

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

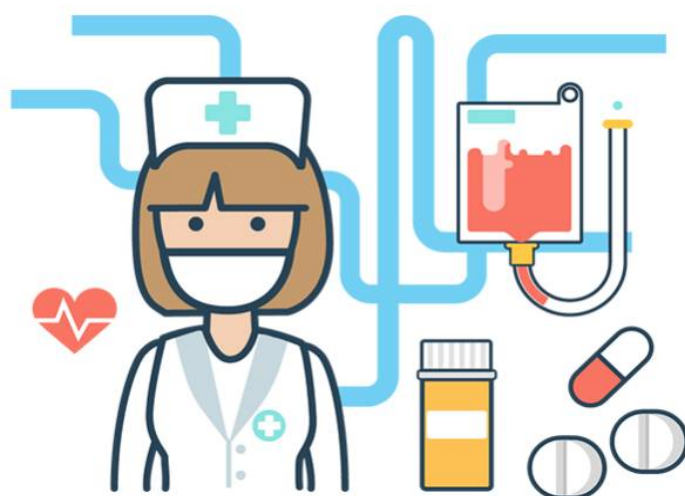
Федеральное государственное бюджетное образовательное
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«Воронежский государственный технический университет»

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МЕТОДИЧЕСКИЕ УКАЗАНИЯ

к практическим занятиям и самостоятельной работе по дисциплине
«Иностранный язык в профессиональной деятельности»
для студентов 3 курса специальности
34.02.01 «Сестринское дело»



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Методические указания к практическим занятиям и самостоятельной работе студентов по дисциплине «Иностранный язык в профессиональной деятельности» для студентов 3 курса специальности 34.02.01 «Сестринское дело» / ФГБОУ ВО «Воронежский государственный технический университет»; сост.: И. В. Полухина, Н. В. Аленькова, О. В. Прибыткова, Ю. В. Малютина. Воронеж: Изд-во ВГТУ, 2023. 27 с.

Методические указания предназначены для студентов 3 курса строительно-политехнического колледжа специальности 34.02.01 «Сестринское дело». Они рассчитаны на 30-40 аудиторных и 10 внеаудиторных часов.

Цель методических указаний – подготовить студентов к чтению и переводу англоязычных публикаций медицинской направленности.

Предусмотрены предтекстовые и послетекстовые задания. Тематика текстов определяется специальной направленностью в соответствии с ФГОС СПО, научным направлением в изучении английского языка «English for specific purposes (ESP)» и тем минимумом, который необходим медицинским работникам для профессиональной деятельности на английском языке.

Методические указания подготовлены в электронном виде и содержатся в файле МУ_АНГЛ_СД_3++.pdf.

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TEXT 1

FLORENCE NIGHTINGALE

1. Read the story. Do you know whom it is about? Do the test after it/ retell the text

The Nightingales were wealthy and could live wherever they wanted. When William Nightingale married he and his beautiful bride toured Europe and visited many cities. On May 12, 1820 in Florence, Italy, their first child was born and they called their daughter Florence. Later the family lived most of the time in London, England. During her childhood and youth Florence was chiefly interested in taking care of poor people in hospitals; her dream was to become a nurse. At the age of seventeen she was presented to Queen Victoria: with her sister she toured Italy, Germany and France where she learned the languages of those nations. In Germany Florence entered the nurse institute for a three-month training course. When she was 34 Florence became the Head of the hospital for governesses in London. She organized the work of medical nurses very well there. The Sponsors of the hospital were very pleased with her.

During the war in the Crimea, Florence and her nurses took care of the wounded and dying. They brought order and cleanliness into the army hospitals. In England she was asked to organize an army hospital reform. She returned to her native land to popularize nurses' uniforms and the nursing institutes.

The fame of F. Nightingale spread and throughout the world she was known as the «Lady of the Lamp». Today all Nurse Training centers exist due to Florence Nightingale's first institute. She also wrote a practical book entitled Notes on Nursing.

She had much to do with bringing the Red Cross into army medical activities. Florence Nightingale lived to be very old and on August 13, 1910 at the age of ninety she died.



Рис. 1. Портрет Ф. Найтингейл

Choose the write variant

- 1) Florence Nightingale was born in
 - A. a poor family
 - B. a rich family
 - C. a very rich family
 - D. a middle class family

- 2) She was named after
 - A. her grandmother
 - B. an actress
 - C. a queen
 - D. her birthplace

- 3) Florence had always wanted to become
 - A. a nurse
 - B. a teacher
 - C. a doctor
 - D. an artist

- 4) She received her nurse's training
 - A. in England
 - B. in Italy
 - C. in France
 - D. in Germany

- 5) At the age of 34 Florence became
 - A. the Headmaster of a school
 - B. the Head of a hospital
 - C. a famous doctor
 - D. a well-known musician

- 6) Florence Nightingale and her nurses worked in army hospitals during
 - A. a war in England
 - B. a war in the Crimea
 - C. a war in France
 - D. a war in the Balkans

- 7) For her work Florence became well-known throughout
 - A. Europe
 - B. England
 - C. the world
 - D. America

- 8) When Florence returned to England she wanted
- to continue her noble work
 - to have a good rest
 - to marry a rich man
 - to study languages
- 9) Florence Nightingale did much to popularize
- grammar school
 - popular art
 - national theatres
 - nursing institutes
- 10) Thanks to Florence Nightingale's work army medical activities were continued in _____
- the Red Cross
 - the War Department
 - the United Nations
 - the British Parliament

TEXT 2 STRESS

2. Read the text. Ask five questions to your group mate upon the text

What is stress?

