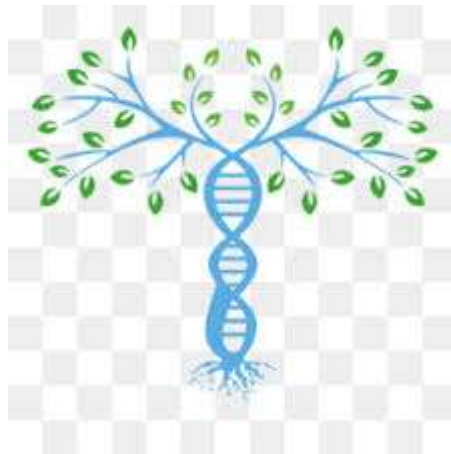


**ЗАПОРІЗЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ
КАФЕДРА ІНОЗЕМНИХ МОВ**

ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Практикум для студентів II-III курсів медичних факультетів

спеціальності 221 «Стоматологія»



Запоріжжя
2021

УДК 811.111: 616.31 (076.5)

I-67

Збірник тестових завдань затверджено та рекомендовано для впровадження в освітній процес Центральною методичною Радою Запорізького державного медичного університету (протокол № 3 від 23.02.2021).

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I-67

Іноземна мова за професійним спрямуванням: практикум для студентів II-III курсів медичних факультетів спеціальності: 221 «Стоматологія» / уклад. : С. Є. Трегуб, О. Л. Соляненко. – Запоріжжя : ЗДМУ, 2021. – 94 с.

Практикум складений для студентів другого, третього курсів медичних факультетів з дисципліни «Іноземна мова за професійним спрямуванням», спеціальність: 221 «Стоматологія». Завдання містять спеціалізовані лексико-граматично-структурні питання для аудиторної та самостійної роботи. Практикум є однією з форм допомоги студентам в оволодінні учбовим матеріалом навчальних занять в рамках даного курсу.

УДК 811.111: 616.31 (076.5)

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Передмова

Практикум призначений для аудиторної та самостійної роботи студентів медичних факультетів з дисципліни «Іноземна мова за професійним спрямуванням» спеціальності: 221 «Стоматологія» та розрахований на 90 годин.

Практикум з англійської мови є збірником завдань з дисципліни «Іноземна мова за професійним спрямуванням» для студентів 2 та 3 курсів медичних факультетів спеціальності 221 «Стоматологія» та відповідає цілям, зазначеним у Робочій програмі з дисципліни.

Метою практикуму є навчання іноземній мові для спеціальних цілей, сприяння розвитку та удосконаленню умінь і навичок студентів з оволодіння професійною лексику, збагачення знань з загальної медицини. Практикум є своєрідним, інтенсивним курсом який дозволяє повторити, закріпити та перевірити знання в рамках головного напрямку, а саме, формування потужного іншомовного професійно-орієнтованого лексичного запасу.

Пропонований практикум має як теоретичну так і практичну орієнтацію пов'язаний, насамперед, з професійною освітою студентів-стоматологів.

Структурна організація практикуму зумовлена сутністю і специфікою підготовки до складання ліцензійованого іспиту «Крок 1». Практикум складається з 8 відносно незалежних юнітів, які об'єднані загальною тематикою – “General medicine”. Це дозволить викладачу підходити індивідуально до вибору завдань з урахуванням мовленнєвого рівня студентів-стоматологів. Кожен розділ містить вокабуляр, лексичний, граматичний, теоретичний матеріали, завдання та тести. В кожному розділі приділяється увага розвитку лексичних та граматичних навичок, що дозволяє активізувати всі аспекти мовленнєвої діяльності майбутніх стоматологів.

Розроблені тестові завдання забезпечують розвиток умінь та навичок у студентів медичних факультетів у різних видах мовленнєвої діяльності, які по закінченню курсу навчання дадуть можливість майбутнім стоматологам розвивати активний і пасивний набір фахових термінів та граматичних явищ згідно 9-ти дисциплін заявлених у ліцензійному іспиті «Крок 1», спілкуватися англійською мовою, читати оригінальну фахову літературу.

Збірник тестових завдань також містить список використаних джерел та Інтернет ресурси.

Unit 1: Coronary Angioplasty

Цілі:

- ознайомитись з новою фаховою лексикою з теми;
- вдосконалити навички розуміння змісту прочитаного тексту англійською мовою та переклад рідною мовою;
- повторити утворення часів групи Continuous Active;
- навчитися вести бесіду та надавати основну та додаткову інформацію з наданої теми.

Питання, що підлягають вивченню:

- лексика: вивчити нові слова до теми «Coronary Angioplasty», навчитись правильно їх вимовляти;
- читання: навчитись працювати з фаховою інформацією (робота з текстом «Coronary Angioplasty» та вправами до нього);
- граматики: навчитись утворювати форми часів Continuous Active та вживати їх в різних типах речень;
- говоріння: робити повідомлення у вигляді інформації або розгорнутої доповіді на тему «Coronary Angioplasty» (symptoms, prevention, treatment).

Норма часу: 6 годин.

READING

CORONARY ANGIOPLASTY

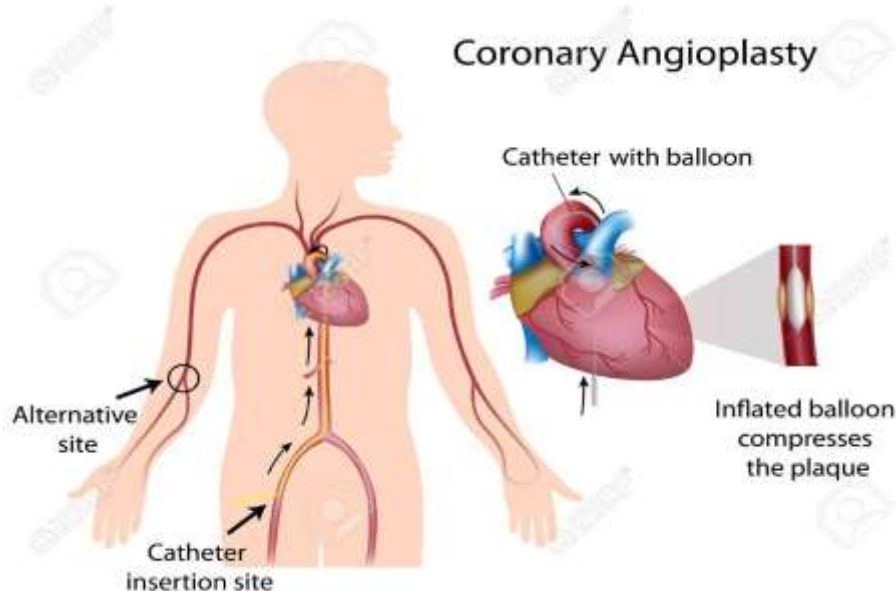
VOCABULARY: angioplasty — ангіопластика, пластика судин, пластична операція на судинах; to improve — поліпшувати; to reduce — зменшувати; damage — пошкодження; to restore — відновлювати; complication — ускладнення; ongoing — постійний, безперервний; to prevent — запобігати; narrowed — звужений; to quit — кидати, позбавлятися; to improve — поліпшувати; multiple — численний; heart failure — серцева недостатність; to burst — лопатися, розриватися; approach — підхід; disadvantage — недолік; to compare — порівнювати; to cause — викликати.

I. Pre-reading warmers

1. What is coronary angioplasty?
2. How serious is an angioplasty?
3. What are the benefits of angioplasty?
4. Does angioplasty prolong life?
5. Is angioplasty safe for elderly?

II. Read the text.

Coronary angioplasty is a medical procedure in which a balloon is used to open a blockage in a coronary (heart) artery narrowed by atherosclerosis. This procedure improves blood flow to the heart.



Angioplasty is a common medical procedure. It may be used to:

- Improve symptoms of coronary artery disease (CAD), such as angina and shortness of breath.
- Reduce damage to the heart muscle from a heart attack. A heart attack occurs when blood flow through a coronary artery is completely blocked. Angioplasty is used during a heart attack to open the blockage and restore blood flow through the artery.
- Reduce the risk of death in some patients.

Serious complications don't occur often, but can happen no matter how careful your doctor is, or how well he or she does the procedure.

Research on angioplasty is ongoing to make it safer and more effective, to prevent treated arteries from closing again and to make the procedure an option for more people.

Coronary angioplasty is used to restore blood flow to the heart when the coronary arteries have become narrowed or blocked due to CAD.

When medicines and lifestyle changes, such as following a healthy diet, quitting smoking and getting more physical activity, don't improve your CAD symptoms, your doctor will talk to you about other treatment options. These options include angioplasty and coronary artery bypass grafting (CABG), a type of open-heart surgery.

A number of factors when recommending this procedure must be taken into account. These factors include how severe the blockages are, where they're located, and other diseases a patient may have.

Angioplasty is often used when there is less severe narrowing or blockage in your arteries and when the blockage can be reached during the procedure.

CABG might be chosen if a patient has severe heart disease, multiple arteries that are blocked, or if a patient has diabetes or heart failure.

Angioplasty also is used as an emergency procedure during a heart attack. As plaque builds up in the coronary arteries, it can burst, causing a blood clot to form on its surface. If the clot becomes large enough, it can mostly or completely block blood flow to part of the heart muscle.

Quickly opening a blockage lessens the damage to the heart during a heart attack and restores blood flow to the heart muscle. Angioplasty can quickly open the artery and is the best approach during a heart attack.

A disadvantage of angioplasty as compared with CABG is that the artery may narrow again over time. The chance of this happening is lower when stents are used, especially medicine-coated stents. However, these stents aren't without risk. In some cases, blood clots can form in the medicine-coated stents and cause a heart attack.

<https://medicine.umich.edu/dept/cardiac-surgery/patient-information/adult-cardiac-surgery/adult-conditions-treatments/coronary-angioplasty>

III. Mark these statements as TRUE or FALSE

1. Coronary angioplasty is performed in any hospitals. []
2. In 2017 we celebrated the hundredth anniversary 40th anniversary of angioplasty. []
3. The use of fluoroscopy (a special type of X-ray that's like an X-ray "movie") helps the doctor find the blockages in the coronary arteries as a contrast dye moves through the arteries. []
4. Angioplasty is done to restore venous blood flow when the narrowed artery is in a location that can be reached in this manner. []
5. All coronary artery disease (CAD) can be treated with angioplasty. []
6. Only few people who undergo angioplasty and stent placement are monitored overnight in the hospital. []
7. Coronary angioplasty is also performed when patients come through the emergency room with a heart attack to quickly restore blood flow to the heart muscle and limit damage. []
8. Sometimes muscle pain can occur during angioplasty because the balloon briefly blocks off the blood supply to the heart. []

9. Angioplasty is a cure for blocked arteries. []

10. A blocked artery can cause serious health problems, especially if it prevent one of the body's most critical organs—for example, the heart, brain or kidneys—from getting the oxygen needed to keep you alive and functioning. []

IV. Match the parts of the sentence and translate them from English then.

1. Mason Sones accidentally performed the first ...	a) ...a coronary angioplasty may be required to restore the blood supply to the heart in severe cases.
2. The indication for the world's first human coronary artery endoprosthesis implantation was ...	b) ... an emergency treatment after a heart attack.
3. Bioresorbable stent was the first new device ...	c) ... used to reduce restenosis observed in bare metal stents.
4. Coronary angioplasty is accomplished using a balloon-tipped catheter inserted through an artery in the groin ...	d) ... where a variety of procedures can be performed to open the artery and restore blood flow.
5. The catheter is carefully guided toward the source of the blockage, ...	e) ... or wrist to enlarge a narrowing in a coronary artery.
6. The average angioplasty procedure takes ...	f) ...coronary arteriography during an aortography.
7. A coronary artery stent is a small, metal mesh tube ...	g) ... just 30 to 90 minutes to perform.
8. While many cases of angina can be treated with medication, ...	h) ... that expands inside a coronary artery.
9. Coronary angioplasties are also often used as ...	i) ... to treat a restenosis.
10. The risk of complications from a coronary angioplasty varies ...	j) ... depending on individual circumstances.

V. a) Complete the gaps in the sentences with a proper word:

Credited; typically; inhibiting; chiefly; implanted; developed; dizzying.

b) Entitle the text.

The first use of a coronary stent is 1) _____ attributed to Jacques Puel and Ulrich Sigwart when they 2) _____ a stent into a patient in Toulouse, France, in 1986. It was used as a scaffold to prevent the vessel from closing and to avoid restenosis in coronary surgery—a condition where scar tissue grows within the stent and interferes with vascular flow. Shortly thereafter, in 1987, Julio Palmaz (known for patenting a balloon-expandable stent) and Richard Schatz implanted their similar stent into a patient in Germany.

Though several doctors have been 3) _____ with the creation of the stent, the first FDA-approved stent in the USA was created by Richard Schatz and coworkers. Named the Palmaz-Schatz (Johnson & Johnson) it was 4) _____ in 1987.

To further reduce the incidence of restenosis, the drug-eluting stent (DES) was introduced in 2003.

New stent technology is evolving at a 5) _____ pace. In an effort to reduce the rate of restenosis even further, stent developers began to coat the bare metal stents with polymers containing drugs aimed at 6) _____ tissue growth at the site of the stent. These stents are called drug-eluting stents, or DES. (The original, non-drug-coated stents, in contrast, came to be known as bare-metal stents, or BMS.) DES has been developed using a number of drugs, 7) _____ paclitaxel, everolimus, or zotarolimus.

VI. Choose the correct answer:

1. Angioplasty is _____

- a) a minimally invasive surgical procedure
- b) a diagnosis
- c) an imaging technique
- d) a disease of the nerves
- e) a disease of the stomach

2. Angioplasty is done for _____

- a) testing blood pressure
- b) opening the blockages in blood vessels
- c) suturing the blood vessels
- d) detecting plaque
- e) all of the above

3. Which is a symptom of coronary artery disease?

- a) Headache
- b) Sleep problems
- c) Pain or discomfort in the chest, arms or lower jaw
- d) Diarrhea
- e) All of the above

4. Deposition of the plaque in the blood vessels is called as _____

- a) Atherosclerosis
- b) Multiple Sclerosis

- c) Tunica Media
 - d) Heart Attack
 - e) Tunica Intima
- 5.** Which test is used to diagnose CAD?
- a) Electrocardiogram
 - b) Treadmill stress test
 - c) Cardiac catheterization
 - d) All of the above
 - e) None of the above
- 6.** One possible treatment for CAD is coronary angioplasty. What does it involve?
- a) A new section of artery replaces the blocked section
 - b) A tiny balloon is inflated inside an artery
 - c) Medicine is used to expand the artery
 - d) Therapeutic treatment
 - e) None of the above
- 7.** What are the catheters made of?
- a) Polyethylene fluoride
 - b) Polyethylene terephthalate
 - c) Bare metal
 - d) Polyethylene
 - e) Polyethylene chloride
- 8.** Some people who have coronary angioplasty done, the artery narrows or becomes blocked again within 6 months if a stent is not used. When is this more likely to happen?
- a) If you smoke
 - b) If you have diabetes
 - c) If you have unstable angina before the procedure
 - d) All of the above
 - e) None of the above
- 9.** Which lifestyle factor has a great impact on your health after angioplasty?
- a) Smoking
 - b) High blood pressure
 - c) Inactive lifestyle
 - d) Obesity
 - e) Alcohol consumption
- 10.** A patient may need coronary artery bypass surgery if:
- a) The main artery that brings blood to the left side of a patient's heart is narrow
 - b) Your heart muscle is weak
 - c) You have diabetes and multiple severe blockages in your arteries
 - d) All of the above
 - e) None of the above



Grammar theory

1. Часи групи **CONTINUOUS** вживаються для вираження дії як процесу, тобто дії, що триває в момент мовлення або в теперішній період часу (the Present Continuous), тривала в якийсь момент або період часу в минулому (the Past Continuous), триватиме у певний момент або період часу в майбутньому (the Future Continuous).
 2. The Continuous Tenses утворюється з допоміжного дієслова **to be** у відповідній часовій формі (Present, Past, Future) та дієприкметника теперішнього часу (Present Participle) основного дієслова.
 3. Present Participle утворюється додаванням закінчення **-ing** до інфінітива основного дієслова без частки **to**.
4. Дієслова, що закінчуються в інфінітиві на **-e**, втрачають його перед **-ing**:
to give — giving; to make — making
5. У дієсловах, що закінчуються в інфінітиві на приголосний з попереднім коротким наголошеним голосним, перед закінченням **-ing** кінцевий приголосний подвоюється:
to run — running; to sit — sitting; to begin — beginning
6. Якщо дієслово закінчується буквосполученням **-ie**, то перед **-ing**, **ie** змінюється на **y**:
to lie — lying; to die — dying

УТВОРЕННЯ ТЕПЕРІШНЬОГО ТРИВАЛОГО ЧАСУ (THE PRESENT CONTINUOUS TENSE)

<i>Стверджувальна</i>	<i>Питальна</i>	<i>Заперечна</i>
I am working.	Am I working?	I am not working.
You are working.	Are you working?	You are not working.
He is working.	Is he working?	He is not working.
She is working.	Is she working?	She is not working.
It is working.	Is it working?	It is not working.
We are working.	Are we working?	We are not working.
You are working.	Are you working?	You are not working.
They are working.	Are they working?	They are not working.

1. Стверджувальна форма the Present Continuous утворюється з допоміжного дієслова **to be** в особовій формі (**am, is, are**) і **Present Participle** основного дієслова:
He is reading a newspaper now. — Він зараз читає газету.
2. Для утворення питальної форми допоміжне дієслово (**am, is, are**) ставиться перед підметом: **Is he reading** a newspaper now? — Він зараз читає газету?

Питання	Коротка відповідь
---------	-------------------

Am I working?	Yes, I am. No, I am not.
Is he (she, it) working?	Yes, he (she, it) is. No, he (she, it) isn't.
Are you (we, they) working?	Yes, you (we, they) are. No, you (we, they) aren't

3. Для утворення заперечної форми після допоміжного дієслова (**am, is, are**) ставиться частка **not**:

He is **not** (isn't) reading a newspaper now. — Він зараз не читає газету.

ВЖИВАННЯ ТЕПЕРІШНЬОГО ТРИВАЛОГО ЧАСУ

1. The Present Continuous вживається для вираження тривалої дії, що відбувається в момент мовлення. Наявність слів, що позначають момент мовлення (**now** зараз; **at this moment** у цей момент), не обов'язкова, оскільки сама форма вказує, що дія відбувається в момент мовлення.

Who is reading a book in that room? — Хто читає книжку в тій кімнаті?

2. The Present Continuous вживається для вираження тривалої дії, що відбувається в теперішній час.

She is writing a new book. — Вона (зараз) пише нову книгу.

3. Для вираження запланованої дії у найближчому майбутньому:

We are going to the theatre tonight. — Ми йдемо в театр сьогодні ввечері.

