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Электронный учебно-методический комплекс по дисциплине

Учебное пособие
(на правах рукописи)

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ВВЕДЕНИЕ

Настоящее учебное пособие адресовано студентам медицинских колледжей и училищ, обучающихся по специальностям «Лечебное дело», «Сестринское дело», «Фармация», «Стоматология ортопедическая».

Владение иностранным языком как средством профессионального общения в условиях развития современного общества и международных связей является неотъемлемой частью профессиональной компетенции будущего специалиста. Целью пособия является формирование профессиональной компетенции медиков в области владения английским языком. Данное учебное пособие предусматривает формирование и развитие у студентов умений и навыков работы с иностранными текстами по специальности, совершенствование умений и навыков говорения.

Пособие построено по тематическому принципу и включает 3 раздела, охватывающих темы «Оказание доврачебной помощи», «Основы здорового образа жизни», «Рациональное питание». Каждый раздел состоит из уроков, включающих тексты и упражнения, рассчитанные на 1-3 аудиторных занятия по два академических часа. Упражнения в рамках каждого урока подразделяются на лексические, лексико-грамматические и речевые, и направлены на совершенствование техники перевода профессионально – ориентированных текстов, развитие всех видов чтения, контроль понимания прочитанного, овладение специальной медицинской терминологией, активизацию лексики и развитие навыков устной речи. В пособии представлены как аутентичные тексты, заимствованные из оригинальной научной и научно-популярной литературы, так и тексты сокращенные и незначительно адаптированные в учебных целях для данного контингента студентов. Настоящее учебное пособие может быть использовано как на аудиторных занятиях, так и для самостоятельной работы студентов.

Тематика текстового материала и структура пособия соответствуют требованиям рабочей программы по дисциплине «Английский язык» и федеральным государственным образовательным стандартам среднего профессионального образования по специальностям «Лечебное дело» и «Сестринское дело». Кроме того, оно может быть полезно студентам, обучающимся по другим медицинским специальностям, а также людям практикующим медицину и интересующимся английским языком.

UNIT I. FIRST AID

LESSON 1. FIRST AID

Text

Emergences and First Aid

First aid or premedical aid is immediate medical help given to an injured or sick person in an emergency before professional medical care is available. An emergency is a situation that requires urgent care to prevent greater harm to the patient. Some knowledge of first aid is essential for everyone. The key aims of first aid are to save lives, to start the recovery process from the illness or injury, to prevent further harm.

There are different types of emergencies such as natural disasters (hurricanes, earthquakes, tornados, floods, landslides, or tsunamis), traumatic injuries (abrasions, bruises, fractures, cuts, bleeding, burns, puncture wounds, internal injuries, etc), environmental injuries (sunburn, heat stroke, sunstroke, frostbite, bee or insect stings), the so called traveler's illnesses (motion sickness, traveler's diarrhea). It is important to have a basic emergency kit at home and in your car. Every public transport is equipped with a basic emergency kit too. Travelers should also prepare a travel medicine kit and learn how to access emergency services in foreign countries by telephone.

To perform effective first aid you should act without panic and learn some specific skills (first-aid procedures) such as Cardiopulmonary resuscitation (CPR) or abdominal thrusts to help choking victims. As a result of asphyxiation or a heart attack an individual has stopped breathing. It is one of the most serious emergencies since after only four minutes without oxygen, brain can be damaged. To prevent this trouble artificial respiration must be started immediately. Its aim is to restore breathing and heartbeat. Cardiopulmonary resuscitation (CPR) of a patient involves two procedures. Getting oxygen into the blood by blowing air into the lungs by mouth-to-mouth breathing is the first procedure. The second one includes the application of chest pressure to compress the heart and force blood into the circulatory system. In fact, CPR is much easier and far more effective if performed by a team of two.

Another common emergency is choking on food when the trachea has been blocked. To help the victim in this situation you should press sharply with his clutched hands on the victim's chest until the foreign object is impelled out of the trachea, and the victim is able to breathe.

Practical Exercises

Exercise 1. Translate the following words and word combinations. Practice their pronunciation:

Immediate, emergency, urgent care, essential, recovery, to injure, injury, hurricanes, earthquakes, tornados, floods, landslides, tsunamis, abrasion, bruise, fracture, cut, bleeding, burn, puncture wound, available, traumatic injuries, further harm, specific skills, choking victim, abdominal thrusts, to restore, to be blocked, application, clutched hands, cardiopulmonary resuscitation.

Exercise 2. Find in the text English equivalents for these words and word combinations:

Первая помощь, больной (пострадавший), требовать незамедлительного вмешательства, основные цели, спасти жизни, стихийные бедствия, болезни путешественника, аптечка для оказания первой помощи, общественный транспорт, асфиксия, искусственное дыхание, подавиться пищей, инородный предмет, резко надавливать.

3. Read and translate the text.

4. Answer the questions:

1. What does the term «an emergency» mean?
2. What are the key aims of premedical aid?
3. Why is it important to have a basic emergency kit at home, in your car, in every public transport?

4. What types of emergencies do you know?
5. How many procedures does cardiopulmonary resuscitation (CPR) of a patient involve?

5. Read the text given below. What is the text about? Try to understand as many details as possible without your dictionary. Entitle the text.

Thirteen people died and more than seventy people were injured in train collision in Northern England in March 2001. The trains collided near the village of Great Heck, about 320 kilometers north of London.

“It's like a scene from a bomb explosion. The sight was horrible,” said a doctor from North Yorkshire Ambulance Service. Police were investigating the accident — the fourth fatal crash in three years.

At least 56 people were admitted to hospitals and three had critical injuries. Emergency teams were using cranes to help remove bodies from the wreckage (обломки крушения).

“It's possible that more victims may be found,” said Gary Bamett, area commander for North Yorkshire police.

6. Speak about:

- 1) an injury you or your relative (friend) had;
- 2) a crash or an explosion you know about

LESSON 2. FRACTURES

**Text
Fractures**

The word «fracture» means a break in a bone. The common symptoms of a broken bone are a bad pain in the place of the break, swelling and tenderness and there may be a deformity. The pain becomes more severe if the victim presses the place or tries to move.

The injured part should be prevented from moving. The injured part can be immobilized with a splint. It can be ready-made or made of 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 to the limb but not at the place of the fracture. Then a doctor puts plaster cast on the broken limb.

There are two kinds of fractures: closed and open. There is no wound in a closed fracture. Open fractures are more serious. There is a wound in an open fracture as the broken bone has pierced the skin.

Fractures are different from sprains and strains. A sprain is an injury to the ligaments, tendons, and soft tissues in the region of a joint. Strain is a muscle injury from overexertion or stretching. Swelling, pain, and tenderness are common to all three injuries. An X-ray is necessary to confirm whether there is a fracture or not.

Practical Exercises

Exercise 1. Translate the following words and word combinations. Practice their pronunciation:

break, tenderness, deformity, to be immobilized, severe, plaster cast, to pierce, overexertion, tendon, to confirm, sprain, strain, to bind.

Exercise 2. Find in the text English equivalents for these words and word combinations:

сломанная кость, в месте перелома, пытаться двигаться, опухоль, готовая шина, открытый перелом, закрытый перелом, отличаться, мягкие ткани, типичные симптомы.

Exercise 3. Find and read out answers to the following questions and translate them:

1. What does the word «fracture» mean?
2. What kind of fractures do you know?
3. What type of fractures is supposed to be more serious?
4. What is first aid for fractures?

5. What is necessary to do to define if the victim has a fracture or not?

Exercise 4. Give a summary of the text.

Exercise 5.

1) Read the text and translate the underlined words and expressions:

In 1978 Gavriil Ilizarov, Director of the Kurgan Research Institute of Experimental and Clinical Orthopedics and Traumatology received Lenin Prize for developing a new technique of treating injuries and diseases of the locomotor system. There was a time when serious fractures aggravated by osteomyelitis were regarded incurable. A shortened bone left a patient with a permanent malfunction. Later on, however, doctors learned how to stretch (удлинять) the bones of the hands and feet, but it was hard going for both doctors and patients, who experienced severe pain and were confined to bed for five or six months. With that technique the bone could be stretched maximum from three to five centimeters, but it was nevertheless a great success.

Ilizarov's method enables one to stretch a bone as much as it is necessary and it can be done at an out-patient clinic. The method is not too painful and there is now an apparatus to control the bone growth, to accelerate the healing of fractures and to rectify bone deformities.

2) Translate the text and entitle it.

LESSON 3. BLEEDING

Text Bleeding

Bleeding can be caused by any injury. Bleeding may be external or internal. Bleeding may be from an artery, a major blood vessel which carries oxygen-rich blood from the heart throughout the body. When the blood flows from an artery it is scarlet. Arterial bleeding is characterized by spurts with each beat of the heart; it is usually severe and hard to control. Arterial bleeding requires immediate attention! It may be from a vein, which carries blood back to the heart to be oxygenated. When the blood flows from a vein it is dark red, almost maroon in shade. Venous bleeding is characterized by a steady flow. Venous bleeding is easier to control than arterial one. Bleeding may be from capillaries, the smallest of our body's blood vessels. Capillary bleeding is usually slow, but it usually has a higher risk of infection than other types of bleeding.