Stress is the way your body and mind respond to changes and difficulties. Things that cause stress can be positive or negative.

Most people feel stress when:

- Something unexpected happens. For example, your alarm clock doesn't go off and you are late.
- Something happens that is new and unfamiliar. For example, you change schools.
- Something happens that is important to you. For example, you get a new job.
- Something seems out of control. For example, your dog is lost. Here are some more causes of stress, Can you add any others?
 - studying for an exam
 - going to a job interview
 - getting married
 - entering college or university

A certain amount of stress is normal and good. But too much stress can make you sick. Doctors have linked stress to allergies, ulcers, heart disease and other

illnesses. We can learn to cope with problems and stress in our lives. Here are some suggestions,

- Talk to friends or family about your difficulties. Don't try to cope alone.
- Take one step at a time. Several problems at once can overwhelm you. Make a list of the things you need to do. Decide on the most important thing to do. Do it. Do the rest when you can.

- Stay physically healthy. Eat a good diet and exercise regularly.
- Be realistic. Don't set goals that are impossible.

Accept that there are some things that you cannot change or control.

- Learn to relax. Do some things you enjoy. Take time each day to relax and be alone.

- Think positively!



Рис. 2. Стресс

TEXT 3 WHAT IS DOWN SINDROM?

3. Read the text. What do you think about it? Retell the text

Look around your classroom. Unless you have twins in your classroom, you will see (hat all of your classmates are different on the outside. We have different hair colour. We have different eyes colour. And we have different shapes of our faces and bodies. It's good to be different. Just think how boring it would be if everyone were the same. People with Down syndrome look different from other people. But, we're all the same on the inside. We all laugh at funny things. We all cry when we are sad. We all like to have friends. We all like to learn new things in school. Classmates with Down syndrome may need some extra help to learn new things. You can help them with that.

How many people have Down syndrome?

There are more than 250,000 people in the United States that have Down syndrome. That's a lot of people! That many people could not even fit in your gymnasium. So, even though you may not know anyone with Down syndrome, there are really lots of people around the world who have Down syndrome.

What causes Down syndrome?

Did you know your body is made up of trillions of cells? They're very tiny. Inside these tiny cells are even tinier things called chromosomes. Most people have 46 chromosomes in each of their cells. People with Down syndrome have 47. Babies have Down syndrome before they are even born!

Can you have a friend who has Down syndrome? Yes!

Classmates with Down syndrome like to have friends just like you do. In fact, they can be your best friends. Classmates with Down syndrome also like to be helped.

You should remember that they need help with things sometimes, and a good friend is always there to help. Just think how nice it is when a friend helps you. How can you help a friend who has Down syndrome?

There isn't a way to make Down syndrome go away, but there are many things we can do to help people with Down syndrome. The best way to help a friend who has Down syndrome is to think of him or her the same as you think of your other classmates. Eat lunch with them. Invite them to your birthday party. And if they need any special help with school-work, it will make you feel good to help them. Don't be surprised if your new friend with Down syndrome teaches you something too!

Words

Down syndrome - Болезнь Дауна - одна из форм олигофрении. Названа по имени английского, врача Дауна, описавшего её в 1866 г.

boring — скучный

just like you do — так же как и тебе это нравится ,

chromosome — хромосома

TEXT 4

DIET

4. Read and do exercises

4.1. Read it before you eat

This booklet will give you information about the food you eat and will help you learn how to read nutrition labels.

4.2. Study the diagram from the booklet and answer the questions

Your daily diet	
a) How many kilojoules should there be in the daily diet?	1 gm carbohydrate=17 kj energy 1 gm protein-17 kj energy
b) How much fluid do you need in a week (month)?	1 gm fat=38 kj energy Vitamins A, B, C, D
c) How many kilojoules do you need in a year?	Fluid 1.7 litres Minerals: calcium (Ca) 700 mg, iron (Fe) 13 mg Carbohydrates 400 g Protein 60 g Fat 70 g

4.3. Now look at the labels of some foods you can buy. Study the nutrition information. Are these products good for you? What is bad for you? Why? Complete a special page from the booklet about the foods you eat

Juice gives me energy and contains a lot of vitamins.

Chocolate is good for my eyes (teeth, skin, etc.) and is full of fats.

Marmalade can make me fat but helps my body to grow.

_____ is known as _____, because _____.
_____ is considered to be _____, because _____.
_____ is said to be _____, because _____.

4.4. Children in many British schools are given a special book - called "Personal Health Guide". This booklet describes ways to be as healthy as possible

4.5. Complete Dr. Amy Murphy's article about healthy eating with the necessary words

Healthy, proteins, tomatoes, meat, grow, strong, energy, not good, cheese, butter, energy, food, milk, bacon, carbohydrates, fish, fat, oil.
--

In order to stay _____ it is important to have a balanced _____ – in other words, food that contains something from each of the three main groups of food. These groups are _____, _____ and _____.

You find protein in lots of food, for example _____, _____, _____, _____. It helps your body and be _____ and it gives you _____.