4. Для вираження наміру:

I'm going to spend my holidays in the USA. — Я збираюся провести канікули в США.

5. У Present Continuous не вживаються дієслова **to see, to know, to hear, to feel, to want, to like, to understand** та деякі інші.

Найуживаніші дієслова, що не мають форми Continuous

Почуття	hate, like, love, prefer, want, wish
Відчуття	appear, feel, hear, see, seem, smell, sound, taste
Спілкування	agree, deny, disagree, mean, promise, satisfy, surprise
Мислення	believe, imagine, know, mean, realize, recognize, remember, understand
Інші стани	belong, concern, depend, involve, matter, need, owe, own, possess

Порівняйте:

The Present Continuous The Present Indefinite

He **is reading** a book in the room. — Він читає книжку у кімнаті.

He always **reads** books in the evening. — Увечері він завжди читає книжки.

Look! The water **is boiling** in the kettle! — Дивись! Вода кипить у чайнику!

Water **boils** at 100°C. — Вода кипить при 100°C.

УТВОРЕННЯ І ВЖИВАННЯ МИНУЛОГО ТРИВАЛОГО ЧАСУ (THE PAST CONTINUOUS TENSE)

1. Форми the Past Continuous утворюються аналогічно до форм the Present Continuous, але допоміжне дієслово to be ставиться у формі the Past Indefinite (**was, were**):

Стверджувальна	Питальна	Заперечна
I was working.	Was I working?	I was not working.
You were working.	Were you working?	You were not working.
He was working.	Was he working?	He was not working.
She was working.	Was she working?	She was not working.
It was working.	Was it working?	It was not working.
We were working.	Were we working?	We were not working.
You were working.	Were you working?	You were not working.
They were working.	Were they working?	They were not working.

2. The Past Continuous вживається для вираження дії, що тривала в певний момент у минулому. Цей момент може бути визначений:

а) точним позначенням часу, наприклад, **at that moment** у той момент; **at that time** у той час, **at 7 o'clock yesterday** вчора о 7-й годині:

At 7 o'clock we **were listening** to the radio. — О сьомій годині ми слухали радіо.

He was not reading a journal at that moment. — Він не читав журнал у той час.

б) іншою минулою дією, вираженою у the Past Indefinite:

It **was raining** when I went out. — Коли я вийшов, ішов дощ.

. Потрібно чітко розрізняти вживання the Past Continuous і Past Indefinite.

The Past Continuous The Past Indefinite

I **was reading** a book when you **entered**. — Я читав книжку, коли ти увійшов.

I **read** books in the evening. — Увечері я читав книжки (звичайно).

It **was raining** at 7 p.m. — О сьомій годині йшов дощ.

It often **rained** in autumn. — Восени часто йшов дощ.

УТВОРЕННЯ ТА ВЖИВАННЯ МАЙБУТНЬОГО ТРИВАЛОГО ЧАСУ (THE FUTURE CONTINUOUS TENSE)

Стверджувальна	Питальна	Заперечна
I will (shall) be going.	Will (Shall) I be going?	I won't (shan't) be going.
You will be going.	Will you be going?	You won't be going.
He will be going.	Will he be going?	He won't be going.
She will be going.	Will she be going?	She won't be going.
It will be going.	Will it be going?	It won't be going.
We will (shall) be going.	Will (Shall) we be going?	We won't (shan't) be going.
You will be going.	Will you be going?	You won't be going.
They will be going.	Will they be going?	They won't be going.

1. Форми the Future Continuous утворюються аналогічно до форм the Present Continuous, але до допоміжного дієслова **to be** додається **will**. Цей час вживається не дуже часто.

2. Майбутній тривалий час означає тривалу дію в майбутньому: **at five o'clock**, **at that (this) time**, **at noon** (дія відбуватиметься в певний час у майбутньому):

At this time tomorrow my mother **will be waiting** for me at the school gate. — Завтра у цей час моя мати буде чекати на мене біля шкільних воріт.

They **will be translating** the text from two till four. — Вони перекладатимуть текст з другої до четвертої години.

3. У розмовній мові замість **shall not** і **will not** вживаються скорочені форми **shan't** і **won't**:
They **won't be speaking**.

4. Певний момент у майбутньому може позначатися точною вказівкою на час або іншою майбутньою дією:

At 10 o'clock we shall be watching a TV program. — Ми будемо дивитися телевізійну програму о десятій годині.

I shall be working when you come back. — Я буду працювати, коли ти повернешся.



EXERCISES

I. MAKE THE PRESENT CONTINUOUS:

1. (you / eat chocolate?)
2. (what / you / do?)
3. (we / make a mistake?)
4. (you / come tomorrow)
5. (it / snow)
6. (John/ sleep at the moment)
7. (he / not / dance)
8. (how / they / get here?)
9. (when / it / start?)
10. (I / not / speak Chinese at the moment)

II. Present Simple or Present Continuous:

1. The class _____ (begin) at nine every day.
2. What _____ (you / eat) at the moment?
3. What _____ (Susie / do) tomorrow?
4. I _____ (not / work) on Sundays.
5. She _____ (not / study) now, she _____ (watch) TV.
6. How often _____ (you / go) to restaurants?
7. I _____ (not / go) on holiday this summer.
8. I'm sorry, I _____ (not / understand).
9. She _____ (work) as a waitress for a month.
10. She _____ (take) a salsa dancing class every Tuesday.

III. Fill each gap with a verb in either PAST SIMPLE or PAST CONTINUOUS .

1. Helen _____ (do) her weekly shopping when she _____ (meet) her old friend, June.

2. The sun _____ (shine) when I _____ (get) up this morning. I _____ (feel) so tired!
3. Jim _____ (wait) at one airport while Max _____ (wait) at the other. What a disaster!
4. It _____ (rain) very hard, so the referee _____ (decide) not to play the match.
5. When the police _____ (arrive) at the party, the music _____ (play) very loud and everybody _____ (shout).
6. The mail _____ (arrive) very late today. It _____ (come) after eleven o'clock.
7. Joan _____ (become) very angry this morning. She _____ (speak) to an important client and someone _____ (enter) the room without knocking.
8. Hank _____ (cook) in the kitchen. His sister _____ (offer) to help but Hank _____ (refuse).
9. When I _____ (see) him last he _____ (sit) asleep in the chair.
10. "What _____ (you do) between 9 and 12 yesterday morning", the detective said.

IV. Simple Future or Future Continuous:

1. The tourists _____ (go) sight-seeing in the country all next week.
2. They _____ (be) here again at exactly 7 p.m. tomorrow.
3. Where _____ you _____ (stay) this time next year?
4. Your shoes _____ (be) ready in fifteen minutes.
5. He _____ (sleep) when you come this afternoon.
6. It _____ still _____ (rain) when we leave.
7. They _____ (attend) a meeting between 2 p.m. and 4 p.m. today.
8. You _____ (come) to tea with us this afternoon?
9. The travellers _____ (cross) the desert this time tomorrow.
10. He _____ (go) to bed at 10 o'clock tonight.

V. Choose the correct variant:

1. The surgeon _____ the operation at 10 o'clock tomorrow.
 - a) will performing
 - b) will be perform
 - c) will be performing
 - d) is perfoming
 - e) were performing
2. Students _____ their laboratory test this time last Friday.
 - a) will take
 - b) are taking
 - c) will be taking
 - d) were taking
 - e) will taking
3. _____ the physician _____ a patient in the reception ward now?
 - a) Is examining

- b) Are examining
 - c) Will examining
 - d) Will be examining
 - e) Was examining
- 4.** _____ you _____ to attend the Anatomy lecture? No? I was yesterday.
- a) Is going
 - b) Was going
 - c) Were going
 - d) Will be going
 - e) Are going
- 5.** What _____ at 8:00 last night?
- a) did you do
 - b) are you doing
 - c) you did
 - d) were you doing
 - e) was you do
- 6.** Will you have dinner with me tomorrow? – At this time I _____ for my exam.
- a) am not sitting
 - b) 'll be sitting
 - c) 'll sitting
 - d) 'll be sit
 - e)'ll sit
- 7.** These students _____ a conference from 3 to 5 o'clock tomorrow.
- a) will be not have
 - b) will not be have
 - c) will not be having
 - d) will be not having
 - e) will not having
- 8.** What _____ Alice _____ last Sunday at 7 o'clock?
- a) were doing
 - b) will doing
 - c) is doing
 - d) are doing
 - e) was doing
- 9.** Andy _____ when I arrived last night.
- a) is sleeping
 - b) was sleeping
 - c) will be sleeping
 - d) will sleeping
 - e) are sleeping
- 10.** How delicious it smells! Kim and Susan _____ pizza right now.
- a) is making
 - b) was making

- c) were making
- d) are making
- e) will making

Unit 2: Ischemic stroke

Цілі:

- ознайомитись з новою фаховою лексикою з теми;
- вдосконалити навички розуміння змісту прочитаного тексту англійською мовою та переклад рідною мовою;
- повторити утворення часів групи Perfect Tenses Active;
- навчитися вести бесіду та надавати основну та додаткову інформацію з наданої теми.

Питання, що підлягають вивченню:

- лексика: вивчити нові слова до теми «Ischemic stroke», навчитись правильно їх вимовляти;
- читання: навчитись працювати з фаховою інформацією (робота з текстом «Ischemic stroke» та вправами до нього);
- граматики: навчитись утворювати форми часів Perfect Tenses Active та вживати їх в різних типах речень;
говоріння: робити повідомлення у вигляді інформації або розгорнутої доповіді на тему «Ischemic stroke» (symptoms, prevention, treatment).

Норма часу: 6 годин.

READING

Ischemic stroke

VOCABULARY: ischemic stroke — ішемічний інсульт; to occur — відбуватися, мати місце, траплятися; to depend (on) — залежати від; nutrients — поживні речовини; cellular waste — клітинні відходи (сміття); eventually — в кінцевому рахунку, з часом; to remain — залишатися; immediate — негайний; to cause — бути причиною, викликати; gradual — поступовий; deposition — відкладення; blood clot — тромб; to dislodge — витіснити, зміщати; to become trapped — стати захопленим; a cause — причина; disorder — розлад; to refer — відносити (до класу і т. п.); to correlate — перебувати в (якомусь) співвідношенні; supply — постачання; to involve — залучати; penetrating arteries — проникаючі артерії; latter type — останній тип; to

restrict — обмежити, обмежувати; to increase — збільшити, збільшувати;
condition — стан.

I. Pre-reading warmer

What part of the brain is affected by an ischemic stroke?

How do strokes affect the brain?

What are the symptoms of ischemia of the brain?

Can you fully recover from a stroke?

How serious is ischemia?

II. Read the text.

Ischemic stroke occurs when an artery to the brain is blocked. The brain depends on its arteries to bring fresh blood from the heart and lungs. The blood carries oxygen and nutrients to the brain, and takes away carbon dioxide and cellular waste. If an artery is blocked, the brain cells (neurons) cannot make enough energy and will eventually stop working. If the artery remains blocked for more than a few minutes, the brain cells may die. This is why immediate medical treatment is critical.



An ischemic stroke occurs when an artery in the brain becomes blocked.

Ischemic stroke can be caused by several different kinds of diseases. The most common problem is narrowing of the arteries in the neck or head. This is most often caused by atherosclerosis, or gradual cholesterol deposition. If the arteries become too narrow, blood cells may collect and form blood clots. These blood clots can block the artery where they are formed (thrombosis), or can dislodge and become trapped in arteries closer to the brain (embolism). Another cause of stroke is blood clots in the heart, which can occur as a result of irregular heartbeat (for example, atrial fibrillation), heart attack, or abnormalities of the heart valves. While these are the most common causes of ischemic stroke, there are many other possible causes. Examples include use of street drugs, traumatic injury to the blood vessels of the neck, or disorders of blood clotting.

Ischemic stroke can be divided into two main types: thrombotic and embolic.

A thrombotic stroke occurs when diseased or damaged cerebral arteries become blocked by the formation of a blood clot within the brain. Clinically referred to as cerebral thrombosis or cerebral infarction, this type of event is responsible for almost 50 percent of all strokes. Cerebral thrombosis can also be divided into an additional two categories that correlate to the location of the blockage within the brain: large-vessel thrombosis and small-vessel thrombosis. Large-vessel thrombosis is the term used when the blockage is in one of the brain's larger blood-supplying arteries such as the carotid or middle cerebral, while small-vessel thrombosis involves one (or more) of the brain's smaller, yet deeper, penetrating arteries. This latter type of stroke is also called a lacunar stroke.

An embolic stroke is also caused by a clot within an artery, but in this case the clot (or emboli) forms somewhere other than in the brain itself. Often from the heart, these emboli will travel in the bloodstream until they become lodged and cannot travel any farther. This naturally restricts the flow of blood to the brain and results in near-immediate physical and neurological deficits.

Ischemic stroke is by far the most common kind of stroke, accounting for about 88 percent of all strokes. Stroke can affect people of all ages, including children. Many people with ischemic strokes are older (60 or more years old), and the risk of stroke increases with age. Each year, about 55,000 more women than men have a stroke, and it is more common among African-Americans than members of other ethnic groups. Many people with stroke have other problems or conditions which put them at higher risk for stroke, such as high blood pressure (hypertension), heart disease, smoking, or diabetes.

<http://www.strokecenter.org/patients/about-stroke/ischemic-stroke/>

III. Mark these statements as TRUE or FALSE

1. A stroke occurs when the body stops supplying blood to the heart. []
2. Ischemic stroke is a rather rare type of stroke, and it develops due to a blockage in the arteries around the brain.[]
3. An ischemic stroke occurs due to atherosclerosis, which causes fatty deposits and a buildup of cholesterol plaque in the blood vessels.[]
4. People who have had a previous transient ischemic attack (TIA) are also at risk of ischemic stroke.[]
5. Strokes is not important to seek medical care immediately if symptoms appear. []
6. Acute ischemic stroke in a pediatric patient is a complex disease with a variety of etiologies that differ from adults. []
7. Hospitalizations for Arterial Ischemic Stroke in children have been rising in the past decade. []
8. Ischemic stroke is characterized by the sudden gain of blood circulation to an area of the brain, resulting in a corresponding loss of neurologic function. []

9. Approximately 20% of children die after an ischemic stroke while more than 50% of those surviving present neurological sequelae, most commonly hemiparesis. []

10. An MRI can detect brain tissue damaged by an ischemic stroke and brain hemorrhages. []

IV. Choose the correct variant:

1. Roughly what proportion of all strokes are ischemic (rather than hemorrhagic)?

- a) 25% b) 50% c) 75% d) 95% e) 10%

(About 75%–80% of all strokes are ischemic, usually resulting from thrombotic or embolic occlusion of a cerebral artery. The remainder are caused by either intracerebral or subarachnoid hemorrhage.)

2. Roughly what proportion of ischemic strokes are due to carotid stenosis?

- a) 5% b) 20% c) 50% d) 75% e) 95%

(Carotid stenosis accounts for about 20% of all cases of ischemic stroke, and is considered the single most preventable cause of stroke. The most common risk factors for carotid stenosis are smoking, hypertension, hyperlipidemia, and diabetes mellitus.)

3. What is ischemic stroke?

- a) Stroke caused by the rupture of a vein
b) A type of heart attack caused by the blockage of an artery supplying the heart
c) Stroke caused by the rupture of an artery
d) Stroke caused by the blockage of an artery
e) none of the above

4. Which of the following studies is used to diagnose ischemic stroke?

- a) Computerized Axial Tomography or (CAT Scan) of the brain.
b) A chest x-ray
c) An electroencephalogram (EEG)
d) An electrocardiogram (ECG)
e) Both A and B

5. If a person has an ischemic stroke, how quickly should the person be treated to minimize long-term problems?

- a) Within 30 minutes
b) Within 1 hour
c) Within 2 hours
d) Within 3 hours
e) within 24 hours

V. Complete the gaps in the sentences with a proper word:

Weakness; emergency; headache; disease; vessel; narrowing; damage.

A stroke is a medical 1) _____. There are two types - ischemic and hemorrhagic. Ischemic stroke is the most common type. It is usually caused by a blood clot that blocks or plugs a blood 2) _____ in the brain. This keeps blood from flowing to the brain. Within minutes, brain cells begin to die. Another cause is stenosis, or 3) _____ of the artery. This can happen because of atherosclerosis,

a 4) _____ in which plaque builds up inside your arteries. Transient ischemic attacks (TIAs) occur when the blood supply to the brain is interrupted briefly. Having a TIA can mean you are at risk for having a more serious stroke.

Symptoms of stroke are:

Sudden numbness or 5) _____ of the face, arm or leg (especially on one side of the body);

Sudden confusion, trouble speaking or understanding speech;

Sudden trouble seeing in one or both eyes;

Sudden trouble walking, dizziness, loss of balance or coordination;

Sudden severe 6) _____ with no known cause.

It is important to treat strokes as quickly as possible. Blood thinners may be used to stop a stroke while it is happening by quickly dissolving the blood clot. Post-stroke rehabilitation can help people overcome disabilities caused by stroke 7) _____.



Grammar theory

PERFECT Tenses (доконані часи)

Часи групи Perfect виражають дію, що відбулася до певного моменту або періоду в теперішньому (the Present Perfect), минулому (the Past Perfect) чи майбутньому (the Future Perfect) часах.

Доконані часи зазвичай виражають наявність якогось результату дії, зв'язок її з наступними подіями.

Доконані часи утворюються з допоміжного дієслова **to have** у відповідній часовій формі і дієприкметника минулого часу (the Past Participle) основного дієслова.

The Past Participle правильних дієслів збігається з формою Past Indefinite, а the Past Participle неправильних дієслів потрібно запам'ятати.

Утворення і вживання теперішнього доконаного часу (The Present Perfect Tense)

Стверджувальна	Питальна	Заперечна
I have worked.	Have I worked?	I have not (haven't) worked.
You have worked.	Have you worked?	You have not (haven't) worked.
He has worked.	Has he worked?	He has not (hasn't) worked.
She has worked.	Has she worked?	She has not (hasn't) worked.
It has worked.	Has it worked?	It has not (hasn't) worked.
We have worked.	Have we worked?	We have not (haven't) worked.
You have worked.	Have you worked?	You have not (haven't) worked.
They have worked.	Have they worked?	They have not (haven't) worked.

1. Стверджувальна форма the Present Perfect утворюється з допоміжного дієслова **have** (для третьої особи однини — **has**) і the Past Participle основного дієслова:

I have already closed the window. — Я вже зачинив вікно.

He has just arrived from the Crimea. — Він щойно приїхав з Криму.

2. The Present Perfect вживається для вираження дії, яка відбулася в минулому, але пов'язана результатом з теперішнім, тобто з моментом мовлення:

I have read the book up to the end. — Я прочитав книжку до кінця. (результат — книжка прочитана).

3. The Present Perfect означає дію, яка відбулася протягом певного часу, який ще не закінчився.

4. The Present Perfect вживається:

а) коли є результат на певний теперішній час:

I have seen him. — Я бачив його.

