагола являются:

- 1) Infinitive;
- 2) Past Indefinite (Simple);
- 3) Participle I;
- 4) Participle II.

I Infinitive	II Past Indefinite (Simple)	III Participle I	IV Participle II
to take	took	taking	taken
to work	worked	working	worked
Употребляется для образования: 1) причастия настоящего времени; 2) причастия прошедшего времени стандартных глаголов; 3) времен группы Indefinite (Simple)		Употребляется для образования времен группы Continuous (Progressive)	Употребляется для образования времен: 1) группы Perfect; 2) Passive Voice

По способу образования Past Indefinite (Simple) и Participle II глаголы делятся на стандартные (правильные) и нестандартные (неправильные).

**Стандартные глаголы** образуют Past Indefinite (Simple) и Participle II путем прибавления к основе инфинитива (без частицы to) суффикса -ed для всех лиц единственного и множественного числа: to ask спрашивать — asked спросил — asked спрошенный.

**Нестандартные глаголы** образуют Past Indefinite (Simple) и Participle II различными способами, которые следует заучивать наизусть.

*to write — wrote — written*

*to meet — met — met*

*to spend — spent — spent*

**Participle I** образуется путем прибавления к основе инфинитива (без частицы to) суффикса -ing: to work работать — working работающий, работавший.

#### IV. Степени сравнения прилагательных

Имя прилагательное — часть речи, обозначающая признак предмета, его свойство или качество:

*a sick girl, small arteries.*

Прилагательные имеют три степени:

- 1) положительная;
- 2) сравнительная;
- 3) превосходная.

### Образование степеней сравнения прилагательных

1) У односложных и некоторых двусложных прилагательных сравнительная степень образуется с помощью суффикса *-er*, а превосходная степень — с помощью суффикса *-est*:

*large — larger — the largest*

*big — bigger — the biggest*

2) У многосложных прилагательных сравнительная степень образуется путем добавления слова **more** — более или **less** — менее, а превосходная степень — путем добавления слова **most** — наиболее или **least** — наименее:

*difficult — more (less) difficult — the most (least) difficult*  
*important — more (less) important — the most (least) important.*

Однако имеется ряд прилагательных, образующих степени сравнения от разных основ. Их рекомендуется запомнить:

Положительная степень	Сравнительная степень	Превосходная степень
good — хороший	better — лучше	the best — самый лучший
bad — плохой	worse — хуже	the worst — самый плохой
many, much — много	more — больше	the most — самый большой
little — маленький	less — меньше	the least — самый маленький

### V. Числительные

Именем числительным называется часть речи, обозначающая количество или порядок предметов. Имена числительные делятся на **количественные**, отвечающие на вопрос сколько? (*one, two, three*) и **порядковые**, отвечающие на вопрос который? (*first, second, third*).

Таблица числительных

Первого десятка		Второго десятка	Десятки	Многочисленные числа
Количественные	Порядковые	Количественные		
one	(the) first	11 eleven	10 ten	100 (one) hundred
two	(the) second	12 twelve	20 twenty	1000 (one) thousand
three	(the) third	13 thirteen	30 thirty	1.000.000 (one) million
four	(the) fourth	14 fourteen	40 forty	1.000.000.000 (one) milliard
five	(the) fifth	15 fifteen	50 fifty	
six	(the) sixth	16 sixteen	60 sixty	
seven	(the) seventh	17 seventeen	70 seventy	
eight	(the) eighth	18 eighteen	80 eighty	
nine	(the) ninth	19 nineteen	90 ninety	
ten	(the) tenth			

Составные количественные числительные читаются так же, как и в русском языке: 27 — *twenty-seven*.

1356 — читается как, *one thousand three hundred and fifty-six*.

При образовании порядкового числительного, состоящего из нескольких цифр, изменению подвергается только последняя цифра.

(the) 536 — *the five hundred and thirty-sixth*.

### Образование степеней сравнения прилагательных

1) У односложных и некоторых двусложных прилагательных сравнительная степень образуется с помощью суффикса *-er*, а превосходная степень — с помощью суффикса *-est*:

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many, much — много	more — больше	the most — самый большой
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Именем числительным называется часть речи, обозначающая количество или порядок предметов. Имена числительные делятся на **количественные**, отвечающие на вопрос сколько? (*one, two, three*) и **порядковые**, отвечающие на вопрос который? (*first, second, third*).

Таблица числительных

Первого десятка		Второго десятка	Десятки	Многочисленные числа
Количественные	Порядковые	Количественные		
one	(the) first	11 eleven	10 ten	100 (one) hundred
two	(the) second	12 twelve	20 twenty	1000 (one) thousand
three	(the) third	13 thirteen	30 thirty	1.000.000 (one) million
four	(the) fourth	14 fourteen	40 forty	1.000.000.000 (one) milliard
five	(the) fifth	15 fifteen	50 fifty	
six	(the) sixth	16 sixteen	60 sixty	
seven	(the) seventh	17 seventeen	70 seventy	
eight	(the) eighth	18 eighteen	80 eighty	
nine	(the) ninth	19 nineteen	90 ninety	
ten	(the) tenth			

Составные количественные числительные читаются так же, как и в русском языке: 27 — *twenty-seven*.

1356 — читается как, *one thousand three hundred and fifty-six*.

При образовании порядкового числительного, состоящего из нескольких цифр, изменению подвергается только последняя цифра.

(the) 536 — *the five hundred and thirty-sixth*.

При чтении хронологических дат в английском языке годы обозначаются количественными числительными: 1945 — *nineteen forty-five* тысяча девятьсот сорок пятый год.

Для обозначения дней и месяцев употребляются порядковые числительные.

Пишется: *January, 1, 1998.*

Читается:

- 1) вариант *the first of January, nineteen ninety-eight;*
- 2) вариант *January the first, nineteen ninety-eight.*

### Оборот *There + to be*

Оборот *there + to be* употребляется тогда, когда в центре внимания находится сказуемое, выраженное глаголами быть, иметь место, находиться, существовать. Этот оборот обычно начинает предложение. Глагол *to be* стоит в личной форме, в нужном времени, числе и лице — *is, are, was, were, will be, has been, have been.*

There is a syringe — На столе находится  
on the table шприц.

There are many patients — В больнице много  
in the hospital пациентов.

There are different methods — Существует различные  
of learning new words методы запоминания  
новых слов

В единственном числе после *there + to be* употребляется артикль *a(an)*. Во множественном числе артикля не бывает, могут стоять слова *some, any, no, many, few*:

There is an English book — В библиотеке есть книга  
on pharmacology по фармакологии.  
in the library.

В вопросительной форме глагол *to be* ставится перед *there*:

Is there a meeting — Есть ли сегодня собра-  
at our college today? ние в нашем колледже?

В отрицательной форме после *there + to be* ставится отрицание *no*:

There are no books — В библиотеке нет книг  
on pharmacology по фармакологии.  
in the library.

### VI. Времена группы Indefinite (Simple) Active

Глаголы в форме Indefinite (Simple) относят действие к настоящему, прошедшему или будущему времени, не уточняя процесс протекания этого действия во времени. Все времена группы Indefinite (Simple) образуются от инфинитива.

#### PRESENT INDEFINITE (SIMPLE)

Present Indefinite (Simple) образуется от инфинитива без частицы *to* для всех лиц единственного и множественного числа (кроме III лица единственного числа). В 3 лице единственного числа добавляется суффикс *-s*.

I read	We read
You read	
He She reads	They read

Это время используется для выражения обычного действия, происходящего вообще, а не в момент разговора.

*My friend works at the medical college.*

### Образование вопросительной и отрицательной форм Present Indefinite (Simple)

Отрицательная и вопросительная формы образуются при помощи вспомогательных глаголов:

*do* (для всех лиц и чисел, кроме III лица ед. ч)

*does* (для III лица ед. числа)

При образовании отрицательной формы вспомогательные глаголы с частицей *not* стоят после подлежащего. Основной глагол сохраняет форму инфинитива без частицы *to*.

При образовании вопросительной формы (общий вопрос) вспомогательные глаголы ставятся перед подлежащим. Основной глагол стоит в форме инфинитива без частицы *to*.

Форма	Present Indefinite (Simple)
утвердительная	We study English.
	My sister works in the hospital.
вопросительная	Do we study English?
	Yes, we do. No, we do not (don't).
	Does my sister work in the hospital?
	Yes, she does.
	No, she does not (doesn't).
отрицательная	We do not study English.
	My sister does not work in the hospital.

### PAST INDEFINITE (SIMPLE)

Past Indefinite (Simple) употребляется, когда речь идет о действии, имевшем место в прошлом.

**Стандартные глаголы** образуют Past Indefinite (Simple) путем прибавления к инфинитиву (без частицы *to*) суффикса *-ed* для всех лиц единственного и множественного числа.

I worked                      We worked

You worked

He She worked              They worked

**Нестандартные глаголы** образуют Past Indefinite (Simple) различными способами, не имеющими определенных закономерностей.

*Indefinite              Past Indefinite (Simple)*

to give                  gave

to bring                brought

to meet                met

*She got up very early, washed, dressed and went to the college.*

### Образование вопросительной и отрицательной форм Past Indefinite (Simple)

Отрицательная и вопросительная формы образуются при помощи вспомогательного глагола *did* (для всех лиц и чисел).

При образовании отрицательной формы вспомогательный глагол *did* с частицей *not* стоят после подлежащего. Основной глагол сохраняет форму инфинитива

без частицы *to*. При образовании вопросительной формы (общий вопрос) вспомогательный глагол ставится перед подлежащим. Основной глагол стоит в форме инфинитива без частицы *to*.

Форма	Past Indefinite (Simple)
утвердительная	We studied English.
	My sister worked in the hospital.
вопросительная	Did we study English?
	Yes, we did. No, we did not (didn't).
отрицательная	We did not study English.
	My sister did not work in the hospital.

### FUTURE INDEFINITE (SIMPLE)

Future Indefinite (Simple) образуется при помощи вспомогательных глаголов *shall* (для I лица единственного и множественного числа), *will* (для I и II лица единственного и множественного числа) и инфинитива глагола без частицы *to*.

I shall work      We shall work  
You will work  
He She will work      They will work

#### Образование вопросительной и отрицательной форм Future Indefinite (Simple)

Отрицательная и вопросительная формы образуются при помощи вспомогательных глаголов:

*shall* (для I лица единственного и множественного числа).

*will* (для II и III лица единственного и множественного числа).

При образовании отрицательной формы вспомогательные глаголы с частицей *not* стоят после подлежащего. Основной глагол сохраняет форму инфинитива без частицы *to*. При образовании вопросительной формы (общий вопрос) вспомогательные глаголы ставятся перед подлежащим. Основной глагол стоит в форме инфинитива без частицы *to*.

Форма	Future Indefinite (Simple)
утвердительная	We shall study English.
	My sister will work in the hospital.
вопросительная	Shall we study English?
	Yes, we shall. No, we shall not (shan't).
отрицательная	We shall not study English.
	My sister will not work in the hospital.

В последнее время в разговорном американском английском языке все чаще используется вспомогательный глагол *will* для I лица единственного и множественного числа: *I will go, We will go*.

Но классический вариант английской грамматики остается прежним: *I shall go, We shall go*.

### VII. Страдательный залог (The Passive Voice Simple)

Страдательный залог — the Passive Voice — показывает, что предмет или лицо, являющееся подлежащим, подвергается действию.

*Her hand was broken. У нее была сломана рука.*

Страдательный залог образуется при помощи вспомогательного глагола *to be* в соответствующем времени + Participle II смыслового глагола.

Время	Present	Past	Future
Indefinite (Simple)	The injection is given	The injection was given	The injection will be given

На русский язык глаголы в страдательном залоге переводятся:

- 1) сочетанием глагола **быть** (в прошедшем и будущем времени) с краткой формой причастия страдательного залога.

*The text was translated. Текст был переведен.*

- 2) возвратными глаголами.

*Medical texts are translated by the students. Медицинские тексты переводятся студентами.*

- 3) неопределенно-личной формой, т. е. без подлежащего.

*The patient was examined. Пациента обследовали.*

- 4) глаголом в действительном залоге.

*The text was translated by the students. Студенты перевели текст.*

### VIII. Модальные глаголы и их эквиваленты

Модальные глаголы обозначают не само действие, а отношение к нему говорящего. Они выражают способность, возможность, допустимость, долженствование.

Модальные глаголы употребляются в сочетании с инфинитивом смыслового глагола без частицы *to*.

Эти глаголы:

- 1) не имеют неличных форм-инфинитива, причастия, герундия.

- 2) не изменяются ни по лицам, ни по числам (не имеют окончания в 3 лице ед. числа).

*He can make this mixture himself.*

- 3) образуют вопросительную форму путем подстановки глаголов *can*, *must*, *may* перед подлежащими, а отрицательную форму — путем добавления отрицательной частицы *not* после модальных глаголов (отрицание *not* в сочетании с модальным глаголом *can* пишется слитно *cannot*).

- 4) *can* и *may* имеют формы настоящего и прошедшего времени (*could*, *might*), глагол *must* имеет только форму настоящего времени.

Наряду с модальными глаголами *can*, *may*, *must* используются их эквиваленты.

### Эквиваленты модальных глаголов

#### I. Выражение долженствования

- 1) **must + инфинитив без частицы to** в настоящем времени выражает приказание:

*You must do it at once.*

- 2) **to have + инфинитив с частицей to** в настоящем, прошедшем и будущем времени выражает должен-

ствование. Часто переводится на русский язык глаголом «приходится».

*My friend had to leave for a month. Моему другу пришлось уехать на месяц.*

- 3) **to be + инфинитив с частицей to** в настоящем и прошедшем времени означает долженствование, вытекающее из предварительной договоренности.

*The doctor was to examine the patient immediately. Врач должен был осмотреть пациента немедленно.*

- 4) **should + инфинитив без частицы to** употребляется для выражения модального долга или совета, относящегося к настоящему или будущему времени.

*You should take the drug today. Вам следует принять лекарство сегодня.*

## II. Выражение способности

или возможности совершения действия

- 1) **can + инфинитив без частицы to** в настоящем времени.

**could + инфинитив без частицы to** в прошедшем времени.

*He can translate English newspapers without a dictionary.*

*He could translate English newspapers without a dictionary.*

- 2) **to be able + инфинитив с частицей to** в настоящем, прошедшем и будущем времени.

*The nurse will be able to give you a stomach wash out in ten minutes. Медсестра сможет промыть вам желудок через 10 минут.*

## III. Выражение допустимости совершения действия

- 1) **may + инфинитив без частицы to** в настоящем времени.

**might + инфинитив без частицы to** в прошедшем времени.

*You may take this ointment any time you like.*

- 2) **to be allowed + инфинитив с частицей to** в настоящем, прошедшем и будущем времени.

*She was allowed to pass the examination.*

## IX. Времена группы

### Continuous (Progressive) Active

Времена группы Continuous (Progressive) Active выражают действие, которое продолжается, продолжалось или будет продолжаться в то время, о котором идет речь, т. е. действие выражается в процессе его совершения. Эти формы образуются при помощи вспомогательного глагола **to be** в настоящем, прошедшем или будущем времени + **Participle I** смыслового глагола.

На русский язык формы Continuous переводятся глаголами настоящего, прошедшего или будущего времени несовершенного вида.