Fat gives you _____ but don't eat a lot – it's _____ for you. There are a lot of fatty foods that come from animals, for example _____, _____, _____ and _____.

4.6. Fill in your own words

Carbohydrates give you more than 70% of your _____.



Рис. 3. Углеводы

_____, _____, _____, fruits and vegetables all contain lots of carbohydrates.

Fruits, vegetables, _____ and _____ brown bread _____ all have fibre. It doesn't give you energy but it fills your stomach when you are hungry.

There are many different _____ and minerals. They help your body be _____. You can get all your vitamins and minerals from fresh fruit and vegetables.

4.7 Using the article and the lecture complete the chart

	From	For
Carbohydrates		
Protein		
Fat		
Fibre		
Vitamins		
A		
B		
C		
D		
Minerals		
Calcium (Ca)		
Iron (Fe)		

4.8. Fill in the missing words in the text below. Choose from the following

Absorbed, amino acid, amounts, balanced, bioavailable, cellulose, cereals, energy, fish, flavor, haemoglobin, healing, insulation, intake, iodine, lost, minerals, protect, pulses, riboflavin, starches, stored, undernutrition

essential nutrients – основные питательные вещества, *stalks* – стебли, *maintenance* - обслуживание, *energy supply*- снабжение энергией, *lentils* - чечевица, *knotgrass* - гречиха, *neural* - нервный, *palatability*- соответствие вкус, *satiety* – сытость, *soluble* - растворенный или разжиженный, *adipose* - содержащий жир, *yeast* – дрожжи, *significant* – значимый.

A (1) _____ diet contains all the necessary substances required by body cells. There can be adverse effects from overeating as well as from (2)

_____. A varied diet is the best way to ensure an adequate (3) _____ of all the essential nutrients. The essential nutrients are water, carbohydrate, protein, lipids, vitamins and (4) _____.

Carbohydrates are the main source of (5) _____. They comprise, sugars, (6) _____ and complex polysaccharides. Fruits and vegetables provide carbohydrates but leaves and stalks can be indigestible because they contain more (7) _____.

The components (8) _____ of protein are essential for structural maintenance, physiological regulation and energy supply. High quality protein which is easily digested and (9) _____ is found in meat, eggs, milk and fish and (10) _____ (beans, peas, lentils, knotgrass etc.).

Lipids provide concentrated energy and are used by the body to store energy. They provide (11) _____ under the skin, (12) _____ major organs from trauma and are required for effective neural function. They give food aroma and (13) _____, increase palatability and give a feeling of satiety.

Only small (14) _____ of vitamins are required. Fat-soluble vitamins are absorbed from the small intestine and are found in (15) _____ and plant oils. They can be (16) _____ in the liver and adipose tissue. Water-soluble vitamins are easily (17) _____ from the body. Vitamin B complex includes thiamine, (18) _____ and nicotinic acid. Food providing these includes (19) _____ (wheat, rye) yeast, milk and eggs.

There are many minerals that are essential for health. But iron, (20) _____, and zinc are the most significant. Zinc is involved in enzyme reactions and is important during periods of growth and would (21) _____. It is found in animal products. Iron is a major component of (22) _____ and is important in enzyme processes and the immune response. Iron is found in most foods but must be in (23) _____ form.

TEXT 5 THE HEALTH SERVICE

5. Read the text. Retell it

The level of medical service both in Britain and the USA is very high. Health care is free in England (except private Health care) and every employed citizen is obliged to pay a weekly amount of money to the National health service. The sum necessary to run medical services is very high and a large part of it comes not from weekly payments but from taxes.

Health Care is very expensive in the USA. Everything must be paid for. For example, in the USA if you turn to a city hospital, you should pay at least \$50. Separately you will pay for a consultation, minimum \$50—60 for a visit. Medicine will cost you a minimum of \$15—20. You need a prescription to purchase many drugs in American drugstores.

If you are a foreigner, you can get medical service free of charge in medical institutions attached to different charities and religious organizations. The National Health Service (NHS), UK, provides free medical treatment for visitors from the EU and Commonwealth countries and to visitors from other countries with reciprocal health arrangements. An NHS prescription costs € 5.25 at present.

The risk of adverse reactions to any drug was always present but in the past much had been left to chance in the hope that such effects would be reported by people who took the preparation.

There is also a good deal of trouble from injudicious and sometimes excessive prescribing. This includes the taking of drugs prescribed for somebody else. Also many patients, particularly people overseas, were using drugs many years after they had been made.

Answer the following questions.

1. Is Healthcare free in England?
2. What is the difference between free and private Health service?
3. What can you say about the USA Health service?
4. How can a foreigner get medical service in the UK?
5. Describe the way a patient can get drugs?

**TEXT 6
THE DIALOG**

6. Read the dialog. Translate. Try to learn it by heart

A visit to a Doctor.

Doctor: Well, what is the trouble? You are looking rather unwell, I must say.

Mr. Brown: You had better ask me what is not trouble with me. Doctor, It seems to me that I am suffering all the illnesses imaginable: headaches, earache, insomnia, indigestion, pains in the stomach, muscle pains, appetite loss. To make things worse I've caught a cold, I've got a sore throat, so I'm sneezing and coughing all the time. I feel hot and feverish. I get short of breath. Actually, I feel more dead than alive.