б) коли є такі обставини часу, як **today, this week, this year (month)**:

I have met him today. — Я зустрів його сьогодні.

в) коли вживаються прислівники неозначеного часу: **ever** (коли-небудь), **never** (ніколи), **just** (тільки що), **not yet** (ще ні), **already** (вже) і т.ін.:

I have never been to Britain. — Я ніколи не був у Британії.

He has already seen this film. — Він вже бачив цей фільм.

г) the Present Perfect вживається зі словами **for** і **since**:

We have known each other for many years. — Ми знаємо один одного багато років.

We have known each other since 1990. — Ми знаємо один одного з 1990 року.

5. У розмовній мові вживаються такі скорочені форми:

I've worked; She's worked; You haven't worked; He hasn't worked

Порівняйте:

The Present Perfect	The Past Indefinite
I haven't spoken to her for two months. — Я не розмовляв з нею два місяці.	I didn't speak to her yesterday. — Я не розмовляв з нею вчора.
He has never been to Washington. — Він ніколи не був у Вашингтоні.	He was in Washington 2 years ago. — Він був у Вашингтоні 2 роки тому.

Утворення і вживання минулого доконаного часу (The Past Perfect Tense)

Стверджувальна	Питальна	Заперечна
I had worked.	Had I worked?	I had not (hadn't) worked.
You had worked.	Had you worked?	You had not (hadn't) worked.
He had worked.	Had he worked?	He had not (hadn't) worked.
She had worked.	Had she worked?	She had not (hadn't) worked.
It had worked.	Had it worked?	It had not (hadn't) worked.
We had worked.	Had we worked?	We had, not (hadn't) worked.
You had worked.	Had you worked?	You had not (hadn't) worked.

They had worked.

Had they worked?

They had not (hadn't) worked.

1. The Past Perfect утворюється з допоміжного **had** і the Past Participle основного дієслова:

I had read the article by 5 o'clock. — Я (вже) прочитав статтю до п'ятої години.

I had written the letter when he came in. — Я (вже) написав листа, коли він увійшов.

2. The Past Perfect вживається для вираження минулої дії, яка вже відбулася до певного моменту або іншої дії в минулому. Цей момент може позначатися такими словосполученнями: **by five o'clock** до п'ятої години, **by Sunday** до неділі, **by that time** до того часу, **by the first of October** до першого жовтня тощо.

I had done it by that time. — Я зробив це до того часу.

When he came I had already done the exercise. — Коли він прийшов, я вже зробив вправу.

3. У розмовній мові вживаються скорочені форми:
I'd worked. He hadn't worked.

Утворення і вживання майбутнього доконаного часу (The Future Perfect Tense)

Стверджувальна	Питальна	Заперечна
I will (shall) have worked.	Will (Shall) I have worked?	I won't (shan't) have worked.
You will have worked.	Will you have worked?	You won't have worked.
He will have worked.	Will he have worked?	He won't have worked.
She will have worked.	Will she have worked?	She won't have worked.
It will have worked.	Will it have worked?	It won't have worked.
We will (shall) have worked.	Will (Shall) we have worked?	We won't (shan't) have worked.
You will have worked.	Will you have worked?	You won't have worked.
They will have worked.	Will they have worked?	They won't have worked.

1. The Future Perfect утворюється з допоміжного комплексу з дієсловом **have (will have)** і III форми основного дієслова. Цей час вживається не дуже часто.

2. The Future Perfect означає дію, яка закінчиться до певного моменту в майбутньому. Цей момент може бути виражений такими позначеннями часу, як: **by this (that) time, by six o'clock, by the time he comes, by the evening, by the end of the week (month, year), before somebody comes** і т. ін.:

I shall have read the text by 11 o'clock. — Я прочитаю текст до одинадцятої години.

By this time next year I shall have passed my final examinations. — До цього часу в наступному році я складу свої випускні іспити.

<https://school-2.com/theory/english/verb/3/3.php>

Present Perfect може використовуватися тільки з виразами, що вказують на неточний час, або зі словами, що виражають ще не завершені проміжки або періоди часу.

ever – коли-небудь/ *never* – ніколи/ *already*– вже/ *yet* – ще, вже/*not yet* – ще не/*often* – часто/*so far* – поки, до сих пір/*lately* – останнім часом/*just* – тільки-но/*recently* – нещодавно, на днях/*once* – одного разу/*many times* – багато разів/*several times* – декілька разів/*before* – раніше, до цього/*today* – сьогодні/*this week* – на цьому тижні, цього тижня/*this month* – в цьому місяці/*this year* – в цьому році, цього року/*this afternoon* – сьогодні вдень/*for an hour* – протягом години/*for two weeks* – протягом двох тижнів/*for a long time* – протягом довгого часу/*since twelve o'clock* – с дванадцятої години/*since 12 April* – з 12 квітня/*since May* – з травня

Примітка:

Present Perfect ніколи не вживається:

1) З точними позначенням часу:

I saw him in the morning (yesterday, 2 hours ago)

2) Якщо питальне речення починається зі слова "**when**":

I have just written a letter. - When did you write a letter?

Запам'ятайте:

1) Після "**since**" не вживається Perfect (тобто Perfect вживається в головному реченні, а в підрядному, після "**since**" вживається Past Indefinite):

I have not met her since she left Moscow. - Я не зустрів її з тих пір, як вона поїхала з Москви.

2) Слова **just, already, yet, ever, never**, як правило, вживаються перед змістовим дієсловом:

I have never been to the Crimea.



EXERCISES

I. MAKE THE PRESENT PERFECT. CHOOSE POSITIVE, NEGATIVE OR QUESTION:

1. (you / eat lunch yet?)
2. (he / read the newspaper today?)
3. (you / not / study French for ten years)
4. (they / be in London for six months)
5. (where / you / be?)
6. (she / not / see 'The Lord of the Rings')
7. (he / not / meet my mother)
8. (they / not / visit St. Paul's Cathedral yet)
9. (what / she / eat today?)
10. (why / you / do your homework already?)

II. GUESS: PAST SIMPLE or PAST PERFECT:

1. After Fred (*to spend*) his holiday in Italy he (*to want*) to learn Italian.
2. Jill (*to phone*) Dad at work before she (*to leave*) for her trip.
3. Susan (*to turn*) on the radio after she (*to wash*) the dishes.
4. When she (*to arrive*) the match (*to start*) already.
5. After the man (*to come*) home he (*to feed*) the cat.

6. Before he (*to sing*) a song he (*to play*) the guitar.
7. She (*to watch*) a video after the children (*to go*) to bed.
8. After Eric (*to make*) breakfast he (*to phone*) his friend.
9. I (*to be*) very tired because I (*to study*) too much.
10. They (*to ride*) their bikes before they (*to meet*) their neighbours.

III. Using Verb Tenses

The following is a journal entry of a girl of the mid-1800s in a wagon train heading for California. Supply verbs to the narrative in the tenses indicated in parentheses. Use verbs from the list below.

be, expect, walk, insist, pack, lose

The first month on the trail (*present perfect*) _____ challenging. Before we set out, I (*past perfect*) _____ that I would ride the wagon, but instead I (*present perfect*) _____ miles every day. Mother (*present perfect*) _____ that I always wear a bonnet because of the sun. It's a good thing that we (*past perfect*) _____ so many bonnets, because the wind keeps blowing them off my head and across the prairie! I think I (*future perfect*) _____ all my bonnets before we arrive in California.

IV. Choose the proper variant (of the predicate in Perfect Tense):

1. He ... already. Please, come in two hours.
a) has gone; b) had gone; c) will have gone; d) have gone; e) go
2. By 4 yesterday Daniela ... supper.
a) have cooked; b) cooked; c) has cooked; d) had cooked; e) will have cooked
3. Before you get up, we ... the house.
a) will clean; b) had cleaned; c) have cleaned; d) has cleaned; e) will have cleaned
4. I think we ... before.
a) will have met; b) has met; c) had met; d) have met; e) met
5. ... you ever to London?
a) will have been; b) have been; c) had been; d) has been; e) been
6. John ... from the University this year.
a) has graduated; b) had graduated; c) have graduated;
d) will have graduated; e) graduated
7. When Ed came, they ... dinner already.
a) have had; b) has had; c) will have had; d) had had; e) had
8. They ... football before he returns.
a) will have played; b) have played; c) has played; d) had played; e) play
9. He ... , when you come to see us.

a) return; b) will return; c) has returned; d) had returned; e) will have returned

10. On my way to University I found out that I ... my papers at home.

a) had left; b) have left; c) has left; d) will have left; e) left

11. Oh, David! I ... you for ages!

a) had not seen; b) has not seen; c) won't see; d) won't have seen; e) have not seen

12. ... you dinner today?

a) has had; b) had had; c) have had; d) will have had; e) did have

13. Where is she? I ... for her everywhere and cannot find her.

a) will have looked; b) has looked; c) have looked; d) looked; e) had looked

14. By the time you phoned him, he ... to bed already.

a) has gone; b) had gone; c) gone; d) have gone; e) will have gone

15. Tomorrow by 4 I ... my report.

a) will write; b) have written; c) had written; d) will have written; e) has written

16. I want to see Mr Seagal. - Sorry, but he ... yet.

a) had not come; b) have not come; c) has not come;
d) did not come; e) won't have come

17. I am sure by next Sunday I ... my report.

a) have prepared; b) has prepared; c) had prepared;
d) will prepare; e) will have prepared

18. When he came back, we ... all the fruits.

a) have eaten; b) ate; c) have eaten; d) had eaten; e) will have eaten

19. Sorry, I cannot remember where I ... you.

a) have met; b) will have met; c) met; d) had met; e) has met

20. Let's go to this play. We ... to the theatre for ages!

a) have not been; b) has not been; c) won't be; d) won't have been; e) had not been

Unit 3: Penicillin's discovery

Цілі:

- ознайомитись з новою фаховою лексикою з теми;
- вдосконалити навички розуміння змісту прочитаного тексту англійською мовою та переклад рідною мовою;
- повторити утворення та вживання pronouns;
- навчитися вести бесіду та надавати основну та додаткову інформацію з наданої теми.

Питання, що підлягають вивченню:

- лексика: вивчити нові слова до теми «Penicillin's discovery», навчитись правильно їх вимовляти;
 - читання: навчитись працювати з фаховою інформацією (робота з текстом «Penicillin's discovery» та вправами до нього);
 - граматика: навчитись утворювати pronouns та вживати їх в різних типах речень;
говоріння: робити повідомлення у вигляді інформації або розгорнутої доповіді на тему «Penicillin's discovery» (symptoms, prevention, treatment).
- Норма часу:** 6 годин.

PENICILLIN'S DISCOVERY

READING

VOCABULARY: importance — важливість; discovery — відкриття; medical breakthrough — прорив у медицині; effective — діючий, ефективний; to use — застосовувати, використовувати; to realise — усвідомити, усвідомлювати; to notice — помічати, звертати увагу; to seem — здаватися; unable — нездатний; to prevent — запобігати; particularly — особливо, зокрема, детально; wound — рана; to find — знаходити, виявляти; to cause — бути причиною, викликати; by accident — випадково; to return — повертатися; to remove — видалити, видаляти; mould — цвіль; facilities — можливості; to continue — продовжувати; research — дослідження; to treat — лікувати; growing — зростання; multiplying — розмноження; drug — ліки, медикаменти; to provide — забезпечувати; strength — міцність; to survive — вижити; to weaken — послаблювати, слабшати; to allow — дозволити, дозволяти; to recover — одужати.

I. Pre-reading warmer

1. Why is penicillin so important?
2. How did penicillin impact the world?
3. When was penicillin first used?
4. Is penicillin fungus or bacteria?

II. Read the text and answer the questions from exercise I.

IMPORTANCE OF PENICILLIN'S DISCOVERY

The discovery of penicillin was a major medical breakthrough. Penicillin was the **first effective antibiotic** that could be used to kill bacteria. This meant that cures for serious illnesses were possible even if the patient had the disease.

Penicillin had been discovered during the 19th century, but it was Alexander Fleming who first realised its great importance in 1928. During World War I, he noticed that antiseptics seemed unable to prevent infection, particularly in deep wounds. He decided to try to find something that could kill the bacteria which caused infections like septicaemia.



Penicillin was discovered almost by accident. Returning from holiday, Fleming removed the tops from some old petri dishes and noticed that the bacteria he had grown were being killed by a mould - penicillin. He used the word antibiotic to describe penicillin. However, Fleming did not have the money or the facilities to continue his research.

Penicillin is given to patients with an infection caused by bacteria. Some types of bacterial infections that may be treated with penicillin include pneumonia, strep throat, meningitis, syphilis and gonorrhea, according to the National Library of Medicine. It may also be used to prevent dental infections. As an antibiotic, penicillin kills bacteria or prevents them from growing and multiplying. The drug works by attacking enzymes that build the cell walls of bacteria.

Penicillin prevents the bacteria from synthesizing peptidoglycan, a molecule in the cell wall that provides the wall with the strength it needs to survive in the human body. The drug greatly weakens the cell wall and causes bacteria to die, allowing a person to recover from a bacterial infection.

Different kinds of penicillin are used for various infections. Some types of penicillin are amoxicillin, ampicillin, Augmentin, penicillin G and penicillin V.

<https://www.livescience.com/65598-penicillin.html>

III. Mark these statements as TRUE or FALSE

1. Penicillin was discovered in 1942 by British biologist Alexander Fleming.[]
2. Scientists learned to grow Penicillium mold in deep fermentation tanks by adding some salt only.[]
3. The antibiotic is the only drug that can kill the syphilis bacteria in the fetus.[]
4. The introduction of penicillin in the 1940s, which began the era of antibiotics, has been recognized as one of the greatest advances in therapeutic medicine.[]
5. Nausea, vomiting, epigastric distress, diarrhea, and black hairy tongue are rather rare reactions to oral penicillin.[]
6. Alexander Fleming discovered penicillin and tried to make an antibiotic out of it.[]
7. Centuries before the actual discovery of penicillin, many ancient cultures were using moldy food to treat infection without understanding how it worked.[]
8. The penicillin family of antibiotics has more than 15 chemically related drugs, including penicillin, amoxicillin, amoxicillin-clavulanate, ampicillin, methicillin, and dicloxacillin that are given to treat many bacterial infections.[]
9. During World War I specifically, penicillin became very useful and popular for the treatment of wounded soldiers.[]
10. Penicillin itself would become responsible for killing the different bacteria responsible for many serious human infections - for example, tonsillitis, pharyngitis, bronchitis and pneumonia.[]

IV. Choose the correct answer:

1. The penicillins act by:
 - a) inhibition of protein synthesis
 - b) interfering with bacterial cell wall synthesis
 - c) inhibition of nucleic acid synthesis
 - d) phagocytic action
 - e) rapidly increasing intracellular calcium and mobilizing calcium flux through the channels
2. The most important side-effect of the penicillins is
 - a) vomiting
 - b) ototoxicity
 - c) hypersensitivity reactions
 - d) hepatotoxicity
 - e) gastrointestinal disturbances
3. Which statement about penicillins is FALSE:
 - a) Penicillins cross CSF if the meninges are inflamed.
 - b) Benzylpenicillin is highly active against Streptococcus pneumoniae.
 - c) Procaine penicillin, given i.m. only.
 - d) Penicillins do not cause neutropenia in high doses given for longer than 10 days.
 - e) Different kinds of penicillin are used for various infections.
4. What kinds of diseases can you treat with penicillin?

- a) Malaria
- b) Typhoid
- c) Hemorrhoids
- d) HIV
- e) Gonorrhea

5. Where was the Penicillin found?

- a) England
- b) Australia
- c) Scotland
- d) USA
- e) Switzerland

6. What side effect can NOT be induced by penicillin

- a) Diarrhea
- b) Hypersensitivity
- c) Rash
- d) Malaria
- e) Drowsiness

7. Which disease was Fleming trying to combat at the time when he discovered penicillin?

- a) The Bubonic Plague
- b) Whooping Cough
- c) Tetanus
- d) Plague
- e) Influenza

8. Patients who have experienced dizziness and lightheadedness while receiving a local anesthetic at the dentist should do which of the following:

- a) Use general anesthesia for all procedures
- b) Undergo testing and/or challenge to the local anesthetic
- c) Avoid local anesthetics for life
- d) Avoid all antibiotics
- e) Take the temperature of the body

9. If you have an unconfirmed penicillin allergy, the safest way to proceed is

- a) Avoid all antibiotics
- b) Avoid all penicillins and cephalosporins
- c) Ask the allergist to help
- d) Use general anesthesia for all procedures
- e) Get evaluated and tested for penicillin allergy

10. Alexander Fleming was not the first to notice the special properties of mold. What moldy food item did the ancient Egyptians apply to wounds to promote healing?

- a) Bread
- b) Fruit
- c) Meat

- d) Cheese
- e) Sand

V. Complete the gaps in the sentences with a proper word:

Challenge; antibiotic; allergic; procedure; drug.

Penicillin Allergy Testing is a simple 1) _____. After serial skin testing with the Major and Minor Determinant Antigens of Penicillin, patient is given a graded oral 2) _____ with a B-Lactam Antibiotic such as Amoxicillin or Pen V, under observation in dental clinic. If the skin tests are negative and there are no symptoms after a full dose of the 3) _____, the patient's risk of anaphylaxis from a Beta-Lactam 4) _____ is the same as that of general population. Infectious Disease specialists now recommend that all patients claiming to be 5) _____ to Penicillin be pre-tested so as to reduce the use of broader spectrum antibiotics for situations that need Penicillin, such as prophylactic use in dental procedures.



Grammar theory

PREPOSITIONS

Англійські прийменники, згідно їх значенню, намагаються систематизувати за групами. Але слід пам'ятати, що один і той же прийменник в різних контекстах може мати різне смислове значення (наприклад, просторового розміщення, часу).

ПРИЙМЕННИКИ МІСЦЯ ТА НАПРЯМКУ

to	до	I'm going to my mom (Я їду до своєї мами).
into , in	в, всередині	Threads are in a box (Нитки знаходяться в коробці). He went into the room (Він зайшов всередину кімнати).
inside	всередині	Heart was beating inside the chest (Серце билося в грудях).
outside	зовні	The lock was closed outside (Замок був закритий зовні).
by	біля	The dog lay down by my feet (Пес ліг біля моїх ніг).
at	у, близько	The car is at the store (Автомобіль стоїть біля магазину).
up	вгору	The moon went up (Місяць піднявся вгору).
down	вниз	Someone goes down (Хтось спускається вниз).
through	крізь	The bullet easily passed through the barrier (Куля легко пройшла).