Таблица Continuous(Progressive)  
Tenses to be + ing-form (Participle I)

Время	Утвердительная форма	Отрицательная форма	Вопросительная форма
1. Present	I am He is She is We are They are <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">} writing</div>	I am not He is not She is not We are not You are not They are not <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">} writing</div>	Am I Is he Is she Are we Are you Are they <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">} writing</div>
2. Past	I was He was She was We were You were They were <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">} writing</div>	I was not He was not She was not We were not You were not They were not <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">} writing</div>	Was I Was he Was she Were we Were you Were they <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">} writing</div>
3. Future	I shall be He will be She will be We shall be You will be They will be <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">} writing</div>	I shall not be He will not be She will not be We shall not be You will not be They will not be <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">} writing</div>	Shall I be Will he be Will she be Shall we be Will you be Will they be <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">} writing</div>

## Х. Времена группы Perfect Active

Форма Perfect всегда указывает на то, что действие закончено или закончится к определенному моменту в настоящем, прошедшем или будущем времени и, таким образом, выражает предшествование.

Форма Perfect обычно переводится на русский язык глаголами в форме прошедшего или будущего времени совершенного вида.

Форма Perfect образуется из личной формы глагола *to have* в соответствующем времени (Present Indefinite (Simple), Past Indefinite (Simple), Future Indefinite (Simple) + Participle II смыслового глагола.

**Present Perfect** употребляется:

- 1) для выражения закончившегося действия, когда время не указано.

*I have taken arterial pressure.*

- 2) С обстоятельствами, обозначающими период времени, не закончившийся до настоящего момента: *today, this week, this month, this year.*

*He has finished his work today.*

- 3) С наречиями неопределенного времени:

*always, ever, never, often, seldom, already, just, yet.*

*I have never seen London. Я никогда не видел Лондон.*

В этом случае глагол в Present Perfect переводится на русский язык глаголами несовершенного вида.

- 4) для обозначения действия, начавшегося в прошлом и продолжающегося в настоящем, со словами *since* — с тех пор как и *for* — в течение. В этом случае глагол в Present Perfect обычно переводится на русский язык глаголом в настоящем времени.

*I have lived in Rostov-on-Don since 1985. Я живу в Ростове-на-Дону с 1985 года.*

**Past Perfect** — выражает действие, закончившееся до начала другого действия или указанного момента в прошлом.

*The surgeon had finished the operation by 12 o'clock sharp.*

*The doctor had begun his morning round before the professor came.*

**Future Perfect** — выражает действие, которое закончится до начала другого действия или до указанного момента в будущем.

*The surgeon will have finished the operation by 12 o'clock sharp.*

*The doctor will have begun his morning round before the professor comes.*

Обратите внимание, что несмотря на то, что второй основной глагол в предложении — *comes* переводится на русский язык будущем временем, в английском варианте глагол стоит в форме (Present Indefinite (Simple)).

Форма	Время		
	Present Perfect	Past Perfect	Future Perfect
утвердительная	I have consulted a doctor.	I had already consulted a doctor by 5 o'clock.	I shall have consulted a doctor by 5 o'clock tomorrow.
вопросительная	Have you consulted a doctor?	Had you consulted a doctor by 5 o'clock?	Will you have consulted a doctor by 5 o'clock tomorrow?
отрицательная	I have not consulted a doctor.	I had not consulted a doctor by 5 o'clock yesterday.	I shall not have consulted a doctor by 5 o'clock tomorrow.

## The Present Perfect Continuous Tense (Настоящее длительно-итоговое время)

Утвердительная форма	Вопросительная форма	Отрицательная форма
I have been working (I've been working)	Have I been working	I have not been working (haven't been working)
He } has been working She } ('s been working) It }	Has { He } been working { She } { It }	He } has not been working (hasn't been working) She } It }
We } have been working ('ve been working) You } They }	Have { We } been working { You } { They }	We } have not been working (haven't been working) You } They }

Present Perfect Continuous образуется при помощи вспомогательного глагола *to be* в форме Present Perfect и Present Participle (причастие настоящего времени) смыслового глагола.

1) Present Perfect Continuous выражает действие, которое началось в прошлом и продолжается в настоящий момент. При употреблении этого времени обычно указан период времени, в течении которого совершается действие. Он может быть обозначен:

а) с помощью обстоятельных выражений типа *all my life, these two years, all this week, all this year, lately* и т. д.

*I have been working hard all this week*

*Всю эту неделю я много работаю.*

б) с помощью предложных словосочетаний, обычно с предлогом *for*:

*It has been raining for two hours.*

*Дождь идет уже два часа.*

в) с помощью *since*.

*He came back*

*at three o'clock.*

*He has been working since.*

Он вернулся в три

часа и с тех пор

работает.

Present Perfect Continuous обычно употребляется с динамическими глаголами.

Со статальными глаголами (*to be, to see, to hear, to love, to like, to want, to know, to have* и т. д.) такого рода действия выражаются с помощью Present Perfect.

*I have known John since 1987.*

Я знаю Джона  
с 1987 года.

В отрицательных предложениях как с динамическими, так и со статальными глаголами, обычно употребляется Present Perfect.

*Mike lost his job 3 years ago.*

Майк потерял работу  
3 года назад.

*He hasn't worked since*

С тех пор он  
не работает.

В отдельных случаях с глаголами *to live, to work, to study, to teach* употребляется как Present Perfect, так и Present Perfect Continuous.

*He has lived in Paris*

*for 5 years.*

*He has been living in Paris*

*for 5 years.*

Необходимо обратить внимание на то, что когда в предложении указано, как долго совершается действие,

русское настоящее время соответствует Present Perfect Continuous или Present Perfect, а при отсутствии такого указания — Present Continuous или Simple Past.

Он ждет вас уже давно *He has been waiting for you a long time.*

Он ждет вас *He is waiting for you.*

Я знаю ее 3 года *I have known her for three years.*

Я ее знаю *I know her.*

2) Present Perfect Continuous употребляется также для выражения длительного действия, которое началось в прошлом и закончилось непосредственно перед моментом речи. Период времени, в течение которого совершалось действие, может быть как указан, так и не указан.

В этих случаях Present Perfect Continuous переводится на русский язык прошедшим временем глагола несовершенного вида.

*I feel tired as I have been working in the garden for several hours* Я чувствую себя усталым, так как я работал в саду несколько часов.

### The Past Perfect Continuous Tense (Прошедшее длительно-итоговое время)

Утвердительная форма	Вопросительная форма	Отрицательная форма
He } She } It } We } You } They } I } had been working ('d been working)	Had { he } she } it } we } you } they } I } been working	He } She } It } We } You } They } I } had not been working (hadn't been working)

Past Perfect Continuous образуется при помощи вспомогательного глагола *to be* в форме Past Perfect (*had been*) и Present Participle (причастия настоящего времени) смыслового глагола.

1) Past Perfect Continuous употребляется для выражения действий, начавшихся до указанного момента в прошлом и продолжавшихся до этого момента.

В данном случае обычно указывается период времени, в течении которого происходило действие.

*He had been sleeping for two hours when we returned.* Он уже два часа спал, когда мы возвратились.

Past Perfect Continuous обычно употребляется только с динамическими глаголами.

Со статальными глаголами такого рода действия выражаются в Past Perfect.

2) Past Perfect Continuous употребляется также для выражения длительного действия, которое закончилось

непосредственно перед моментом наступления другого прошедшего действия.

*They stopped talking when I came in* Они перестали разговаривать, когда я вошел, я  
*I understood that they had been talking about me.* понял, что они говорили обо мне.

### The Future Perfect Continuous Tense (Будущее свершенное длительное время)

Утвердительная форма	Вопросительная форма	Отрицательная форма
I } We } shall (will) have been working	shall (will) { I } We } have been working	I } We } shall (will) not have been working
He } She } It } You } They } will have been working	will { he } she } it } you } they } have been working	He } She } It } You } They } will not have been working

В настоящее время все чаще для местоимений I лица единственного и множественного числа (*I* и *We*) употребления вспомогательный глагол *will* вместо *shall*.

Future Perfect Continuous образуется при помощи вспомогательного глагола *to be* в форме Future Perfect (*shall have been*, *will have been*) и Present Participle (причастия настоящего времени) смыслового глагола.

Future Perfect Continuous употребляется для выражения длительного будущего действия, которое начнется

ранее другого будущего действия (или момента) и будет еще совершаться в момент его наступления.

Future Perfect Continuous употребляется, когда указан период времени, в течение которого действие будет совершаться.

<i>By the first of September</i>	<i>К 1 сентября я буду</i>
<i>I shall have been working</i>	<i>работать в медицинском</i>
<i>in the medical college</i>	<i>колледже уже 15 лет.</i>
<i>for 15 years.</i>	

## XI. Согласование времен

Если глагол-сказуемое в английском предложении стоит в настоящем времени, то глагол-сказуемое дополнительного придаточного предложения может стоять в любом требуемом по смыслу времени.

*He says that he studies at the Medical college.*

*He says that he studied at the Medical college last year.*

*He says that he will study at the Medical college next year.*

Если глагол-сказуемое главного предложения стоит в прошедшем времени, то в английском языке сказуемое дополнительного придаточного предложения также должно стоять в одном из прошедших времен, в соответствии с правилом согласования времен.

- 1) Если действия обоих сказуемых совершается одновременно, то в дополнительном придаточном предложении сказуемое употребляется в форме

Past Indefinite (Simple) или Past Continuous (Progressive), которые в данном случае переводятся на русский язык глаголом в настоящем времени.

*She said that she was a dentist.* Она сказала, что она стоматолог.

*She said that she was working at the polyclinic.* Она сказала, что работает в поликлинике.

- 2) Если действие, выраженное сказуемым дополнительного придаточного предложения, предшествовало действию, выраженному сказуемым главного предложения, то в придаточном предложении глагол-сказуемое употребляется в Past Perfect и переводится глаголом в прошедшем времени.
- She said that she had finished school two years ago.* Она сказала, что закончила школу 2 года назад.
- 3) Если в дополнительном придаточном предложении выражается действие, которое произойдет в будущем, то вместо вспомогательных глаголов shall/will употребляются вспомогательные глаголы should/would, так называемая форма Future-in-the-Past. На русский язык она переводится глаголом в будущем времени.
- She said that she would work at the surgical department.* Она сказала, что будет работать в хирургическом отделении.

## XII. Отглагольное существительное

Отглагольное существительное совпадает по форме с герундием и также часто выражает процесс, но оно является полноценным существительным со всеми его свойствами и переводится на русский язык существительным.

### Основные признаки отглагольного существительного

- 1) Имеет перед собой артикль или другой определитель.

*The smoking of cigarettes is harmful for health.*

*Курить сигареты — вредно для здоровья.*

*Курение сигарет — вредно для здоровья.*

- 2) Употребляется во множественном числе.

*The reading of this device are wrong.*

*Показания этого прибора ошибочны.*

- 3) Может иметь при себе правое определение, вводимое предлогом of.

*The smoking of cigarettes is harmful for health.*

*Курение сигарет — вредно для здоровья.*

## XII. Герундий (The Gerund)

Герундий — неличная форма глагола, имеющая грамматические особенности глагола и существительного. Герундий выражает действие как процесс: smoking — курение, курить, improving — улучшение, улучшать.

Герундий произошел от отглагольного существительного. Сохраняя некоторые признаки существительного, герундий приобрел свойства глагола, а именно, формы вида и залога.

### Формы герундия

	Active	Passive
Indefinite	examining	being examined
Perfect	having examined	having been examined

### Функции герундия в предложении

- 1) Подлежащего

*Smoking is not allowed. Курить не разрешается.*

- 2) Именной части составного сказуемого

*Abortion is removing of the fetus. Аборт — это удаление плода.*

- 3) Дополнения

*а) прямого*

*The patient needs examining at once. Больной нуждается в срочном обследовании.*

*б) предложного*

*He knew of my studying in the medical college. Он знал о моей учебе в медицинском колледже.*

- 4) Определения

*There are different methods of treating this disease. Существуют различные способы лечения этого заболевания.*

5) **Обстоятельства**

*After receiving necessary information we can perform the operation. Получив (после того, как мы получили) необходимые данные, мы можем сделать операцию.*

Таким образом, герундий может переводиться существительным, инфинитивом, деепричастием, придаточным предложением.

Сложные формы герундия чаще всего переводятся придаточным предложением:

*I remember his having been performed an operation as a child. Я помню, что ему сделали операцию еще в детстве.*

**Признаки отличия герундия от отглагольного существительного**

- 1) Герундий не имеет артикля.

*Smoking is harmful. Курение вредно.*

- 2) Герундий не употребляется во множественном числе.

*His reading aloud improved his pronunciation. То, что он читал вслух, улучшило его произношение.*

- 3) Правое определение с предлогом *of* не может следовать за герундием.

- 4) Есть предлог перед словом.

*On coming to the library he took the necessary book.*

*Придя в библиотеку, он взял необходимую книгу.*

**XIV. Прямая и косвенная речь**

Правила согласования времен соблюдаются при переводе предложений из прямой речи в косвенную.

**Прямая речь****Косвенная речь**

- 1) She says "I like medicine".

Она говорит: «Я люблю медицину».

- 2) She said: "I like medicine".

Она сказала: «Я люблю медицину».

- 3) She said: "I shall give an injection myself".

Она сказала: «Я сама сделаю инъекцию».

- 1) She says that she likes medicine.

Она говорит, что любит медицину.

- 2) She said that she liked medicine.

Она сказала, что любит медицину.

- 3) She said that she would give an injection herself.

Она сказала, что сама сделает инъекцию.

Предложения, выражающие общий вопрос в прямой речи, вводятся в косвенную речь союзом *whether* или *if*.

She asked him: "Do you like medicine?"

Она спросила его: «Вы любите медицину?»

She asked him whether (if) he liked medicine.

Она спросила его, любит ли он медицину.

Раздел 5

## ВСПОМНИТЕ ГРАММАТИКУ

### Контрольно-обобщающие упражнения

**Упражнение 1.** *Переведите предложения на русский язык.*

- 1) My friend has an increased temperature.
- 2) She has interesting scientific work.
- 3) We shall have many special subjects in the second year.
- 4) The students had a lecture in anatomy yesterday.
- 5) Now my relatives are in the city.
- 6) Is this young girl your friend?

**Упражнение 2.** *Переведите предложения на английский язык.*

- 1) Вчера у нее была лекция по биологии.
- 2) Вчера она была на лекции по биологии.
- 3) Она будет завтра на собрании.
- 4) У нее будет завтра собрание.
- 5) Они близкие родственники.
- 6) У них много родственников.

**Упражнение 3.** *Ответьте на вопросы по образцу:*

Образец: What does a student do?

He studies.

- 1) What does a teacher do?
- 2) What does a chemist do?
- 3) What does a doctor do?
- 4) What does a dentist do?
- 5) What does a writer do?

**Упражнение 4.** *Поставьте глаголы в предложениях в отрицательную и вопросительную формы.*

- 1) My friend entered the Medical College a year ago.
- 2) She takes her entrance examinations.
- 3) He will become a student next year.
- 4) My friend gets an increased stipend.
- 5) She was interested in this report.
- 6) They work as doctors.

**Упражнение 5.** *Из слов, данных в скобках, выберите нужные по смыслу:*

- 1) There are many (woman, women) among the doctors.
- 2) Her (child, children) is two years old.
- 3) The (life, lives) of great (man, men) are very interesting.
- 4) His father's (foot, feet) ache (to ache — болеть).
- 5) Does your (tooth, teeth) ache?

**Упражнение 6.** *Ответьте на вопросы:*

- 1) Who takes an examination in anatomy at the end of the first year?
- 2) Who treats people for different diseases?



- 3) Who studies human anatomy?
- 4) Who gains knowledge of medicine at medical college?