First aid for bleeding is intended to stop the bleeding, to prevent infection, to prevent shock. Stop the bleeding as soon as possible. The simple method is to apply direct pressure on the wound, to put a dressing or a piece of some clean cloth over it and to bandage the wound. It is important to press the wound only once: the less a bleeding wound is disturbed, the easier it will be to stop the bleeding.

If the bleeding is from an arm or leg raise the limb. If a person has nosebleed after a bad bruise you should put a cold compress on the bleeding nose.

Internal bleeding may have the following symptoms: bruised, swollen, tender or rigid abdomen, bloody vomiting, bleeding from the rectum or vagina, abnormal pulse and breathing, cool and moist skin. First aid for internal bleeding is limited. Apply cold packs to slow bleeding, to relieve pain and to reduce swelling. Severe internal bleeding may require CPR. Blood transfusions are made by doctors in severe cases.

Practical Exercises

Exercise 1. Translate the following words and word combinations. Practice their pronunciation:

to be caused, external, internal, spurt, to be oxygenated, to be characterized, maroon, pressure, rigid, to reduce, blood transfusion, to disturb, to bandage.

Exercise 2. Find in the text English equivalents for these words and word combinations:

внутреннее кровотечение, внешнее кровотечение, артериальное кровотечение, капиллярное кровотечение, венозное кровотечение, алый, кровотечение из носа, быть нацеленным на, только один раз, рвота с кровью, влажная кожа, тяжелые случаи.

Exercise 3. Translate the text.

Exercise 4. Answer the questions:

1. How can bleeding be caused?
2. What is bleeding from an artery called? What are its characteristics?
3. What colour is the blood flowing from a vein?
4. Is venous or arterial bleeding easier to control?
5. What is capillary bleeding dangerous for?
6. What are the aims of first aid for bleeding?
7. What is the simple method to stop the bleeding?
8. How many times should one press the wound to stop the bleeding?
9. What is first aid for bleeding if it is from an arm or leg?
10. What is first aid for bleeding if it is from a nose?

Exercise 5. Say if the following statements are true or false. If the statements are false correct them:

1. An artery is a major blood vessel which carries oxygenated blood from the heart throughout the body.
2. When the blood flows from an artery it is bright red.
3. Bleeding from an artery is characterized by a steady flow.
4. Arterial bleeding is harder to control than venous one.
5. When the blood flows from a vein it is scarlet.
6. You must apply direct pressure on the wound several times, put a dressing or a piece of some clean cloth over it and bandage the wound tightly.
7. You should put a warm compress on the bleeding nose.
8. Severe internal bleeding may require cardiopulmonary resuscitation.

LESSON 4. BRUISE

Text

Bruise

Bruises are frequently caused by falls, sport injuries, car accidents, or blows received from other people or objects. A bruise occurs when tiny blood vessels break and leak their contents into the soft tissue underneath the skin. A bruise is also called contusion or hematoma.

There are three types of bruises: subcutaneous which are beneath the skin, intramuscular within the belly of the underlying muscle, periosteal which is a bone bruise. Periosteal bruises are the painful ones.

The major symptoms of a bruise are pain, swelling, and skin discolouration. The bruised place looks red and pinkish at first. Then it changes to a bluish colour, then greenish-yellow, and returns to the normal skin color as it heals.

The first aid procedures for a bruise are:

1. Put ice on the bruise to help it heal faster and to reduce swelling. Ice will relieve a pain as well. Place the ice in a cloth and not directly on the skin.

2. Keep the ice on the bruised place for about 15 minutes per hour for the first two or three days.

3. Consult a doctor if the bruise hurts you badly, if the injured place is large and very painful.

Practical Exercises

Exercise 1. Translate the following words and word combinations. Practice their pronunciation:

car accidents, tiny, contusion, to relieve, to consult, to hurt, procedure, to leak, content.

Exercise 2. Find in the text English equivalents for these words and word combinations:

подкожный, внутримышечные синяки, ушиб кости, гематома, болезненный, изменение цвета кожи, розоватый, травмированное место.

Exercise 3. Translate the text.

Exercise 4. Complete the dialogue between two friends and dramatize it.

Mary: Yesterday my younger played football and injured his leg badly.

Helen: What's the matter with him? I hope it is not...?

Mary: Fortunately, it is neither ...nor.... It is a bad bruise.

Helen: Are you sure of that?

Mary: Of course. The bruised place looked ... at first. Then it became...?

Helen: ...?

Mary: I put ... on his bruised knee. This ... swelling and relieved

Helen: Did he ...?

Mary: The bruise was not so ... to consult a doctor.

LESSON 5. SHOCK

Text Shock

Shock is a condition that accompanies many medical emergencies. It can be caused by loss of blood, severe pain, and strong emotion. Shock is always dangerous and can be fatal. When a victim is in shock, the body tissues are not receiving an adequate supply of oxygen-containing blood. To identify a state of shock, touch the skin and note its colour, test the pulse. The face of a person in shock is pale and cold, he feels sweaty, breathing is rapid and shallow. Someone in shock has a weak, rapid pulse. Shock victims may be nauseous or even vomiting. The victim should be laid flat on his back with the feet raised little. No food or drink should be given. The victim should be kept warm and comfortable until help arrives.

Practical Exercises

Exercise 1. Translate the following words and word combinations. Practice their pronunciation:

to accompany, dangerous, fatal, an adequate supply, to feel sweaty, nauseous, comfortable.

Exercise 2. Find in the text English equivalents for these words and word combinations:

состояние, потеря крови, сильное душевное волнение, обогащенная кислородом кровь, состояние шока, замерить пульс, учащенное дыхание, поверхностное дыхание, страдать рвотой.

Exercise 3. Translate the text.

Exercise 4. Imagine the situation: Once upon a time you had to help a person in shock. Tell us who the victim was; speak about the reason of the shock, its signs and first aid procedures you performed to help the victim.

LESSON 6. POISONING

Text Poisoning

A poisoning emergency can be life-threatening. Poison is any substance: solid, liquid or gas, which tends to impair health or cause death when introduced into the body or onto the skin surface. Some poisons can cause shock or asphyxia. There may be occasional accidental poisoning or suicide attempts. There are different ways of coming poisons into the body: the ingestion of poisonous substances – by mouth, inhalation- by breathing, injection- by animal bites, stings, syringes, absorption- by skin contact. The antidote for each substance is different. In any case, a doctor should be contacted. Many communities have poison control centers where information about the proper treatment for different poisonous substances can be got by telephone. Common household poisons are sleeping pills, pain relievers, insect and rodent poison, alcohol, poisonous plants, contaminated water, etc. One of the forms of ingestion poisoning is food poisoning, which is rather frequent. The signs of food poisoning are nausea, vomiting, abdominal pain, and diarrhea. In some cases the first aid is to empty the stomach. The victim should be forced to vomit by giving about 2 ounces of water to drink. If the swallowed poison is an overdose of a medication or drug, vomiting should be induced. However, with some poisonous substances (e.g. petrol, diesel, kerosene, oil), vomiting is harmful and should not be induced.

Practical Exercises

Exercise 1. Look through the text and define what points are discussed in it.

Exercise 2. Translate the following words and word combinations. Practice their pronunciation:

a poisoning emergency, poisonous substance, solid, liquid, a suicide attempt, accidental, occasional, ingestion, inhalation, injection, absorption, poison control center, household poisons, insect poison, rodent poison, diarrhea, medication, to induce.

Exercise 3. Find in the text English equivalents for these words and word combinations:

Угрожающий жизни, вызвать смерть, пути проникновения яда в организм, укусы животных, противоядие, в любом случае, снотворные пилюли, обезболивающие средства, ядовитые растения, пищевое отравление, боль в животе, в некоторых случаях,

Exercise 4. Translate the text.

Exercise 5. Divide the text into several logical parts and compose its plan.

Exercise 6. Speak about the first aid procedures for poisoning.

LESSON 7. ENVIRONMENTAL INJURIES

Dialogue

- What environmental injuries do you know?
- There are a great variety of environmental injuries including snakebites, insect and spider bites, insect and scorpion stings, dermatitis caused by toxic plants, sunstrokes and frostbite.
- What is frostbite? What parts of the body are affected by frostbite frequently?
- Sure. When a person is exposed to a very cold temperature he can get frostbite, that is a freezing of a part of the body. The area that is most often affected are the nose, ears, cheeks, fingers, and toes. When frostbite occurs, the fluids in the body tissues freeze and crystallize. This can cause damage to the blood vessels and result in blood clotting and lack of oxygen to the affected area. In severe cases frostbite has been known to kill and damage tissue, in this case amputation is necessary.
- What symptoms are characteristic of frostbite?
- Before frostbite actually occurs, the skin may be slightly flushed or reddened. Then it changes its colour to pale or grayish yellow or grayish blue. - And what about blisters? Is the condition of frostbite painful?
- Blisters may appear later. Some pain may be felt in the early stages of freezing, but it subsides until there is no pain at all, and the part feels numb. As the area thaws, the flesh becomes red and painful.
- That's right. Tell now about the first aid for frostbite, please.
- We should cover the frozen part immediately, bring the victim indoors as soon possible and give him a warm, nonalcoholic drink. The second step is to immerse the injured part in warm water or wrap it gently in warm blankets. It is important to keep the affected area as clean as possible to prevent infection. Do not place the frostbitten part near a hot stove, and do not break the blisters. When the frostbitten part is warmed enough, have the victim exercise it. But he should not be allowed to walk on a frostbitten foot after it has thawed. Before the person puts on shoes, gloves, or other clothing, apply a sterile dressing that widely overlaps the injury.
- You are right. And what medical emergency can take place when a person has spent a lot of time in the open air on a sunny day?
- Sunstroke, of course.
- What are the symptoms of it?
- A person has a high temperature and a bad headache. His skin is red, hot and dry. In severe cases he can even lose consciousness.
- What will you do to help a victim who has sunstroke?
- I'll take the patient into a cool and shady place and put him on his back. Then I'll raise his head and shoulder a little. The next step will be cooling. I'll put cold cloth on his head and cool his body with cold water. To keep up blood circulation, I'll rub his skin with a sponge.