		крізь перешкоду).
out of	з	The toy was pulled out of the box (Іграшку вийняли з коробки).
along	уздовж	Children walk along the forest (Діти йдуть уздовж лісу).
across	через	The man reached across the table (Чоловік потягнувся через стіл).
next to	поруч близько, біля	3, The conductor stands next to the wagon (Провідник стоїть поряд з вагоном).
beside	поруч	On the photo the wife is standing beside her husband (На фото дружина стоїть поруч з чоловіком).
between	між	The ship passed between sandbanks (Корабель пройшов між мілинами).
ahead	попереду	Ahead appeared beacon (Попереду з'явився маяк).
in front of	перед, навпаки	In front of the house there is an apple tree (Прямо перед будинком росте яблуна).
on	на	She had red shoes on her feet (На ногах у неї були червоні туфлі).
behind	за	Behind the wall grows a beautiful garden (За стіною росте гарний сад).
above	над	The starry sky was shining above him (Над ним сяяло зоряне небо).
under	під	Dust will accumulate under the carpet (Пил буде накопичуватися під килимом).
round/around	навколо	A big city has grown up around the port (Навколо порту зросло велике місто).
among	серед	Among mushrooms there are poisonous (Серед грибів трапляються отруйні).

ПРИЙМЕННИКИ ЧАСУ

about	близько	The concert lasts about two hours (Концерт триває близько двох годин).
after	після	After Olga Irina went there too (Після Ольги туди ж зайшла Ірина).
at	в	The meeting will take place at 2 o'clock (Зустріч відбудеться о 2 годині).

during	Протягом	During the concert there will be two intermissions (На протязі концерту буде два антракти).
for	за, протягом	He repaired the chair for 5 minutes (Він відремонтував стілець за п'ять хвилин).
within	протягом	The money will arrive within one hour (Гроші надійдуть протягом години).
in	через	The lesson ends in 5 minutes (Урок закінчиться через 5 хвилин).
on	по	Working days will be on Friday inclusive (Робочі дні будуть по п'ятницю включно).
till / until	до	May I take the book until tomorrow? (Можна я візьму книгу до завтра?)
by	до (часу)	I'll be back from work by 7 o'clock (Я повернусь з роботи до 7 години).
before	перед, до	We must meet before lunch (Ми повинні зустрітися перед обідом).
since	з тих пір	Mountain bicycles have been produced since 1972 (Гірські велосипеди випускаються з 1972 року).
ago	тому	The event occurred two years ago (Подія відбулася два роки тому).

ПРИЧИННІ ПРИЙМЕННИКИ

because	бо	I ran because I was afraid (Я побіг, бо був переляканий).
on account of	за рахунок	He won on account of his great strength (Він переміг за рахунок своєї великої сили).
thanks to	завдяки	Thanks to hard work it was a great success (Завдяки наполегливій праці все вдалося на славу).
in accordance with	відповідно до	Students must act in accordance with the rules (Студенти повинні вести себе відповідно до правил).

ВІДНОСНІ ПРИЙМЕННИКИ

with	с, разом	We went camping with a big tent (В похід ми пішли з великим наметом).
without	без	The car is sold without an engine (Автомобіль продається без двигуна).

about	про (ким (кому) то); приблизно	The book has about three hundred pages (У книзі приблизно триста сторінок).
against	проти	Tomorrow we will play against the team of the neighboring school (Завтра ми будемо грати проти команди сусідньої школи).
besides	крім, понад	Everyone went out besides us (Всі вийшли, крім нас).
except	крім	Everything was in the luggage except one box (Все помістилося в багаж, окрім однієї коробки).
by	за допомогою	I dug a pit by a shovel (Я викопав яму лопатою).
for	для	I want to buy ice cream for you (Я хочу купити для тебе морозиво).
less	менше	I began to earn less (Я став заробляти менше).

Деякі прийменники співпадають за написанням з прислівниками. Відрізнити їх можна лише за роллю в реченні. Так, прийменники в англійській мові лише відображають відношення між різними частинами мови. Прислівники навпаки, можуть мати своє власне значення та визначати дієслово:

*There is only clear sky **above** me.* – Наді мною лише чисте небо.

В даному випадку *above* – прийменник, оскільки “лише” висловлює просторові відносини між двома словами.

*The guests were led **above**.* – Гостей повели наверх.

В даному випадку *above* – прислівник, оскільки має своє власне значення (відповідає на питання “куди?”).

<http://easy-english.com.ua/prepositions/>



75 Very Important Prepositions

- | | | | | |
|--------------------------|----------------------------|----------------------------|-----------------------------|-------------------------|
| 1. Suffer from | 16. Fed up with | 31. Superior to | 46. Content with | 61. Contrary to |
| 2. Recover from | 17. Respond to | 32. Contribute to | 47. Blame for | 62. Obligated to |
| 3. Distinct from | 18. Differ from | 33. Prevent from | 48. Tend to | 63. Capable of |
| 4. Focus on | 19. Hinder from | 34. Dedicate to | 49. Ask for | 64. Composed of |
| 5. Abstain from | 20. Infer from | 35. Notorious for | 50. Equal to | 65. Count on |
| 6. Get rid of | 21. Vote for | 36. Spend on | 51. Short of | 66. Keen on |
| 7. Search for | 22. Indifferent to | 37. Oppose to | 52. Ready for | 67. Devote to |
| 8. Accustomed to | 23. Stem from | 38. Insist on | 53. Famous for | 68. Account for |
| 9. Wait for | 24. Associated with | 39. Consist of | 54. Succeed in | 69. Exposed to |
| 10. Obsessed with | 25. Derive from | 40. Deprived of | 55. Yield to | 70. Dependent on |
| 11. Peer at | 26. Responsible for | 41. Adapted to | 56. Distinguish from | 71. Devoid of |
| 12. Lead to | 27. Accuse of | 42. Compatible with | 57. Refrain from | 72. Prone to |
| 13. Convert to | 28. Aware of | 43. Persist in | 58. Irrespective of | 73. Worry about |
| 14. Approve of | 29. Exempt from | 44. Susceptible to | 59. Deal with | 74. Emerge from |
| 15. Cope with | 30. Benefit from | 45. Addicted to | 60. Involve in | 75. Fond of |

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VERBS + PREPOSITIONS LIST

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account	for	complain	about	hear	from	search	for
accuse (someone)	of	compliment		hear	of	see	about
adapt	to	(someone)	on	insist	on	send	for
add	to	congratulate	on	introduce	to	separate	from
adjust	to	concentrate	on	invite (someone)	to	show	up at
agree	on (something)	consent	to	keep	for, from	speak	about
agree	to (something)	consist	of	keep	on	spend (money)	on
agree	with (someone)	convince (someone)	of (smt)	laugh	about	stop	from
apologize	for (something)	deal	with	laugh	at	substitute	for
apologize	to (someone)	decide	between	learn	about	subtract	from
apply	for	decide	on	listen	for	succeed	in
approve	of	depend	on	listen	to	suspect (someone)	of
argue	with (someone)	(dis)approve	of	look	at	take advantage	of
argue	about (something)	dream	about, of	look	for	take care	of
arrive	at	excuse (smt)	for	look forward	to	talk	about
ask	for	explain (smt)	to	object	to	talk	over
become	of	feel	like	participate	in	talk	to
believe	in	forget	about	pay	for	thank (someone)	for
belong	to	forgive (smt)	for	plan	on	think	about
blame (someone)	for (something)	get	along with	prefer	to	think	of
blame (smt)	on (something)	get	back from	prepare	for	throw	away
borrow	from	get rid	of	prevent	from	vote	for
care	about	get	through with	provide	for	wait	for
care	for	get used	to	provide (someone)	with	warn	about
catch	up with	happen	to	recover	from	waste (money)	on
come	from	have confidence	in	refer	to	wish	for
comment	on	have influence	over	relate	to	work	for
communicate	with	have an opportunity	for	rely	on	worry	about
compare	with	have patience	with	remind (someone)	of		

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EXERCISES

EXERCISES

I. Fill in the correct prepositions.

Use: *above ;about; after ;at; by; for; from; in; of; on; to; with.*

1. During the summer I stayed _____ my grandparents.
2. _____ we saw the television show on bears we drove to the zoo.
3. The phone rang _____ the middle of the night.
4. His notebook fell _____ the floor.
5. The plane flew _____ the clouds.
6. Peter doesn't go to work _____ Fridays.
7. Open your text-book _____ page 9.
8. Can you see a yellow house _____ the left?
9. All the latest computers will be shown _____ the exhibition.
10. I am very interested _____ documentaries on TV.
11. Nobody in the family has heard _____ the accident.
12. She comes _____ a poor family.
13. I am quite good _____ Latin.
14. I prefer coffee _____ tea.
15. I like travelling _____ boat in summer.
16. When I was younger I was always afraid _____ going to the dentist.
17. Mary's in the kitchen looking _____ her car keys.
18. Are you really happy _____ your life here?
19. He was quite pleased _____ the results.
20. This is a painting _____ an unknown artist.
21. I am proud _____ being a neurologist.
22. Don't worry _____ it. Everything will be fine.
23. Did you call attention _____ their mistake?
24. She has trouble sleeping because the man in the apartment _____ her plays the drums.
25. Miss Wilson is very fond _____ French food.

II. Choose the correct answer:

- A) 1. Kyomi is worried _____ the test because she thinks that she will fail the test.
- a) of b) on c) to d) about e) to
2. Take this medicine and you will get rid _____ the bad cold.
- a) of b) over c) at d) from e) down
3. I am angry with him _____ his carelessness.
- a) on b) to c) for d) at e) with

4. I do not agree _____ you on this point.
 a) to b) in c) at d) with e) on
5. The mother was anxious _____ the safety of her son.
 a) upon b) about c) for d) at e) with
6. The insects are a great nuisance _____ us.
 a) to b) with c) at d) upon e) for
7. Adele is studying Dentistry _____ Melburne University.
 a) in b) from c) on d) at e) with
8. He has tried to give _____ smoking twice but hasn't succeeded.
 a) off b) out c) up d) away e) on
9. It took him a long time to recover _____ his injuries.
 a) from b) out of c) off d) of e) above
10. James went _____ the flu.
 a) away with b) down with c) over d) out e) on with

B) ADVANCED:

1. The last time we discussed the matter was _____ the 13th of May last year.
 a) on b) at c) in d) for e) from
2. When I arrived _____ the airport it was late so I decided to stay _____ a hotel.
 a) at / at b) in / in c) in / at d) in / on e) to / at
3. It was so cold that I decided to wear a thick sweater _____ my coat.
 a) around b) inside c) below d) into e) under
4. I am very glad to be _____ my close friends again.
 a) without b) among c) between d) both e) each
5. The old man explained that he had taken care _____ the dog _____ one day he just disappeared.
 a) for / on b) of / by c) of / until d) for / until e) of / in

III. Complete the story with proper prepositions.

Use: From(x2); to; at; behind; for; till; with; near; round; in(x2); by; outside; through; of.

I'm Erik and I live _____ Sweden. _____ summer I like to travel _____ Australia, because _____ the weather and the people there. Last summer I took a plane _____ Stockholm to Newcastle . _____ the airport we went to our hotel _____ bus. We stopped _____ a small restaurant for a quick meal. The driver parked the bus _____ the restaurant. Nobody could find the bus and the driver, so we waited _____ the restaurant _____ one hour. The driver was walking _____ the small park _____ the restaurant which we did not know. So we were very angry _____ him. But my holidays were great. We sat _____ campfires and went dancing _____ the early mornings.

IV. Some of these sentences have mistakes in them. If the sentence is correct as it is, write C on the line. Rewrite each mistaken sentence so that it is correct.

EXAMPLE:

A: C I always feel nervous when I argue with my friends.

B: Tom never worries of his results in tests. >>> Tom never worries about his results in tests.

1. I completely agree to you.
2. Do you believe about life after death?
3. The headache prevented me from studying.
4. Nobody knows the reason of his untimely death.
5. Hurry up. What are you waiting for?
6. What university subject are you good with ?
7. What year did you graduate from university?
8. The patient complains on headache, malaise and weakness.
9. A 45 years old man suffer with esophageal carcinoma.
10. This patient was diagnosed with the tumor of the right lung.
11. Some patients demonstrated sharp decrease in pulmonary surfactant activity.
12. Certain diseases, such as diabetes and HIV/AIDS, can lower the body's resistance of infection, making oral health problems more severe.
13. Root decay is associated for receding gums, gum disease, a dry mouth and smoking.
14. The patient had a previous history in regular and routine dental care.
15. This lesion most often occurs in adults between the ages of 50 and 70.

V. Phrasal verbs with prepositions: fill in the correct ones.

Use: on (x3); to; in; from (x3); with; of.

1. She has been suffering _____ cancer for a couple of years now
2. It will take several months for this patient to recover _____ the knee injury.
3. On day 4, he insisted _____ going to a hot spring instead of receiving cancer treatment.
4. The physicians treated her for anorexia, but her symptoms didn't respond _____ treatment.
5. Psychodynamic therapies focus _____ a patient's unconscious process.
6. Side effects depend _____ the type of cancer, its location, the radiation therapy dose, and your general health.
7. Any dentistry student must be persistent to succeed _____ such difficult field.
8. Pedodentistry deals _____ the dental care of pediatric patients, monitors the development of their teeth and helps to prevent children's oral diseases.
9. A cardiologist has to prescribe such patient the medications that prevent blood _____ clotting.
10. After a cold, many patients complain _____ persistent catarrh.

Unit 4: Cystic fibrosis

Цілі:

- ознайомитись з новою фаховою лексикою з теми;
- вдосконалити навички розуміння змісту прочитаного тексту англійською мовою та переклад рідною мовою;
- повторити утворення та вживання Types of questions;
- навчитися вести бесіду та надавати основну та додаткову інформацію з наданої теми.

Питання, що підлягають вивченню:

- лексика: вивчити нові слова до теми «Cystic fibrosis», навчитись правильно їх вимовляти;
- читання: навчитись працювати з фаховою інформацією (робота з текстом «Cystic fibrosis» та вправами до нього);
- граматики: навчитись утворювати Types of questions;
- говоріння: робити повідомлення у вигляді інформації або розгорнутої доповіді на тему «Cystic fibrosis» (symptoms, prevention, treatment).

Норма часу: 6 годин.

CYSTIC FIBROSIS

READING

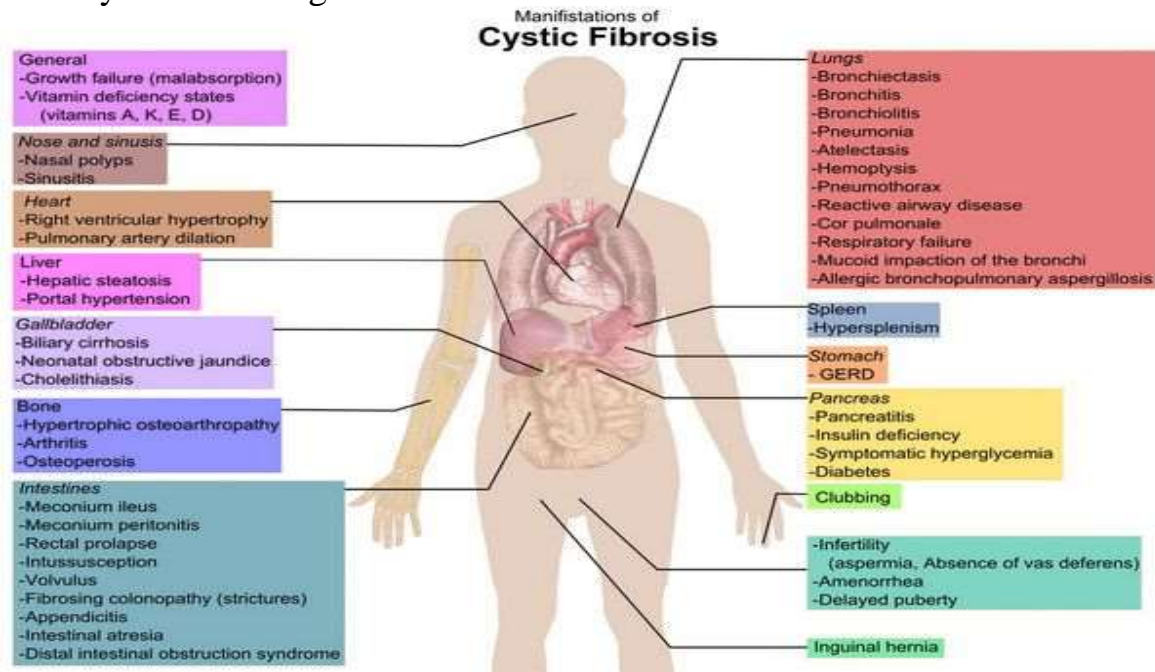
VOCABULARY: cystic fibrosis — кістозний фіброз; inherited — успадкований; mucus — слиз; damage — пошкодження; digestive system — травна система; feature — особливість, характерна риса; severity of the disorder — тяжкість розладу; an affected individual — уражена особа; slippery — слизький; substance — речовина; to lubricate — змащувати; lining — оболонка; to clog — засмічувати, забруднювати, забивати; coughing — кашель; wheezing — хрипи; inflammation — запалення; permanent — постійний; scar tissue — рубцева тканина; meconium ileus — меконієвий ілеус; enzyme — фермент; to impair — погіршити, погіршувати; ability — здатність; produce — виробляти; to lead — приводити; adolescence — підлітковий вік; adulthood — дорослий вік; shortage — нестача; a fatal disease — смертельна хвороба; an improved treatment — поліпшене лікування; to manage the disease — справлятися з хворобою; congenital — вроджений; to undergo a treatment — пройти (проходити) лікування; complication — ускладнення.

I. Pre-reading warmers

1. What is the first sign of cystic fibrosis?
2. Can you get cystic fibrosis at any age?
3. How does cystic fibrosis affect daily life?
4. Can fibrosis be cured?

II. Read the text

Cystic fibrosis is an inherited disease characterized by the buildup of thick, sticky mucus that can damage many of the body's organs. The disorder's most common signs and symptoms include progressive damage to the respiratory system and chronic digestive system problems. The features of the disorder and their severity varies among affected individuals.



Mucus is a slippery substance that lubricates and protects the linings of the airways, digestive system, reproductive system, and other organs and tissues. In people with cystic fibrosis, the body produces mucus that is abnormally thick and sticky. This abnormal mucus can clog the airways, leading to severe problems with breathing and bacterial infections in the lungs. These infections cause chronic coughing, wheezing, and inflammation. Over time, mucus buildup and infections result in permanent lung damage, including the formation of scar tissue (fibrosis) and cysts in the lungs.

Most people with cystic fibrosis also have digestive problems. Some affected babies have meconium ileus, a blockage of the intestine that occurs shortly after birth. Other digestive problems result from a buildup of thick, sticky mucus in the pancreas. The pancreas is an organ that produces insulin (a hormone that helps control blood sugar levels). It also makes enzymes that help digest food. In people with cystic fibrosis, mucus often damages the pancreas, impairing its ability to produce insulin and digestive enzymes. Problems with digestion can lead to diarrhea, malnutrition, poor growth, and weight loss. In adolescence or adulthood, a shortage of insulin can cause a form of diabetes known as cystic fibrosis-related diabetes mellitus (CFRDM).