**Упражнение 7.** *Поставьте вопросы к данным предложениям, начиная со слов, указанных в скобках.*

- 1) There are twenty-five students in our group (How many...)
- 2) There are hundreds of books on medicine in our library (How many...)
- 3) There was an interesting meeting in our group (Where...)
- 4) There were many nurses at the surgical department (Where...)

**Упражнение 8.** *Переведите предложения, обращая внимание на модальные глаголы:*

- 1) В колледже вы должны получить глубокие знания по медицине.
- 2) Можно мне посетить вашу лекцию?
- 3) Вы можете (в состоянии) легко выполнить это задание.
- 4) Мы должны закончить работу в 6 часов.
- 5) Возможно преподаватель прочтет лекцию в среду.

**Упражнение 9.** *Поставьте вопросы к выделенным словам.*

- 1) Patients like doctor Somov *because he is kind and talented person*.
- 2) A doctor must examine a patient *carefully*.
- 3) *M. P. Konchalovsky* is a prominent Soviet therapist.
- 4) *The necessary remedy* is on the nurse's table.
- 5) *My sister* works as a nurse.

**Упражнение 10.** *Ответьте на вопросы, обращая внимание на время глаголов-сказуемых.*

- 1) Do you study Biology?
- 2) Are you studying Biology?
- 3) Do you attend lectures in Microbiology?
- 4) Are you attending the lecture in Microbiology?
- 5) Do you perform laboratory works?
- 6) Are you performing a laboratory work?

**Упражнение 11.** *Замените прямую речь косвенной*

- 1) The nurse said: "Your weight is too small".
- 2) The doctor said: "Your blood pressure is higher on the right arm than on the left arm".
- 3) The lecturer said: "The blood vessels are divided into arteries, veins and capillaries".
- 4) The surgeon said: "The new method of the operation on the heart is used widely".
- 5) The doctor said: "The cause of the disease is clear".

**Упражнение 12.** *Обратите внимание на выделение в предложениях слова и употребите необходимое в данном случае время.*

A.

- 1) The nurse already (to estimate) the number of blood cells.
- 2) Any patient's pulse rate never (to be) regular on physical exertion.
- 3) The doctor just (to discharge) my mother from the hospital.
- 4) Recently his respiratory rate (to increase) considerably.

## В.

- 1) Today the surgeon (to complete) the operation.
- 2) The patient (to lose) 3 kilograms of weight this month.
- 3) The teacher (to finish) to examine his students this week.

## С.

- 1) You (to determine) the number of this patient's heart beats?
- 2) She (not to serve) in the hospital.
- 3) The scientists (to estimate) the amount of blood pumped by the heart daily.

## D.

- 1) The young scientist (to publish) many articles since 2000.
- 2) I (not to see) him since he got his work appointment.
- 3) My brother (not to take) any treatment since he was discharged from the hospital.

**Упражнение 13.** Переведите неопределенно-личные предложения.

- 1) *It is known* that the increase of the number of leucocytes takes place when a person is ill.
- 2) *It is determined* that in the man the corpuscles form from 39 to 50 percent of the blood volume.
- 3) *It is considered* that the first heart sound is the longest.
- 4) *One can say* that heart sounds are very important in making the diagnosis of a heart disease.

**Упражнение 14.** Поставьте глагол в придаточном предложении в соответствующем времени, учитывая, что действие в нем произошло раньше действия в главном предложении.

- 1) The doctor was told that the patient (to have) a sound sleep the night before.
- 2) The nurse said that she already (to make) this patient's blood count.
- 3) The doctor considered that the changes in the patient's mental state (to take place) a month before.
- 4) It was stated that patient Orlov (to exist) the differences in the white blood cell count before.

**Упражнение 15.** Переведите предложения, обращая внимание на выделенные слова *to find* (находить), *to find out* (устанавливать), *to found* (основывать) и их производные.

- 1) The extract *findings* of the white blood cell count were normal.
- 2) Physiologists *found* that blood had vitamins.
- 3) The first Russian University was *founded* by Lomonosov.
- 4) Lesgaft is one of the *founders* of functional anatomy.
- 5) It was *founded out* that when a person died his body continued to live for some time.
- 6) The *foundation* of anatomy as an exact science was laid by Vesalius.
- 7) He *found* the book which he needed.

**Упражнение 16.** *Переведите предложения, обращая внимание на использование Past Indefinite (Simple) и Past Perfect.*

**I**

- 1) Исследователь закончил свои наблюдения на прошлой неделе.
- 2) Мы узнали, что исследователь уже закончил свои наблюдения.

**II**

- 1) Врач изолировал больного до того, как он поставил диагноз инфекционного заболевания.
- 2) Врач изолировал больного на прошлой неделе.

**III**

- 1) Она начала исследовать структуру этой ткани в прошлом году.
- 2) Она начала исследовать структуру этой ткани задолго до того, как сделала доклад на конференции.

**Упражнение 17.** *Поставьте глагол в Future Perfect.*

- 1) The scientists think that they (to prove) their conclusion by the end of their experiments.
- 2) I think that I (to accomplish) my investigation by the beginning of the next year.
- 3) The researcher (to isolate) the necessary substance before he begins a new experiment.
- 4) Do you think we (to complete) our observations by the next month?

**Упражнение 18.** *Переведите придаточные дополнительные предложения, соблюдая правила согласования времен.*

- 1) The therapist knew that
  - a) больной быстро выздоравливает.
  - b) больной уже выздоровел.
  - c) больной скоро выздоровеет.
- 2) The investigator said that
  - a) он может доказать это своими опытами.
  - b) он уже смог доказать это своими опытами.
  - c) он сможет доказать это своими опытами.

**Упражнение 19.** *Из слов, данных в скобках, выберите соответствующие по смыслу.*

- 1) His hearing is (weak, delicate) and he can hear any sound well.
- 2) The patient's (tongue, language) was thickly coated.
- 3) The patient became quiet and soon (dropped, fell) as sleep.
- 4) Last week my elder brother (fell, dropped) ill with the grippe.
- 5) (May, allow) I measure this patient's blood pressure?
- 6) On examination it was found out that the surface of the skin was (quiet, smooth).
- 7) The surgeon performs (thin, delicate) operations on the eyes.

**Упражнение 20.** Ответьте на вопросы, заменяя инфинитивы, данные в скобках, герундия.

Образец: What is a reception ward used for? (to receive patients).

A reception ward is used for receiving patients.

- 1) What is a drug cabinet used for?  
(to keep drugs and remedies)
- 2) What is a label used for?  
(to indicate the dose of the medicine)
- 3) What is a temperature chart used for?  
(to write down the patient's temperature)
- 4) What is a patient's card used for?  
(to fill it in with all the findings about the patients disease)
- 5) What is a cough mixture used for?  
(to relieve a bad cough)
- 6) What are antibiotic injections used for?  
(to prevent inflammation)

**Упражнение 21.** Из названий заболеваний выберите подходящее для следующих описаний:

(appendicitis, gastritis, bronchitis, myocarditis, pneumonia, pleurisy, cholecystitis, tracheitis, pancreatitis)

- 1) ... is the inflammation of the appendix.
- 2) ... is the inflammation of the bronchi.
- 3) ... is the inflammation of the gallbladder.
- 4) ... is the inflammation of the mucous membrane of the stomach.

- 5) ... is the inflammation of the heart muscle.
- 6) ... is the inflammation of the pancreas.
- 7) ... is the inflammation of the pleura.
- 8) ... is the inflammation of the lung.
- 9) ... is the inflammation of the trachea.

**Упражнение 22.** Ответьте на следующие вопросы.

- 1) What is gastritis?
- 2) What is tracheitis?
- 3) What is bronchitis?
- 4) What is myocarditis?
- 5) What is cholecystitis?
- 6) What is tonsillitis?

**Упражнение 23.** Замените инфинитивы, данные в скобках, герундием.

- 1) After the recovery the patient stopped (to lose) his weight.
- 2) My brother had to give up (to smoke) due to chronic bronchitis.
- 3) The young physician tried (to introduce) various new ways of treatment.
- 4) You must avoid (to catch) a cold as you have just been ill with pneumonia.
- 5) What has prevented you from (to attend) this lecture?

**Упражнение 24.** Ответьте на вопросы, используя слова, данные в скобках.

- 1) What does a successful recovery depend on?  
(following the prescribed treatment)

- 2) What will you soon finish?  
(carrying on my investigations)
- 3) What are you responsible for?  
(summarizing the result of all the experiments)
- 4) What are you interested in?  
(preventing poisonous effects of the drug)
- 5) What will you start doing next?  
(making the analysis of the sputum)

**Упражнение 25.** Ответьте на альтернативные вопросы.

- 1) Does the term "aetiology" mean the causes of the disease or the mechanism of its development?
- 2) Is urinalysis an instrumental or a laboratory study?
- 3) Are haemorrhage and vomiting subjective or objective symptoms?
- 4) Is a productive cough associated with the discharge of sputum or is it dry?

**Упражнение 26.** Поставьте вопросы к следующим предложениям, используя вопросительные слова в скобках.

- 1) Moist rales have been changing gradually during the whole course of the disease (when).
- 2) The tuberculous patient has been taking air baths for about a month (what).
- 3) For several months the patient has been receiving food with a large amount of proteins and carbohydrates (what — какую).
- 4) Due to the use of antibiotics, the cure of tuberculosis has been progressing during the recent years (why).

## ЗНАКИ ПРЕПИНАНИЯ PUNCTUATION

точка .	period/full stop	в конце предложения; после инициалов, сокращений; в десятичных дробях
запятая ,	comma	после "yes" и "no" при ответе; при обращении; после междометий; в датах; при перечислении; перед прямой речью; в разделительных вопросах; в сложносочиненных предложениях
двоеточие :	colon	при написании времени; при перечислении; в диалоге, после имени говорящего
апостроф '	apostrophe	при сокращении; в притяжательном падеже
тире —	dash	для усиления значения
вопросительный знак ?	question mark	в конце вопросительного предложения
восклицательный знак !	exclamation mark	при выражении сильных эмоций
кавычки “ ”	quotation marks	при выделении прямой речи; в названии книг, статей и т. д.
точка с запятой ;	semicolon	в сложносочиненных предложениях.

*Раздел 6*

**ТАБЛИЦА  
НЕПРАВИЛЬНЫХ  
ГЛАГОЛОВ**

***LIST OF IRREGULAR VERB***

<i>Infinitive</i>	<i>Present Simple</i>	<i>Past Simple</i>	<i>Past Participle</i>
to be	be	was/were	been
to beat	beat	beat	beaten
to become	become	became	become
to begin	begin	began	begun
to bite	bite	bit	bitten
to blow	blow	blew	blown
to break	break	broke	broken
to bring	bring	brought	brought
to build	build	built	built
to buy	buy	bought	bought
to catch	catch	caught	caught
to choose	choose	chose	chosen
to come	come	came	come
to cost	cost	cost	cost
to cut	cut	cut	cut
to dig	dig	dug	dug
to do	do	did	done
to draw	draw	drew	drawn

to drink	drink	drank	drunk
to drive	drive	drove	driven
to eat	eat	ate	eaten
to fall	fall	fell	fallen
to feed	feed	fed	fed
to feel	feel	felt	felt
to fight	fight	fought	fought
to find	find	found	found
to fly	fly	flew	flown
to forget	forget	forgot	forgotten
to forgive	forgive	forgave	forgiven
to freeze	freeze	froze	frozen
to get	get	got	got/ gotten(амер.)
to give	give	gave	given
to go	go	went	gone
to grow	grow	grew	grown
to hang	hang	hung	hung
to have	have	had	had
to hear	hear	heard	heard
to hide	hide	hid	hidden
to hit	hit	hit	hit
to hold	hold	held	held
to hurt	hurt	hurt	hurt
to keep	keep	kept	kept
to know	know	knew	known
to lay	lay	laid	laid
to lead	lead	led	led
to learn	learn	learnt	learnt

to leave	leave	left	left
to lend	lend	lent	lent
to let	let	let	let
to lie	lie	lay	lain
to light	light	lit	lit
to lose	lose	lost	lost
to make	make	made	made
to mean	mean	meant	meant
to meet	meet	met	met
to play	play	paid	paid
to put	put	put	put
to read	read	read	read
to ride	ride	rode	ridden
to ring	ring	rang	rung
to rise	rise	rose	risen
to run	run	ran	run
to say	say	said	said
to see	see	saw	seen
to sell	sell	sold	sold
to send	send	sent	sent
to set	set	set	set
to sew	sew	sewed	sewn/sewed
to shake	shake	shook	shaken
to shine	shine	shone	shone
to shoot	shoot	shot	shot
to show	show	showed	shown
to shut	shut	shut	shut
to sing	sing	sang	sung
to sit	sit	sat	sat

to sleep	sleep	slept	slept
to speak	speak	spoke	spoken
to spend	spend	spent	spent
to spread	spread	spread	spread
to spring	spring	sprang	sprung
to stand	stand	stood	stood
to steal	steal	stole	stolen
to stick	stick	stuck	stuck
to strike	strike	struck	struck
to string	string	strung	strung
to sweep	sweep	swept	swept
to swim	swim	swam	swum
to swing	swing	swung	swung
to take	take	took	taken
to teach	teach	taught	taught
to tell	tell	told	told
to think	think	thought	thought
to throw	throw	threw	thrown
to understand	understand	understood	understood
to wake	wake	woke	woken
to wear	wear	wore	worn
to win	win	won	won
to write	write	wrote	written

## Раздел 7

# ОСНОВНЫЕ ГРЕКО-ЛАТИНСКИЕ ТЕРМИНОЛОГИЧЕСКИЕ ЭЛЕМЕНТЫ, ИСПОЛЬЗУЕМЫЕ В АНГЛИЙСКОМ ЯЗЫКЕ ПРИ ОБРАЗОВАНИИ МЕДИЦИНСКИХ ТЕРМИНОВ

*Терминоэлемент  
и его произношение*

a [ə] (или [æn])

ab [æb]

abdomin ['abdɒmɪn]

ac [æk]

acet ['æsɪt]

acetabul [æsi'tæbjul]

acid ['æsɪd]

acou [ə'ku:]

acr ['ækr]

act [ækt]

actin ['æktɪn]

acu [ə'kju:]

ad [æd]

*Значение, передаваемое  
терминоэлементом  
в английском языке*

не, нет, без

от, прочь, удаление

живот

относящийся к чему-то

уксус

большая берцовая кость

кислота, кислотный

слух

конечность

действие

луч, радиус

заостренный, игла

к, по направлению к, при-  
бавление

aden ['ædɪn]

adenoid ['ædɪnɔɪd]

adip ['ædɪp]

adren [æd'rɪ:n]

aer ['eɪər]

aesthhest [ɪ:s'θɪ:zɪ]

agglutin [ə'glu:tɪn]

agogue [əgɒg]

agra ['eɪgrə]

al [əl]

alb ['ælb]

albumin [æl'bju:mɪn]

algesi [æl'dʒɪ:zɪ]

algia ['ældʒɪə]

alveol [æl'vɪ:ɔl]

ambly ['æmbli]

amni ['æmni]

amphi [æmfi]

amyl [æmil]

an ['eɪn]

ana ['ænə]

ancyl (ankyl) ['ænsɪl] ['ænkɪl]

andr ['ændr]

ancurysm ['ænjuərɪzm]

angi ['ændʒɪ]

anti ['æntɪ]

anter ['æntɪr]

anteri [æn'tɪəri]

anthrac ['ænthræk]

anti ['æntɪ]