Practical Exercises

Exercise 1. Read and translate the dialogue. Who, do you think, are the characters of the dialogue? Suggest the situation suitable for such conversation. What are emergencies discussed in the dialogue?

Exercise 2. Give Russian equivalents for these words and word combinations:

environmental injuries, snakebites, insect bites, spider bites, scorpion stings, dermatitis, toxic plants, to be exposed to, to result in, amputation, slightly flushed to redden, grayish yellow, grayish blue, blister, to feel numb, to thaw, to immerse, the frostbitten part, to overlap the injury widely, headache, a sponge.

Exercise 3. Prepare good reading of the dialogue.

Exercise 4. Ask and answer the questions about frostbite and sunstroke. Work in pairs.

Exercise 5. Render the dialogue in the form of a monologue.

LESSON 8. FAINTING

Text Fainting

Fainting is a sudden loss of consciousness when blood does not get to the brain. There are different causes of fainting such as strong emotions, want of food, pain or fatigue. In fact, the first aid for fainting is rather simple. Identifying and treating the cause of the fainting (e.g. the victim's chronic medical problems, recent activities or illnesses) are more important.

A person has a very pale face before fainting. He feels dizzy and weak. His breathing is shallow; the pulse is weak and slow. Sweat appears on his forehead. To help a victim who is in fainting you should do the following things:

1. Lay the man flat on his back;
2. Raise his feet a little;
3. Unbutton his clothes;
4. Open the window for fresh air;
5. Sprinkle cold water on his face;
6. Give the person to breathe in ammonia water.

Practical Exercises

Exercise 1. Translate the following words and word combinations. Practice their pronunciation:

loss of consciousness, fatigue, to feel dizzy, ammonia water.

Exercise 2. Read and translate the text.

Exercise 3. Compose the sentences:

1. pain, fatigue, fainting, cause, and, may.
2. the, cause, fainting, is, to, important, it, treat, of.
3. victim, weak, feels, a.
4. he, pale, a, has, face.
5. appear, sweat, his does, on, forehead?
6. raise, you, his, little, feet, a, must.
4. Give a summary of the text.

LESSON 9. BURNS

Text Burns

You can get burns by heat, fire, radiation, sunlight, electricity, chemicals, hot or boiling water. There are 3 degrees of burns: first-degree, second-degree and third-degree burns. The treatment depends on what kind of burn you have. First-degree burns are red and painful. Cool the burned place with cool running water for several minutes. The cool water (not ice cold or warm) helps reduce pain and swelling by pulling heat away from the burned skin. Minor burns with reddened skin may be treated with a topical burn ointment or spray to reduce pain. Ointments should be water soluble. Do not put butter or oil on burns. It usually takes 3-6 days to heal such burns. Second-degree burns are rather thick; they are very painful and typically produce blisters on the skin. The skin is very red and swollen. Soak the burn in cool water for 15 minutes. If the burned area is small, put cool, clean, wet clothes on the burn for a few minutes every day. Consult your doctor to get some adequate treatment. Second-degree burns usually heal in 2 or 3 weeks. Third-degree burns cause damage to all layers of the skin. The burned skin looks white or charred. These burns may cause little or no pain because the nerves and tissue in the skin are damaged. Third-degree burns usually take a very long time to heal and require immediate medical attention. If you help a person who has such serious burns, don't take off any clothing that is stuck to the burn. Don't soak the burn in water or apply any ointment. You can cover the burn with a cool, wet sterile bandage or clean cloth until you receive professional medical assistance.

Practical Exercises

Exercise 1. Translate the following words and word combinations. Practice their pronunciation:

fire, radiation, sunlight, electricity, chemicals, reduce, minor, to pull away, soak.

Exercise 2. Find in the text English equivalents for these words and word combinations:

кипящая вода, ожоги первой (второй, третьей) степени, обожженная кожа, волдырь, надлежащее лечение, выглядеть обугленным, применять мазь, стерильный бинт.

Exercise 3. Read and translate the text.

Exercise 4. Complete the questions and answer them:

1. How can a person ...?
2. What degrees of burns...?
3. What are the symptoms...?
4. What must you do...?
5. Why should you ...?
6. Are second-degree burns... or...?
7. Why do third-degree burns cause...?
8. What should you do if the victim...?

Exercise 5. Tell about 3 degrees of burns and first aid procedures for them.

UNIT II. HEALTHY STYLE OF LIFE

LESSON 10. RULES OF GOOD HEALTH

Text

Healthy Way of Life

People nowadays are more health-conscious than they used to be. They understand that good health is above wealth.

To be healthy we should avoid different bad habits that can affect our health and observe some simple rules of good health. You must avoid smoking and drinking too much alcohol. It's common knowledge that smoking and drinking can shorten our lives dramatically. Smoking causes a number of heart, cardio-vascular and lung diseases. Besides, it makes your teeth yellow and skin unhealthy. Fortunately, in recent years smoking has received a lot of bad publicity, it has been less popular and fewer people smoke nowadays. Some companies don't employ people who are smokers.

In fact, eating habits are very important for our health. Skipping meals, eating unhealthy food and overeating spoil our health seriously. If we eat too much, we'll become obese, and obesity leads to serious diseases. A lot of people like drinking coca cola and coffee and enjoy pizzas and hamburgers. But what is tasty is not always healthy. Fast food makes you fat and may cause digestion troubles. People should eat less fat as fat is believed to be one of the major causes of obesity and heart disease. Fruit and vegetables which are rich in vitamins should be taken as much as possible. Take meals at regular intervals of time.

Many people feel they are too fat, even if their doctors disagree. And a lot of people try to improve their fitness. There are a lot of ways to lose weight and avoid gaining it. Perhaps, the most popular of them is following a diet. If you want to lose weight, you should cut out snacks and desserts and cut down on fat. People have also become more aware of calories, the energy value of food. Some people count the number of calories they eat every day, so that they can try to take in fewer calories and lose weight. This is called a calorie-controlled diet. Manufacturers are increasingly producing special foods with fewer calories for slimmers. But excessive dieting may be dangerous as well.

You should go in for sports spend a lot of time in the open air. It is useful to go for a walk before going to bed or to air the room.

Regularity in life promotes our health. Sleeping eight or nine hours, getting up early, regular meals, a healthy diet and going in for sports are really a good way to live.

Practical Exercises

Exercise 1. Read and translate the text.

Exercise 2. Complete the table:

Rules and Habits for Good Health	Harmful Habits

Exercise 3. Comment on the proverb: *Health is above wealth, wealth is nothing without health.*

Exercise 4. Read the text. Speak about the bad effects of cigarette smoking on human body. Add a list of arguments against smoking using your own knowledge.

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 can 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. Cigarette smoking commonly leads to progressive cough and breathlessness causing respiratory incapacity. Gastric and duodenal ulcers take longer to heal in cigarette smokers.

Pregnant women who smoke cigarettes have smaller babies than non – smokers, with a higher incidence of fetal abnormalities.

Exercise 4. Speak about the rules that one must observe to preserve and to improve one's health and the bad habits that can destroy one's health.

Exercise 5. Ask your group- mate if he/ she observes the rules of good health and avoids bad habits. While asking use the following questions as models:

- Do you smoke? // Do you have a habit of smoking?
- Do you avoid smoking?

Exercise 6. Tell us about healthy lifestyle in your life. What rules of good health do you manage to observe to be in good health? What bad habits do you have? Analyze your way of life. Is it ideal? Does your mode of life have any drawbacks? What should you do to improve it?

LESSON 11. RULES OF PERSONAL HIGIENE

Text

Personal Hygiene

Personal hygiene is the first step to good health. Every external part of the body demands a basic amount of attention on a regular basis. Here are some simple rules of personal hygiene.

Hair

Wash your hair at least twice a week using mild shampoo. Avoid shampoos with borax or alkalis. Select a shampoo according to your type of hair. Four types of hair are usually distinguished: normal, dry, oily, combined. Rinse your hair well after washing. Brush your hair three or four times a day with a soft bristled brush or a wide toothed comb. Wash your brush and comb every time you wash your hair. Your brush is a personal item. Never give it to anybody and never take someone's brush.