Doctor: I'm sorry to hear that. Anyway, I don't think things are as bad as you can imagine. Let me have a look at you. I'd like to listen to your chest. Your heart, chest and lungs are not too bad. Now let me see your throat. Yes, it looks a bit sore. Show me your tongue. Have you taken your temperature?

Mr. Brown: Not yet, but I guess I should.

Doctor: Well, I don't find anything radically wrong with you. But it is clear that you're run down, and if you don't take care of yourself, you may have a nervous breakdown. So first of all I advise you to stop worrying. Take some rest,

have regular meals and keep off alcohol. If possible, give up smoking, at least for a time. Have this tonic made up and take 1 tablespoon three times a day before meals.

Mr. Brown: What about diet, doctor?

Doctor: Well, keep to a diet of salads and fruit, and a bit of meat. If you do this I can promise you a full recovery.

Mr. Brown: But if I don't?

Doctor: You have to decide what the lesser evil is — to follow my advice or prepare for a better world!

TEXT 7

YOUR DOCTOR AND THE PILLS YOU DO NOT NEED

7. Read and translate

In Britain hypochondriacs are increasing so rapidly that Health Service prescriptions are rising by huge amount a year and 4,000 million aspirin tablets are being bought over the chemist's counters.

To find out the solution to the above problem, the case record of more than 500 hypochondriacs attending different hospitals have been studied. The commonest symptom of the hypochondriac is not fear of pain, but genuine pain itself, which can be just as unpleasant whether imaginary or touched off by an organic disorder. Doctors conclude in this report that though those people are real enough there is no such disease as hypochondria. Contrary to previous belief, compulsive pill swallowing turned out to be as common among men as with women.

Many hypochondriacs do not want to be deprived of their obsession. They know they will miss the sympathy of the doctors, the pleasure of trying out the next new pill, and the fascination of talking about their fears and illnesses.

The risk of adverse reactions to any drug was always present but in the past much had been left to chance in the hope that such effects would be reported by people who took the preparation.

There is also a good deal of trouble from injudicious and sometimes excessive prescribing. This includes the taking of drugs prescribed for somebody else. Also many patients, particularly people overseas, were using drugs many years after they had been made.

Answer the questions

1. Where does the money for the Health Service come from?
2. How much is a simple visit to a doctor in the USA?
3. What names of illnesses do you know?
4. What is hypochondria?
5. What does the danger of taking pills you do not need lie in?

TEXT 8
THE CHOLERA BACILLUS
(After H. G. Wells)

8. Read the texts, do exercises after them

Part 1

Herbert George Wells (1866—1946) who was born in Bromley, South-East England is known in the history of English literature as the author of science fiction, who also wrote novels about the life of ordinary people.

Translate marked extract in written form.

A young man was visiting a famous bacteriologist. He had brought a letter of recommendation from an old friend of the scientist. So the famous bacteriologist was glad to show the visitor his laboratory. "This slide," said the scientist, putting a small piece of glass under the microscope, "has a preparation of the famous Bacillus of cholera." The visitor put his eye to the microscope. "Oh, I see them!" he said. "They are so small. And yet, these little bacteria could kill the whole population of any great city! Wonderful!" He stood up. Then he took the slide from under the microscope and held it in his hand. "Are they dangerous now?" he asked. "No, they aren't," said the scientist. "They have been killed already. We must kill all of them in the world." "I don't suppose," the young man said, "that you like to have such things about you when they are alive?"

"Why not? We must have them," said the bacteriologist. "Here, for example — He took up one of several test-tubes on his writing-table "Here is the living thing, the living cholera bacteria. Only open it and put the bacteria into a reservoir of drinking water and death will come upon a great city. Many people will die."

The young man's eyes shone. "Those anarchists," said he, "use bombs when this kind of thing would be much better."

At that moment the door was opened by the bacteriologist's wife. "Just a minute, dear," she said. "You're wanted on the telephone."

When the scientist came back to the laboratory his visitor was looking at his watch.

"I'm sorry," he said, "I cannot stay a moment longer. I must meet some people."

He thanked the scientist for showing him everything and left the laboratory.

"A very strange young man," the bacteriologist said to himself. "Why was he so interested in those cholera bacteria?"

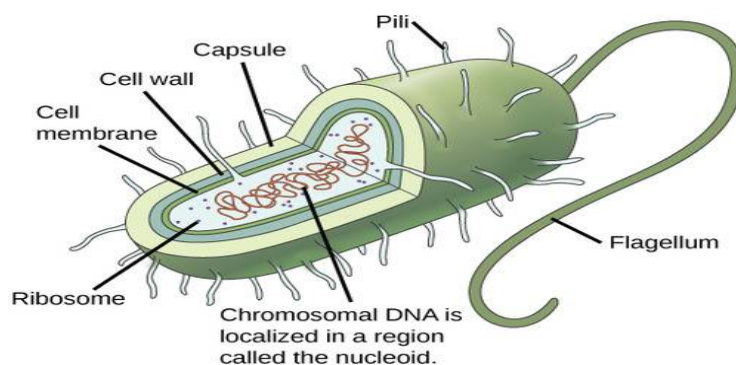


Рис. 4. Клетка холеры

Then he turned quickly to his writing-table. A few seconds later he ran to the door.

"Minnie!" he shouted in the hall.

"Yes, dear?" answered his wife.