железа

аденоид

жир

железа, надпочечник, адре-  
налин

воздух

см. esthest

слипание, соединение  
приводящий к, индуциру-  
ющий

схватки, судороги, боль

относящийся к

белый

белок

боль, избыточная чувстви-  
тельность

боль

альвиола

притупленный, ослаблен-  
ный

амниотический (мешок)

с обеих сторон

крахмал

анус

вверх, вновь, назад

согнутый, неподвижный

мужской

аневризма

сосуд

перед, до, вперед

передний, впереди

см. anter

угольная пыль

против, против



aort [eɪ'ɔ:t]	аорта
aponeur ['æpɒnjuə]	апоневроз (тип сухожилия)
append [ə'pend]	аппендикс
appendic [ə'pendɪk]	см. append
aquc ['ækwɪ]	вода
ar [ə]	относящийся к
arche ['a:kɪ]	начало, возникновение
arteri [a:'tɛrɪ]	артерия
arteriol [a:'tɛrɪ'ouɪ]	артериола, маленький со- суд
arthr ['a:θr]	сустав, сочленение
articul [a:'tɪkjul]	подвижной сустав, сочле- нение
ary [əri]	относящийся к
ase [eɪz]	энзим, фермент
asthenia [æs'θɪ:nɪə]	отсутствие силы
atei ['æti]	неполный, незавершенный
ather ['æθər]	жировая ткань, паста
atri ['eɪtrɪ]	предсердие
audio ['ɔ:di]	слух, слышимый
aur ['ɔ:r]	ухо
auto ['ɔ:t(o)]	сам, себе, свой
aux ['ɔ:ks]	увеличения, рост
axill ['æksɪl]	подмышечная впадина
axon ['æksən]	ось, осевой, нейрит, начало нервного волокна
azot ['æzɒt]	мочевина, азотосодержа- щие продукты
bacill [bə'sɪl]	палочка, бацилла
bacteri [bæk'tɛrɪ]	бактерия
balon ['bælən]	имеющая отношение к го- ловке полового члена или женским болезням
bas ['beɪs]	база, основание

bene ['benə]	хорошо, хороший
bi [baɪ]	1) два, 2) жизнь
bili ['bɪli]	желчь
billirubin [bɪlɪ'ru:bɪn]	билирубин
blast [blæst]	относящийся к зародышу, росту
blephar ['blefər]	глазное веко
brachi ['breɪkɪ]	рука, предплечье
brachy ['bræki]	короткий
brady ['brædi]	медленный
bronch ['brɒŋk]	bronхи
bronchi ['brɒŋkɪ]	см. bronch
bronchiol [brɒŋ'ki:əl]	bronхиолы, мелкие bronхи
bry [braɪ]	полный жизни
bucc ['bʌk]	щека
burs ['bɜ:s]	сума, мешок
calc ['kælk]	кальций
calcane ['kæl'keɪni]	пяточная кость
calci ['kælsi]	кальций
cali ['kæli]	чаша, относящаяся к по- чечным чашечкам
calori ['kæləri]	тепло, калории
capnia ['kæpniə]	двуокись углекислого газа
capit ['kæpɪt]	голова
carcin ['ka:sɪn]	рак, канцер
cardi ['ka:di]	сердце
carp ['ka:p]	запястье
cata ['kætə]	вниз
caud ['kɒd]	хвост, нижняя часть тела
caust ['kɔ:st]	ожог
cauter ['kɔ:ter]	жар, нагревание, прижига- ние
cav ['kæv]	полость, каверна
cec ['si:k]	слепая кишка

cele ['si:l]	грыжа
cell ['sel]	клетка
centesis [sen'ti:sis]	хирургический прокол для удаления жидкости
centr ['sentr]	центр, центральный
cephal ['sefəl]	голова
sept ['sept]	брат, получать
cerebell [seri'bel]	мозжечковый
cerebr ['seribr]	мозг, мозговой
cerumin [si'ru:min]	сера
cervic ['sə:vɪk]	шея, шейка
cheil ['kail]	губа
chem ['kem]	химический
chir ['kair]	кисть руки, рука
chol(e) [kɒl]	желчь
cholecyst ['kɒlɪsɪst]	желчный пузырь
choledoch ['kɒlɪdɒk]	общий желчный проток
chondr ['kɒndr]	хрящ
chori ['kɔ:rɪ]	хорион
chrom ['kroum]	цвет
chron ['krɒn]	время
cib ['sɪb]	еда, прием пищи
cidal ['saɪdəl]	убивающий
cide ['saɪd]	разрушение, убийство
cili ['sɪlɪ]	реснички, реснитчатое тело
cine ['sɪnɪ]	движение
cipient (см. sept)	получатель, тот, кто принимает
cis ['sɪz]	резать
clast ['klæst]	разрушать
clavicul [klə'vɪkjul]	ключица
clisis ['klaɪsɪs]	орошение
(-cocci, pl.) ['kɒksaɪ]	см. coccus

coccus ['kɒkəs]	округлый, похожий на ягоду, бактерия
coccy [kɒksɪ]	копчик
col ['kɒl]	толстая кишка
colp ['kɒlp]	влагалище
con [kɒn]	с, вместе
coni ['kɒnɪ]	пыль, пыльца
conjunctiv [kɒndʒʌŋk'aɪv]	соединительная ткань
contra ['kɒntrə]	против
cor ['kɔr]	зрачок
core ['kɔrɪ]	зрачок, внутренность, сердцевина
corne ['kɒnɪ]	роговица глаза
coron ['kɒrən]	венечные сосуды сердца
cortic ['kɒtɪk]	кора, корка
cost ['kɒst]	ребро
crani ['kreɪnɪ]	череп
cras [krəs]	1) болезнь; 2) смесь
crin ['krɪn]	секретировать, выделять
crit [krɪt]	(или cret) отделять
cry ['kraɪ]	холод
cript ['krɪpt]	скрытый
cusis ['kju:sɪs]	слух
cutane [kju'teɪnɪ]	кожа
cyan(o) ['saɪə'nou]	синий
cycl ['saɪkl]	цикл, круг
cyesis [saɪ'ɪ:sɪs]	беременность, зачатие
cyst ['sɪst]	(или cyst) пузырь
cyt ['saɪt]	клетка
cytosis [saɪ'tousɪs]	состояние клетки
dacry ['dækri]	слеза
dacryoaden [dækriə'deɪn]	слезная железа
dacryocyst ['dækriəsɪst]	слезный мешок
dactyl ['dæktɪl]	палец

de [di]	отсутствие, дефицит
dec ['dek]	десять
dent(i) ['denti]	зуб
derm ['dɜ:m]	кожа
dermat(o) [dɜ:mə'tou]	кожа
desis ['di:sis]	связывание
dextr ['dekstr]	правый
di [dai]	два
dia ['daɪə]	завершенный, сквозной, движение через
diaphor ['daɪəfɔr]	пот
dips ['dɪps]	жажда
dis [dis]	разделение
dist ['dist]	отдаленный
dors ['dɔ:s]	задний отдел туловища, спина
drome [droum]	течение (болезни)
duct ['dʌkt]	провод
duoden [djuɔ'di:n]	двенадцатиперстная кишка
dur ['djuər]	твердый
dys [dis]	расстройство функции
ec [ek]	вне, снаружи
ech [ek]	звук, слух
ectasia [ek'teɪziə]	растягивание, расширение
ectasis ['ektəsis]	растягивание, расширение
ecto ['ektɔ]	удаленный, снаружи
ectomy ['ektɒmi]	удаление, иссечение
electr [ɪ'lektɹ]	электричество
em [em]	в, внутри
emesis ['emɪsɪs]	рвота
emia [ɪ'miə]	состояние крови
emphraxis [emθræksɪs]	обструкция, блокада
en [en, ɪn]	в, внутри
encephal [en'sefəl]	мозг

endo ['endou]	внутри
enter ['entər]	тонкий кишечник
eosin [ɪ'ɔ:sɪn]	розоватый
epi ['epɪ]	сверх, выше, на-, над-
epididym [epɪ'dɪdɪm]	придаток яичка
epiglott [epɪ'glɒt]	надгортанник
episi [epɪ'saɪ]	вульва, относящийся к наружным женским половым органам
erg(o) ['ɛgou]	работа
erythem [erɪ'θɪ:m]	покраснение
erythr [ɪ'rɪθr]	красный
eso [ɪ'sou]	направленный <b>внутрь</b> , внутри
esophag [ɪ'sɒfəg]	пищевод
esthesi [ɪ's'θɪ:zɪ]	ощущение
estr ['estr]	женский половой гормон
ethm ['eθm]	решетчатая кость
eti [ɪ:ti]	причина
eu [ju]	хороший, хорошо
ex [eks]	вне
exo ['ksɔ]	снаружи, вне
fasci ['fæʃɪ]	фасция
femor ['femər]	бедро, бедренная кость
ferent ['ferənt]	несущий
fibr ['faɪbr]	волокно
fibrin ['faɪbrɪn]	фибрин
fibros [faɪ'brɒs]	фиброзная ткань
fibul ['fɪbjul]	малоберцовая кость
fiss ['fis]	расщепление, деление
fluor ['fluər]	фтор, свечение
follicul [fə'likjul]	относящийся к фолликулу
furc ['fɜ:k]	разветвляющийся
fusion ['fju:ʒn]	«выливание, излияние

galact [gə'lækt]	относящийся к молоку
gangli ['gæŋɡlɪn]	ганглий, узел
gastr ['gæsrt]	желудок
gan ['gæn]	или (gen [dʒen] ) произ- водящий, начинающий
genesis [dʒenɪsɪs]	происхождение, возникно- вание
germ ['dʒə:m]	отросток, семя
gest ['dʒest]	относящийся к беременно- сти
gingiv ['dʒɪndʒaɪv]	десна
glauc ['glɔ:k]	серый
gli ['glai]	клей
globul ['glɔubju:l]	шар, шарик
globulin ['glɔubju:lɪn]	белок, протеин
glomerul [glɔmerul]	клубочек
gloss ['glɔs]	(или glott) язык
gluc ['glu:k]	сахар, глюкоза
gluttin ['glu:tɪn]	коллоид
glyc ['glaiɪk]	или [glais] сахар, глюкоза
gnos ['nɔus]	знание
gon ['gɔn]	семя
gonad ['gɔnəd]	половая железа
grade ['greɪd]	движение
gram ['græm]	запись, регистрация
granul ['grænjɪl]	частица, гранула
graph ['græf]	инструмент для записи
graphy ['græfi]	процесс записи
gravid ['grævɪd]	беременность
gynec ['gænik, 'd/zænik]	женский, женщина
hem ['hi:m]	(или haem) кровь
hemat ['hemət]	(или haemat) кровь
hemi ['hemi]	половина
hepat ['hepət]	печень

herni ['hæ:ni]	грыжа
hidr ['haɪdr]	пот
hist ['hɪst]	ткань
histi ['histi]	тканевый
home ['houmi]	такой же, неменяющийся
humer ['hju:mər]	гумерус, кость плеча
hydr ['haɪdr]	вода, водный, жидкость
hyper ['haɪpə]	сверх, избыток
hypn ['hɪpn]	сон
hypo ['haɪpou]	ниже, недостаток
hyster ['hɪstər]	маточный, матка
ia [ɪə]	состояние, процесс
issis ['aɪsɪs]	состояние
iatr ['aɪəɪsɪs]	врач
ic [ɪk]	относящийся к
idi ['ɪdɪ]	индивидуальный, собствен- ный, сам
ile ['ɪlɪ]	(или ili) подвздошный
immun [ɪ'mju:n]	защитный, защита
in [ɪn]	1) не, нет; 2) в, внутри
infra ['ɪnfɹə]	ниже, под
inguin ['ɪŋɡwɪn]	паховая область
inter ['ɪntər]	между
intra ['ɪntɹə]	внутри
ion ['aɪɔn]	ион (заряженная частица)
ir ['aɪr]	радужная оболочка, ирис
irid ['aɪrɪd]	см. ir
iso ['aɪsə]	такой же, равный
isch ['ɪsk]	задерживать, препятство- вать
ischi ['ɪskɪ]	седалищный
ist [ɪst]	специализирующийся в, специалист
itis ['aɪtɪs]	воспаление

jejun [dʒi'dʒu:n]	тощая кишка
kal(i) ['kæli]	калий, поташ
kary ['kæri]	ядерный
kerat ['kerət]	роговой слой, рогамица
kinesi [ki'ni:si]	движение
kyph ['kaɪf]	горб
labi ['leɪbi]	губа
lacrim ['lækrim]	слеза
lact ['lækt]	молоко
lamin ['læmɪn]	пластинка
lapar ['ləpər]	стенка живота
laryng ['lærɪŋg]	гортань
later ['læter]	боковой
lep ['lep]	взять, схватить
leuk ['lu:k]	белый
lig(a) ['lɪgə]	связь, лигатура
lingu ['lɪŋgw(ə)]	язык
lip ['lɪp]	жир
lith ['lɪθ]	камень
lob ['ləub]	доля
logy [lɒdʒɪ]	исследование, изучение
lord ['lɔ:d]	кривая, искривление
luc [lu:s, 'lu:k]	прозрачный, светлый
lumb ['lʌmb]	поясничный отдел
lymph ['lɪmf]	лимфа
lymphaden [lɪm'fædɪn]	лимфатическая железа
lymphangi ['lɪmfændʒɪ]	лимфасосудистый
lysis ['laɪsɪs]	разрушение, лизис
lytic [lɪtɪk]	разрушающий
macro ['mækrə]	большой, увеличенный, увеличения
mal ['mæl]	нарушенный, плохой
malacia [mæ'leɪʃɪə]	размягчение

mamm ['mæm]	относящийся к молочной железе
mandibul [mæn'dɪbjul]	нижняя челюсть
mast ['mæst]	молочная железа
mastoid ['mæstɔɪd]	сосцевидный (отросток)
maxill [mæks'ɪl]	верхняя челюсть
medi ['mi:di]	средний, срединный
medull [me'dʌl] или [medjul]	внутренний (средний) отдел (органа)
megaly ['megəli]	увеличение
melan ['melən]	черный
men ['men]	месяц, относящийся к менструации
mening(i) [mi'nɪndʒɪ]	мозговая оболочка
meso ['mesə]	средний
meta ['metə]	перемещение, изменение
metacarp [metə'ka:p]	кости кисти руки, пясть
meter ['mi:tə]	мерить, измерять
metr ['mi:tr]	1) матка, маточный; 2) измерение
metri ['mi:tri]	(или metry) см. metr-
mi ['mai]	маленький
micr(o) ['maɪkr(ə)]	мало
mimetic [mi'metɪk]	подражательный
mit(o) [mi't(ou)]	нить
mon [mɒn]	один
morph ['mɔ:f]	форма, строение
mort ['mɔ:t]	смерть
muc ['mju:t(ə)]	слизистая оболочка
my ['mai]	мышца
mys ['maɪk]	грибки, микозы
myel ['maɪəl]	спинной мозг
myocardi [maɪə'ka:di]	сердечная мышца
myos ['maɪəs]	мышца