Skin

Soap and water are essential for keeping the skin clean. A good bath or a shower once or twice a day (especially in tropical countries like India) is recommended. Those who are involved in active sports or hard physical work should take a bath after the activity. Clean your body with a mild soap or shower gel. Germicidal or antiseptic soaps are not essential for the daily bath. You can use a bath sponge for scrubbing. Back brushes and heel scrubbers are available. But do not use abrasive material. Wash off well after soaping. Drying with a clean towel is important. Avoid giving soaps and towels to somebody else. They are also personal items of only yours. Change into clean underwear after bath. A moistening oil or cream can be used for a good condition of skin and its beauty.

Teeth

Brush teeth twice a day and rinse well after every meal. Brushing before going to bed is important (especially recommended for people with a sweet tooth) to preserve your teeth healthy. Brush down on the upper teeth and brush up on the lower teeth. Use a circular motion. Pay attention to the tongue and the inner surface of teeth as well. The brush should have resilient bristles. It should be rinsed well and left to dry after use. See a dentist once or twice a year to examine the teeth, because prevention is the best cure.

Hands

Your hands demands special attention, because there are a lot of micro-organisms around us and many of them may appear in our body with food we have eaten and taken with our hands. Wash your hands thoroughly with soap and water before and after every meal and after visiting the toilet. Soaping and rinsing should cover the areas between fingers, nails and back of the hand. Hands should be dried with a clean towel after wash. Keep your nails short. Short nails make less trouble. Don't cut them so close that it pinches the skin. Have a habit of making a manicure for your hands and nails once every three weeks. This requires soaking your hands in warm water for ten minutes, massaging of hands, thorough cleaning and shaping of nails. Choose your manicure kit with care. In some kits, the instruments are crudely made and they will do more harm than good.

Practical Exercises

Exercise 1. Translate the following words and word combinations. Practice their pronunciation:

hygiene, amount, mild shampoo, to rinse, shower, abrasive material, resilient bristles, prevention, cure, micro-organisms, to pinch, back brush, heel scrubber, germicidal, manicure.

Exercise 2. Find in the text English equivalents for these words and word combinations:

регулярно, личная гигиена, предмет личной гигиены, активно заниматься спортом, гель для душа, нижнее белье, увлажняющий крем, после еды, тщательно мыть руки, маникюрный набор.

Exercise 3. Read and translate the text.

Exercise 4. Ask questions to which the italicized words are the answers:

1. You must wash your hair *at least twice a week*.
2. *Four* types of hair are usually distinguished.
3. Brush your hair three or four times a day *with a soft bristled brush*.
4. *Soap and water* are essential for keeping the skin clean
5. See a dentist *once or twice a year*.
6. Many microorganisms may enter our body *with food we have eaten*.

Exercise 5. Transform the sentences according to the model:

Wash your hair using mild shampoo.- It is necessary/ It is important to wash your hair using mild shampoo.

1. Select a shampoo according to your type of hair.
2. Brush your hair three or four times a day.
3. Take a shower once or twice a day
4. See a dentist once or twice a year.
5. Rinse your teeth well after every meal.
6. Keep your nails short.
7. Choose your manicure kit with care.
8. Wash your hands thoroughly with soap.

Exercise 6. Read the text and suggest its title.

Most dental disorders arise directly or indirectly from two basic diseases of the teeth and their supporting tissues — caries and periodontal disease. Prevention of dental disease therefore entails elimination of food stagnation, as this is the primary cause of caries and periodontal disease. Food stagnation causes plaque formation; which in turn leads to acid production, in the case of caries; and to bacterial irritation and calculus in periodontal disease. The methods of prevention are oral hygiene, which is the patients' responsibility; preventive dentistry which is the dental surgeon's contribution; dental health education and increase the resistance of teeth to disease, which are public health measures. If everyone realized it, a lot of tooth problems would be avoided.

Exercise 7. Arrange the parts of the text in proper order. Say what points are discussed in the text and suggest its plan. Give a summary of the text in several sentences.

Oral Hygiene

3) Oral hygiene consists simply of keeping the teeth free of food debris preventing plaque formation which leads to dental disease. It can be achieved by cleaning the teeth regularly after meals and not eating between meals. Cleaning is best performed by brushing as this is the only way of removing plaque. If brushing is not possible, food debris can be removed by finishing the meal with a detergent food. Such foods are raw, firm, fibrous fruits or vegetables, e.g. apples, pears, carrots, etc. By virtue of their tough fibrous consistency they require much chewing and thereby scour the teeth clean of food remnants.

2) Although it is easy enough to brush the teeth or eat an apple after meals at home, it may often be inconvenient elsewhere. On such occasions a plain water mouth rinse, which can be swallowed afterwards, is better than nothing.

3) All these methods of cleaning teeth, toothbrushing is the most effective. When properly done it removes plaque, whereas detergent foods only clean away loose food particles. Thus the role of detergent foods or mouth rinsing is not that of a satisfactory alternative to toothbrushing; but an additional measure at the end of a meal, or a substitute when brushing is not possible.

Exercise 8. Read the text and give the notion of «dietary discipline». Express the idea of the text in one sentence.

It cannot be emphasised too strongly that, however efficiently the teeth are cleaned after meals, caries will still occur if snacks are taken between meals. Acid forms within minutes of eating refined carbohydrate and the effect of tooth brushing is wasted if frequent snacks are eaten between meals. In fact, dietary discipline is far more important for caries prevention than toothbrushing.

Exercise 9. Read the text and give its annotation.

Toothbrushing

Brushing after meals can only be effective if it removes plaque. The object is to clean every accessible tooth surface, thus removing food debris and plaque and massaging the gum margin.

Toothbrushes with a small head and medium bristles are probably the most effective. The brush is rinsed and toothpaste added. Several strokes are used on each section of the mouth. Buccal, lingual, mesial and distal surfaces are cleaned by a rotary motion from gum to tooth. Occlusal surfaces are cleaned by a scrubbing action. Finally the gingival margins are cleaned by a backwards and forwards motion which must be done gently to avoid abrasion of the necks of the teeth.

Each jaw is done in turn and the mouth is then thoroughly rinsed with warm water to expel food debris dislodged by the toothbrush. Brushes should be washed afterwards and allowed to dry.

Correct and effective toothbrushing in the way described requires time, knowledge and skill. Many people lack these requirements and brushing is ineffective as a preventive measure. The whole process can be made simpler for such people by using an electric toothbrush. Teeth are cleaned rapidly and effectively as most of the movements are done automatically. It is particularly valuable for children and the physically handicapped. Although it is no better than a properly used ordinary toothbrush, it is probably preferable as so few people use an ordinary one properly.

LESSON 12. SPORT AND HEALTH

Text

The Role of Sport and Physical Exercises in People's Life

Sport and physical exercises play a very important role in human life. Sport makes people physically and morally strong and healthy. It also makes us more organized and better disciplined in our daily activities. Unfortunately, we spend hours in front of our computers and TV-sets, use cars or public transport. However, people have to move a lot. Physically inactive people get old earlier and subject to different illnesses. Research shows that young people who don't take enough exercise often suffer from heart attacks. So it is sport that helps people to keep in good health. There are many kinds of sports and sport games to play both in winter and in summer. For instance, water sport, boxing, rowing, basketball, volleyball, weight – lifting, football, horse – racing, gymnastics, wrestling, skiing, skating, cycling, skateboarding, running, swimming and many others. Aerobics and shaping are also extremely popular nowadays. Every city has its own stadiums, gymnasiums, sport clubs and societies, where people can do different exercises, swim, play and spend time both for fun and health. We all need to exercise. Regular exercises give you more energy. That is why many people who suffer from general tiredness should take more exercise than more rest. Exercise makes you feel refreshed and look better. Among the benefits of regular exercise are a healthier heart, stronger bones, quicker reaction and less susceptibility to various illnesses. Besides, you can eat and drink as much as you want because you are burning it all off. Going in for sports on a regular basis is the only way to stay healthy and to keep fit.

Practical Exercises

Exercise 1. Read and translate the text.

Exercise 2. Write down all sports and games mentioned in the text. Learn them by heart.

Exercise 3. Write down the information about the use and importance of going in for sports and doing physical exercises.

Exercise 4. Tell us about the place of sport and physical exercises in your life. Use the following questions as a plan:

1. Do you like sport?
2. Are you a good athlete?
3. What sport are you interested in?
4. Do you like to participate or just to watch sport competitions?
5. Do you attend any sport club?
6. Do you do physical exercises?

Exercise 5. Read and translate the text suggested below. What points are discussed in the text? Entitle the text and suggest its plan.

The best way to create an energy deficit is to get out there and do some exercise. It's important to remember, though, not to do too much too soon: getting active doesn't have to mean going to the gym. A brisk walk, swim or kick about with the kids all count.

Aim for 30 minutes of activity that raises your heart rate every day, but it's fine to break it up into smaller chunks if you need to. It's a good idea to include some muscle-building or strength-training exercise, for example, lifting weights, or doing press-ups and other toiling exercises that use your weight for resistance. This type of exercise builds up muscle, which burns more calories than fat.