"Had I got anything in my hand when 3 spoke to you, dear, just now?"

"Nothing, dear, I remember very well."

Without saying a word, the bacteriologist ran to the front door and out of his house into the street.

Minnie ran to the window. Down the street she saw a young man getting into a cab. The bacteriologist, hatless, and in his slippers, was running and gesticulating. One slipper came off, but he did not stop to put it on. A passing cab stopped and he jumped into it shouting to the cabman to follow the cab in front.

Answer the following questions:

1. What was the famous bacteriologist glad to show?
2. What was the young man impressed by?
3. In what and where were the living cholera bacteria kept?
4. Why did the young man's eyes shine when he learned some acts about the cholera bacteria?
5. What did the scientist's wife see when she looked out of the window?

Find and put down the extract which proves the young man was interested in cholera bacteria.

Match the words

1.	Science fiction	a.	Предметное стекло (микроскопа)
2.	Scientist	b.	Культура бактерий
3.	Slide	c.	Живой
4.	Preparation	d.	Экипаж
5.	Alive	e.	Микроскоп
6.	Test-tube	f.	Население
7.	Cab	g.	Лаборатория
8.	Microscope	h.	Опасность
9.	Laboratory	i.	Научная фантастика
10.	Bacteria	j.	Пробирка
11.	Population	k.	Холера
12.	Dangerous	l.	Учёный
13.	Cholera	m.	Бактериолог
14.	Death	n.	Бактерия
15.	Bacteriologist	o.	Смерть

The Cholera Bacillus

Part 2

Translate marked extract in written form.

When the young man saw the bacteriologist running after him, he said something to the cabman and their cab went faster. In a moment the cab and the bacteriologist in his cab behind it disappeared round the corner.

Minnie stood at the window for a minute or two. She could understand nothing at all, especially why her husband was running about London in his socks.

Then she quickly put on her hat, took her husband's shoes, went into the hall, took down his hat and light coat from the hall stand, went into the street and called a cab.

Drive me up the road," she said to the cabman, "and see if we can find a gentleman in a brown jacket and no hat."

"Brown jacket, madam, and no hat. Very good, madam."

Suddenly Minnie's cabman shouted: "There he is, madam, in that open cab, and he is driving very fast! In front of him there's another cab, and it's still going faster."

Good," said Minnie, "follow them till they stop."

People walking along the street were surprised at seeing three cabs racing one after the other. In the first there was a tall, thin young man holding something small in his hand. In the second there was a hatless gentleman who seemed very excited. In the third there was a lady with a gentleman's hat in one hand and a pair of gentleman's shoes in the other.

The young man in the first cab was also very excited. He sat thinking what he was going to do. No anarchist before him had ever done the thing he was going to do: to break a test-tube of cholera bacteria into a reservoir to kill the population of London. "The world will hear of me at last," he thought. "I shall teach them a good lesson. Death, death, death to them all!"

He was very proud of himself: how well he had planned the whole thing: forged the letter of recommendation and got into the laboratory.

He looked out of the cab. The bacteriologist was only fifty yards behind. The anarchist gave the cabman some money and told him to drive still faster,

At this moment the cab turned suddenly and the test-tube broke in his hand. Half of it fell on the floor of the cab. The young man saw two or three drops of the cholera cultivation on his hand.

"Well, I suppose I shall be the first to die from cholera."

He looked down at the broken test-tube lying on the floor of the cab. A little drop was still in the end of it, and he drank it to make sure. It was better to make sure. Then the young man told the cabman to stop. He got out. The other two cabs stopped too. When the anarchist saw the bacteriologist sitting in his cab, he greeted him with a laugh.

"Long live anarchy! You are too late, my friend. I have drunk it. Goodbye!" With these words the anarchist walked away.

While watching him the bacteriologist did not see his wife at first, who was standing with his hat and shoes and the coat.

"Very good of you to bring my things," he said to his wife, still looking at the figure of the anarchist disappearing among the crowd in the street. Then he remembered something and laughed.

"You see," he said to his wife, "that man came to my laboratory to see me with a letter of recommendation from an old friend of mine. Not knowing that he was an anarchist, I showed him a test-tube of dead cholera bacteria. From his reaction I guessed that he was an anarchist.

I wanted to surprise him. So I took up cultivation of those bacteria that turns animals blue. I don't know why I did it... I said it was living cholera bacteria. And he decided to run away, wild it and kill all the people in London. Then he drank it. Of course, I cannot say what will be the end of it all, but you know that that cultivation made a cat blue and a bird bright blue."

Answer the following questions:

1. What did Minnie do when she left the window after standing there for a minute or two?
2. Why was the anarchist very excited and very proud of himself?
3. Who thought he would be the first to die from cholera?
4. Why did the scientist laugh as he stood watching the young man disappear?

Write what happened after following events.

1. The young man saw the bacteriologist.
2. Minnie went into the street.
3. The cab turned.

Match the words

- | | |
|-----------------|------------------------|
| 1. Fast | 1. Убить |
| 2. To target | 2. Толпа |
| 3. A drop | 3. Смеяться |
| 4. Cultivation | 4. Исчезнуть |
| 5. To make sure | 5. Подделывать |
| 6. Dead | 6. Быстро |
| 7. To guess | 7. Для верности |
| 8. Disappear | 8. Мертвый |
| 9. To kill | 9. Культура (бактерий) |
| 10. Crowd | 10. Предполагать |
| 11. To laugh | 11. Капля |

TEXT 9 ASPIRINE

9. Translate in written form 1-3 paragraphs

1. Aspirin is one of the safest and most effective drugs ever invented. Many people take aspirin when they have a headache. It is effective in relieving other pains, too. Aspirin, in short, is truly the 20th century wonder drug. But it is also the leading cause of poisoning among children. It has side effects that although relatively mild, are largely unrecognized among users.