myring [mi'riŋg] ['mɪrɪndʒ]	барабанная перепонка
myx ['mɪks]	слизь
narc ['nɑ:k]	онемение, окоченение, относящийся к наркозу, относящийся к наркотикам
nas ['neɪz]	нос
nat(i) ['neɪt(i)]	рождение
natr ['neɪtr]	относящийся к натрию
necr ['nekr]	смерть, омертвление
nect ['nekt]	соединить, связать
neo ['ni:əu]	новый
nephtr ['nefr]	почка
neur ['njuər]	нерв
neutr ['nju:tr]	средний, нейтральный
noct ['nɒkt]	ночь
norm ['nɔ:m]	правило, порядок, норма
nucle ['nju:klɪ]	ядро
ocul [ɒkjul]	глаз
odont [ou'dɒnt] [ɒdɒnt]	зуб
odynia [ou'dɪniə]	боль
oid [ɔɪd]	похожий на
ole [oul]	маленький, уменьшение
olecran [ouli'kreɪn]	локоть
olig ['ɒlɪg]	скудный, малый по количеству
(o)logy ['*lədʒɪ]	изучение, исследование
oma ['oumə]	опухоль
onc ['ɒŋk]	опухоль
onych ['ɒnɪk]	относящийся к ногтям
oo [əu], [ɔ'əu], [ɔ'ə]	яйцо
oophor [ɔ'ɔfər, əuɔfər]	относящийся к яичникам
opac [ou'pæs]	затуманенный, невидимый
opac [ou'peɪk]	затуманенный, невидимый
ophthalm [ɒf'θælm]	глаз

opia ['oupiə]	зрение
opsy ['ɒpsi]	см. opia
or [ə]	тот, кто/что (выполняет что-либо)
or [ɔ:]	рот
orch ['ɔ:k]	яичко
orchi ['ɔ:kɪ]	см. orch
orchid [ɔ'kɪd]	см. orch
orrhagia [ɔ'reɪdʒɪə]	истекать
orrhaphy ['ɒtəfi]	шов
orrhexis [ɔ:'reksɪs]	разрушать
orth ['ɔ:θ]	правильный, прямой
osis ['ousɪs]	состояние (болезненное)
osmia ['ɔzmɪə]	запах
oste ['ɒsti]	кость
ostomy ['ɒstəmi]	делать отверстие
ot ['aʊt]	ухо
otomy ['ɒtəmi]	рассечение
ous [əs]	относящийся
ov ['ouv]	яйцо
ovari [ou'veəri]	яичники
ox ['ɒks]	кислород
pachy ['pæki]	толстый, плотный, твердый
palat ['pælət]	небо
pan [pæn]	все, вся
pancr [pæŋkr]	поджелудочная железа
papill [pə'pɪl]	сосочек
para ['pærə]	около, близ, над
para [pærə]	роженица, рожаящая
pareisis [pə'ri:sɪs]	ограничение движения
partum ['pə:təm]	рождение
patell [pə'tel]	надколенник
path ['pæθ]	болезнь, патология

pathy ['pəθi]	патологический процесс, болезнь
pector ['pektər]	грудной
pelv(i) ['pelvi]	таз
penia ['pi:nə]	уменьшение, пониженное количество, недостаток чего-либо
pepsia ['pepsiə]	пищеварение
per ['pə:]	через
peri ['peri], [pə'ri]	вокруг, над, окружение
perine [peri'ni:]	промежность
perone [perə'ni:]	малая берцовая кость
pexy ['peksi]	фиксировать
phag ['fæg]	пожирать
phagia ['feiɪdʒiə]	поедание, пожирание
phalang [fə'læŋg]	фаланга
pharmac ['fa:mək]	лекарственный
pharyng [fə'riŋg], [fə'riɪdʒ]	глотка, горло
phas ['feiz]	речь
phe ['fi:]	темный, сумеречный
pheresis [fe'ri:sis]	держатель, поддерживать
phil [fil]	любовь, средство
philia ['filiə]	привязанность, любовь, склонность
phleb [fleb]	вена
phob ['fəub]	боязнь, страх
phobia ['fəubiə]	боязнь, страх
phonia ['fəuniə]	звук
phoresis [fə'ri:sis]	перенос, передача, перемещение
phoria ['fəriə]	бегущий, движущийся, перенос
phot [fəut]	перемещение, свет
phren 'fren]	разум, ум

phylaxis [fi'læksis]	защита, предохранение
phisi ['fizi]	природа
physis ['fisis]	расти, рост
plas ['plæz]	развитие, образование, формирование
plasia ['pleiziə]	образование, развитие
plasm [plæzm]	рост, формирование
plasty ['plæsti]	(хирургическое) восстановление
plegia ['phi:dʒiə]	частичное отсутствие движения, паралич
pleur ['pluər]	плевра
plex ['pleks]	сплетение (нервное)
pnea ['ni:ə]	дыхание
pneum [nju:m]	воздух, легкое (орган)
pneumon [nju:məun]	легкое (орган)
poiesis [pɔi'ɪ:sis]	образование, творение
polio ['pouliə]	серое вещество (мозга)
poly ['pɒli]	много
polyp ['pɒlip]	полип
pont ['pɒnt]	мост
porosis [pɔrəʊsis]	разрежение, проход
post [pəʊst]	после, позади
poster [pɔs'tiə]	задний
prandial ['prændiəl]	еда
pre [pri:]	до, перед
presby ['prezbɪ]	пожилой, старый (по возрасту)
pro [prou]	до, перед
proct ['prɒkt]	прямая кишка
prost [prɒst]	(или prostat) предстательная железа
prot ['prəut]	нервный
prote [prəuti]	протеин

proxim ['prɒksɪm]	около, близко
pseud ['sju:d]	псевдо, ложный
psych ['saɪk]	разум, ум
ptosis ['tousɪs]	пролапс, выпадение
ptysis ['tɪsɪs]	плевать, мокрота
pub ['pju:b]	лобковая, лонная кость
pulmon ['pʌlmən]	легкое
pupil(l) ['pju:pɪl]	зрачок
py ['paɪ]	гной
pyel ['aɪəl]	почечная лоханка
pylor [paɪ'lɔ:r]	привратник, пилорус
pyr ['paɪr]	жар, лихорадка
rachi ['reɪkɪ], ['rækɪ]	позвоночный столб, позво- нок
radi ['reɪdɪ]	лучевая кость, лучи (рент- геновские)
re [ri:]	обратно
rect ['rekt]	прямая кишка
ren ['ri:n]	почка
reticul [rɪ'tɪkjʊl]	сеть
retin ['retɪn]	сетчатка
retro ['retrou]	назад
rhin ['raɪnou]	нос
rub [ru:b]	красный
sacr ['seɪkr]	крестец, крестцовая кость
salping [sæl'pɪŋg]	маточная или слуховая труба
salpinx [sæl'pɪŋks]	маточная труба
sacr [sa:k]	ткань (соединительная)
scapul ['skæpjʊl]	лопатка
scint ['sɪntɪ]	искриться, искрение
scirr [skæ:] или [sæ:]	твердый, уплотнительный
scier ['skɪər]	склера
sclerosis [skliə'rouzɪs]	твердый, затверждение
scoli ['skouli]	согнутый

scope ['skəʊp]	инструмент для визуально- го обследования
scopy ['skəʊpi]	осмотр, исследование
scot ['skɒt]	темнота, темный
seb ['sɪ:b]	выделяемое сальных желез
secti ['sekʃɪ]	разрез
semi ['semi]	половина
seps ['seps]	инфекция
sial ['saɪəl]	слюна
sialaden [saɪ'ælədən]	слюнные железы
sider ['saɪdər]	железо
sigmoid ['sɪgmɔɪd]	сигмоидная кишка
sinus ['saɪnəs]	синус, полость
som ['səʊm]	тело, туловище
somat [səu'mæt]	тело, туловище
somn ['sɒmn]	сон
son ['səʊn]	звук
spasm [spæzm]	сокращение мышц, поддер- живание
sperm ['spɜ:m]	сперма, семенной, относя- щийся к сперме
spermat [spə'mæt]	сперматозоид, мужская за- родышевая клетка
sphen ['sfɪ:n]	клин, клинообразный
spher ['sfɪə(r)]	сферический, круглый
sphygm ['sfɪgm]	пульс
spin ['spɪn]	позвоночник
spir ['spaɪər]	дыхание
splen ['splɪ:n]	селезенка
spondyl ['spɒndɪl]	позвонки
squam ['skwɛm]	чешуйка
stalsis ['stælsɪs]	сужение, сокращение



proxim ['prɒksɪm]	около, близко
pseud ['sju:d]	псевдо, ложный
psych ['saɪk]	разум, ум
ptosis ['tousɪs]	пролапс, выпадение
ptysis ['tɪsɪs]	плевать, мокрота
pub ['pju:b]	лобковая, лонная кость
pulmon ['palmən]	легкое
pupil(l) ['pju:pɪl]	зрачок
py ['paɪ]	гной
pyel ['aɪəl]	почечная лоханка
pylor [paɪ'lɔ:r]	привратник, пилорус
pyr ['paɪr]	жар, лихорадка
rachi ['reɪkɪ], ['rækɪ]	позвоночный столб, позвонок
radi ['reɪdɪ]	лучевая кость, лучи (рентгеновские)
re [ri:]	обратно
rect ['rekt]	прямая кишка
ren ['rɪ:n]	почка
reticul [rɪ'tɪkjʊl]	сеть
retin ['retɪn]	сетчатка
retro ['retroʊ]	назад
rhin ['raɪnoʊ]	нос
rub [ru:b]	красный
sacr ['seɪkr]	крестец, крестцовая кость
salping [sæl'pɪŋg]	маточная или слуховая труба
salpinx [sæl'pɪŋks]	маточная труба
sacr [sa:k]	ткань (соединительная)
scapul ['skæpjʊl]	лопатка
scint ['sɪntɪ]	искриться, и скрение
scirr [skæ:] или [sæ:]	твердый, уплотнительный
scier [skliər]	склера
sclerosis [skliə'rouzɪs]	твердый, затверждение
scoli ['skouli]	согнутый

scope ['skəʊp]	инструмент для визуального обследования
scopy ['skəʊpi]	осмотр, исследование
scot ['skɒt]	темнота, темный
seb ['sɪ:b]	выделяемое сальных желез
secti ['sekʃɪ]	разрез
semi ['semi]	половина
seps ['seps]	инфекция
sial ['saɪəl]	слюна
sialaden [saɪ'ælədən]	слюнные железы
sider ['saɪdər]	железо
sigmoid ['sɪgmɔɪd]	сигмоидная кишка
sinus ['saɪnəs]	синус, полость
som ['səʊm]	тело, туловище
somat [səu'mæt]	тело, туловище
somn ['sɒmn]	сон
son ['səʊn]	звук
spasm [spæzm]	сокращение мышц, подергивание
sperm ['spɜ:m]	сперма, семенной, относящийся к сперме
spermat [spə'mæt]	сперматозоид, мужская за-родышевая клетка
sphen ['sfɪ:n]	клин, клинообразный
spher ['sfɪə(r)]	сферический, круглый
sphygm ['sfɪgm]	пульс
spin ['spɪn]	позвоночник
spir ['spaɪər]	дыхание
splen ['splɪ:n]	селезенка
spondyl ['spɒndɪl]	позвонки
squam ['skwɪcm]	чешуйка
stalsis ['stælsɪs]	сужение, сокращение

tropia ['troupiə]	поворот, направление, образ действия
tropin ['troupin]	развивать
tympan ['timpən]	барабан, барабанная (перепонка)
ule [ju:l]	маленький, уменьшительность
uln [ʌln]	относящийся к локтевой кости
ultra ['ʌltrə]	сверх, избыток
ungu ['ʌŋgw]	ноготь
un(i) [ju:n(i)]	один
ur ['ju:ər]	моча, мочевого
ureter [ju:ə'ri:tər]	мочеточник
urethr [juə'riθr]	мочеиспускательный (канал)
uria ['juəriə]	выведение с мочой (чего-либо)
uter ['ju:tər]	матка, маточка
uve [ju:vi]	сосудистый слой (глаза)
vacc [væks]	вакцина
vagin [væ'dʒaɪn]	влагалище
valv ['vælv]	заслонка, клапан
vas ['væs]	сосуд, сосудистый
ven ['vi:n]	вена
ventr ['ventr]	брюшина, брюшной
ventricul [ven'trikjul]	желудочек, желудок
venul ['venjul]	венула, венулярный
vertebr ['və:tibr]	позвонок
vesic ['vesik]	пузырный, пузырь
vesicul [vi'sikjul]	пузырек
vir ['vaɪr]	вирусный
viscer ['viser]	внутренние органы
vit ['vaɪt]	жизнь

vitre ['vɪtri]	стекловидный
vulv [vʌlv]	наружные женские половые органы
xanth ['zæntθ]	желтый
xer ['zi:r]	сухость
yl [ɪl]	состояние или процесс
zo ['zou]	1) жизнь; 2) животное
zym [zaɪm]	фермент, катализатор

Раздел 8

**ПЕРЕЧЕНЬ НАИБОЛЕЕ  
РАСПРОСТРАНЕННЫХ  
АББРЕВИАТУР  
И СОКРАЩЕНИЙ, ПРИНЯТЫХ  
В МЕДИЦИНСКОЙ  
ЛИТЕРАТУРЕ**

<b>A</b>	acute, anterior, attendance, absorbance, acid, adrenalin, adult, allergy, anaesthetic
<b>a</b>	anterior, arterial
<b>AA</b>	Alcoholics Anonymous
<b>AAA</b>	abdominal aortic aneurysm, acute anxiety attack
<b>AAE</b>	acute allergic encephalitic
<b>AAS</b>	aortic arch syndrome
<b>AAV</b>	adeno-associated virus
<b>AB</b>	abortion, apex beat, assisted breathing
<b>AB</b>	acid base balance
<b>abd</b>	abdomen
<b>Abn</b>	abnormal
<b>ACD</b>	absolute cardiac dullness
<b>AC-DC</b>	bisexual (homosexual and heterosexual)
<b>ACH</b>	arm, chest, height
<b>ACS</b>	American Cancer Society
<b>act</b>	active
<b>adm</b>	admission (to hospital)

<b>ADME</b>	absorption, distribution, metabolism, excretion
<b>Admin.</b>	administration
<b>aet</b>	age
<b>aetiol</b>	aetiology
<b>AG</b>	antigen, antiglobulin
<b>A/G</b>	albumin/globulin
<b>AI</b>	aortic in competence, aortic in sufficiency, artificial in semination
<b>AID</b>	acute infectious disease, autoimmune disease
<b>AIDS</b>	acquired immune deficiency syndrome Alb albumin
<b>alc</b>	alcohol
<b>ALL</b>	acute lymphocytic leukemia
<b>ALV</b>	artificial lung ventilation
<b>a. m.</b>	morning
<b>AMA</b>	American Medical Association
<b>Amb</b>	ambulance
<b>AMI</b>	acute myocardial infarction
<b>AML</b>	acute myeloblastic leukemia
<b>amp</b>	ampere, ampule
<b>amu</b>	atomic mass unit
<b>AN</b>	antenatal
<b>anal</b>	analysis, analgesic
<b>anesth</b>	anesthesia, anesthetic
<b>Ang</b>	angiogram
<b>ANS</b>	autonomic nervous system
<b>anthropom</b>	anthropometry
<b>ant. jentac.</b>	before breakfast (Latin ante jentaculum)
<b>AP</b>	anterior, posterior, aortic pressure, appendectomy
<b>a. p.</b>	before dinner (Latin ante prandium)
<b>APN</b>	artificial pneumothorax

appar	apparatus, apparent
approx	approximately
aq.	water (Latin aqua)
AR	adverse reaction, alarm reaction
ARD	acute respiratory disease
ARDS	adult (acute) respiratory distress syndrome
ARM	artificial rupture of the membranes
art	artery
artic	articulation
AS	alimentary system, arteriosclerosis
As	astigmatism
ASAP	as soon as possible
ASCVD	arteriosclerotic cardiovascular disease
ASHD	arteriosclerotic heart disease
AST	antisyphilitic treatment
AT	adjunctive therapy, air temperature
at fib	atrial fibrillation
ATY	antithrombocyte globulin
Athsc	atherosclerosis
atr	atrophy
aur fib	auricular fibrillation
aux	auxiliary
AV	aortic valve
AVC	atrioventricular canal
A & W	alive and well
ax	axilla, axis
AZT	Aschheim Londek test (for pregnancy)
B	bacillus
b	born
BA	bronchial asthma
BAP	brachial artery pressure
BB	breast biopsy