Any activity is better than none. If you have no time to exercise so try these simple strategies:

- Get off the bus one or two stops early far park a little way from work or the shops and walk.
- Dig the garden - take care if you have a bad back.
- Get energetic while doing the housework - vacuum and polish using exaggerated movements

- Jag on the spot while the advertisements are on TV.

Exercise 6. Look through the text suggested below and define what it tells about.

1) Choose the title of the text:

- Yoga Asanas;
- Usefulness of Yoga;
- Mental, Physical and Spiritual Health.

2) Make up a plan of the text and give its annotation.

It is easy to say that one must have good health - mental, physical and spiritual - but how is one to acquire it? What we need is a system of exercises which will help the all-round development of the body, mind and personality. It should also help the body resist diseases, should be capable of being practised by men and women, children and old persons, by the healthy and by the sick. Such a system is Yoga asanas. Yoga means a spiritual union with God. The system was evolved by people of the Indus Valley civilization of the third millennium B.C. who realised the importance of a healthy body for intellectual and spiritual pursuits and developed and perfected it. Later, around 1200 B.C., it was systematized.

Yoga exercises consist of asanas (poses), pranayama (breathing exercises) and bandhas exercises which help in exercising the muscles and the joints of the body in different combinations. Together they tone up the body by supplying the bodily organs with plenty of fresh blood, rejuvenating the ductless glands and other important internal parts, regulating the rhythm of breathing and soothing the nerves. All these help prolong life. If we add medication to these three, it will increase our power of concentration.

The body needs physical exercise sufficient in quantity and kind to keep it in working order. Lack of physical exercise often leads to several irregularities in the normal human physiology which in turn makes the person take pills. It is better not to take pills than to make our bodies diseased and then take pills. One should follow the principle of "prevention is better than cure".

Yoga exercises, if scientifically applied, are capable of influencing the endocrine glands, just as they do the muscles, digestive organs and the respiratory, circulatory and nervous system. The Hathayoga concept of asana, that a systematic course of selected physical movements acts not only as an immuniser and a preventive factor against diseases but also as a curative agent, is now generally admitted and applied as physiotherapy by all leading medical authorities.

Asanas have been found of value in certain forms of dyspepsia, gout, obesity, high blood pressure, diabetes, neuralgia, nervous disturbances and some forms of paralysis, etc. To a practitioner of Yoga asanas colds, constipation, headaches, tiredness and other common ailments will be unknown.

It is not a new thing for us that Yogis after several years of Yogic exercises can develop some supernatural properties. They can stop their hearts, remain buried in the ground or lie on nails. All this is done by developing a voluntary control over the autonomic activities of the body. If some supernormal properties can be acquired through Yoga we all must try to acquire it.

From *Heal Yourself with Yoga* by Ram Kumar

UNIT III. NUTRITION

LESSON 13. NUTRIENTS

Text Nutrients

What nutrients are necessary in our diet to nourish the body?

Proteins. They make and repair the body tissues and also supply some calories. The sources are meat, poultry, fish, eggs, milk, cheese, some vegetables, especially pulses, lentils and beans.

Minerals. The major minerals are calcium, iron and sodium. Calcium is essential for good development of bones and teeth, normal clotting of blood and function of muscles. It is obtained from milk, cheese, bread, flour, fish and green vegetables. Sodium. All body fluids contain salt. Most of the necessary sodium is obtained from common salt.

Fats and oils. The sources are butter, margarine, cooking fats and oils, cheese and oily fish. Some of them also contain vitamins A and D.

Carbohydrates. These also give heat and energy as fats and oils. The sources are starchy foods, flour, cakes, bread, potatoes, pulses, cereal of all kinds, sugar, honey, jam, chocolate, fruit and sweets.

Water is necessary for the normal action of the body. It carries the substances from one part of the body to another.

Roughage. This is the term applied to all indigestible matter in food, the part we cannot absorb into our body, mostly formed by fruit, vegetables, etc.

Practical Exercises

Exercise 1. Look through the text and say what nutrients are described in it.

Exercise 2. Translate the following words and word combinations. Practice their pronunciation:

nutrient, to nourish, diet, dietary, pulses, lentils, mineral, iron, calcium, fluid, sodium, starchy, substance, term, indigestible, digest, digestible, to absorb.

Exercise 3. Read and translate the text.

Exercise 4. Find out if your group-mate knows for what such nutrients as proteins, fats, carbohydrates, iron, calcium, water are necessary and in what products we can find them. Work in pairs. Use the following questions as the models:

- a) Model: What is proteins necessary (essential) for?
- b) Model: What is proteins obtained from?

Exercise 5. Read the text, entitle it and give its annotation:

The food we eat is called our diet. All the constituents of food — protein, fat, carbohydrates, vitamins and minerals — are present in adequate quantities in a normal balanced diet. There is no need to eat excessive quantities of one or the other. Over-eating is dangerous to health as the body only requires a certain amount of energy. Food eaten in excess of the body's energy requirements is stored in the form of fat and thus increases body weight. This is potentially dangerous to health as it puts an extra strain on the heart and circulation and may lead to disease of the heart and arteries, resulting in high blood pressure and heart failure.

Thus all the food we eat undergoes digestion by enzymes, which turn it into amino-acids, fatty acids, glucose, vitamins and minerals. Only when it is in this form can it be absorbed into the blood and utilized by the body cells

LESSON 14. VITAMINS

Text Vitamins

Vitamin A is necessary for normal growth and development of the body, particularly for good eyesight. It is obtained from liver, butter, milk, margarine, cheese and its products; also from carrots, green vegetables, watercress and cod-liver oil.

Vitamin B is called a complex vitamin because there are many constituents: B₁, B₂ etc. This vitamin is necessary for good condition of the nervous system. It is contained in yeast extracts, nuts, fruit, whole-grain flour and cereals.

Vitamin C increases resistance to infection and maintains a healthy condition of the skin. It is obtained from black currants, rose hip syrup, lemon juice, strawberries, spinach and watercress.

Vitamin D is concerned in the laying down of calcium, essential for the structure of bones and teeth. It is obtained from butter, fish, cod-liver oil, etc. Although we get this vitamin from food, it can also be manufactured in our body with the aid of ultra-violet rays from the sun.

Vitamin E improves poor blood circulation. It is used in treatment of thrombosis, varicose vein. It is obtained from soya, oil, fruit.

Practical Exercises

Exercise 1. Read and translate the text.

Exercise 2. Read the text and insert articles where necessary:

Vitamins are essential ingredients of ... food but are only needed in minute quantities. There are many different vitamins but ... most important for examination purposes are vitamins B, C and D.

Vitamin B is really ... complex of related vitamins found in cereals and liver. They take part in ... production of energy from digested food and in ... formation of red blood cells. Deficiency may cause ... anaemia.

Vitamin C, found in fresh fruit and vegetables, is necessary for the formation of capillary blood vessels. Deficiency leads to bleeding and ... gum disorders.

Vitamin D is present in ... meat fat, fish and dairy products. It is necessary for bone and tooth formation and ... deficiency may affect their structure.

Exercise 3. Read the text and insert the suggested words in the gaps:

Vitamins play a very important role in of some vitamins may be harmful, that is why people must take normal ... of vitamins. When the winter months come, your food becomes ... of vitamins. Winter is the time of ... infections, colds and flu. It is the time when your ... is especially low. Take vitamins A,C, D every day which are also called ... vitamins.

(winter, doses, human health, virus, poor, overdosage, resistance)

Exercise 4. Complete the table:

Vitamin	Function	Food	Deficiency
Vitamin A			
Vitamin B			
Vitamin C			
Vitamin D			
Vitamin E			

Exercise 5. Find out if your group-mate knows about the functions of vitamins in the human body and in what products we can find them. Work in pairs. Use the following questions as the models:

- Model: What is vitamin A necessary (essential) for?
- Model: What is vitamin A obtained from?

Exercise 6. Speak about vitamins. Use information from the table (ex. 4).

While speaking use the following models:

a) Model: You must take vitamin A to protect eyesight// for good eyesight.

b) Model: You will find vitamin A in carrot, eggs,

Exercise 7. Read the text. Say what three main problems are discussed in the text and suggest its plan. Find in the text sentences with Infinitives, state their functions and translate the sentences into Russian.

Vitamin means life. The story of vitamins actually begins in 1911, when a Polish chemist by the name of Kazimir Funk extracted from rice polishing (рисовая шелуха) a crystalline substance. This substance was capable to cure beri-beri. Analyses of these crystals revealed the presence of nitrogen in basic combination, i.e. the «amino»-nitrogen; Funk therefore called this substance «vita-mine». The root «vita» indicates that the substance is essential to life and health. In this way, the word vitamin was born. For four years before Funk's discovery a series of studies had begun in the USA to determine the value of cereals such as wheat, corn and oats as a cattle diet. Eventually it was found necessary to resort to rats to solve the problem of cereal differences.

Today the successful isolation and synthesis of many of the substances has proved that vitamins are organic chemical compounds to be present in the diet for the maintenance of growth and health.