2. Although aspirin was first sold by a German company in 1899, it has been around much longer than that. Hippocrates, in ancient Greece, understood the medical value of the leaves and tree bark which today are known to contain salicylates, the chemical in aspirin. During the 19th century, there was a lot of experimentation in Europe with this chemical in aspirin. During the 19th century, there was a lot of experimentation in Europe with this chemical and it led to the development of aspirin. By 1915, aspirin tablets were available in the United States.

3. A small quantity of aspirin can relieve minor pain. It also reduces fever by interfering with some of the body's reactions. Basically, aspirin seems to slow down the formation of chemicals that cause pain and complex chemical reactions that cause fever.

4. Aspirin is very irritating to the stomach and many aspirin takers complain about upset stomachs. There is a right way and wrong way to take aspirin. The best way is to chew the tablets before swallowing them with water, but few people can stand the bitter taste. Some people suggest crushing the tablets in milk or orange juice and drinking that.



Рис. 5. Таблетка аспирина

Test

1. Why is aspirin called the 20th century wonder drug, according to paragraph 1?

- Only aspirin can help when you have a headache.
- Aspirin helps in many cases when you don't feel well.
- Aspirin can help to cure children of drug poisoning.

2. What does paragraph 2 say about the history of aspirin?

- People didn't know about the medical value of aspirin until the 19th century.
- The medical qualities of the chemical in aspirin were known in ancient times.

c. Aspirin was first produced and used by famous Hippocrates.

3. How does aspirin work, according to paragraph 3?

- a. It works against chemical processes that cause pain and fever.
- b. It helps to drop the body's temperature if taken in a small quality.
- c. It shows down all processes in a human organism which is ill.

4. What is bad about aspirin according to paragraph 4?

- A. It's very hard and difficult to chew.
- B. It must always be taken with milk.
- C. It can make your stomach hurt.

5. Match the words

- | | |
|-----------------|-------------------------|
| 1. Drug | 1. Головная боль |
| 2. Safe | 2. Кора дерева |
| 3. To invent | 3. Жар |
| 4. Headache | 4. Раздражать |
| 5. Poison | 5. Лекарство |
| 6. Bark | 6. Записывать |
| 7. Salicylate | 7. Таблетка |
| 8. Pain | 8. Безопасный |
| 9. Fever | 9. Яд |
| 10. To irritate | 10. Желудок |
| 11. Stomach | 11. Боль |
| 12. Chew | 12. Изобрести |
| 13. Swallow | 13. Салициловая кислота |
| 14. Bitter | 14. Горький |

6. Find the words in the text

Достигать, продвижение вперед, увеличиваться, область, уровень, цель (назначение), вызывать, достигать, проводить, выполнять, понимать, отчетливо, менять(ся), масштаб, размер, оставаться, представлять, несколько, значительный, подобный, иметь дело с, решать, все еще, однако, усилить, очевидный, рост, однако (тем не менее), успех, совместные усилия, поэтому, принимать меры, по всему миру, путь (дорога), способ.

ТЕКСТ 10

ENVIRONMENT PROTECTION MUST BE GLOBAL

10. Прочитайте текст и ответьте, какие меры необходимы для успешного решения проблемы защиты окружающей среды в глобальном масштабе. Переведите. Выполните упражнения после текста.

That the problem of pollution and ecology has become the most important one for mankind is evident to all. The more civilization is developing, the greater the ecological problems are becoming. Air and water pollution by industry is now

reaching tremendous proportions. In our era it is changing from a national to an international problem, especially in territories where rivers cross several countries.

The seas and oceans are also becoming seriously polluted. A similar situation is developing in the atmosphere. It is known that many cities throughout the world suffer from air pollution. However, our scientific knowledge and technological advancement make it possible to eliminate it, if people use good will and make considerable investments for that purpose. The development of natural resources on a global scale is already possible from a scientific and technical standpoint. Large-scale experimental work in this area is successfully being carried out.

At present scientists in industrially developed countries are working on the theory of interaction of all the atmospheric and oceanic global processes that determine the climate and weather of the world. Increasing growth of population, industrialization and the use of resources are slowly but surely changing the global climate and water balance.

This can be described as a great experiment, one that may bring about changes in the environment more serious than ever before. The essential feature in the environment protection is that many problems can be solved only on the level of the world community. Therefore the planning of protection against pollution by human society as a whole is imperative today and in the nearest future. It is necessary to develop an international program to study data on land, forest, atmospheric and oceanic resources, both renewable and non-renewable.

It is the joint efforts of many scientists and special public organizations that can deal with the problem and take necessary measures to protect the environment. It is still a big job and much remains to be done. However scientists are confident that planned actions of all countries can eliminate pollution and achieve successes in purifying air, water and soil and in safeguarding natural resources. At the same time one must realize that social and political circumstances may stand in the way of further progress in this field.