Cystic fibrosis used to be considered a fatal disease of childhood. With improved treatments and better ways to manage the disease, many people with cystic fibrosis now live well into adulthood. Adults with cystic fibrosis experience health problems affecting the respiratory, digestive, and reproductive systems. Most men with cystic fibrosis have congenital bilateral absence of the vas deferens (CBAVD), a condition in which the tubes that carry sperm (the vas deferens) are blocked by mucus and do not develop properly. Men with CBAVD are unable to father children (infertile) unless they undergo fertility treatment. Women with cystic fibrosis may experience complications in pregnancy.

<https://ghr.nlm.nih.gov/condition/cystic-fibrosis>

III. Mark these statements as TRUE or FALSE

1. Fibrosis is the lack in formation of fibrous connective tissue in an organ or tissue in a reparative or reactive process. []
2. Cystic fibrosis does not affect respiratory, digestive and reproductive systems. []
3. Bacteria that are not harmful to one person with cystic fibrosis can be quite dangerous to another. []
4. People with cystic fibrosis usually never of respiratory failure. []
5. The most common symptoms of cystic fibrosis are coughing and chronic breathing difficulties caused by the build-up of sticky mucus in the lungs and respiratory tubes. []
6. Almost all males with cystic fibrosis are infertile because the tubes that transport sperm (*vasa deferentia*) are usually missing. []
7. There is no cure for cystic fibrosis but there are therapies and medicines that make it easier to live with the condition. []
8. About 90% of newborns who have cystic fibrosis have meconium ileus, which causes vomiting, bloating (distention) of the abdomen, and absence of bowel movements.[]
9. Complications of cystic fibrosis may include arthritis, chronic pain, obstructive sleep apnea, kidney stones, kidney disease, depression and anxiety, and an increased risk of cancer of the bile ducts, pancreas, and intestines.[]
10. People with CF can live very full, normal lives: there are no limitations to their exercise, diet, or activities. []

V. Complete the gaps in the sentences with a proper word:

Health; psychologist; nutrition; activities; doctor; responsibility; problems

CYSTIC FIBROSIS TREATMENT

A person with cystic fibrosis should have a comprehensive program of therapy directed by a 1) _____ experienced with cystic fibrosis care—usually a pediatrician or an internist—along with a team of other doctors, nurses, a dietitian,

a respiratory therapist, and ideally a social worker, genetics counselor, pharmacist, 2) _____, and physical therapist. The goals of therapy include long-term prevention and treatment of lung and digestive 3) _____ and other complications, maintenance of good 4) _____, and encouragement of physical activity.

Children with cystic fibrosis need psychologic and social support because they may be unable to participate in normal childhood 5) _____ and may feel isolated. Much of the burden of treating a child with cystic fibrosis falls on the parents, who should receive adequate information, training, and support so they can understand the disorder and the reasons for the treatments.

Adolescents need guidance and education as they transition to independence and assume 6) _____ for their care.

Adults need support as they deal with issues related to employment, relationships, 7) _____ insurance, and deteriorating health.

VI. Choose the correct answer:

1. Body systems affected by cystic fibrosis include:

- a) Pancreas
- b) Sweat glands
- c) Lungs
- d) All of the above
- e) None of a,b,c

2. Cystic fibrosis is also called:

- a) Mucoviscidosis
- b) Irritating cough disease
- c) Sticky mucus disease
- d) Basal ganglia
- e) Bronchiectasis

3. Cystic fibrosis is diagnosed by:

- a) Echocardiogram
- b) Complete blood panel
- c) Chest X-ray
- d) Sweat test
- e) Bronchoscopy

4. Cystic fibrosis is caused by:

- a) A defective gene that causes abnormalities in the brain
- b) It is not known what the cause is
- c) Someone who eats too much salt
- d) A virus and may last from a few days to a week
- e) A defective gene that leads to the making of an abnormal protein

5. Cystic fibrosis is treated:

- a) by taking special vitamins

- b) by airway clearance techniques that aim to move the thick mucus from the lungs
 - c) by taking pancreatic enzymes to help digest food
 - d) under medical supervision
 - e) All of these
- 6.** The recommended diet for someone with cystic fibrosis is:
- a) High calorie and high fat diet
 - b) High calorie diet
 - c) Low fat diet
 - d) High fat diet
 - e) Low-carb diet
- 7.** Cystic fibrosis is an autosomal recessive genetic disorder. Which option below best describes what most likely happens for a child to develop this condition?
- a) One parent, who is a carrier of the mutated gene, has to pass it to the child
 - b) One of the parents has to have cystic fibrosis in order to pass it to their offspring
 - c) Both of the parents must have cystic fibrosis in order for the child to develop it
 - d) Both parents, who are carriers of the mutated gene, each pass one mutated gene to the child
 - e) None of the parents must have cystic fibrosis in order for the child to develop it
- 8.** At what age is cystic fibrosis diagnosed?
- a) Early years [0-5]
 - b) Teenage years [12-17]
 - c) Adult years [40-60]
 - d) Childhood years [5-12]
 - e) Adult years [18-35]
- 9.** Which symptom in a baby or young child might mean cystic fibrosis ?
- a) Stools that are pale, foul, or float
 - b) Frequent wheezing or pneumonia
 - c) Salty-tasting skin
 - d) Chronic cough
 - e) All of the above
- 10.** Why do some people with cystic fibrosis have a cough?
- a) Because of the mucus in their airways
 - b) Because they have an itchy throat
 - c) Because they are having an asthma attack
 - d) It is very uncommon for people with CF to cough
 - e) Mucus drips down the throat and prevents breathing, initiating a cough



Grammar theory

Types of Questions (Типи питань)

Interrogative sentence (питальне речення) - речення, що використовується для того, щоб поставити певне питання. Для питань в англійській мові характерний непрямий порядок слів, а також питальна інтонація. В кінці питальних речень ставиться знак питання.

Do you compose music? – Ти пишеш музику?

What are Lilly and Ann doing here? – Що вони тут роблять?

Who gave you this book? – Хто дав тобі цю книгу?

В англійській мові за характером питання виділяють загальні, спеціальні, альтернативні та розділові. Також інколи окремо виділяють заперечні питання.

GENERAL QUESTION (загальне питання) – питання, на яке можна відповісти «так» або ж «ні». Загальне питання формується за допомогою інверсії (непрямого порядку слів): допоміжні дієслова та більшість модальних (can, could, may, might, must, should, ought) дієслів ставляться перед підметом на початок речення.

May I stay? – Чи можна мені залишитися?

Did you go to Mark's party yesterday? – Ти вчора ходив на вечірку Марка?

Should we help this old lady? – Ми повинні допомогти цій літній пані?

* Вибір допоміжного дієслова залежить від граматичного часу в реченні.

Do you play the piano? – Ти граєш на роялі? (Present Simple)

Are Kate and Jack working now? – Кейт та Джек працюють зараз? (Present Continuous)

Have they already finished their project? – Вони вже завершили свій проект? (Present Perfect)

Will you be free tomorrow morning? – Чи ти будеш вільний завтра вранці? (Future Simple)

Якщо присудок в реченні виражений дієсловами *to be* або *to have* в формі Present Simple або Past Simple, то ці дієслова ставляться перед підметом без використання інших допоміжних дієслів. В сучасній англійській мові для дієслова *to have* частіше використовується допоміжне дієслово *do*.

Are they medical students? – Вони – студенти-медики?

Was Alice at the party yesterday? – Еліс вчора була на вечірці?

Do you have a few minutes now? – В тебе є декілька хвилин зараз?

Have you a few minutes now? – В тебе є декілька хвилин зараз?

Did you have a Playstation when you were a child? – В тебе в дитинстві була приставка Playstation?

Had you a Playstation when you were a child? – В тебе в дитинстві була приставка Playstation?

Загальні питання можуть бути в заперечній формі, коли частка *not* ставиться одразу ж після допоміжного дієслова. Такі питання виражають сумнів або подив.

Don't you know this rule? – Чи ти не знаєш це правило?

Hasn't Mike met Paul before? – Невже Майк не зустрів до цього моменту Пола?

Aren't children supposed to be at school? – Чи діти не повинні бути в школі?

Иноді загальні питання використовуються в якості риторичних, тобто таких питань, на які немає відповідей або ж вони не важливі. Такі питання виражають певні емоції мовця.

Українською мовою риторичні питання часто перекладаються за допомогою слів *хіба*, *невже*, *чи* (в англійській мові немає точних еквівалентів до таких слів).

Could it be true? – Хіба це може бути правдою?

Can you really understand my feelings? – Чи можеш ти справді зрозуміти мої почуття?

SPECIAL QUESTION (спеціальне питання) – вид питання, який використовується для отримання додаткової конкретної інформації, з'ясування певного факту або обставини. На спеціальні питання не можна дати відповідь тільки «так» або «ні».

What was that? – Що це було?

Where are we going now? – Куди ми зараз йдемо?

How can I buy books on the Internet? – Як я можу купити книги в Інтернеті?

Спеціальні питання завжди починаються з певного питального слова, що вказує на те, яка саме інформація необхідна. Після питального слова вживається такий самий порядок слів, що й в загальному питанні.

Where has Janice been? – Де була Дженіс?

What are we doing tonight? – Що ми робимо сьогодні ввечері?

How do you say it in English? – Як ти кажеш це англійською?

Однак якщо питальне слово є підметом в реченні або ж означенням до підмета, то в таких питаннях використовується тільки прямий порядок слів (так як питальне слово завжди стоїть на першому місці).

What is in your hand? – Що у тебе в руці?

Who told you such a joke? – Хто тобі розповів такий жарт?

Whose bag is on my chair? – Чия це сумка на моєму стільці?

Якщо питання відноситься до прийменникового додатку або обставини з прийменником, то часто прийменник виноситься в кінець речення.

What are you talking about? – Про що ти говориш?

Who are you chatting with? – З ким ти розмовляєш?

What house do you live in? – В якому будинку ти живеш?

ALTERNATIVE QUESTION (альтернативне питання) – питання, яке дає вибір між декількома варіантами. Частина альтернативного питання з'єднуються сполучником *or* (або, чи), перша частина питання вимовляється з висхідною інтонацією, а друга - з низхідною. В таких питаннях використовується непрямий порядок слів, як і в загальному питанні.

Do you want some coffee, tea or just water? – Ти хочеш каву, чай чи просто воду?

Do Mark and Daniel live in New York or in Washington? – Марк та Деніел живуть в Нью-Йорку чи Вашингтоні?

Will you buy this little black dress or those blue jeans? – Ти купиш цю маленьку чорну сукню чи ті сині джинси?

DISJUNCTIVE QUESTION (розділове питання) – особливий вид питань, що складається з розповідного речення (стверджувального або ж заперечного) та короткого загального питання. В питальній частині використовується те ж допоміжне або модальне дієслово, що й в розповідній частині, або ж те, що необхідно використовувати для утворення питання для головної частини. Такі питання потребують відповіді «так» або ж «ні».

* Якщо розділове питання починається зі стверджувальної частини, то питальна частина буде обов'язково в заперечній формі.

Claus can swim, can't he? – Клаус вміє плавати, чи не так?

You play the piano, don't you? – Ти граєш на роялі, правда?

Students have already done your homework, haven't they? – Студенти вже виконали своє домашнє завдання, чи не так?

Якщо розділове питання починається з розповідної частини в заперечній формі, то питальна частина буде стояти обов'язково в стверджувальній формі.

Kate isn't sad, is she? – Кейт не сумна, чи не так?

You didn't know this, did you? – Ти цього не знав, правда?

We won't go to the seaside next weekend, will we? – Ми не поїдемо до моря на наступних вихідних, так?

* В питальній частині такого питання в якості підмета завжди використовуються займенники, що дублюють підмет головної розповідної частини.

Mum is mad, isn't she? – Мама розлючена, так?

They will do this job, won't they? – Вони виконають цю роботу, чи не так?

Your dog doesn't want to play, does it? – Твій собака не хоче грати, чи не так?

NEGATIVE QUESTION (заперечне питання) - питання, часто загальне, що починається з дієслова в заперечній формі (після модального або допоміжного дієслова вживається заперечна частка *not*). Сміслові дієслова *to be* не потребує допоміжних дієслів, а дієслово *to have* може утворювати такі питання як самостійно, так і за допомогою допоміжного дієслова *do*.

Shouldn't you go to university now? – Чи не повинен ти йти зараз до університету?

Aren't you tired? – Чи ти не втомився?

Haven't you a friend in England? – Хіба в тебе немає друга в Англії?

Don't you have a friend in England? – Хіба в тебе немає друга в Англії?

Заперечні питання можуть бути двох форм: *скороченої* та *повної* форми.

Повна форма використовується в формальному мовленні. В повній формі заперечного питання частка *not* завжди ставиться після підмета, а не перед ним.

Should you not go to university now? – Чи не повинен ти йти зараз до університету?

Have you not a friend in England? – Хіба в тебе немає друга в Англії?

Are you not tired? – Чи ти не втомився?

Am I not right? – Чи я не правий?

Скорочена форма використовується в повсякденному мовленні та вважається більш поширеною. В скорочених заперечних питаннях використовуються скорочені форми

допоміжних або модальних слів з часткою *not*. Якщо підмет виражається займенником **I**, то в питанні використовується допоміжне *aren't* (так як не існує скороченої форми для *am not*).

Won't you go with us? – Чи ти не підеш з нами?

Doesn't he know Kate? – Чи він не знає Кейт?

Aren't I right? – Чи я не правий?

Заперечні питання часто вживаються для вираження ввічливої пропозиції або запрошення. В такому значенні питання часто починаються з ***Won't you...?***, ***Wouldn't you...?***, ***Why don't you...?*** тощо.

Won't you both have dinner with us? – Може, ви вдвох пообідаєте з нами? (Чи не пообідаєте ви вдвох з нами?)

Why don't you stay here? It's pretty late to go back. – Чому б тобі не залишитися тут? Вже доволі пізно повертатися.

Як вже було зазначено, заперечні питання можуть означати сумнів та подив або вживатися у двох протилежних значеннях: 1) для підтвердження вже відомої мовцю стверджувальної інформації, 2) для підтвердження заперечної інформації. Значення заперечних питань можна зрозуміти з контексту і від цього значення будуть залежати й відповіді на питання. Для того, щоб не заплутатися у відповідях (коли відповідати «так», а коли «ні» на заперечне питання), у відповіді слід використовувати те саме допоміжне або модальне дієслово, що й в питанні, а не тільки відповідь «*yes*» чи «*no*».

Aren't you cold? – (Чи) ти не змерз?

Yes, I am. – Так, змерз.

No, I'm not. – Ні, не змерз.

Haven't you already done all your work? – Хіба ти ще не виконав всю свою роботу?

Yes, I have. – Так, виконав.

No, I haven't. – Ні, не виконав.

Відповіді на питання. Питальне речення та відповідь на нього завжди взаємопов'язані: форма відповіді визначається самим питанням та його видом. В відповіді використовується той же граматичний час, що й в питанні. Якщо, це загальне або розділове питання, то вони потребують стверджувальної або заперечної відповіді («так» або ж «ні»). Часто в короткій відповіді використовується тільки допоміжне або модальне дієслово без смислового.

Did you like this book? – Тобі сподобалася ця книга?

Yes, I did. – Так, сподобалась.

Are you hungry? – Ти голодний?

No, I'm not. – Ні, не голодний.

Kate doesn't want to go with us, does she? – Кейт не хоче піти з нами, так?

No, I don't think she wants. – Ні, я не думаю, що вона хоче.

Якщо це спеціальне або альтернативне питання, то в відповіді слід надати конкретну інформацію про те, що запитується.

Who was that? – Хто це був?

It was me. – То був я.

Where do your friends live? – Де вони живуть?

They live in this small house. – Вони живуть в цьому маленькому будинку.

Did you watch this movie yesterday or on Sunday? – Ти дивився цей фільм вчора або у неділю?

I watched it on Sunday. – Я подивився його вчора.

<https://grammarway.com/ua/types-of-questions>



EXERCISES

EXERCISES:

I. Make question to these sentences and write them down.

- 1) The book is on the table. (Where?)
- 2) The students are on Anatomy lecture. (General)
- 3) She is writing an exercise. (What?)
- 4) The shop is visited by thousands of people. (Alternative: *museum*?)
- 5) Her dogs are eating. (Whose?)
- 6) There are some cushions on the sofa. (What colour?)
- 7) My friend has been to Germany twice. (How many times?)
- 8) The book helps to understand people. (Tag)
- 9) The neighbours were on holidays last month. (When?)
- 10) We've just bought the house. (Who?)
- 11) The statue was made of marble. (What...of?)
- 12) Dr Raymond Damadian performed the first magnetic resonance imaging body scan of a human in 1977. (What?)
- 13) German surgeon Erich Muhe performs the first laparoscopic cholecystectomy in 1985. (Who?)
- 14) In 1996 new variant of Creutzfeldt–Jakob disease was first identified in humans, in the United Kingdom. (Where?)
- 15) Severe acute respiratory syndrome (SARS) epidemic began in Guangdong, Province of China in November, 2002. (When?)

II. Ask for the underlined part. Write the complete question.

EXAMPLE: The students play football. *What do the students play?*

1. She ever cleans her extracting forceps.
2. Kim and Tina are playing ball in the garden.
3. Mr Black has been living in Montreal for ten years.
4. They are running home.
5. Anne likes her new job very much.
6. This dental clinic will be closed until next month.
7. Beverly usually gets up at 6.30 am.

8. The Barnes are planning a trip to Norway.
9. He can't meet Sharon because she is very ill.
10. Every evening Steven listens to his new CDs.

III. Correct the mistakes.

1. What Tony is writing?
2. What Julia want to do?
3. Who does wants a cup of tea?
4. Who President John F. Kennedy killed?
5. Who did invented the telephone?
6. Whose your favorite actor?
7. Who's is this coat?
8. Arthur is 21, he hasn't?
9. You're a student, isn't it?
10. They live in Milan, it doesn't?
11. Nobody knows, don't they?
12. You never come on time, don't you?
13. You couldn't help me, can you?
14. What did you saw while you were there?
15. What elements make up water?

IV. Complete the dialogue with these words: *are, do, does, did, has, have, is*.

Ann: (1) _____ you go to the training day they told us about at the last meeting?

Tom: (2) _____ you talking about the computer training?

Ann: No, not the computer training, I meant the dental practice.

Tom: Oh yes, I went to that. It was quite amazing. (3) _____ you ever been on that course?

Ann: No, I haven't.

Tom: Well I found it very useful. I was given a varied set of tasks that kept the work interesting. I was given a lot of responsibility in the workplace that felt a bit daunting at first, but the challenge was enjoyable and achieving results was satisfying.

Ann: When you go on these courses (4) _____ the university pay or (5) _____ you pay yourself? I know that good dental practice isn't cheap.