Vitamins are substances to be found in certain foods which are necessary for the growth, development and general health of the body. There are several different kinds of these protective substances to be provided in the diet. To make sure our bodies get all the vitamins need, it is best to include several different vitamin-containing foods in the diet. Such foods include milk and many of the products made from it, all the green leafy vegetables like spinach, cabbage, lettuce, other fresh vegetables, fruit and fruit juices, whole-grained cereals, eggs and a number of others.

When we plan a nutrition program for any person, young and old, healthy and ill, we must know certain foods are the best sources each body requires.

1. Vitamin A: fruits and vegetables, cream, butter or margarine, eggs and liver.
2. The B vitamins: yeast, liver, whole-grained breads and cereals, milk and meat.
3. Vitamin C: orange or grapefruit juice, any fresh raw fruit or vegetables, ascorbic acid tablets if needed.
4. Vitamin D: fish-liver oil or vitamin-D capsule.
5. Vitamin E: soy-bean oil, vegetable oils.
6. Vitamin K: is produced by intestinal bacteria. The diet must be adequate in milk and unsaturated fatty acids and low in refined carbohydrate-intestinal bacteria are increased by eating yogurt.
7. Vitamin P (rutin): citrus fruits, especially lemons.
8. Calcium: milk, yogurt.
9. Phosphorus: milk, eggs, cheese, meat.
10. Iron: liver, yeast, meat, bread and cereals.
11. Liquids: milk, fruit, juices, soup, water.

Experts in the study of foods are constantly conducting experiments. They are making their discoveries public from time to time. This knowledge enables us to select the proper foods in order to protect us against diseases.

LESSON 15. VEGETABLES

Text Vegetables

Vegetables take the larger part in our everyday fare. They are important not only for their nutritional value but for the influence they have on the whole process of digestion. They are rich in vitamins, carbohydrates and minerals. Vegetables and fruit are the main source of vitamin C. But they differ greatly in their composition.

Potato is a "starchy food". Cabbage is rich in vitamin C, carrot in vitamin A. Onion and garlic can not only enhance the flavour of a dish but they are also known for their antibiotic properties. Radish, beetroot, horse-radish and lettuce intensify activity of the pancreas.

Vegetables are recognized practically by the cuisine of every country and are eaten not only as garnishes and accompaniment to meat and fish but as separate dishes, too. The best to cook are of course fresh vegetables but there are also pickled, dried, frozen and tinned ones. Remember that vegetables should not be cooked long before they are served because a great deal of vitamins is ruined especially when they are overboiled.

Practical Exercises

Exercise 1. Translate the following words and word combinations. Practice their pronunciation:

Fare, value, to enhance, flavor, property, to intensify, to be recognized, cuisine, garnish, accompaniment, pickled, pickles, frozen vegetables, tinned vegetables, to serve vegetables, tins, cans.

Exercise 2. Find in the text English equivalents for these words and word combinations:

питательная ценность, влиять на процесс пищеварения, очень разнится по своему составу, усиливать активность, самостоятельное блюдо, аромат блюда, перевариться, разрушаться.

Exercise 3. Write down the names of vegetables mentioned in the text and memorize them.

Exercise 4. Answer the questions.

1. What vegetables do you know?
2. What are they rich in?
3. What vegetables are best for cooking?
4. What vegetables are the sources of vitamins A, C, D?
5. Do you like vegetables?
6. What are your favourite vegetables?
7. What kind of vegetables, besides fresh, do you know?
8. Do you prepare salted, pickled and dried vegetables for winter and spring?
9. What is the Russian appetizer made of different vegetables called?

Exercise 5. Translate the sentences into English:

1. Овощи очень важны в нашем ежедневном питании.
2. Их питательная ценность очень высока.
3. Овощи оказывают большое влияние на весь процесс пищеварения.
4. Овощи могут быть свежими, консервированными, замороженными, консервированными и сушеными.
5. Овощи популярны в кухне почти каждой страны.
6. Что касается меня (as for me), то мне нравятся
7. Что касается меня (as for me), то мне не нравятся

LESSON 16. FRUIT AND BERRIES

Text

Fruit and Berries

Fruit and berries make not only a good dessert but an accompaniment course, too. Fresh fruit is used for making tarts, jams, jellies, ice-cream, etc. It is the main source of vitamins, acids, minerals and natural sugars. Much of vitamin C is contained in black currants, nuts, lemons, oranges and rose hip.

Pears, apples and oranges contain vitamins of the B group. Easily digested sugars (glucose and fructose) are found in grapes, cherries, plums, apricots, peaches, etc. Fresh and dried apricots contain much vitamin A. Dried apricots (кыпара) contain iron and much potassium and are recommended for heart diseases. Black currants and red currants are not only excellent berries for cakes and tarts and puddings but can also be used for jams, jellies and being rich in vitamin C are important from the health viewpoint. They have been eaten in Britain for a very long time and their medical properties for sore throats and colds are well-known. Strained red currant juice is extremely useful to add to jam made with fruit low in natural acids or pectin. Strawberries are very popular in Britain. Eaten by themselves, with cream or ice-cream, they make a delicious finish to a meal. There are many different varieties grown in this country, all of them good but some more flavoursome than others. In the towns we rarely get freshly picked fruit and berries. Dried, tinned and pickled fruit and fresh-frozen berries are also popular among us.

Regions which have a Mediterranean climate are mostly producers of citrus fruits: oranges, mandarins, lemons, etc.

Some fruit like bananas and pine-apples grow in countries with tropical climate.

Practical Exercise

Exercise 1. Translate and transcribe the words:

acid, contain, be contained, strain, delicious, delicacy, region, citrus, dessert, course, potassium, climate, natural sugars.

Exercise 2. Give Russian equivalents for these word combinations and quote the sentences in which they are used:

easily digested sugars, are recommended for heart diseases, being rich in vitamin C, from the health viewpoint, medical properties, extremely useful to add to jam, eaten by themselves, different varieties.

Exercise 3. Write down the names of fruit, berries and dishes mentioned in the text . Memorize them.

Exercise 4. Answer the questions.

1. What fruits do you know?
2. What fruits grow in Russia?
3. What fruits grow in the South?
4. What fruits grow in regions which have a Mediterranean climate?
5. What is fresh fruit used for?
6. What vitamins do pears, apples and oranges contain?
7. What berries grow in Russia?
8. What is found in grapes, cherries, plums, apricots, peaches?
9. What berries have vitamin C?
10. What is black and red currants used for?
11. What medical properties do black currants and strawberries have?
12. In what countries are there many kinds of strawberries?
13. Do you eat fresh strawberries in summer?
14. Do you make jams and jellies for winter?

15. How do we eat berries (by themselves, with cream or ice-cream)?
16. Do you like sweet or sour berries?
17. Do you eat frozen berries?
18. Are fresh strawberries with cream a delicacy?
19. What fruits and berries do you like best?

LESSON 17. RATIONAL DIET

Text

Proper Diet

Variety is an important element of a rational diet. For this reason the same dishes should not be prepared for several days in succession. Well prepared and well served food whets the appetite and is easier to digest. People should eat well-balanced food. Wheat and rye bread, cereals, macaroni, peas and beans have the highest starch content. For proper balance more starch should be taken than sugar. The normal daily consumption of sugar, including jam, candy and other sweets, should be 100 grams. Milk and other dairy products supply the calcium the body needs.

Investigations of scientists have shown that it is most beneficial to have three or four times a day at regular hours. In the morning, before the day's work begins, the organism should get a good "stoking" — 25-30% of the entire daily nourishment; lunch (in Russia it is обед) — 50% and dinner (in Russia it is -ужин) — 20% of the day's diet.

Foods richest in protein should be eaten in the morning and during the day. Breakfast may consist of a glass of juice, a vegetable salad, boiled pike, perch and potatoes, buckwheat-groats, tea or coffee, bread, butter, eggs and cheese. Fish can be replaced by a meat dish; cabbage pie, pot cheese and sugar may be served. Grated raw carrots before breakfast may be recommended.

Lunch should be especially nourishing. If it includes a meat soup — borshch, meat noodle soup, meat vegetable soup, etc., — the main course may be cooked of cereals. For example; meat borshch, potato dumplings stuffed with meat and served with tomato sauce and cranberry *kissel*, or a vegetable or chicken cream soup, minced meat rolled in cabbage (*golubtsy*), and pancakes with jam. An appetizer should be served with, dinner: herring with dressing, fish marinade, all kinds of salads.

Light dishes are recommended for supper in Russia: boiled macaroni with cheese, fried eggs; stewed vegetables and baked items and tea. Sour milk or kefir is recommended before going to bed.

In Great Britain the hours for meals are:

- Breakfast (7-9). It includes porridge, bacon and eggs, some juice, pudding, bread and butter, tea or coffee;

- Lunch (12-15): some salad (very often tuna salad), cream soup, a meat course and vegetables, mineral water, coffee;

- Tea (16-17);

- Dinner (19-21) - a big meal: an appetizer, cream soup (if you did not have it at lunch), a meat or fish course and vegetables, mineral water, coffee.

Practical Exercises

Exercise 1. Translate the following words and word combinations. Practice their pronunciation:

rational, succession, to whet the appetite, content, proper balance, daily consumption, to be nourishing, investigation, beneficial.