Рис. 6. Схема направлений защиты окружающей среды

Notes to the Text

1. good will - добрая воля
2. standpoint - точка зрения
3. community - сообщество
4. as a whole - в целом
5. much remains to be done - еще многое предстоит (остается) сделать

Exercise 1. Answer the questions:

1. What is this text about? 2. What is ecology? 3. How does water (air) become polluted? 4. Why is the problem of water pollution becoming the global problem?

Exercise 2. Найдите среди следующих слов

а) антонимы;

slowly, old, at present, small, quickly, in the past, new, large;

б) синонимы:

tremendous, epoch, realize, several, work, progress, great, field, era, understand, make it possible, different, achieve, some, advance, enable, area, various, reach, essential, job, important.

Exercise 3. Answer the questions:

Example: What is one of the most important problems for mankind now? (the problem of pollution and ecology).

The problem of pollution and ecology is one of the most important problems for mankind now.

1. What makes it possible to eliminate air and water pollution? (scientific knowledge and technological advance, good will and large investments). 2. What are scientists in industrially developed countries currently working on? (the theory of interaction of the atmospheric and oceanic global processes). 3. What factors are slowly changing the global climate and water balance? (the growth of population, industrialization and use of resources). 4. What actions are necessary to take to deal successfully with the problem of protecting the environment throughout the world? (planning, developing international programs to study ecological data, joint efforts of scientists and special public organizations).

Exercise 4. Make a sentence out of the two parts:

1. At present one of the most important problems for mankind by industry.	1. are becoming seriously polluted
2. The rivers, seas and oceans	2. are successfully being carried out on a global scale
3. That purifying air, water and soil is changing from a national to a global problem	3. it is possible to eliminate air and water pollution by planned actions of human society as a whole.
4. Therefore, it is necessary	4. is evident to all.
5. Scientists expect that	5. to take measures to safeguard natural resources and the environment on a global scale.
6. Large-scale experiments in	6. is that air and water pollution is reaching very large proportions.

TEXT 11

POLLUTION

11. Прочитайте текст. Укажите отрицательные стороны научно-технического прогресса. Приведите примеры экологической ситуации в Вашем городе.

The British, like many other Europeans, are becoming more and more worried (беспокоиться) about their environment. Here are some of the environmental problems that they face.

As the population of large cities like London, Birmingham and Manchester continues to grow, pollution problems become worse. The air in many towns and cities is being polluted by traffic (транспорт, движение) and industry. The number of cars and lorries is growing all the time. On the one hand, they bring mobility to millions of people, but on the other hand, they need bigger, better and more expensive roads, which often ruin the countryside (сельская местность).

Traffic in cities is getting worse and worse. Water pollution has become a serious problem in many British rivers. People living near airports suffer from the noise of increasingly larger and more powerful jet airliners taking off and landing.

TEXT 12

ECOLOGICAL PROBLEMS OF BIG CITIES

12. Прочитайте текст. Расскажите по-английски о результатах исследования, проведенного Всемирной организацией здравоохранения.

There are over 150 super cities in the world with a population from one to 15 million and more. Tokyo, New York, London, Mexico City, Rio de Janeiro and Moscow are just a few of the cities which have become super cities. People in the super cities suffer from polluted environment: bad water, bad air and noise.

A new term, urban (городской) climate, is used now for such cities. It means high temperature, oppressive atmosphere and intensive smog. Some experts consider that it is practically impossible to protect the big cities from pollution. The World Health Organization (WHO) studied air pollution around the world for over eight years.

It measured two things: the level of sulphur dioxide (SO₂) in the air and the level of smoke. Sulphur dioxide and smoke pollute water and have a serious effect on forests, buildings and health of people. In the WHO report it is shown that the cities with the most considerable level of CO₂ in the air are Milan, Teheran, Prague, Santiago and São Paulo. However, some cities with clean air get worse in winter.

Helsinki, for example, becomes one of the cities with the largest proportion of it in the air in winter. This must be connected with the heating of houses. One can also mention (упоминать) Glasgow and Warsaw which suffer in the same way.

TEXT 13

ANATOMICAL TERMS AND THEIR DERIVATION

13. This text is taken from the original textbook in anatomy for the English medical students. The problem is that anatomy is gradually disappearing from the medical curriculum in European countries. Read the text. What do you think about the importance of anatomy in general medicine? Is it necessary to study, know and fill anatomy? Ask seven questions to your group mate. Translate the last paragraph in the written form.

Find in the text following words and word combinations

Учебный план, настаивать, значение, хирургическая практика, общая практика, требовать, знания анатомии, вызвать проблему, вводить в заблуждение, быть забытым, очевидно для всех, на много шире, опухоль, у пациента в положении стоя, признак опасности, кардиологический больной, пол ревой грудиной, точность, описания, неправильно понимается, бесчисленный, применение, познать сущность медицины, опыт, использовать слова, древние, были придуманы, смешивая, помощь, единый.

Anatomy is gradually disappearing from the medical curriculum. This is partly because the curriculum is overcrowded and something has to be taken out. It is also because medical education assumes that anatomy's main value is for surgery and will be learnt later by beginning surgery practice. There is, thus, a minor "surgery" of general practice that requires anatomy in situations where the organ cannot be "looked up."