BBB	blood-brain barrier
BBD	baby born dead
BBT	basal body temperature
BC	bone conduction
bd	twice a day (Latin bis die)
BDE	bile duct examination
BE	broncho-esophagology
BI	bone injury
BID	brought in dead
b.i.d.	twice a day (Latin bis in die)
BIL	bilirubin (test)
b.i.n.	twice a night (Latin bis in noctus)
BIP	bacterial intravenous protein
bkf	breakfast
BLC	blood culture
BLS	blood sugar
BLT	blood type
BMA	British Medical Association
bol	a large pill
BP	blood pressure, bed pan, birthplace
BPC	British Pharmaceutical Codex
BPH	benign prostatic hypertrophy
BR	bed rest
Br	bronchitis
Bronch	bronchoscopy
BS	blood sugar, breath sounds
Bsp	bronchospasm
BSR	blood sedimentation rate
BST	blood serologic test
BT	body temperature
BW	birth weight, body water, body weight
Bx	biopsy

C.	carbon, cathode, centigrade (temperature scale), cervical, cocaine, consultation, control, cortex
CA	cardiac arrest, coronary artery
Ca	carcinoma, calcium
CACX	cancer of the cervix
CAD	coronary artery disease
Capt	head presentation
CBC	complete blood count
CC	current complaints
CCF	congestive cardiac failure
C & DB	cough and deep breath
CE	cardiac enlargement
cen	centimeter, central
cert	certificate, certified
cerv	cervical, cervix
CF	cardiac failure
Cgh	cough
C &	cocain and heroin
ch	chest, child
CHB	complete heart block
CHD	congenital heart disease, coronary heart disease
CHF	chronic (congestive) heart failure
chem	chemical, chemistry
Chg	change
Chl	chloroform
Chlor	chloramphenicol
Cho/Vac	cholera vaccine
chpx	chickenpox
chr	chronic
ChrCF	chronic cardiac failure
CI	cardiac index, coronary insufficiency
CNS	central nervous system
COD	cause of death

cod	codeine
coeff	coefficient
COLD	chronic obstructive lung disease
Comp	complemented
Conj	conjunctivitis
cons	consultant, consulting
coord	coordination
COPD	chronic obstructive pulmonary disease
COPE	chronic obstructive pulmonary emphysema
CP	constant pressure
C & P	cystoscopy and pyelography
Cp	chickenpox
CRD	chronic respiratory disease
CSM	cerebrospinal meningitis
CST	Convulsive Shock Therapy
CT	cerebral thrombosis, coronary thrombosis
CV	cardiovascular, colour vision, concentrated volume
CVA	cardiovascular accident
CVP	central venous pressure
CVR	cardiovascular-respiratory
CVS	cardiovascular surgery (system)
CWS	cold water soluble
CWT	critical water temperature
CXR	chest X-ray
CYS	cystoscopy
cytol	cytology
DA	degenerative arthritis, dental anaesthetic, developmental age.
DAH	disordered action of the heart
DAT	delayed action tablet
DBP	diastolic blood pressure



DBS	diffuse brain stimulation
DC	donor cells
DED	date (of) expected delivery
Derm	dermatitis
Diph	diphtheria
DJD	degenerative joint disease
DL	lethal dose
DOB	date of birth
DPT	diphtheria, pertussis, tetanus (vaccine)
DP/Vac	diphtheria prophylactic vaccine
DU	duodenal ulcer
D & V	diarrhea and vomiting
DVT	deep venous thrombosis
Dx	diagnosis
DXR	deep X-ray radiation
DXT	deep X-ray therapy
E.	electrolytes, eye
EA	erythrocyte antibody
EAHF	eczema, asthma, hay fever (complex)
EBS	electric brain stimulation
ECG	electrocardiogram
ECHO	echoencephalogram
ECS	electroconvulsive shock
ECT	electroconvulsive therapy, enteric coated tablet
ECV	extracellular volume
EDC	expected date of confinement
EDD	expected date of delivery
EDM	early diastolic murmur
EDP	end-diastolic pressure
EE	ecological efficiency
EEG	electroencephalogram, electroencephalograph
EENT	eye-ear-nose and throat



EFA	essential fatty acid
E & M	endocrine and metabolic
EMC	encephalomyocarditis
ENT	ear, nose and throat
EP	ectopic pregnancy
EST	electroshock therapy
ETT	exercise tolerance test
ETU	emergency treatment unit
EUA	examination under anaesthesia
EXREM	external radiation dose
Ez	eczema
F	Fahrenheit (temperature scale), father, female
FA	fatty acid, fluorescent antibodies
FAAsol	formalin, acetic, alcohol solution
FB	foreign body
FD	fatal dose
FFA	free fatty acids
FH	family history
f. m.	make a mixture (Latin fiat mistura)
FMD	foot and mouth disease
FMP	first menstrual period
FP	food poisoning
FPC	family planning clinic
FRC	functional residual capacity
Fried test	Friedman test (for pregnancy)
FS	full and soft (diet)
FSU	family service unit
FTND	full-term normal delivery
FUO	fever of undetermined origin
Fx	fracture
g.	gram(s)
GA	antigen — antibody reaction

G and A	gas and air
GABA	gamma aminobutyric acid
GB	gall bladder
G. C.	general condition
G. H.	growth hormone
G. I.	gastrointestinal, globulin insulin
GIT	gastrointestinal tract
GLC	gas-liquid chromatography
GP	general paralysis
GPC	general physical condition
GTT	glucose tolerance test
GU	gastric ulcer
GGN	gynaecology
H	hospital
HAV	hepatitis A virus
HB	hepatitis B
Hb	haemoglobin
HBP	high blood pressure
HBV	hepatitis B virus
HCVD	hypertensive cardiovascular disease
HDN	hemolytic disease of the newborn
Hgb	hemoglobin
HL	half-life
HM	head movements
HOT	hyperbaric oxygenation therapy
HR	heart rate
hrs	hours
HS	heart sounds
ht	heart, height
I	inner, iodine, index
IC	intensive care
i. c.	intracutaneously

i/c	intracerebral
ICF	intracellular fluid
ICU	intensive care unit
ID	infectious disease
IH	infectious hepatitis
IHD	ischemic heart disease
IM, i. m.	intramuscularly
imp	improvement
IN	initial dose, intranasal
in situ	in natural or normal position
in vitro	within glass
in vivo	within a living body
int	internal, international
IOP	intraocular pressure
IP	in-patient
I. P.	intraperitoneal
IPD	individual protective device
IPV	inactivated poliomyelitis vaccine
IRL	infra-red light
IRU	industrial rehabilitation unit
i. s. q.	in status quo (Latin)
ITT	insulin tolerance test
IUD	intrauterine device
IV	intravenous, intraventricular
IVP	intravenous pyelogram
IVI	intravenous transfusion
Jj	jaw
jt	joint
jV	jugular vein
K	Kelvin (temperature scale)
KUB	kidney and upper bladder, kidney, ureter and bladder

LI	left, litre
LA	left angle, left atrium, local anesthesia
Lab	laboratory
LAF	lymphocyte activating factor
lb	pound (of weight), Latin libra
LBP	low back pain, low blood pressure
LCA	left coronary artery
LE	left eye
LFD	low fat diet
LFT	lung function tests
LMP	last menstrual period
lox	liquid oxygen
LRI	lower respiratory infection
LSR	liver, spleen, kidneys
LUA	left upper arm
LUQ	left upper quadrant
LV	left ventricle, live vaccine, lumbar vertebra
L & W	live and well
M	male, malignant, morning, mother
MA	menstrual age, mental age
MABP	mean arterial blood pressure
MDF	myocardial depressant factor
MDM	mid-diastolic murmur
M/F	male/female
MFD	minimum fatal dose
M/F/S	married/widower/single
MFT	muscle function test
MH	marital history, menstrual history, mental health
MI	myocardial infarction
MID	minimal inhibiting dose
Misc	miscarriage
MLD	minimal lethal dose

MM	mucous membrane
MOP	medical outpatient
MPD	maximum permissible dose
MPL	maximum permissible level
MR	mentally retarded
MV	mechanical ventilation
MVP	mitral valve prolapse
N	nasal, negative, nerve
n, n	born (Latin natus), neutron
NAD	no acute distress, nothing abnormal detected
NBI	no bone injury
NBM	nothing by mouth
ND	natural death, neoplastic disease, normal delivery, not diagnosed, not done
NE	not examined, neurological examination
NFTD	normal full term delivery
NG	no good
NI	noisiness index
NK	not known
NMT	neuromuscular tension
NND	neonatal death
NPT	normal pressure and temperature
NS	nervous system
NSD	nominal standard dose
N & T	nose and throat
N & V	nausea and vomiting
O, o	oxygen, eye (Latin oculus) or oral(ly)
OA	old age, osteoarthritis
OB	obstetrics
Occ	occasionally
o. d.	daily (Latin omni die)
O & E	observation and examination



OG	obstetrics and gynecology
OHb	oxyhemoglobin
OHD	organic heart disease
OL	left eye (Latin oculus laevus)
OM	osteomyelitis
OP	operative procedure, out-patient
Op	operation
OPH	ophthalmology
OS	left eye (Latin oculus sinister)
OTD	organ tolerance dose
OV	ovary
ov.	egg (Latin ovum)
Oxy	oxygen
oz	ounce
P	plasma, position, posterior, private, pulse
P & A	percussion and auscultation
Paed	paediatric
PE	physical examination
PEG	pneunoencephalography
Pen	penicillin
PH	public health, past history
PI	pulmonary insufficiency
PID	pelvic inflammatory disease
PL	perception of light
PM	postmortem
PMD	progressive muscular dystrophy
PMP	previous menstrual period
PMS	postmenopausal syndrome
PMT	premenstrual tension
PN	postnatal
PNI	postnatal infection
PNS	peripheral nervous system

p. o.	by mouth (Latin per os)
po	post-operation, post operative
POP	Plaster of Paris
p. r.	per rectum
Prem.	premature
p. r. n.	as required (Latin pro re nata)
PT	patient, pulmonary tuberculosis
PTA	prior to admission
PU	peptic ulcer
PuD	pulmonary disease
PX	physical examination
Px	past history, prognosis
Q	quantity, volume of blood
q. i. d.	four times a day (Latin quater in die)
QT	Quick's Test (for pregnancy)
quotid.	daily (Latin quotidie)
R	rate, rectal, resistance, respiration, right, red
r	roentgen
RA	radioactive, rheumatoid arthritis, right atrium
rad	radiation, radical
RAI	radioactive iodine
RBC	red blood cell
RC	red cell, respiration care
RCA	right coronary artery
RD	reaction of degeneration, respiratory disease
RE	right eye
REG	radioencephalogram
RF	rheumatoid factor
RI	respiratory infection
RNA	ribonucleic acid
RS	respiratory system
RTI	respiratory tract infection

RV	right ventricle
RVH	right ventricular hypertrophy
Rx	prescription
S	sacral
SA	sarcoma
S & A	sugar and acetone
SAR	specific absorption rate
Sat	satisfactory
SB	shortness of breath
SBE	shortness of breath on exertion
SBR	strict bed rest
Sc	subcutaneous
SED	skin erythema dose
SH	serum hepatitis, surgical history
S & H	speech and hearing
SIDS	sudden infant death syndrome
Sig	label (in prescriptions) (Latin signa)
SM	streptomycin, systolic murmur
Sn	sanitary
SNS	sympathetic nervous system
SOB	shortness of breath
SOP	standart operating, procedure, surgical outpatients
sp cd	spinal cord
Spt	spirit, sputum
S(R)	single dose
SQ	subcutaneous
SS	stertile solution
SSS	soluble specific substance
stb	stillborn
SW	specific weight
Syph	syphilis

T	temperature, term, treatment
TB	tuberculosis
Tb	tubercle bacillus
TBM	tuberculous meningitis
TD	tetanus and diphtheria
t. i. d.	three times a day (Latin ter in die)
TN	temperature normal
TP	temperature and pressure
TPR	temperature, pulse, respiration
TS	test solution
TSA	tumor specific antigen
TU	toxic unit
U	unit
UA	urinalysis
UC	urinary catheter
UGT	urogenital tract
UR	upper respiratory
URI	upper respiratory infection
UVL	ultraviolet light
VA	visual acuity
Vacc	vaccination
Vag	vaginitis
VC	color vision, vital capacity
VD	venereal disease, virus diarrhea
VDH	valvular disease of the heart
VF	ventricular fibrillation, visual field
Vf	field of vision
VGH	very good health
VP	vapor pressure, venous pressure
VSS	vital signs stable
V & T	volume and tension (of pulse)
VU	varicose ulcer, very urgent

VV	varicose veins, vulva and vagina
Vx	vertex
W	weekly dose
WB	whole blood
WBC	white blood cell, white blood cell count
WC	whooping cough
WDWN	well developed, well nourished
W/F	white female
WHO	World Health Organisation
W/M	white male
WNL	within normal limits
WRC	washed red cells
WSB	water soluble base
Wt	weight
X	extra
XR	X-ray
XX	normal female chromosome type
XY	normal male chromosome type
YOB	year of birth
yr	year
Z. b. ef.	zone of biological effect
ZEEP	zero end expiratory pressure
ZPY	zero population growth

## Раздел 9

АНГЛО-РУССКИЙ  
СЛОВАРЬ

## Сокращения

<i>a</i>	— adjective — прилагательное
<i>adv</i>	— adverb — наречие
<i>n</i>	— noun — существительное
<i>pron</i>	— pronoun — местоимение
<i>prep</i>	— preposition — предлог
<i>v</i>	— verb — глагол

## А

abdomen	[ˈæbdəmen] <i>n</i> живот, брюшная полость
above	[əˈbʌv] <i>prep</i> над; выше
absence	[ˈæbsəns] <i>n</i> отсутствие
accept	[əkˈsept] <i>v</i> принимать
accident	[ˈæksɪdənt] <i>n</i> несчастный случай
ache	[eɪk] <i>n</i> тупая боль
act	[ækt] <i>v</i> действовать
add	[æd] <i>v</i> добавить
admit	[ədˈmɪt] <i>v</i> принимать
adult	[əˈdʌlt] <i>a</i> взрослый
advice	[ədˈvaɪs] <i>n</i> совет; <i>v</i> советовать
afraid	[əˈfreɪd] <i>a</i> испуганный; to be afraid (of) — бояться
again	[əˈgeɪn] <i>adv</i> опять
age	[eɪdʒ] <i>n</i> возраст
agree	[əˈɡriː] <i>v</i> соглашаться
aid	[eɪd] <i>n</i> помощь; <i>v</i> помогать
air	[eə] <i>n</i> воздух; <i>v</i> проветривать

allergic [ə'lɜ:dʒɪk] *a* аллергический  
 always ['ɔlwəz] *adv* всегда  
 ambulance ['æmbjuləns] *n* машина скорой помощи  
 ampule ['æmpju:l] *n* ампула  
 anaemia [ə'ni:miə] *n* малокровие  
 anaesthesia [æni:s'θi:zjə] *n* анестезия, local anaesthesia местная — анестезия  
 anatomy [ə'nætəmi] *n* анатомия  
 angry ['æŋɡrɪ] *a* раздражительный, сердитый  
 antibiotic [æntibaɪ'ɒtɪk] *n* антибиотик  
 appendicitis [əpendɪ'saɪtɪs] *n* аппендицит  
 appetite ['æpɪtaɪt] *n* аппетит  
 arm [a:m] *n* рука  
 artery ['a:təri] *n* артерия  
 asphyxia [æs'fiksɪə] *n* асфиксия, удушье  
 attention [ə'tenʃən] *n* внимание  
 attentive [ə'tentɪv] *a* заботливый, внимательный  
 avoid [ə'vɔɪd] *v* исключать