Exercise 2. Write down the courses specific of Russian and British traditional menu. Compare these two cuisines. Define the peculiarities of Russian cuisine and British cuisine.

Exercise 3. Speak about the main points of a rational diet.

Exercise 4. Compare a traditional diet of an average Englishman and a Russian with your own diet. While speaking use the following models:

- Usually an Englishman has breakfast at..., a Russian has breakfast at... . As for me, I have breakfast at... .

- A traditional British breakfast may consist of ..., a Russian has ... for breakfast. As for me, I have... for breakfast.

Exercise 5. Make up a written report «My Diet». Use the following questions as a plan:

1. How many times a day do you have your meals?
2. When do you have breakfast (lunch, dinner)?
3. What do you usually have for breakfast (lunch, dinner)?
4. Do you have breakfast, lunch, dinner at regular hours?
5. Do you follow the aspects of a proper diet? Is your diet well-balanced?
6. Do you think your diet is rational? Why?
7. Are there any drawbacks in your diet? What are they?
8. What points should you change in your diet to make it a proper one?

Exercise 6. Read and translate the text suggested below. Give its annotation.

What is a Healthy Diet?

The food we eat provides the energy we need for daily life. To stay at a healthy weight, the amount of energy (calories) we consume must be balanced by how much is burned by our body's metabolism and physical activity. If we eat more calories than we use up, the excess is stored as fat.

The only way to lose weight is by creating an energy deficit, so your body has to burn your fat stores for the energy it requires. The best way to do this is by cutting down on the calories you eat and using more of them, by increasing how much you move. It's not about shedding pounds as quickly as possible. It's about being active and sticking to a sensible diet that gives you the energy and nutrients you need

Well-balanced eating

According to the Food Standards Agency, having a healthy, balanced diet means you should:

- eat at least five portions of a variety of fruit and veg every day and base your meals on starchy foods, such as potatoes, pasta, rice and whole meal bread. Try to choose wholegrain varieties eat moderate amounts of meat, fish and other proteins include some dairy foods, such as cheese, milk and yogurt, and look for lower-fat options;

- reduce your salt intake - don't exceed 6g (or 2.5g sodium) a day limit how often you have high-fat or high-sugar snacks and drinks.

Keeping a food diary

Research shows that monitoring your food intake can help you lose weight. Keep a diary to record everything you eat and drink to help you track your progress in changing your eating habits. You will also be able to identify high-risk situations and develop practical strategies to help make healthier choices.

Dr Susan Jebb, Head of Nutrition and Health, From "Boot

ADDITIONAL TEXTS

Text 1

The Priorov Central Institute of Traumatology and Orthopedics

The Priorov Central Institute of Traumatology and Orthopedics (CITO) is the leading research and treating centre in this field in Russia. The institute was established in 1921. Its founder Professor Nikolai Priorov, one of the most prominent orthopedic traumatologists, headed the institute for forty years.

The institute consists of 12 clinical departments, among them a traumatological department for children, two traumatological departments for adults, two orthopedic departments, two departments of bone pathology, a department of electric and thermal burns, a department of sport and ballet trauma, a department of vertebral surgery, a department of hand surgery and microsurgery and a department of wound infection.

The main spheres in which research is conducted are as follows:

- Traumatology - treatment of fractures using metal devices; treatment of infected fractures; compression osteosynthesis using various compression devices; treatment of thermal and electric burns.
- Orthopaedics - replacement of bones and joints using endoprotheses made of metal, polymers and other materials; treatment of congenital dislocations of the hip in children and aftereffects of poliomyelitis.
- Bone pathology - diagnosis and treatment of bone tumors and other bone diseases using the latest methods, among them X-ray microscopy and scanning.

Text 2

Management of Thermal Burns

Most patients with burns are first seen by a physician in the emergency room of a general hospital, where the question of disposition will arise. The mortality rate of patients hospitalized in specialized burn units is approximately 14 percent, the most significant factors contributing to death are age and the total surface area of the body involved. The mortality and morbidity rates from burns in persons over 50 rise sharply.

Patients with minor burns of less than 15% of the total body surface can usually be treated initially as outpatients. Patients with moderate burns of 15% to 30% of the total body surface should be admitted to a general hospital. Patients with critical burns, greater than 30% or burns involving the face, hands, feet or perineum preferably should be treated in a major hospital under the care of a surgeon experienced in burn treatment. The presence of such medical conditions as diabetes, alcoholism, cardiac disease, or inhalation injury, pulmonary disease, as well as chemical or electrical burns, may increase the risk factor considerably and necessitate admission to a specialized hospital.

The presence of inhalation injury is a severe complication of thermal burns and may increase the mortality rate considerably, inhalation injury should be suspected from a history of a fire in an enclosed space, the presence of facial burns, lesion of the pharynx and edema of the vulva, and hoarseness. Patients who are unconscious with no other demonstrable cause also should be suspected of having inhalation injury.

The most immediate threat to the patient is usually upper airway obstruction and the presence of toxic blood levels of carboxyhemoglobin. In the presence of these signs even if the patient appears to be stable, it is necessary to perform endotracheal intubation, since delay may cause considerable soft tissue swelling about the pharynx which will make intubation at a later time very difficult.

In recent years increasing emphasis has been placed on the early psychological support of the burn patients. The care of the burn patient is a team effort, the presence, as soon as possible, after injury of a psychologist, a psychiatrist and skilful rehabilitation experts being essential to improve the quality of life of patients who survive the injury.

Text 3

Disaster Epidemiology

The degree to which disasters, regardless of their location, cause death and injury varies within and between disaster types. The main distinction is between earthquakes, which often cause deaths and injuries on an enormous scale, and the other types of disaster. The reason for these differences is to be found in the mechanical effects of the disasters concerned.

Earthquakes generally cause death and injury through the collapse of houses and other structures. It is no surprise that where buildings are intrinsically dangerous, even relatively slight shocks may cause large numbers of casualties.

Earthquake injuries are predominantly orthopedic; crush syndrome is common after many but not all earthquakes. The ratio of deaths to injuries is generally of the order of 1:3 or higher.

Floods may cause injuries as a population relocates to higher ground but not many deaths, or where floods are violent, as in tsunamis, there are many deaths but few, if any, serious injuries. An individual who is caught by the flood drowns; one who survives is generally uninjured. The great tsunami which struck Bangladesh in 1970 killed approximately 240 000 people, 14.2 per cent of the population. However, injury was largely limited to cuts and bruises and occasional fractures. A "cyclone syndrome" of severe abrasions to the arms, chest and thighs where people had clung to trees was noted. Age-specific mortality showed, as might be expected, a greater mortality among children and old people, as these groups would be least able to cling to trees during the hours of the cyclone.

Tornados cause both deaths and injuries, but with a very specific pattern of injuries arising from the sheer violence of the forces involved. There are many head and chest injuries with many and severe soft-tissue injuries. Tornado injuries are also frequently contaminated with debris (обломки), and secondary sepsis is a common problem with management.

A fear of epidemics after many disasters has no obvious foundation. The diseases which most often cause alarm are typhoid and cholera, the latter sometimes even in regions where it is known not to exist. On the basis of extensive documentation of the health of refugee population it may be assumed that epidemics will occur where a population is concentrated. Most mortality has followed outbreaks of measles and diarrhea.

From *The British Journal of Accident
Sugery, 1990*

Text 4

*(The story is told by a young nurse working at a big
hospital and living in a nurses' hostel attached to it.)*

I thought I had better get to my room before I was seen, but as I turned into the corridor, someone grabbed my arm. It was Nurse Ross, half in and half out of her uniform dress.

"There you are!" she said breathlessly. "You must put on uniform and go to the ward. Hurry, now!"

"What's happened?" But she was gone already. The door of Robins's room was open and I looked in. "Rob, what on earth happened?"

"Don't you know?" she looked at me with big eyes. "There's been the most frightful explosion at one of the factories. There's twenty burn cases coming in, they say."

...The ward was in chaos. All lights were on, and every patient awake and goggling. The nurses were running about, putting extra beds at the far end of the ward, and patients who were well enough were being moved into them so as to leave ten empty beds at the top of the ward. Four of the casualties were in already, and a stretcher was waiting on the floor in the passage. Sister was on her knees beside it. "Quickly, Nurse," she said, without looking up as I passed by her, "bring me a hypodermic tray and the adrenalin." But when *I got* back, she was standing up going to return into the ward. "I'm afraid it's too late," she said with a grim little smile. There were already three screens round one of the beds in the ward. I knew what that meant.

Nurse Sowerby came out from one of the screens. Her mouth was quivering and she was on the verge of panic. "Oh, Sister, they shouldn't have brought in dead men. Whatever we shall do ... oh, look, there's another stretcher and no bed ready. Oh, Sister, what shall we do?"

“Pull yourself together, Nurse, for Heaven's sake,” said Sister sharply. “You will have to go back to bed if you can't control yourself.”

Some of the burns were not serious, others were a nightmare. Nearly all the patients had to go up to the operating Theatre to be dressed and treated. Two more of the men had died before morning. It was a terrible accident.

Sister gave each of us a man to attend to. “Get this man into bed,” she told me, “get him ready for Theatre.”