The knife for cutting out a cyst in the neck easily leads to the part that can lead to the paralysis if anatomical knowledge has gone (or never existed). Any needle readily causes problems if the simple anatomy is absent (or has disappeared). Even the finger (touching — palpation) or the eye (looking — observation) misleads if what is under the skin has been forgotten (or was never known). Thus, the anatomy is useful and it is evident to all; it is certainly far wider than just surgery. Anatomy helps understand signs and symptoms. Do we know how the local anatomy of special skin regions relates to edema: swelling of the back of hand and foot in the upright patient, swelling around the eyes in the lying patient, swelling of the genitalia (especially alarming to the patient in a cardiac bed) in the sitting patient? Anatomy is important in clinical tests.

Do we understand: the opposite side test, pressing on the left iliac fossa giving pain in the right iliac fossa in appendicitis? Anatomy is important in everything we do in medicine. Do we know that accuracy in observation and description stem first from observation and description in anatomy? Do we realize that anatomical terms are the vocabulary of medicine, not just anatomy: how doctors communicate with one another, and with the patient? Learning anatomy is also widely misunderstood; it is certainly far wider than just memorization of facts. Of course, memorization is an

important aid to learning in all disciplines. Paradoxically, this is one of the reasons for eliminating anatomy; it seems that it does not need to be learnt; it can be “looked up.”

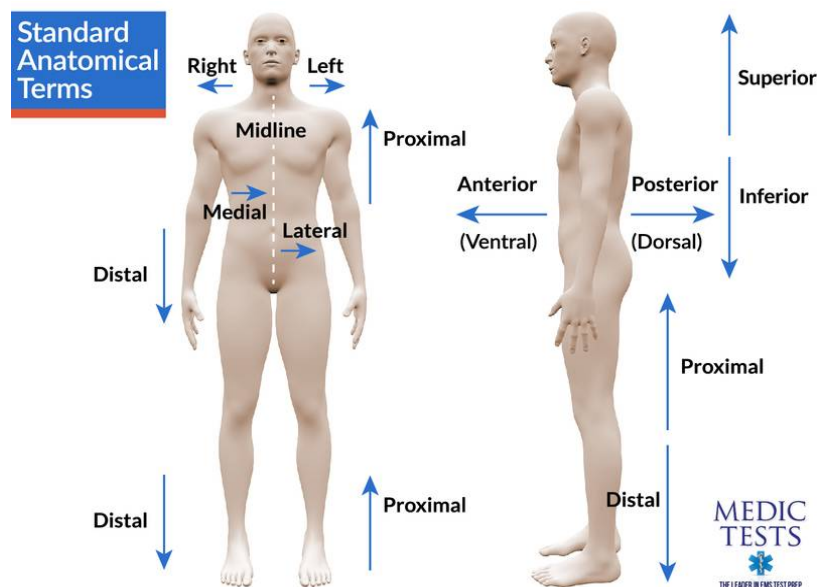


Рис. 7. Анатомические термины

However, the information in texts, lists, pictures, notes, memory is all useful initially, and disappears in short order. Anatomy is only truly known through understanding the underlying science; development: how it came to be during a lifetime; evolution: how it came to be in myriads of life times; function: how it works; experience: how it is used; application: when it goes wrong. Anatomy can be learnt from text-books, atlases, models, and computers. This is second hand learning. It can also be learnt from many bodies, of the living as well as the dead, of teachers, fellow students, health care colleagues, patients, and of one’s own body as well as the patient’s. This is powerful first hand learning: listening, speaking, discussing, using, and above all, questioning. Questioning is the final basis of learning. All this communication requires an interface between the language of medicine and the language of life. All this leads to a new problem for today’s students.

In prior times, students were often relatives of doctors or other professionals already possessing a medical essence; they usually had English as their first language; they had biological and classical backgrounds; they already “knew” what the words meant. In today’s world, in contrast, many students are from language groups (Asia, Africa, Eastern Europe, the Middle East) far removed from English; many lack biology that utilize the words (in Australia, biological sciences are not even required at entry); many are baffled by the language of medicine. Such students ask: “Why do things have such complex names?”, “If only we knew the meaning it would be easier to understand!”

The small pocket word book is truly a *vade mecum* that goes with the student into all parts of medicine. Anatomy began as descriptive science in the days when

Latin was the universal scientific language, and early anatomists described the structures they saw in that language, comparing them to common and familiar objects, or borrowing terms from the Greek and Arabic masters before them. In anatomical terminology, common Latin or Greek words are used as such for any part of the body for which the ancients had a name. For many other structures, scientific names have been invented by using certain classical words which appear to be descriptive of the part concerned, or commonly, by combining Greek or Latin roots to form a new compound term. Memorization of such terms without understanding their meaning can lead to mental indigestion. Here, the roots are also presented from which many of these descriptive terms and compounds are derived, as an aid to comprehension. For practical convenience, the book is organized into abbreviations, prefixes and suffixes, general terms common to all body regions, short lists for each major body part, and an alphabetical list covering the entire body. For a wider vocabulary, the use of a standard biological or medical dictionary is recommended.

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МЕТОДИЧЕСКИЕ УКАЗАНИЯ

к практическим занятиям и самостоятельной работе по дисциплине
«Иностранный язык в профессиональной деятельности»
для студентов 3 курса специальности
34.02.01 «Сестринское дело»

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