**В**

back [bæk] *n* спина, *adv* назад  
 bandage [bændɪdʒ] *n* повязка, перевязка  
 basis [beɪsɪs] *n* основа  
 bath [bɑ:θ] *n* ванна, купание; *v* купать, мыть  
 bean [bi:n] *n* боб  
 beat [bi:t] *v* (beat, beaten) ударять  
 beating ['bi:tɪŋ] *n* биение, пульсация  
 become [bɪ'kʌm] *v* (became, become) становиться  
 belly ['belɪ] *n* живот  
 bind [baɪnd] *v* (bound) перевязывать  
 biology [baɪ'ɒlədʒɪ] *n* биология  
 birth [bɜ:θ] *n* рождение  
 bite [aɪt] *v* (bit, bitten) кусать; *n* укус  
 blanket ['blæŋkɪt] *n* одеяло  
 bleed [bli:d] *v* (bled) кровоточить

bleeding ['bli:dɪŋ] *n* кровотечение  
 blood [blʌd] *n* кровь  
 blood circulation [sə:kju'leɪʃən] *n* кровообращение  
 blood pressure [preʃə] *n* артериальное давление  
 blood test — анализ крови  
 blood transfusion [træns'fju:zən] переливание крови  
 blow [bləʊ] *v* (blew, blown) дуть *n* удар  
 body ['bɒdi] *n* тело  
 bone [bəʊn] *n* кость  
 bony [bəʊni] *a* костный  
 both [bəʊθ] *pron* оба  
 brain [breɪn] *n* мозг  
 break [breɪk] *v* (broke, broken) ломать, разбивать; *n* отверстие, трещина; nervous break-down — нервное расстройство  
 breath [breθ] *n* дыхание, вдох  
 breathe [bri:ð] *v* дышать  
 bright [braɪt] *a* светлый  
 broad [brɔ:d] *a* широкий  
 bronchus ['brɒŋkəs] *n* бронх; bronchi [brɒŋkaɪ] *ин. ч.* бронхи  
 bruise [bru:z] *n* синяк, кровоподтек  
 brush [brʌʃ] *v* чистить *n* щетка  
 butter ['bʌtə] *n* масло  
 buy [baɪ] *v* (bought) покупать

**С**

call [kɔ:l] *v* звать, вызывать; to call in a doctor — вызывать врача  
 calm [kɑ:m] *v* успокаивать; *a* спокойный  
 caloric [kə'lɒrɪk] *n* теплота; *a* калорийный  
 cancerous ['kænsərəs] *a* раковый  
 capillary [kə'pɪləri] *n* капилляр  
 carbo-hydrate ['kɑ:bou'haidreɪt] углевод  
 cardiogram [kɑ:diəʊgrəm] *n* кардиограмма

care [kɛə] *v* беречь, заботиться; to take care of — смотреть за кем-либо  
 careful ['keəfʊl] *a* заботливый, старательный  
 carry ['kæri] *v* нести, carry out выполнять  
 case [keɪs] *n* случай, заболевание  
 catch [kætʃ] *v* (caught) ловить, to catch a cold — простудиться  
 cause [kɔ:z] *v* причинять, вызывать; *n* причина  
 cell [sel] *n* клетка  
 change [tʃeɪndʒ] *v* менять; *n* изменение  
 chart [tʃɑ:t] *n* карта  
 cheek [tʃi:k] *n* щека  
 cheese [tʃi:z] *n* сыр  
 chest [tʃest] *n* грудь  
 chew [tʃu:] *v* жевать  
 chicken-pox ['tʃɪlɪnpɒks] *n* ветряная оспа  
 child [tʃaɪld] *n* ребенок; children — дети  
 childish [tʃaɪldɪʃ] детский  
 chill [tʃal] *v* охлаждать, студить; *n* простуда, озноб  
 circulation [sə:kju:'leɪʃən] *n* кровообращение  
 cleanness ['kli:nɪs] *n* чистота  
 clip [klɪp] *n* скоба, скрепка  
 close [klaʊz] *v* закрывать  
 cloth [klɒθ] *n* ткань  
 clothes [klaʊðz] *n* белье, одежда; bedclothes — постельное белье  
 cod liver oil ['kɒd'lɪvəɪl] *n* рыбий жир  
 cold [kəʊld] *n* простуда; *a* холодный  
 collect [kə'lekt] *v* собирать  
 come [kʌm] *v* (came, come) приходить  
 comfortable ['kʌmfətəbl] *a* удобный  
 communicable [kəmju:nɪkəbl] заразный  
 complain [kəm'pleɪn] *v* жаловаться на боль  
 complete [kəm'pli:t] *a* полный  
 complication [kəmpli'keɪʃn] *n* осложнение

compress ['kɒmpres] *n* компресс  
 compound ['kɒpraʊnd] *a* сложный, составной; *v* составлять  
 conclusion [kən'klu:ʒən] *n* заключение  
 condition [kən'dɪʃən] *n* условие, состояние  
 consciousness ['kɒnʃənsɪs] *n* сознание; to lose consciousness — потерять сознание  
 consist (of) [kən'sɪst] *v* состоять, заключаться  
 constipation [kɒn'stɪ'peɪʃən] *n* запор  
 consult [kən'sʌlt] советоваться; to consult a doctor — консультироваться с врачом  
 contain [kən'teɪn] *v* содержать, вмещать  
 cook [kuk] *v* готовить еду; *n* повар  
 cough [kɒf] *v* кашлять; *n* кашель  
 cover ['kʌvə] *v* покрывать  
 ckrack [kræk] *v* колоть  
 cry [krai] *v* плакать, кричать; *n* плач, крик  
 cure [kjʊə] *v* вылечивать; *n* лекарство, лечение, выздоровление  
 cut [kʌt] *v* (cut) резать

## D

daily ['deɪli] *a* ежедневный  
 dairy ['deəri] *n* молочные продукты (магазин)  
 damage ['dæmɪdʒ] *n* вред  
 damp [dæmp] *a* влажный, сырой  
 dangerous ['deɪdʒərəs] *a* опасный  
 dark [da:k] *a* темный  
 dead [ded] *a* мертвый  
 decoction [də'kɒkʃn] *n* отвар  
 deep [di:p] *a* глубокий  
 degree [də'ɡri] *n* степень  
 delicate [delɪkət] *a* хрупкий  
 delirium [dɪ'lɪrɪəm] *n* бред  
 dental ['dentl] *a* зубной

dental mirror ['dentl'mirə] *n* зубное зеркало  
 dental nurse ['dentl'nə:s] *n* медсестра в кабинете зубного врача  
 dentist ['dentist] *n* зубной врач  
 depend [di'pend] (on) *v* зависеть  
 depressed [di'prest] *a* угнетенный, подавленный  
 description [dis'kripʃən] *n* описание  
 destroy [dis'trɔɪ] *v* разрушать  
 develop [di'veləp] *v* развиваться (о болезни)  
 diagnose ['daɪəgnəʊz] *v* ставить диагноз  
 diagnosis [daɪəg'nəʊsɪs] *n* диагноз  
 die [daɪ] *v* умирать  
 diet ['daɪət] *n* пища, диета  
 different ['dɪfrənt] *a* различный  
 digestion [di'dʒestʃən] *n* пищеварение  
 digestiv [di'dʒestɪv] *a* пищеварительный  
 discover [dis'klʌvə] *v* открывать  
 disease [di'zi:z] *n* болезнь  
 disinfection [dɪzɪn'fekʃən] *n* дезинфекция  
 dislike [dis'laɪk] *n* отвращение  
 disturb [dis'tə:b] *v* беспокоить, мешать  
 do [du:] *v* делать  
 doze [dɔ:z] *n* доза  
 dream [dri:m] *n* сон, мечта  
 dressing ['dresɪŋ] *n* повязка  
 drill [drɪl] *n* сверло (dental drill — бормашина)  
 drink [drɪŋk] *v* пить, *n* питье  
 drop [drɒp] *v* капать; *n* капля  
 drug [drʌg] *n* лекарство, медикамент  
 dry [draɪ] *v* сушить *a* сухой  
 during ['dʒuərɪŋ] *prep* в течение  
 dust [dʌst] *v* вытирать пыль; *n* пыль  
 duty ['dʒu:ti] *n* обязанность

## Е

ear [ɪə] *n* ухо  
 earache ['ɪəreɪk] *n* ушная боль  
 easy [i:zi] *a* легкий  
 eat [i:t] *v* (ate, eaten) есть  
 elbow ['elbəʊ] *n* локоть  
 enema ['enɪmə] *n* клизма  
 emotion [ɪ'məʊʃən] *n* душевная волнение  
 empty ['emptɪ] *v* опорожнять; *a* пустой  
 enough [ɪ'nʌf] *adv* достаточно  
 epidemic [epɪ'demɪk] *n* эпидемия  
 especially [ɪs'peʃəli] *adv* главным образом  
 even ['i:vən] *adv* даже  
 examine [ɪg'zæmɪn] *v* осматривать, выслушивать больного  
 exercise ['eksəraɪz] *n* упражнение  
 experience [ɪks'pɪəriəns] *n* опыт  
 extract [ɪks'trækt] *v* удалять зуб  
 eye [aɪ] *n* глаз  
 eyeball ['aɪbə:l] *n* глазное яблоко

## F

face [feɪs] *n* лицо  
 faint [feɪnt] *v* падать в обморок; *n* обморок  
 fall [fɔ:l] *v* (fell, fallen) падать; to fall ill — заболеть  
 fast [fa:st] *a* быстрый  
 fasten ['fa:sn] *v* прикреплять  
 fat [fæt] *n* жир; *a* жирный  
 fatigue [fə'tɪ:g] *v* утомляться; *n* усталость  
 feed [fi:d] *v* (fed, fed) кормить  
 feel [fi:l] (felt, felt) чувствовать  
 fever ['fɪ:və] *n* жар, лихорадка  
 fight [faɪt] *v* (fought, fought) бороться  
 fill [fɪl] *v* пломбировать  
 finger ['fɪŋgə] *n* палец руки  
 first aid ['fɜ:st 'eɪd] первая помощь

flat [flæt] *a* ровный, плоский  
 flow [fləʊ] *v* течь  
 flue [flu:] *n* грипп  
 fluid ['flu:ɪd] *n* жидкость; *a* жидкий  
 flush [flʌʃ] *n* прилив крови  
 flushed [flʌʃd] *a* покрасневший  
 food [fu:d] *n* пища  
 foot [fʊt] (feet) стопа (стопы)  
 forehead ['fɒrɪd] *n* лоб  
 fracture ['fræktʃə] *n* перелом, трещина  
 fresh [fref] *a* свежий  
 fright ['fraɪt] *n* испуг  
 fruit [fru:t] *n* фрукт

## G

game [geɪm] *n* игра  
 gauze [ɡəʊz] *n* марля  
 general ['dʒenərəl] *a* общий  
 give ['gɪv] *v* (gave, given) давать  
 gland [glɑ:nd] *n* железа  
 glasses ['glɑ:sɪz] *n* очки  
 good [ɡʊd] *a* хороший, полезный  
 go [ɡəʊ] *v* (went, gone) идти  
 gown [ɡəʊn] *n* халат  
 gripe [ɡrɪp] *n* грипп  
 grow [ɡrəʊ] *v* (grew, grown) расти; grown up — взрослый  
 gum [ɡʌm] десна

## H

habit ['hæbɪt] *n* привычка  
 hair [heə] *n* волосы  
 half [ha:f] *n* половина  
 hand [hænd] *n* кисть руки  
 happy ['hæpɪ] *a* счастливый

hard [hɑ:d] *a* сильный  
 harmful ['hɑ:mful] *a* вредный  
 hate [heit] *v* ненавидеть  
 head [hed] *n* голова  
 headache ['hedek] *n* головная боль  
 health [helθ] *n* здоровье  
 healthy ['helθɪ] *a* здоровый  
 heart [hɑ:t] *n* сердце  
 heartache ['hɑ:teɪk] *n* боль в сердце  
 heat [hi:t] *v* нагревать  
 heavy ['hevi] *a* тяжелый  
 high [haɪ] *a* высокий  
 hoarse [hɔ:s] *a* хриплый  
 hobby ['hɒbi] *n* любимое занятие  
 hole [həʊl] *n* отверстие  
 hot [hɒt] *a* горячий  
 human ['hju:mən] *a* человеческий  
 hungry ['hʌŋɡrɪ] *a* голодный  
 hurry ['hʌrɪ] *v* торопиться  
 hurt [hɜ:t] *v* (hurt, hurt) причинять боль  
 hygiene ['haɪdʒi:n] гигиена  
 hypertension ['haɪpə'tenʃən] *n* гипертония, повышенное кровяное давление  
 hypochondria [haɪpə'kɒndrɪə] *n* угнетенное состояние  
 hypotension ['haɪpə'tenʃən] *n* гипотония, пониженное кровяное давление

## I

identical [aɪ'dentɪkəl] *a* одинаковый  
 illness ['ɪlnɪs] *n* болезнь  
 imagine [ɪ'mædʒɪn] *v* представлять  
 immediately [ɪ'mɪ:dʒətli] немедленно  
 immunity [ɪ'mju:nɪti] *n* иммунитет  
 importance [ɪm'pɔ:təns] *n* значение  
 important [ɪm'pɔ:tənt] *a* важный, значительный

impossible [im'pɒsəbl] *a* невозможный  
 impression [im'preʃən] *n* впечатление  
 improve [im'pru:v] *v* улучшать  
 include [in'klu:d] *v* содержать  
 increase [in'kri:s] *v* усиливать, возрастать  
 incurable [in'kjʊərəbl] *a* неизлечимый  
 independent [indi'pendənt] *a* независимый  
 indigestion [indi'dʒestʃən] *n* расстройство желудка  
 infect [in'fekt] *v* заражать  
 infection [in'fekʃən] *n* инфекция, заражение  
 infectious [in'fekʃəs] *a* инфекционный, заразный  
 influenza [influ'enzə] *n* вирусный грипп  
 infusion [in'fuzən] *n* настой  
 injection [in'dʒekʃən] *n* инъекция  
 injury [ɪndʒəri] *n* рана, повреждение  
 inoculation [ɪnɒkjʊ:leɪʃən] *n* прививка  
 insect ['ɪnsekt] *n* насекомое  
 instead of [ɪn'sted əv] *adv* вместо  
 instruction [ɪn'strʌkʃən] *n* указание, инструкция  
 interest ['ɪntrɪst] *v* интересоваться  
 interrupt [ɪntə'rʌpt] *v* прерывать  
 intramuscularly [ɪntrə'mʌskjʊləli] *adv* внутримышечно  
 iodine ['aɪədi:n] *n* йод  
 iron ['aɪən] *n* железо  
 isolate ['aɪsəleɪt] *v* изолировать  
 itch [ɪtʃ] *v* чесаться  
 itching [ɪtʃɪŋ] *a* зудящий