Tom: Oh, the university pays – they can afford it. It doesn't cost us anything.

Ann: And (6) _____ it helped you in your day-to-day work? Be honest now.

Tom: Yes, I think it has. Oral health research has led to preventive, diagnostic, and management strategies that have greatly diminished the incidence and severity of dental disease.

Ann: OK. I'm interested. (7) _____ the course running again in the near future?

V. Choose the correct variant:

1. "What ?" - "I'm trying to fix my root-tip pick elevator."
a) you doing b) you do c) do you do d) are you doing e) are you done
2. "What in the evenings?" - "Usually I look through Dental Research Journal on Internet."
a) you doing b) you do c) are you do d) are you doing e) do you do
3. _____ is she?" "She's my groupmate from London"
a) Who b) Why c) Which d) What e) Where
4. _____ to London on the train yesterday?
a) Did Mary went b) Did Mary go c) Mary go d) Mary goes e) Does Mary go
5. She sent him an invitation, ... ?
a) isn't she b) do she c) didn't she d) won't she e) doesn't she
6. ... don't you see a doctor?
a) Who b) How c) Why d) Where e) What
7. Which question is correct?
a) Can you tell me where were you born?
b) Can you tell me where you were born?
c) Can you tell me if where you were born?
d) Can you tell me where born you were?
e) None of the above
8. Which question is **NOT** correct?
a) I want to know when is he going to get a job?
b) Do you know if they've fixed their car?
c) Have you any idea if we've got any bread?
d) Whom is he meeting tomorrow?
e) How often do you really need to go to the dentist?
9. Find the appropriate question to the following answer: "I like Latin best."
a) Do you like Latin?
b) You like Latin, don't you?
c) What is your favorite subject?
d) Who liked Latin best?
e) Why do you like Latin?
10. When ... English?
a) had he begun to study
b) has he begun to study
c) do he begin to study
d) has he begun study
e) did he begin to study

Unit 5: Dental Anesthesia

Цілі:

- ознайомитись з новою фаховою лексикою з теми;
- вдосконалити навички розуміння змісту прочитаного тексту англійською мовою та переклад рідною мовою;
- повторити вживання The Adjective;
- навчитися вести бесіду та надавати основну та додаткову інформацію з наданої теми.

Питання, що підлягають вивченню:

- лексика: вивчити нові слова до теми «Dental Anesthesia», навчитись правильно їх вимовляти;
- читання: навчитись працювати з фаховою інформацією (робота з текстом «Dental Anesthesia» та вправами до нього);
- граматики: навчитись вживати The Adjective;
- говоріння: робити повідомлення у вигляді інформації або розгорнутої доповіді на тему «Dental Anesthesia» (symptoms, prevention, treatment).

Норма часу: 6 годин.

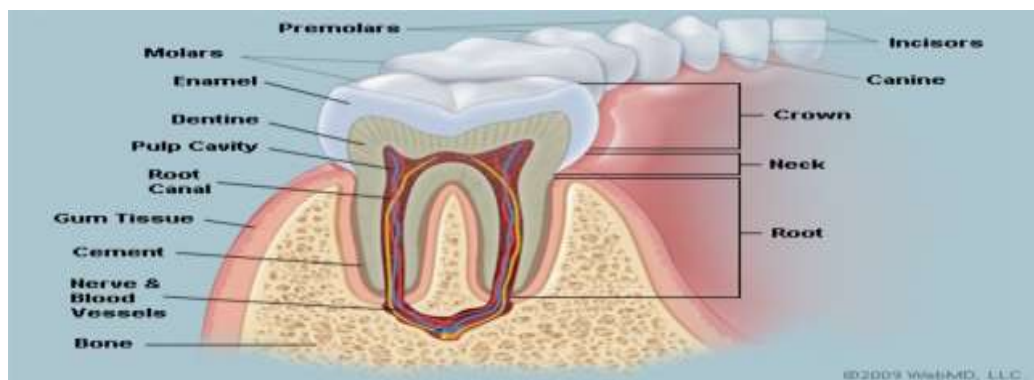
Dental Anesthesia.

READING

VOCABULARY: anesthesia – анестезія, local anesthesia – місцева анестезія, general anesthesia – загальна анестезія, anesthetics – анестетики, liver – печінка, kidney – нирка, lung – легеня, seizures – судоми, heart failure – серцева недостатність, stroke – інсульт, ointment – мазь, heart rate – серцебиття, sweating – пітливість, slurred speech – невиразна мова, dry mouth – сухість у роті, sore throat – запалення горла, dizziness – запаморочення, tiredness – втома, numbness – оніміння, obesity – ожиріння.

I. Pre-reading warmer

1. What is anesthesia?
2. What are the types of dental anesthetics?
3. When is sedation used?
4. What are the side effects of dental anesthesia?
5. What are the risk of dental anesthesia?



II. READ THE TEXT

ANESTHESIA IN DENTISTRY

Around 10 to 30 percent of people have anxiety and concerns about pain with dental procedures. Anxiety can delay getting treatment and that can make the problem worse.

Anesthetics have been around for over 175 years! In fact, the first recorded procedure with an anesthetic was done in 1846 using ether.

We've come a long way since then, and anesthetics are an important tool in helping patients feel comfortable during dental procedures.

The types of dental anesthetics

Anesthesia means a lack or loss of sensation. This can be with or without consciousness.

Today there are many options available for dental anesthetics. Medications can be used alone or combined for better effect. It's individualized for a safe and successful procedure.

The type of anesthetics used also depends on the age of the person, health condition, length of the procedure, and any negative reactions to anesthetics in the past.

Anesthetics work in different ways depending on what's used. Anesthetics can be short-acting when applied directly to an area or work for longer times when more involved surgery is required.

The success of dental anesthesia depends on: the drug, the area being anesthetized, the procedure, individual factors.

Other things that may effect dental anesthesia include the timing of the procedure. Research Trusted Source also shows that inflammation can have a negative impact on the success of anesthetics.

Also, for local anesthesia, teeth in the lower jaw (mandibular) section of the mouth are harder to anesthetize than the upper jaw (maxillary) teeth.

There are three main types of anesthesia: local, sedation, and general. Each has specific uses. These can also be combined with other medications.

Local anesthesia

Local anesthesia is used for simpler procedures like a cavity filling, which requires a shorter time to complete and is generally less complicated.

You will be conscious and able to communicate when you get a local anesthetic. The area will be numb, so you won't feel pain.

Most local anesthetics take effect quickly (within 10 minutes) and last 30 to 60 minutes. Sometimes a vasopressor such as epinephrine is added to the anesthetic to increase its effect and to keep the anesthetic effect from spreading to other areas of the body.

Local anesthetics are available over the counter and as a prescription in gel, ointment, cream, spray, patch, liquid, and injectable forms.

They can be used topically (applied directly to the affected area to numb) or injected into the area to be treated. Sometimes, light sedation is added to local anesthetics to help relax a person.

EXAMPLES OF LOCAL ANESTHETICS

articaine, bupivacaine, lidocaine, mepivacaine, prilocaine

Sedation

Sedation has several levels and is used to relax a person who may have anxiety, help with pain, or keep them still for the procedure. It can also cause procedure amnesia.

You might be fully conscious and able to respond to commands, semiconscious, or barely conscious. Sedation is categorized as mild, moderate, or deep.

Deep sedation can also be called monitored anesthesia care or MAC. In deep sedation, you're generally not aware of your surroundings and can only respond to repeated or painful stimulation.

The medication might be given orally (tablet or liquid), inhaled, intramuscularly (IM), or intravenously (IV).

There are more risks with IV sedation. Your heart rate, blood pressure, and breathing must be carefully monitored in moderate or deep sedation.

MEDICATIONS USED FOR SEDATION

diazepam (Valium), midazolam (Versed), propofol (Diprivan), nitrous oxide

General anesthesia

General anesthesia is used for longer procedures, or if you have a lot of anxiety that might interfere with your treatment.

You'll be completely unconscious, have no pain, your muscles will be relaxed, and you'll have amnesia from the procedure.

The medication is given through a face mask or IV. The level of anesthesia depends on the procedure and the individual patient. There are different risks with general anesthesia.

GENERAL ANESTHESIA MEDICATIONS

PROPOFOL, KETAMINE, ETOMIDATE, MIDAZOLAM, DIAZEPAM, METHOHEXITAL, NITROUS OXIDE, DESFLURANE, ISOFLURANE, SEVOFLURANE

THE SIDE EFFECTS OF DENTAL ANESTHESIA

Side effects of dental anesthesia depend on the type of anesthetic used. General anesthesia has more risks involved with its use than local anesthesia or sedation. Reactions also vary based on individual factors.

Some reported side effects with sedation and general anesthesia medications include: nausea or vomiting, headache, sweating or shivering, hallucinations, delirium, or confusion, slurred speech, dry mouth or sore throat, pain at the site of injection, dizziness, tiredness, numbness.

SPECIAL PRECAUTIONS

There are conditions and situations in which you and your doctor or dentist will discuss if dental anesthesia is the best choice for you.

Pregnancy

If you're pregnant, your dentist or surgeon will discuss risks versus benefits of anesthetics for you and your baby.

Special needs

Children and those with special needs require careful evaluation of the type and level of anesthetics they need. Children may need dose adjustments to avoid adverse reactions or overdose.

The Food and Drug Administration (FDA) issued a warning about numbing agents commonly used for teething pain. These products are not safe for use in children under age 2. Do not use these medications without discussing it with a healthcare professional.

Children and adults with special needs may have other medical complications which increase risks with anesthetics. For example, a study^{Trusted Source} found children with cerebral palsy had the highest number of airway-related adverse reactions to general anesthesia.

Older adults

Older adults with certain health problems may need dose adjustments and careful monitoring during and after surgery to ensure their safety.

Some people might experience delirium or confusion and memory problems after surgery.

Liver, kidney, lung, or heart problems

People with liver, kidney, lung, or heart problems might need dose adjustments because the drug might take longer to leave the body and have a more powerful effect.

Certain neurologic conditions

If there's a history of stroke, Alzheimer's disease, Parkinson's disease, thyroid disease, or mental illness, there may be an increased risk with general anesthesia.

Other conditions

Be sure to let your dental team know if you have a hiatal hernia, acid reflux, infections or open sores in the mouth, allergies, severe nausea and vomiting with anesthetics, or are taking any medications that can make you drowsy like opioids.

THE RISKS OF DENTAL ANESTHESIA

The risks of anesthesia include: an allergic reaction. Be sure to let your dentist know about any allergies you have; this includes to dyes or other substances. Reactions might be mild or severe and include rash, itching, swelling of tongue, lips, mouth, or throat, and difficulty breathing.

Most people don't experience adverse reactions with local anesthesia. There are higher risks with sedation and general anesthesia, especially in older adults and people with other health complications.

There's also an increased risk with a history of bleeding disorders or with medications that increase the risk of bleeding like aspirin.

If you're taking pain medications such as opioids or gabapentin, or anxiety medications like benzodiazepines, let your dentist or surgeon know so they can adjust your anesthetic accordingly.

<https://www.healthline.com/health/dental-and-oral-health/dental-anesthesia>

<https://immediadent.com/blog/how-dental-anesthesia-works/>

III. Mark these statements as *true* or *false* according to the text

1. Anesthesia means a lack or loss of sensation.[]
2. Local anesthesia is not used for simpler procedures like a cavity filling.[]
3. General anesthesia is used for longer procedures, or if you have a lot of anxiety that might interfere with your treatment.[]
4. Sedation has several levels and is used to relax a person who may have anxiety, help with pain, etc.[]
5. Most local anesthetics don't take effect quickly.[]
6. Side effects of dental anesthesia depend on the type of anesthetic used.[]
7. General anesthesia hasn't more risks involved with its use than local anesthesia or sedation.[]
8. Most people don't experience adverse reactions with local anesthesia.[]
9. People with liver, kidney, lung, or heart problems might need dose adjustments of anesthesia.[]
10. There isn't any risks of dental anesthesia.[]

IV. Match the words from the text with their synonyms

1	lack	a	substance use disorder
2	reaction	b	loss
3	anxiety	c	side effects
4	difficulty breathing	d	confusion
5	sores	e	ache
6	delirium	f	inflammation
7	pain	g	memory loss
8	amnesia	h	response
9	adverse effects	i	breathlessness
10	substance misuse	j	fear

V. Complete the gaps in the sentences below with a proper word. The first letter is given.

Topical anesthetic is applied to a **specific** area of soft tissue to 1) **n....** it. It's commonly referred to as numbing 2) **g....** or jelly. Dentists usually 3) **a....** it with a simple cotton swab or cotton roll. In order to work effectively, dentists let the gel sit on the surface it's numbing for a few minutes.

Generally, dentists use 4) **t....** anesthetic to numb the cheek or gums before an injection of local anesthetic in order to make the injection more comfortable. It works great on the surface of the 5) **m....** or gums, but it can't reach the nerves deep under the gums or within the teeth. Whenever dentists need to 6) **d....** into teeth (like they do when placing fillings), they need to use more than just a topical anesthetic. It's possible that your dentist won't use topical anesthetic for every 7) **p.....** If your dentist doesn't use numbing gel, don't panic. If you are concerned about the anesthetics they're applying, feel free to ask!

VI. Choose the correct answer:

1. ... of dental anesthesia depend on the type of anesthetic used.

- a) side effect
- b) activity
- c) composition
- d) warning
- e) caution

2. ... means a lack or loss of sensation.

- a) anesthesia
- b) heart failure
- c) epilepsy
- d) sedation
- e) cerebral palsy

3. Sedation has several levels and is used ... a person who may have anxiety, help with pain, or keep them still for the procedure.

- a) to relax
- b) to rest
- c) to mild
- d) to soothe
- e) to keep quite

4. Children and those with special needs require careful evaluation of the type and level of ... they need.

- a) anesthetics
- b) drug
- c) medicine
- d) medication

e) pain-killer

5. Anesthetics can be short-acting when applied ... to an area or work for longer times when more involved surgery is required.

a) directly

b) only

c) also

d) even

e) seldom

6. Sedation ... as mild, moderate, or deep.

a) is categorized

b) are categorized

c) was categorized

d) categorized

e) categorize

7. Most local anesthetics ... effect quickly (within 10 minutes) and last 30 to 60 minutes.

a) take

b) takes

c) is taken

d) took

e) is taking

8. Sometimes a vasopressor such as epinephrine ... to the anesthetic to increase its effect.

a) is added

b) added

c) are added

d) was added

e) adds

9. Deep sedation ... also ... monitored anesthesia care or MAC.

a) can be called

b) may be called

c) must be called

d) have be called

e) could be called

10. Local anesthetics ... available over the counter and as a prescription in gel, ointment, cream, spray, patch, liquid, and injectable forms.

a) are

b) is

c) was

d) were

e) be



Grammar theory

Прикметник (The Adjective)- це частина мови, що виражає ознаку предметів і відповідає на питання what? (який?). Прикметники бувають прості, похідні й складні.

Прості прикметники - не мають у своєму складі ні префіксів, ні суфіксів: big, red, short, little.

Похідні прикметники мають у своєму складі префікси або суфікси: natural, unhappy.

Найбільш характерних суфіксів прикметників:

-able, -ible	eatable (їстівний), convertible (оборотний)
-al	central (центральний), postal (поштовий)
-ic	electric (електричний), historic (історичний)
-ant, -ent	important (важливий), different (різний)
-ary, -ory	monetary (грошовий), contributory (сприяючий)
-ful	useful (корисний), doubtful (сумнівний)
-less	helpless (безпомічний), useless (бескорисний)
-ive	progressive (прогресивний)
-ous	famous (відомий)
-y	easy (легкий), rainy (дощовий)

Складні прикметники утворені при з'єднанні двох слів в одне. Звичайно, вони пишуться через дефіс: blue-eyed, good-natured, red-haired, open-minded, built-up, hand-made.

Зверніть увагу на прикметники, які мають закінчення **-ed** та **-ing**. Перші відображають почуття та стан людини.

It is difficult to teach a class of bored students. *Важко навчати клас, який складається з нудьгуючих учнів.*

Другі виражають вплив якого-небудь явища на почуття

The journey was exciting. *Подорож була захоплююча.*

amused	захоплений	amusing	захоплюючий
disappointed	розчарований	disappointing	що розчаровує
excited	збуджений	exciting	збудливий
surprised	здивований	surprising	дивний
satisfied	задовільний	satisfying	задовольняючий
frightened	переляканий	frightening	страхаючий

Деякі прикметники, які закінчуються на -ed та -ing, не пов'язані з почуттями і можуть у реченнях перекладатися так «іменник, який...»

a moving part	частина, яка рухається
a broken vase	розбита ваза = ваза, яка розбилася
a locked door	зачинені двері = двері, які зачинені
a burning heat	палюча спека = спека, яка обпалює
melting ice	таюча крига = крига, яка тавить

У реченні прикметники вживаються у функції означення та у функції іменної частини складного присудка

The large box is on the table (означення)

The box is large. (іменна частина складного присудка).

СТУПЕНІ ПОРІВНЯННЯ ПРИКМЕТНИКІВ

В англійській мові прикметники утворюють два ступені порівняння: вищий (comparative) і найвищий (superlative).

Вищий і найвищий ступені односкладових і деяких двоскладових прикметників і прислівників утворюються за допомогою суфіксів **-er -est**.

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>	
<i>cheap</i>	<i>cheaper</i>	<i>the cheapest</i>	якщо прикметник закінчується на -e , то вищий і найвищий ступені утворюються за допомогою -r, -st .
<i>close</i>	<i>closer</i>	<i>the closest</i>	
<i>young</i>	<i>younger</i>	<i>the youngest</i>	
<i>happy</i>	<i>happier</i>	<i>the happiest</i>	якщо слово закінчується на приголосний, маючи
<i>tall</i>	<i>taller</i>	<i>the tallest</i>	у корені короткий голосний, приголосна
<i>big</i>	<i>bigger</i>	<i>the highest</i>	подвоюється
			якщо слово закінчується на -y , то вищий і найвищий ступені утворюються замінюючи -y на -i і
<i>fast</i>	<i>faster</i>	<i>fastest</i>	додатка -r, -st .
<i>soon</i>	<i>sooner</i>	<i>soonest</i>	
<i>early</i>	<i>earlier</i>	<i>earliest</i>	

Ступені порівняння двоскладових, а також багатоскладових прикметників утворюються за допомогою слів **more** та **most**.