The orderlies and I got my patient to the bed and put blankets on him. I was terrified. I had never seen a bad burn case before and I hardly dared to touch him. I looked around but everybody was busy. I was to look after him, and I suddenly felt proud and excited. This one mustn't die. He was unconscious, but breathing, his face was waxy and there was an ominous blue shadow round his nose and lips. I could hardly feel his pulse. His face was untouched and his eyes seemed all right, but it was his body... I couldn't undress him; his clothes, were burnt into his skin in places. I cut them away as well as I could. He was quite young with soft, boy's hair.

Sister came up to give him an injection. “More blankets, Nurse,” she said, “and hot bottles if you can find any. He's terribly shocked.”

From *One Pair of Feet* by Monica Dickens

Text 5

Nick reached the emergency department waiting for the first patients of an “alarm I” (тревога номер один) to be brought in. City hadn't had a full hospital emergency for a long time and Nick was not sure that all the doctors would remember their instructions. An “alarm I” was called at the hospital only when very many people had been injured and required nearly a full staff to attend.

Nick saw Sam coming down the stairs and went to meet him.

“What's happened? Who gave the “alarm I”?”

“I did. I've just got a telephone call, a bomb exploded in a subway some minutes ago. At this hour, with all those people going to work...”

“They are not all coming here?”

“We can expect about 60 at least. Here they come,” Sam said as Nick walked over to the ambulance entrance. Doctors and orderlies worked frantically getting casualties onto stretchers and wheeling them out of the way to make room for more. It was a terrible sight. At first glance Nick could see the effects of the explosion. Screams of pain came from everywhere. There were faceless people, people with half-arms, people burned beyond recognition. Nick walked to the first bed.

“What is it?” he asked one of the doctors, seeing a woman whose right side had been burned.

“Besides the burns she's got a piece of metal penetrating the spleen. I'm sending her to the operating Theatre.”

“What are you waiting for?”

“She has a rare blood type. We haven't got enough blood to transfuse; we're giving her what we have and waiting for supplies.”

“Did you send out a call?”

“We may need the help of Red Cross. Everyone's bleeding. We're doing our best but blood's going to be short⁵ all over the city.”

Nick continued walking around the ward. In the corner he saw a doctor who drew a sheet over a patient and moved the t out to be replaced by another cot with a patient suffering smoke inhalation. Nick was hardly able to move among those cots and saw more casualties being carried in by the lice.

For three hours they continued giving first aid to the patients, moving them to surgery where all scheduled operations had been

canceled to handle the emergency. Sixty-two people were injured, some of them being in critical condition. Twenty-nine were dead.

When Nick appeared before the television camera his shirt was wet with perspiration and his head was dizzy, but his voice was sure and firm as he spoke of the injured and dead.

Text 6

Free Life from Smoking

Brushing up your psychological know-how is a good way of helping yourself become a non-smoker. Stopping for good is about changing how you think about smoking. If nicotine was a purely physical addiction, giving up would be a question of how many nicotine patches you'd need. But it isn't; the main challenge is the psychological associations that smoking has for you - for example, you might associate it with relaxing and socialising. Changing those associations will help you quit for good. Work out what you like about smoking, then work out other ways of getting these benefits. Focus on what you'll gain as a non-smoker.

A healthier body

Just going to the gym won't get you fit if you still smoke. Stopping smoking will improve your health dramatically. Within 20 minutes of quitting, your blood pressure and pulse rate will be lower and your risk of a heart attack starts to fall. After 24 hours your body is free from smoke-related carbon monoxide; you should feel less tired and have more energy. After two weeks, circulation improves. Within three months of giving up, your lung function will have increased by up to 10%, so you'll get out of breath less easily. Within two years, risk of a heart attack falls to about half that of a smoker.

More attractive

The smell of stale smoke on your breath is the least of your worries in the attraction stakes. Smoking speeds up wrinkling, partly because it increases production of an enzyme that breaks down collagen, the protein that makes skin elastic. The good news is that two weeks after your last smoke, your skin already looks better, as blood vessels open up and more blood reaches your skin and its underlying nerves and tissues.

Your senses rejuvenate

Giving up smoking is like turning up the volume on your senses. You rediscover smells that you love, like leaves on the pavements after a shower of rain, and some you hate, like the way stale smoke smells on other people. And your favourite foods taste even better. Your fertility increases

Smoking reduces a woman's chances of conceiving by 40% in each cycle and is responsible for about 5,000 miscarriages a year. The British Medical Association estimates that in the UK 120,000 men aged 30 to 50 are impotent because of smoking.

You'll feel less stressed

It's a myth that smoking relieves stress. It creates stress, because when the nicotine in a smoker's blood drops below a certain level, they begin to crave a cigarette.

No more guilt

You know that smoking around friends and family is bad for their health. Frequent exposure to cigarette smoke encourages asthma and chest infection in children and makes babies more prone to sudden infant death syndrome ("cot death"). By giving up you can also give up feeling guilty about its impact on your loved ones' health. And they can stop worrying about your health.

From "Boots"

Text 7

Russians Who Get as Drunk as a Warlord

Scientists researching cures for alcoholism and hangovers say that they have found a genetic link between Russians' traditional weakness for drink and the marauding Mongol armies of Genghis Khan. As many as 50 per cent of Muscovites are estimated to

have inherited Mongol genes that make them absorb more alcohol into the bloodstream and break it down at a slower rate than most Europeans, they say. That means that they get more drunk and have worse hangovers and are more likely to become addicted to alcohol, given Russia's taste for vodka, its harsh climate and the social and economic chaos after the collapse of the Soviet Union.

"The difference is huge - in reaction speed, memory, hand tremor -and in how they recover," Vladimir Nuzhny, of the Health Ministry's National Narcology Research Centre, said. "On average, 50 per cent of people in Moscow have this Mongoloid gene. So this, we think, is part of the problem."

As part of the study, the scientists paid 12 volunteer students to drink 350 grams, about a third of a bottle, of vodka in an hour, and then monitored their behaviour. "That's a lot by Western standards, but it's normal for Russia," Dr. Nuzhny said. "At first they thought it was great, because they were being paid to drink, but after a while they realised it was more like work."

The intoxicated students had to perform a series of tests, including answering questionnaires and playing rally-driving computer games, and they were breathalysed at regular intervals. The scientists even measured their ability to stand up straight. After sleeping off the effects in a dormitory at the laboratory - which had a karaoke machine - the students were given a slap-up breakfast before doing more tests to measure their hangovers. The study showed that those with the Mongol genes absorbed 50 per cent more alcohol into the bloodstream at peak levels and metabolised it much more slowly than the other students. "The way they get drunk is completely different. They are also more likely to feel aggressive or depressed," Dr. Nuzhny said. "They do not necessarily look Mongolian, but the gene that governs how they metabolise alcohol is Mongoloid."

From "*The Times*"

Text 8

Diet Dilemma - High-Protein or High-Carbohydrate?

The government says that almost two-thirds of adult Americans are overweight. About 50% of American men and 65% of American women are trying to lose weight. There are high-protein diets, high-carbohydrate diets, diet pills, and diet shakes. How can we keep up with all the eating trends? Today, Health Journal will give you the basics of two of these diets.

High-Protein Diets

High-protein diets are very popular today. According to this diet, you should eat mostly protein and only about 20 grams of carbohydrates per day. Eating the wrong sort of carbohydrates may make you fat if you eat too much of them. By eating protein you feel more full, so you eat less.

Good foods: meat, fish, eggs yogurt, cheese.

Bad foods: fries, bread, fruit, potatoes, many vegetables.

Exercise: Every day.

Eating out: Easy.

Cost: More expensive.

High-Carbohydrate Diets

The opposite of the high-protein diet is the high-carbohydrate diet. It is not as popular as the high-protein diet. This diet recommends eating mostly carbohydrates. Protein is higher in fat than carbohydrates, so you may gain too much weight if you eat a lot of protein.

Good foods: fruit, vegetables, whole grains, pasta.

Bad foods: meat, cheese, eggs.
Exercise: Every day.
Eating out: Difficult.
Cost: Cheaper.

From “*Health Journal*”

ЗАКЛЮЧЕНИЕ

Основная цель настоящего учебного пособия, представляющего собой первую часть основного медицинского курса по иностранному языку, заключилась в формировании у студентов – медиков, обучающихся по специальностям «Лечебное дело», «Сестринское дело», «Фармация», «Стоматология ортопедическая», умения использовать английский язык как средство профессионального общения.

Языковой и текстовой материал, тематика разделов (UNITS) и уроков (LESSONS) пособия полностью соответствуют требованиям рабочей программы по дисциплине «Иностранный язык» и отражают содержание профессиональной подготовки будущего специалиста. Лексический и лексико – грамматический материал, отобранный в соответствии с критериями частотности и употребительности, представляет собой базис, необходимый для дальнейшего совершенствование языковых навыков и самообразования. Система послетекстовых упражнений, представленная в каждом уроке, имеет ярко выраженную практическую направленность и

предполагает овладение студентами навыками работы с различными информационными иноязычными источниками по профессионально – ориентированной проблематике, а так же совершенствование устных коммуникативных умений и навыков, необходимых для общения с иностранными коллегами.

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