## J

jar [dʒɑ:] *n* банка, кувшин  
 jaw [dʒɔ:] *n* челюсть  
 joint [dʒɔɪnt] *n* сустав  
 joy [dʒɔɪ] *n* радость

## K

keep [ki:p] *v* (kept, kept) держать  
 kidney ['kɪdni] *n* почка  
 kind [kaɪnd] *n* вид, сорт *a* добрый  
 knee [ni:] *n* колено  
 know [nou] *v* (knew, known) знать  
 knowledge ['nɒlɪdʒ] *n* знание

## L

label ['leɪbl] *n* этикетка  
 lancet ['lɑ:nsɪt] *n* ланцет  
 large [la:dʒ] *a* большой  
 last [la:st] *v* продолжаться  
 laugh [la:f] *v* смеяться  
 laughter [la:ftə] *n* смех  
 laxative ['læksətɪv] *n* слабительное лекарство  
 lay [leɪ] *v* (laid, laid) положить  
 learn [lɜ:n] *v* (learnt, learnt) учить, узнавать  
 left [left] *a* левый  
 leg [leg] *n* нога  
 let [let] *v* (let, let) позволять  
 lie [laɪ] *v* (lay, lain) лежать  
 life [laɪf] *n* жизнь  
 light [laɪt] *n* свет; *a* светлый, легкий  
 like [laɪk] *v* любить, нравиться; *adv* как  
 limb [lɪm] *n* конечность  
 liquid ['lɪkwɪd] *n* жидкость  
 listen [lɪsn] *v* слушать, прослушивать  
 liver ['lɪvə] *n* печень  
 look [luk] *v* смотреть, выглядеть; to look after — ухаживать  
 lose [lu:z] *v* (lost, lost) терять  
 loss [lɒs] потеря  
 low [lou] *a* низкий  
 lung [lʌŋ] *n* легкое



## М

main [meɪn] *a* главный  
 make [meɪk] *v* (made, made) делать  
 matter ['mætə] иметь значение  
 meal [mi:l] *n* еда, пища  
 mean [mi:n] *v* (meant, meant) значить, иметь в виду  
 measles ['mi:zlz] *n* корь  
 meat [mi:t] *n* мясо  
 medicine ['medsɪn] *n* медицина  
 memory ['meməri] *n* память  
 mental [mentl] *a* умственный  
 method ['meθəd] *n* метод  
 microbe ['maɪkrəʊb] *n* микроб  
 mild [maɪld] *a* слабый, мягкий  
 mirror ['mɪrə] *n* зеркало  
 mistake [mɪs'teɪk] *n* ошибка  
 mix [mɪks] *v* мешать, смешивать  
 mixture ['mɪkstʃə] *n* микстура  
 moist [mɔɪst] *a* влажный, сырой  
 mortally ['mɔ:təli] *adv* смертельно  
 mouth [maʊθ] *n* рот  
 move [mu:v] *v* двигаться  
 mumps [mʌmps] *a* свинка  
 muscular ['mʌskjʊlə] мышечный

## N

nail [neɪl] *n* ноготь, гвоздь  
 name [neɪm] *n* имя  
 native ['neɪtɪv] *a* родной  
 nausea ['nɔ:sjə] *n* тошнота  
 neck [nek] *n* шея  
 need [ni:d] *v* нуждаться  
 nerve [nɜ:v] *n* нерв  
 nervous [nɜ:vəs] *a* нервный

new-born ['nju:bɔ:n] *a* новорожденный  
 normal ['nɔ:məl] *a* обыкновенный  
 nose [nəʊs] *n* нос  
 nothing ['nʌθɪŋ] *pron* ничего  
 nourish ['naʊrɪʃ] *v* кормить, питать  
 nourishing ['naʊrɪʃɪŋ] *a* питательный  
 now [naʊ] *adv* сейчас, теперь  
 number ['nʌmbə] *n* количество, число  
 nurse [nɜ:s] *n* медсестра  
 nursing [nɜ:sɪŋ] *n* уход

## O

object ['ɒbdʒɪkt] *n* предмет  
 observe [əb'zɜ:v] *v* наблюдать  
 offer ['ɔ:fə] *v* предлагать  
 ointment ['ɔɪntmənt] *n* мазь  
 operate ['ɒpəreɪt] *v* оперировать  
 operation [ɒpə'reɪʃən] *n* операция  
 orally ['ɔ:rəli] *adv* прием (лекарства) внутрь  
 order ['ɔ:də] *n* предписание, порядок  
 other [ʌðə] *a* другой  
 oxygen ['ɒksɪdʒən] *n* кислород

## P

pain [peɪn] *n* боль  
 painful ['peɪnful] *a* болезненный  
 pale [peɪl] *a* бледный  
 panic ['pænɪk] *v* пугать  
 pass [pɑ:s] *v* проходить, переходить  
 patient ['peɪʃənt] *n* больной *a* терпеливый  
 pay [peɪ] *v* платить; to pay attention to — обращать внимание  
 peeling ['pi:lɪŋ] *n* шелушение  
 penicillin [penɪ'sɪlɪn] *n* пенициллин  
 permanent ['pɜ:mənənt] *a* постоянный

personal ['pə:snl] *a* личный  
 pharmacology [fa:mə'kɒlədʒi] *n* фармакология  
 physical ['fɪzɪkəl] *a* физический  
 physician [fɪ'zɪʃn] *n* врач  
 physiologist [fɪzi'ɒlədʒɪst] *n* физиолог  
 pills [pɪlz] *n* пилюли  
 pillow ['pɪləʊ] *n* подушка  
 place [pleɪs] *n* место  
 plague [pleɪg] *n* чума  
 plate [pleɪt] *n* тарелка  
 pleasant ['pleznt] *a* приятный  
 pleasure ['plezə] *n* удовольствие  
 pneumonia [nju:məʊnjə] *n* пневмония, воспаление легких  
 poison ['pɔɪzn] *n* яд  
 poisoning ['pɔɪznɪŋ] *n* отравление  
 poor [puə] *a* бедный, плохой  
 popular ['pɒpjələ] *a* популярный  
 posture ['pɒstjə] *n* осанка  
 powder ['paʊdə] *n* порошок  
 prescribe [prɪs'kraɪb] *v* прописывать  
 prescription [prɪs'krɪpʃn] *n* рецепт, предписание  
 press [pres] *v* нажимать  
 prevent [prɪ'vent] *v* предупреждать, предотвращать  
 probe ['prəʊb] *n* зонд  
 produce [prə'dju:s] *v* вызывать, производить  
 product ['prɒdʌkt] *n* продукт  
 profession [prə'feʃn] *n* профессия  
 prolong [prə'lɒŋ] *v* продлевать, продолжать  
 promise ['prɒmɪs] *v* обещать  
 prompt [prɒmpt] *a* быстрый  
 protect [prə'tekt] *v* защищать, предохранять  
 protein ['prəʊti:n] *n* белок  
 pulse [pals] *n* пульс  
 put [put] *v* (put, put) класть, ставить

## Q

quarantine ['kwɒrəntɪn] *n* карантин  
 quick [kwɪk] *a* быстрый  
 quietly [kwaɪətlɪ] *adv* тихо, спокойно  
 quinsy ['kwɪnzi] *n* ангина

## R

raise [reɪz] *v* поднимать  
 rapid ['ræpɪd] *a* учащенный, быстрый  
 rash [ræʃ] *n* сыпь  
 rate [reɪt] *n* частота (пульса)  
 rather ['rɑ:ðə] *adv* довольно  
 raw [rɔ:] *a* сырой  
 reaction ['ri:ækʃn] *n* реакция  
 recipe ['resɪpi] *n* рецепт  
 recover [rɪ'kʌvə] *v* выздоравливать  
 reduce [rɪ'dju:s] *v* понижать, уменьшать  
 refuse [rɪ'fju:z] *v* отказываться  
 relieve [rɪ'li:v] *v* облегчать  
 remain [rɪ'meɪn] *v* оставаться  
 remember [rɪ'membə] *v* помнить  
 remove [rɪ'mu:v] *v* снимать, убирать  
 research [rɪ'sə:tʃ] *n* исследование  
 rest [rest] *n* отдых, *v* отдыхать  
 restless ['restlɪs] *a* беспокойный  
 result [rɪ'zʌlt] *n* результат  
 rhythm ['rɪðəm] *n* ритм  
 rich [rɪʃ] *a* богатый  
 rickets [rɪkɪts] *n* рахит  
 right [raɪt] *a* правый, правильный, верный  
 rinse [rɪns] *v* полоскать, *n* полоскание  
 rise [raɪz] *v* (rose, risen) поднимать, *n* подъем  
 root [ru:t] *n* корень  
 round [raʊnd] *a* круглый, сутулый

rub [rʌb] *v* тереть  
 rude [ru:d] *a* грубый  
 rule [ru:l] *n* правило  
 run [rʌn] *v* (run, run) бежать  
 running [ˈrʌnɪŋ] выделение, running nose насморк

## S

salt [sɔ:lt] *n* соль  
 save [seɪv] *v* спасать  
 scalpel [ˈskælpəl] *n* скальпель  
 scar [ska:] *n* шрам  
 scarlet [ˈska:lt] *a* алый  
 scarlet fever [ˈska:lt ˈfi:və] скарлатина  
 science [ˈsaɪəns] *n* наука  
 scientific [ˈsaɪəntɪst] ученый  
 scissors [ˈsɪ:zəz] *n* ножницы  
 scratch [skrætʃ] *n* царапина  
 secure [sɪˈkjʊə] *v* чесаться  
 sedative [ˈsedətɪv] *n* снотворное, успокаивающее  
 send [send] *v* (sent, sent) посылать, отправлять  
 separate [ˈsepəreɪt] *a* отдельный  
 serious [ˈsɪəriəs] *a* серьезный  
 set [set] набор  
 severe [sɪˈviə] *a* сильный, тяжелый  
 shake [ʃeɪk] *v* (shook, shaken) трясти, взбалтывать  
 shallow [ˈʃæləʊ] *a* поверхностный  
 shiver [ˈʃɪvə] *v* знобить, дрожать  
 shock [ʃɒk] *n* шок  
 shoulder [ˈʃəʊldə] *n* плечо  
 shower [ˈʃaʊə] *n* душ  
 sick [sɪk] больной  
 side-effect [ˈsaɪd ɪˈfekt] *n* побочное действие  
 sign [saɪn] *n* признак  
 skin [skɪn] *n* кожа  
 slight [slaɪt] *a* слабый, хрупкий

slow [sləʊ] *a* медленный  
 smallpox [smɔ:lpɒks] *n* оспа  
 smell [smel] *n* запах  
 smoke [sməʊk] *v* курить; *n* дым  
 sneeze [sni:z] *v* чихать  
 soap [səʊp] *n* мыло; *v* намыливать  
 soft [sɒft] *a* мягкий  
 solution [səˈlu:ʃən] *n* раствор  
 sore [sɔ:] *a* больной; *n* рана, язва  
 special [ˈspeʃəl] *a* особенный  
 spit [spɪt] *v* плевать  
 spint [splɪnt] *n* шина  
 sponge [spændʒ] *n* губка  
 spot [spɒt] *n* пятно  
 spread [spred] *v* (spread, spread) распространяться  
 stage [steɪdʒ] *n* стадия  
 stand [stænd] *v* (stood, stood) стоять  
 stay [steɪ] *v* оставаться  
 sterile [ˈsterail] *a* стерильный  
 stitch [stɪtʃ] *n* стежок, шов  
 stomach [ˈstamək] *n* желудок  
 strength [streŋθ] *n* сила  
 strengthen [streŋθən] *v* укреплять  
 strong [strɒŋ] *a* крепкий, здоровый  
 subject [sʌbʒɪkt] *n* предмет  
 successful [səkˈsesfʊl] *a* успешный, удачный  
 such [sʌtʃ] *a* такой  
 suffer [ˈsʌfə] *v* страдать  
 sugar [ˈʃʊɡə] *n* сахар  
 sulfa drugs [ˈsʌlfə ˈdrʌgz] *n* сульфамидные препараты  
 sunstroke [ˈsʌnstroʊk] *n* солнечный удар  
 suppository [səˈpɒzɪtəri] *n* свеча  
 sure [ʃʊə] *a* верный; to be sure of — быть уверенным  
 surgery [ˈsɜ:dʒəri] *n* хирургия  
 surgeon [ˈsɜ:dʒən] *n* хирург

swallow ['swələu] *v* глотать  
 sweat [swet] *n* пот, испарина  
 swelling ['sweliŋ] *n* опухоль  
 symptom ['sɪmptəm] *n* симптом  
 syringe ['sɪrɪndʒ] *n* шприц

## T

tablet ['tæblɪt] *n* таблетка  
 take [teɪk] *v* (took, taken) брать; to take care of — ухаживать  
 talk [tɔ:k] *v* разговаривать  
 tall [tɔ:l] *a* высокий  
 task [tɑ:sk] *n* задание  
 taste [teɪst] *n* вкус  
 teeth [ti:θ] *n* зубы  
 tell [tel] *v* (told, told) сказать  
 temperature ['tempərɪtʃə] *n* температура  
 temporary ['tempərərɪ] *a* временный  
 thank [θæŋk] *v* благодарить  
 therapeutic [θerə'pjʊ:tɪk] *a* терапевтический  
 thermometer [θə'mɒmɪtə] *n* градусник  
 thin [θɪn] *a* тонкий, худой  
 think [θɪŋk] *v* (thought, thought) думать  
 throat [θrəʊt] *n* горло, гортань  
 thumb [θʌm] *n* большой палец  
 tincture ['tɪŋktʃə] *n* настойка  
 toe [tu:] *n* палец ноги  
 tongue [tʌŋ] *n* язык  
 tonsill ['tɒnsɪ] *n* миндалина  
 tooth [tu:θ] *n* зуб toothache зубная боль  
 touch [tʌtʃ] *v* касаться  
 treat [tri:t] *v* лечить; treatment — лечение  
 try [traɪ] *v* пробовать  
 typhoid [taɪfɔɪd] *n* брюшной тиф

## U

unconscious [ʌn'kɒŋəs] *a* бессознательный  
 understand [ʌndə'stænd] *v* (understood, understood) понимать  
 unwell [ʌn'wel] *a* нездоровый  
 upper ['ʌpə] *a* верхний  
 use [ju:z] *v* употреблять  
 useful ['ju:sfʊl] *a* полезный

## V

vein [veɪn] *n* вена  
 vegetable ['vedʒɪtəbl] *n* овощ  
 virus ['vaɪərəs] *n* вирус  
 vomit ['vɒmɪt] *v* рвать  
 vomiting ['vɒmɪtɪŋ] *n* рвота

## W

wait [weɪt] *v* ждать  
 want [wɒnt] *v* хотеть  
 ward [wɔ:d] *n* палата  
 water ['wɔ:tə] *n* вода  
 weak [wi:k] *a* слабый  
 wear [weə] *v* (wore, worn) носить  
 well [wel] *adv* хорошо  
 wet [wet] *v* мочить; *a* мокрый  
 while [waɪl] *adv* пока  
 whooping cough ['hu:pɪŋ kɒf] *n* коклюш  
 widely ['waɪdlɪ] *adv* широко  
 without [wɪ'daʊt] *prep* без  
 wonderful ['wʌndəfʊl] *a* удивительный  
 worry ['wʌrɪ] *v* волноваться  
 wound [wu:nd] *n* рана

## X

X-ray [rei] просвечивать рентгеном

## Y

yolk [jouk] *n* желток

youth [ju:θ] *n* молодость, молодежь

youthful ['juθful] *a* юный

## Z

zippy ['zipi] *a* живой, оживленный

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