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>	
<i>famous</i>	<i>more famous</i>	<i>the most famous</i>	Усі прикметники, які закінчуються на -ed , утворюють вищий й найвищий ступені за допомогою слів more, most .
<i>intelligent</i>	<i>more intelligent</i>	<i>the most intelligent</i>	
<i>bored</i>	<i>more bored</i>	<i>the most bored</i>	

Деякі двоскладові прикметники утворюють вищий та найвищий ступені порівняння за допомогою суфіксів **-er -est** або за допомогою слів **more, most**

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>	
<i>clever</i>	<i>cleverer</i>	<i>the cleverest</i>	shallow, hollow, common, handsome
	<i>more clever</i>	<i>the most clever</i>	stupid, pleasant, tired

СТУПЕНІ ПОРІВНЯННЯ ДЕЯКИХ ПРИКМЕТНИКІВ ЩО УТВОРЕНІ ВІД ІНШОГО КОРЕНЯ

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>	
<i>good</i>	<i>better</i>	<i>the best</i>	
<i>bad</i>	<i>worse</i>	<i>the worst</i>	
<i>much</i>	<i>more</i>	<i>the most (most)</i>	
<i>many</i>	<i>more</i>	<i>the most</i>	
<i>little</i>	<i>less</i>	<i>the least (least)</i>	
<i>far</i>	<i>farther</i>	<i>the farthest</i>	
	<i>further</i>	<i>the furthest</i>	
<i>old</i>	<i>older</i>	<i>the oldest</i>	(вік)
	<i>elder</i>	<i>the eldest</i>	(члени однієї сім'ї)

Після прикметників у вищому ступені вживається сполучник **than**, який відповідає українському сполучнику *ніж*.

This book is more interesting than that one. *Ця книга цікавіше, ніж та.*

Після прикметників *superior* (вищий, кращий) *inferior* (гірший) вживається *to* замість *than*.

These samples are superior to those. *Ці зразки за якістю краще тих зразків.*

Вищий ступінь може посилюватися словами *much, a lot, a great deal, far* зі значенням *більше* словами *even – навіть, still – ще*

This book is far better than that one. *Ця книга значно краще тієї.*

He has much more free time than I. *У нього набагато більше вільного часу, ніж у мене.*

I have many more books than he. *У мене набагато більше книг, ніж у нього.*

Найвищий ступінь може посилюватися вживанням перед ним слів *far, by far*.

The deposits of oil in Russia are by far the richest in the world. *Поклади нафти в Росії набагато багатіше всіх інших у світі.*

Вживання найвищого ступеня можливо лише при порівнянні не менш ніж трьох предметів. При порівнянні двох предметів може вживатися вищий ступінь. (з артиклем *the*)

This dress is the cheaper of the two. *Ця сукня сама дешева з двох.*

Для порівняння двох предметів однакової якості прикметник у звичайному ступені ставиться між *as...as* зі значенням *такий же...як*.

У заперечних реченнях перше *as* може замінитися на *so* (*не такий ... як*).

He is as young as my brother. *Він такий же молодий як мій брат.*

My dictionary is not as (so) good as yours. *Мій словник не такий гарний як твій.*

Зверніть увагу на переклад таких конструкцій.

Your room is twice as large as mine *Твоя кімната удвічі більше моєї.*

This box is three times as heavy as that. *Ця коробка утричі важча, ніж та.*

He is twice as old. *Він удвічі старший.*

I paid for the book half as much as for the dictionary. *Я заплатив за книгу у половину менше, ніж за словник.*

My trunk is half the weight of yours. *Моя валіза удвічі легше за вашу.*

Сполучник *the...the* разом з прикметником у вищому ступені перекладається на українську мову сполучником *чим...тим*.

The sooner the better. *Ніж скоріше, тим краще.*

МІСЦЕ ПРИКМЕТНИКА В РЕЧЕННІ

Прикметник у функції означення стоїть перед іменником, до якого він відноситься, а у функції іменної частини складного присудка - після дієслова-зв'язки.

I have a red pencil

У мене є червоний олівець.

The pencil is red.

Олівець червоний

Коли іменник означається двома або більше прикметниками, ті, які тісніше зв'язані за змістом з іменниками, вживаються ближче до нього.

It was a cold autumn day.

Був холодний осінній день.

He is a clever young man.

Він розумна молода людина.

She put on a new black woolen dress.

Вона одягнула нову чорну вовняну сукню.



EXERCISES

I. Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big) than yours.
2. This flower is (beautiful) than that one.
3. This is the (interesting) book I have ever read.
4. Non-smokers usually live (long) than smokers.
5. Which is the (dangerous) animal in the world?
6. A holiday by the sea is (good) than a holiday in the mountains.
7. It is strange but often a coke is (expensive) than a beer.
8. Who is the (rich) woman on earth?
9. The weather this summer is even (bad) than last summer.
10. He was the (clever) thief of all.

II. Complete the sentences in the gaps with the proper adjectives. Translate the sentences.

1. Sorry, we can't have a picnic today; it's too	a. poor
2. Some people are so - they have no money to buy food.	b. mean
3. My binder is ; I can't put any more papers in it.	c. dirty
4. "How is it from here to Frankfurt?" - "About 13k."	d. interesting
5. Don't drink the water from that river; it's too	e. dead
6. My friend is so All the boys want to date her.	f. far
7. Science is We are always doing fun experiments.	g. wet
8. "My cat is It ran outside and was hit by a car."	h. full
9. That boy is so He is always hitting me.	i. beautiful
10. My friend is A baby could beat her at arm wrestling!	j. weak

III. Order of Adjectives

1. We wanted _____ (grey / a / metal) table.
2. They bought _____ (red / a / new) car.
3. She went home and sat on _____ (comfortable / her / wooden / old) bed.
4. He bought _____ (woollen / a / British / fabulous) suit.
5. They have _____ (Dutch / black) bicycles.
6. He wants _____ (some / French / delicious / really) cheese.

7. _____ (young / a / pretty) girl walked into the room.
8. He has _____ (a lot of / old / interesting) books.
9. She bought _____ (plastic / red / a / new) plastic lunchbox.
10. He is looking for _____ (leather / stylish / a / black) bag.
11. She dropped _____ (old / beautiful / the) plate and it smashed.
12. I want _____ (silk / green / an / amazing) dress.
13. She drank _____ (Italian / black / hot) coffee.
14. He saw _____ (French / writing / old / an) desk.
15. They stayed in _____ (little / a / cute) cottage.
16. I visited _____ (ancient / a / spooky / German) castle.
17. He has _____ (silver / old / beautiful / a) ring.
18. We ate _____ (green / English / round / some) apples.
19. I need _____ (computer / comfortable / a) desk.
20. They went on holiday to _____ (small / wooden / a / beautiful) cabin.

IV. Choose the correct variant:

1. Ben doesn't work very hard; Bill works _____ .
 a) harder b) the hardest c) more harder d) a harder e) the most hard
2. I didn't like the book; it rather dull. The film is _____ .
 a) the most interesting
 b) more interesting
 c) as interesting
 d) much interesting
 e) the more interesting
3. The nights in summer are not _____ the nights in winter.
 a) longest b) not as long as c) longer d) the longer e) as long as
4. I don't know much but he knows _____ than I do.
 a) little b) even little c) less d) even less e) the least
5. Let's not go by train. Going by bus is _____ .
 a) the most cheap b) cheap c) a lot cheaper d) cheaper e) the cheapest
6. I have never liked studying Chemistry; it is _____ subject for me.
 a) the most interesting
 b) the least interesting
 c) less interesting
 d) interesting
 e) more interesting
7. Tim is not at all talkative; he always keeps his thoughts to himself. He is _____ guy I've ever met.
 a) reserved
 b) more reserved
 c) the most reserved
 d) the reserved
 e) the more reserved

8. I like skiing _____ as skating.

- a) as more b) as much c) more d) the much e) the more

9. The _____ said the soonest mended.

- a) last b) least c) less d) little e) more little

10. Philip is so quiet and obedient. He is _____ child I have ever met.

- a) well-behaved
b) better-behaved
c) the best-behaved
d) a best-behaved
e) the better-behaved

Unit 6: Human senses

Цілі:

- ознайомитись з новою фаховою лексикою з теми;
- вдосконалити навички розуміння змісту прочитаного тексту англійською мовою та переклад рідною мовою;
- повторити утворення вживання The modal verbs;
- навчитися вести бесіду та надавати основну та додаткову інформацію з наданої теми.

Питання, що підлягають вивченню:

- лексика: вивчити нові слова до теми «Human senses», навчитись правильно їх вимовляти;
- читання: навчитись працювати з фаховою інформацією (робота з текстом «Human senses» та вправами до нього);
- граматики: навчитись утворювати та вживати The modal verbs;
- говоріння: робити повідомлення у вигляді інформації або розгорнутої доповіді на тему «Human senses» (symptoms, prevention, treatment).

Норма часу: 6 годин.

Human senses

READING

VOCABULARY: sight- зір, hearing-слух, taste-смак, smell-нюх, touch-дотик, nearsighted-короткозорий, farsighted-далекозорий, cilia-вії.

I. Pre-reading warmer

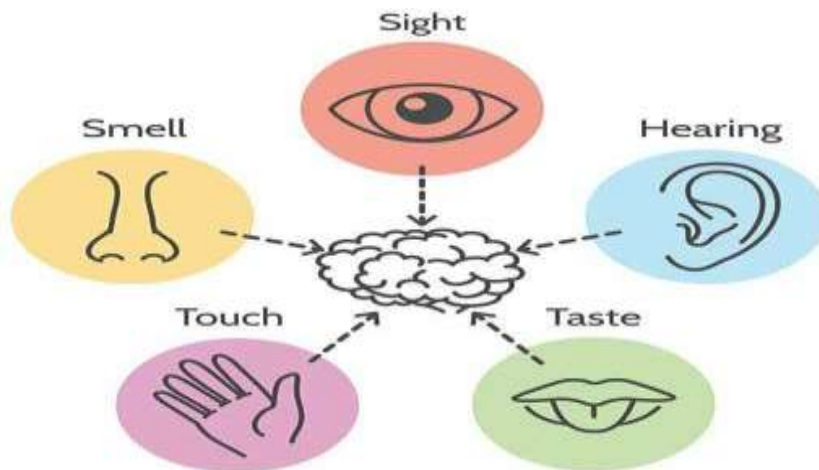
1. What human senses do you know?
2. What is sight?

3. What does it mean nearsighted and farsighted person?
4. What happens when a person tastes the food in the mouth?
5. What does hearing depend on?

II. Read the text.

Human senses

The five senses of the body include sight, hearing, taste, smell, and touch. Human beings and most other animals use the five senses to help them live and experience the world around them. The senses also help people to learn, protect themselves, and to enjoy the differences between foods, sounds, and other experiences a person has in life. The senses also work together to give you a clear picture of the activities around you.



The first sense is sight, which depends on the eyes. People use their eyes to see the people, objects, and other items around them. Of course, the sense of sight is also helpful for reading, traveling, driving, and moving from place to place each day. Inside the eye there are special lenses that take in light to help people see things. If it is too dark, a person will have trouble seeing. The eyes can also adjust to the amount of light available. Many people, though, young and old, may also need glasses to help them see clearly. Some people may be able to see things up close, but not far away, which means they are nearsighted. If a person can see far away but not up close, they are farsighted. If a person is blind, there are special books written in braille which helps them feel the raised letters. Some blind people also have special dogs to help guide them from place to place in their home and when they go places.

The second sense, hearing, depends on the ears. There are actually three parts of the ear, the outer ear, middle ear, and the inner ear. The outer ear is the part other

people can see. The outer ear catches the sound waves as they travel to the person and then sends them into the ear. The outer ear acts like a funnel collecting the different sounds a person experiences. The middle ear contains the eardrum and several bones which transfers sound from the outer ear to the inner ear. The inner ear consists of tubes and passages that takes the sound vibrations and sends it to your brain for understanding.

The third sense, smell, depends on your nose. Inside the nose there is a substance that takes the fumes of an odor and then sends it to the brain. If a person gets a cold the sense of smell may not be as strong. The nose also helps clean the air a person breathes by filtering it. Inside the nose there are tiny hairs, called cilia, which act as cleaners to help keep substances in the air from entering a person's body through the nose. In addition, the nose affects the way a person speaks. If a person holds their nose while speaking, their voice will sound different. Smell also helps with the sense of taste. As a person tastes the food in their mouth, the aroma of the food enters a person's nose.

The next sense, feeling, or touch, can be experienced throughout the entire body through a person's skin. Some parts of the body are more sensitive to touch than other parts. The skin has parts in it that collect information and sends it the brain. Most of a person's feeling is done by the hands. In addition, when a person has a stomach ache or feel other kinds of pain, the sense of touch is working from inside the body.

The final sense, taste, comes from the taste buds on a person's tongue. As stated earlier, the sense of smell also affects the sense of taste. The tongue tastes four different flavors: salty, sweet, sour, and bitter. Many foods a person eats may be a combination of the four main flavors. The tongue can also feel whether something in a person's mouth is hot, cold, creamy, crunchy, or dry.

https://www.softschools.com/language_arts/reading_comprehension/science/45/the_five_senses/

III. Mark these statements as *true* or *false* according to the text

1. There are four senses of the body.[]
2. The first sense is sight, which depends on the eyes.[]
3. Outside the eye there are special lenses that take in light to help people see things.[]
4. There are actually two parts of the ear, the outer ear, middle ear, and the inner ear.[]
5. Inside the nose there is a substance that takes the fumes of an odor and then sends it to the brain.[]

6. Inside the nose there are tiny hairs, called cilium.[]
7. The nose affects the way a person speaks.[]
8. A person tastes the food in their mouth, the aroma of the food enters a person's nose.[]
9. The skin has parts in it that collect information and sends it the heart.[]
10. Some parts of the body are more sensitive to touch than other parts.[]

IV. Complete the gaps in the sentences below with a proper word. The first letter is given.

The third sense, **smell**, depends on your nose. Inside the 1) **n...** there is a substance that takes the fumes of an odor and then sends it to the brain. If a person gets 2) a **c...** the sense of smell may not be as strong. The nose also helps clean the air a person breathes by filtering it. Inside the nose there are tiny hairs, called 3) **c....** , which act as cleaners to help keep substances in the air from entering a person's body through the nose. In addition, the nose affects the way a person 4) **s.....** . If a person holds their nose while speaking, their voice will sound different. Smell also helps with the sense of taste. As a person tastes the food in their mouth, the 5) **a....** of the food enters a person's nose.

V. Choose the correct answer:

1. There are ... senses of the body.
 - A. five
 - B. two
 - C. three
 - D. four
 - E. six
2. The first sense is sight, which depends on the
 - A. ears
 - B. eyes
 - C. nose
 - D. tongue
 - E. cilia
3. Inside the eye there are special ... that take in light to help people see things.
 - A. tools
 - B. items
 - C. lenses

D. substances

E. nerve

4. There are actually three ... of the ear, the outer ear, middle ear, and the inner ear.

A. parts

B. spaces

C. aspects

D. items

E. lobes

5. Inside the nose there is a substance that takes the fumes of an odor and then sends it to the

A. heart

B. spleen

C. brain

D. stomach

E. kidney

6. Inside the nose there are tiny hairs, called

A. cilium

B. cilia

C. lashes

D. fur

E. mucosa

7. The ... affects the way a person speaks.

A. nose

B. mouth

C. ear

D. tongue

E. eye

8. A person tastes the food in their mouth, the ... of the food enters a person's nose.

A. surface

B. form

C. aroma

D. steam

E. taste

9. The ... has parts in it that collect information and sends it the brain.

A. skin

B. bone

C. face

D. nail

E. hair

10. Some parts of the body are more ... to touch than other parts.

- A. cool
- B. hot
- C. sensitive
- D. active
- E. reactive



Grammar theory

Modals (Модальні дієслова) Модальні дієслова та їх еквіваленти

Модальні дієслова та їхні значення	Еквіваленти модальних дієслів	PRESENT SIMPLE	PAST SIMPLE	FUTURE SIMPLE
можу Can вмію	(to) be able to – могти, бути в змозі, спромогтися	Can I am is able to are	Could was able to were	I shall be able to will
Must – повинен, зобовязаний, необхідно, потрібно, певно	(to) have to – доводиться, змушений обставинами (to) be to – доводиться за домовленістю	Must have to (has to) am(is, are) to	----- had to was (were) to	I shall have to will
May – можу, маю дозвіл, можливо	(to) be allowed to – мати дозвіл	May I am is allowed to are	Might was allowed to were	I shall be allowed to will
Need – необхідно (в питальних і заперечних реченнях)	_____	I _____ (you, we) needn't come tomorrow. Need they do it?	_____	_____
Should - слід	_____	You should read more.	_____	_____
Ought to – слід, треба, необхідно	_____	He ought to help her.	_____	_____

The peculiarities of modals (Особливості модальних дієслів)

1.	Модальні дієслова must, can, could, may, might, will, would, shall, should, ought to - виражають не дію, а ставлення до дії, тобто такі значення як необхідність щось зробити, впевненість у чомусь, можливість, заборону пропозиції тощо, - тому вони вживаються поруч із смисловими дієсловами: He must pay taxes.
2.	Модальні дієслова не приймають закінчень та суфіксів -s, -ing, -ed: She must study.
3.	Модальні дієслова не формують усіх часів. Зазвичай мають лише теперішній та минулий час: He can play water polo.(Present) He could ski when he was young.(Past)
4.	Модальні дієслова формують запитання без додаткових дієслів і просто виносяться перед підметом-предметом: May I go now? He couldn't speak.
5.	Смислове дієслово після модальних вживається без частки to. Виключенням є лише модальне дієслово ought to: You must fasten your seat-belt. She ought to listen to you.

The meanings of modals and their synonyms/antonyms

(Модальні дієслова, їх синонімічні та антонімічні варіанти та значення у реченні)

MUST

Meanings Значення модального дієслова	Examples Приклади
1 Обов'язок, необхідність MUST означає «це твій моральний обов'язок це зробити; ти повинен це зробити»	You must stop when the traffic light is red. <i>Ти мушиш зупинитися на червоне світло світлофору.</i>
2 Заборона MUSTN'T(CAN'T) означає «це заборонено робити; це не дозволяється робити; це проти правил та закону»	You mustn't (can't) park here. <i>Тут заборонено паркуватись.</i>
3 Сувора порада, майже наказ MUST означає «я наполегливо раджу тобі це зробити»	You must attend all your lessons. <i>Ти повинен відвідувати всі заняття.</i>
4 Припущення, що межує з упевненістю MUST означає «я впевнений, що так є» (в реченнях з позитивним, стверджувальним змістом). CAN'T означає «я впевнений, що так не є» (в реченнях з негативним, заперечувальним змістом)	They must be the boy's parents. <i>Вони, певно, батьки хлопчика.</i> They can't be the boy's grandparents; they are too young for this. <i>Не може бути, щоб вони були дідусем та бабусяю хлопчика, вони для цього замолоді.</i>

Notes (примітки):

MUST може вживатися лише коли ми говоримо про теперішнє або найближче майбутнє. Коли потрібно вжити інші часові форми, ми вживаємо «замінник» must – **HAVE TO**: *He had to work late yesterday, so he didn't go to the party.*

Відповідність модальних форм часовим формам є наступною:

Present Simple (Indefinite) = must, have to, has to

Past Simple = had to

Present Perfect = have to, has to

Future Simple = must, will have to

<https://studfile.net/preview/5374359/>

**EXERCISES****I. Put proper modal verb (must / could / ought / may)**

1. ...Einstein speak English when he went to live in the USA?
2. Mary ... swim when she was three.
3. You ... be joking. No one buys two Rolls Royces.
4. They... be tired. They've been travelling all night.
5. He ...to go to the dentist because he has toothache.
6. I ... swim quite well when I was five years old.
7. ... I ride your bicycle, please, Jane?
8. She... be Scottish with a surname like McKenzie.
9. At your age you ... to be earning your living.
10. You ... to feel some respect for your elders.

II. Complete the sentences with the positive or negative forms of must or have to.

1. Brilliant! I... study tonight because I've finished my exams.
2. You ... use a mobile phone on a plane.
3. You can go out, but you ...be home by midnight.
4. Jo ... go to school by bus. She lives nearby.
5. We ... cook tonight. We can get a pizza.
6. She ... get up early. She's on holiday.
7. You ... study harder or you are going to fail.
8. You ... drive faster than 120 km/h on the motorway.

III. Choose the correct modal verb in italics:

1. I *can / can't / might* go out tonight. I'm too busy.
2. I haven't studied enough. *I may / may not / might* pass my exams.
3. They say it *must/ need / might* snow tomorrow.
4. She *can /might not / won't be able* to help us. She's not available.
5. *Can / May / Might* you come to my party?
6. We should run or we *can / might / might not* miss the bus.

IV. Choose the correct variant:

1. She is a small baby. She ... eat meat, but she can drink milk.

- A. can't
- B. mustn't
- C. can
- D. must
- E. could

2. He is so ill that he ... see the doctor.

- A. should
- B. may
- C. must
- D. have to
- E. might

3. It's raining heavily. You ... take your own umbrella.

- A. can
- B. must
- C. has to
- D. may
- E. ought

4. I ... sing now but I ... very well when I was a child.

- A. can, couldn't
- B. could, couldn't
- C. can, can't
- D. may, may not
- E. should, shouldn't

5. Mike is only nine months old. He ... eat nuts yet.

- A. can
- B. can't
- C. couldn't
- D. must
- E. must not

6. He has a lot of weight so he ... run so fast.

- A. couldn't

- B. must
 C. must not
 D. can't
 E. can
7. You ... park that car there. It's a no-parking zone.
 A. mustn't
 B. can't
 C. couldn't
 D. may not
 E. has not to
8. I ... come with you now because I'm studying for my test.
 A. can't
 B. couldn't
 C. may not
 D. can
 E. has not to
9. He ... make this operation.
 A. have to
 B. can
 C. is able
 D. was able
 E. may
10. ... I take your patient's card.
 A. must
 B. can
 C. should
 D. may
 E. ought

Unit 7: Diabetes mellitus

Цілі:

- ознайомитись з новою фаховою лексикою з теми;
- вдосконалити навички розуміння змісту прочитаного тексту англійською мовою та переклад рідною мовою;
- повторити утворення та вживання Simple Passive Tenses;
- навчитися вести бесіду та надавати основну та додаткову інформацію з наданої теми.

Питання, що підлягають вивченню:

- лексика: вивчити нові слова до теми «Diabetes mellitus», навчитись правильно їх вимовляти;
 - читання: навчитись працювати з фаховою інформацією (робота з текстом «Diabetes mellitus» та вправами до нього);
 - граматика: навчитись утворювати та вживати Simple Passive Tenses;
 - говоріння: робити повідомлення у вигляді інформації або розгорнутої доповіді на тему «Diabetes mellitus» (symptoms, prevention, treatment).
- Норма часу:** 6 годин.

Diabetes mellitus

READING

VOCABULARY: diabetes mellitus-цукровий діабет, muscles and tissues-м'язи і тканини, reversible- рецидивний, affect- вражати, gestational diabetes-гестаційний діабет, appropriate measures- відповідні заходи, increased thirst-підвищена спрага, frequent urination –часте сечевипускання, fatigue –втома, irritability- роздратованість, blurred vision- запаморочення зору, slow-healing sores- повільне загоювання ран, extreme hunger- надзвичайний голод.

I. Pre-reading warmer

1. What types of diabetes mellitus do you know?
2. What are the symptoms of diabetes mellitus?
3. How is it possible to prevent this disease?
4. What methods of treatment do you know?
5. Is it curable disease?

II. Read the text and make the following tasks.



Diabetes mellitus

Diabetes mellitus refers to a group of diseases that affect how your body uses blood sugar (glucose). Glucose is vital to your health because it's an important source of energy for the cells that make up your muscles and tissues. It's also your brain's main source of fuel.

The underlying cause of diabetes varies by type. But, no matter what type of diabetes you have, it can lead to excess sugar in your blood. Too much sugar in your blood can lead to serious health problems.

Chronic diabetes conditions include type 1 diabetes and type 2 diabetes. Potentially reversible diabetes conditions include prediabetes and gestational diabetes. **Prediabetes** occurs when your blood sugar levels are higher than normal, but not high enough to be classified as diabetes. And prediabetes is often the precursor of diabetes unless appropriate measures are taken to prevent progression. **Gestational** diabetes occurs during pregnancy but may resolve after the baby is delivered.

Symptoms

Diabetes symptoms vary depending on how much your blood sugar is elevated. Some people, especially those with prediabetes or type 2 diabetes, may sometimes not experience symptoms. In type 1 diabetes, symptoms tend to come on quickly and be more severe.

Some of the signs and symptoms of type 1 diabetes and type 2 diabetes are: increased thirst, frequent urination, extreme hunger, unexplained weight loss, presence of ketones in the urine (ketones are a byproduct of the breakdown of muscle and fat that happens when there's not enough available insulin), fatigue, irritability, blurred vision, slow-healing sores, frequent infections, such as gums or skin infections and vaginal infections.

Type 1 diabetes can develop at any age, though it often appears during childhood or adolescence. Type 2 diabetes, the more common type, can develop at any age, though it's more common in people older than 40.

Prevention

Type 1 diabetes can't be prevented. However, the same healthy lifestyle choices that help treat prediabetes, type 2 diabetes and gestational diabetes can also help prevent them:

Eat healthy foods. Choose foods lower in fat and calories and higher in fiber. Focus on fruits, vegetables and whole grains. Strive for variety to prevent boredom.

Get more physical activity. Aim for about 30 minutes of moderate aerobic activity on most days of the week, or at least 150 minutes of moderate aerobic activity a week.

Lose excess pounds. If you're overweight, losing even 7% of your body weight — for example, 14 pounds (6.4 kilograms) if you weigh 200 pounds (90.7 kilograms) — can reduce the risk of diabetes.

Treatment

Depending on what type of diabetes you have, blood sugar monitoring, insulin and oral medications may play a role in your treatment. Eating a healthy diet, maintaining a healthy weight and participating in regular activity also are important factors in managing diabetes.

Treatments for all types of diabetes

An important part of managing diabetes — as well as your overall health — is maintaining a healthy weight through a healthy diet and exercise plan: healthy eating, physical activity, monitoring your blood sugar, insulin.

People with type 1 diabetes need insulin therapy to survive. Many people with type 2 diabetes or gestational diabetes also need insulin therapy.

Oral or other medications

Sometimes other oral or injected medications are prescribed as well. Some diabetes medications stimulate your pancreas to produce and release more insulin. Others inhibit the production and release of glucose from your liver, which means you need less insulin to transport sugar into your cells.

Transplantation. In some people who have type 1 diabetes, a pancreas transplant may be an option. Islet transplants are being studied as well. With a successful pancreas transplant, you would no longer need insulin therapy.

<https://www.mayoclinic.org/diseases-conditions/diabetes/diagnosis-treatment/drc-20371451>

III. Mark these statements as *true* or *false* according to the text

1. Glucose isn't vital to your health because it's an important source of energy for the cells.
2. Gestational diabetes occurs during pregnancy.
3. Type 1 diabetes can be prevented.
4. Type 1 diabetes can develop at any age.
5. Diabetes is curable disease.
6. Eating a healthy diet, maintaining a healthy weight.
7. An important part of managing diabetes is maintaining a healthy weight.
8. People with type 1 diabetes need insulin therapy to survive.
9. Diabetes can be cured by transplantation.
10. Some diabetes medications stimulate your pancreas to produce and release more insulin.

IV. Complete the gaps in the sentences below with a proper word. The first letter is given.

Some of the signs and 1) s..... of type 1 diabetes and type 2 diabetes are: increased 2) t....., frequent 3) u....., extreme hunger, unexplained weight loss, presence of ketones in the urine (ketones are a byproduct of the 4) b..... of muscle and fat that happens when there's not enough available insulin), fatigue, irritability, blurred vision, slow-healing sores, frequent infections, such as gums or skin infections and vaginal infections.

Type 1 diabetes can develop at any age, though it often appears during childhood or 5) a..... . Type 2 diabetes, the more common type, can develop at any age, though it's more common in people older than 40.

V. Choose the proper variant

1. ...refers to a group of diseases that affect how your body uses blood sugar.
 - A. diabetes mellitus
 - B. epilepsy
 - C. thyroidism
 - D. dementia
 - E. carditis
2. ...is your brain's main source of fuel.
 - A. protein
 - B. sugar
 - C. glucose
 - D. fat
 - E. carbohydrates
3. Too much ... in your blood can lead to serious health problems.
 - A. sugar
 - B. protein
 - C. glucose
 - D. carbohydrates
 - E. salt
4. ... occurs when your blood sugar levels are higher than normal, but not high enough to be classified as diabetes.
 - A. gestational diabetes
 - B. diabetes
 - C. chronic diabetes
 - D. prediabetes
 - E. diabetes 1
5. Diabetes symptoms vary depending on how much your blood sugar
 - A. is elevated
 - B. was elevated
 - C. elevated
 - D. are elevated
 - E. elevating
6. Eating a healthy ..., maintaining a healthy weight.
 - A. diet
 - B. fruit
 - C. vegetables
 - D. vitamins
 - E. oil
7. Gestational diabetes ... during pregnancy.
 - A. occur
 - B. occurs

- C. occurred
 D. has occurred
 E. is occurred
8. Type 1 diabetes
 A. can't be prevented
 B. may not be prevented
 C. must not be prevented
 D. shouldn't be prevented
 E. couldn't be prevented
9. Sometimes other oral or injected medications ... as well.
 A. is prescribed
 B. were prescribed
 C. are prescribed
 D. prescribed
 E. prescribe
10. Some diabetes medications ... your pancreas to produce and release more insulin.
 A. stimulate
 B. stimulates
 C. are stimulated
 D. stimulated
 E. is stimulating



Grammar theory

SIMPLE (INDEFINITE) PASSIVE TENSES

Tense	Affirmative	Interrogative	Negative
Present Simple	The office <u>is cleaned</u> twice a week.	Is the office <u>cleaned</u> twice a week?	The office <u>is not cleaned</u> twice a week.
Past Simple	The office <u>was cleaned</u> yesterday.	<u>Was the office cleaned</u> yesterday?	The office <u>was not cleaned</u> yesterday.
Future Simple	The office <u>will be cleaned</u> next day.	<u>Will the office be cleaned</u> next day?	The office <u>will be cleaned</u> next day.

1. Часи групи Simple пасивного стану виражають одноразову, повторювану або постійну дію в теперішньому, минулому або майбутньому часі:

- a) TV is watched all over the world.
 б) Jim's car was stolen last night.
 в) His portrait will be painted by a famous artist.

2. Present Simple вживається для вираження майбутньої дії в підрядних реченнях часу та умови:

а) I shall be very glad if my article is published in the newspaper.

Я буду дуже радий, якщо моя стаття буде опублікована в газеті.

б) The director will sign the documents when they are checked.

Директор підпише документи, коли вони будуть перевірені.

3. Як і в активному стані, вживання часів в підрядному реченні, що залежить від головного з дієсловом-присудком в минулому часі, підпорядковується правилам послідовності часів:

а) I knew that very interesting articles were published in the magazine.

Я знав, що в цьому журналі друкуються дуже цікаві статті.

б) He said that the bridge would be built next year.

Він сказав, що міст побудують в наступному році.

в) Mary said that she would show us the article when it was typed.

Мері сказала, що покаже нам статтю, коли вона буде опублікована.

4. Присудку в активному стані, що виражений словосполученням одного з модальних дієслів must, can (could), may (might), should, ought, to have, to be з інфінітивом активного стану, відповідає в пасивному звороті словосполучення цього ж модального дієслова з інфінітивом пасивного стану:

а) You ought to translate this article at once.

Вам слід перекласти цю статтю відразу.

The article ought to be translated at once.

Цю статтю слід перекласти відразу.

б) They must finish their work as soon as possible.

Вони повинні закінчити свою роботу якомога швидше.

Their work must be finished as soon as possible.

Їх робота повинна бути закінчена якомога швидше.

5. Пасивні звороти з формальним підметом **it**.

Звороти, що складаються із займенника **it** і дієслова в пасивному стані

– **it is said, it was said, it is reported, it was reported** та ін., відповідають в українській мові дієсловам в 3-ій особі множини з неозначено-особовим значенням: *кажуть, казали, повідомляють, повідомляли* та ін. в таких зворотах **it** є формальним підметом і немає самостійного значення:

а) It is reported that the delegation has arrived in Kyiv.

Повідомляють, що делегація прибула в Київ.

б) It was expected that he would return soon.

Сподівалися, що він скоро повернеться.

У таких зворотах часто зустрічається сполучення модального дієслова з інфінітивом пасивного стану: **it can be said** *можна сказати*, **it should be mentioned** *слід нагадати*, **it was be expected** *треба було очікувати* та ін.

<https://studfile.net/preview/4267509/page:40/>



EXERCISES

I. Read and translate the sentences. Determine the tense and the voice of the predicates in bold.

1. The books **were taken** from the central library.
2. An interesting problem **was discussed** at the lecture.
3. The newspapers **are usually brought** in the morning.
4. When **was** the ZSM University **founded** ?
5. All the work **will be done** by automatic machinery.
6. The experiments **will be completed** by the end of the week.
7. He **was asked** many questions at the exam.
8. The students **are asked** many questions at the lessons.
9. She **is** often **visited** by her friends.
10. The students of our group **will be shown** a new film tomorrow.

II. Open the brackets, using Present, Past or Future Indefinite Passive.

1. Bread (to eat) every day.
2. The letter (to receive) yesterday.
3. I (to ask) at the lesson yesterday.
4. I (to give) a very interesting book at the library last Friday.
5. Many houses (to build) in our town every year.
6. This work (to do) tomorrow.
7. This text (to translate) at the last lesson.
8. These trees (to plant) last autumn.
9. Many interesting games always (to play) at our lessons.
10. This bone (to give) to my dog tomorrow.

III. Change the following sentences into Passive Voice.

1. A marble pavilion protects the house.
2. The boys will paint the roof of the house.
3. Her daughters gave her three dishes as a birthday present.
4. Our mother tells us children stories every evening.
5. A boy showed her the way to the hospital.
6. They will send us a box of fruit.
7. Five or six small children followed them.
8. We will do the translation in the evening.
9. I consult the patients every Monday.
10. He operated the pregnant woman last week.

IV. Complete the gaps in the sentences below with a proper word. The first letter is given.

Diabetes mellitus refers to a group of diseases that 1) a..... how your body uses blood sugar (glucose). 2) G..... is vital to your health because it's an important 3) s..... of energy for the cells that make up your muscles and tissues. It's also your brain's main source of fuel.

The underlying cause of diabetes varies by type. But, no matter what type of diabetes you have, it can lead to excess sugar in your blood. Too much sugar in your blood can lead to 4) s..... health problems.

5) C..... diabetes conditions include type 1 diabetes and type 2 diabetes. Potentially 6) r..... diabetes conditions include prediabetes and gestational diabetes. Prediabetes occurs when your blood sugar levels are higher than normal, but not high enough to be classified as diabetes.

V. Choose the correct variant

1. The article ... when somebody knocked at the door.

- A. was being translated
- B. was translated
- C. was translating
- D. is translating
- E. is being translated

2. This rule ... usually ... no notice of.

- A. takes
- B. is taken
- C. take
- D. took
- E. was taken

3. The newspaper ... by me in the vain.

- A. was found
- B. is found
- C. found
- D. will be found
- E. are found

4. He ... was offered an interesting book to read.

- A. is offered
- B. were offered
- C. offered
- D. was offered
- E. was offering

5. These books ... when I came in.

- A. were being read

- B. were read
 C. were reading
 D. are being read
 E. is being read
6. He ... any assistance in this work.
 A. will given
 B. will give
 C. would be given
 D. will be give
 E. will be given
7. The book ... was promised to me.
 A. promised
 B. was promised
 C. is promised
 D. was promising
 E. was been promised
8. It's the achievement which ... much ... about.
 A. will be spoken
 B. will spoken
 C. will been spoken
 D. will have been spoken
 E. were spoken
9. English ... in different parts of the world.
 A. was spoken
 B. is spoken
 C. has spoken
 D. has been spoken
 E. will spoken
10. During the discussion they ... the latest design of a TV set.
 A. were offered
 B. are offered
 C. will be offered
 D. offered
 E. were offering

Unit 8: Tuberculosis

Цілі:

- ознайомитись з новою фаховою лексикою з теми;
- вдосконалити навички розуміння змісту прочитаного тексту англійською мовою та переклад рідною мовою;

- повторити утворення та вживання Conditional sentences;
- навчитися вести бесіду та надавати основну та додаткову інформацію з наданої теми.

Питання, що підлягають вивченню:

- лексика: вивчити нові слова до теми «Tuberculosis», навчитись правильно їх вимовляти;
- читання: навчитись працювати з фаховою інформацією (робота з текстом «Tuberculosis» та вправами до нього);
- граматика: навчитись утворювати та вживати Conditional sentences;
- говоріння: робити повідомлення у вигляді інформації або розгорнутої доповіді на тему «Tuberculosis» (symptoms, prevention, treatment).

Норма часу: 6 годин.

Tuberculosis

READING

VOCABULARY: contagious infection – контагіозна інфекція, latent – прихований, germs-мікроби, cough- кашель, sneeze-чхати, feeling tired-відчувати себе втомленим, chills- озноб, chest pain- біль в грудній клітині, shaking hands- потискувати руки, breathe in-вдихати.

I. Pre-reading warmer

1. What is Tuberculosis ?
2. What are the symptoms of Tuberculosis ?
3. How is it possible to prevent this disease?
4. What methods of treatment do you know?
5. Is it curable disease?

II. Read the text and make the following tasks.

What Is Tuberculosis?

Tuberculosis (TB) is a contagious infection that usually attacks your lungs. It can also spread to other parts of your body, like your brain and spine. A type of bacteria called *Mycobacterium tuberculosis* causes it.

Can tuberculosis be cured? Today, most cases are cured with antibiotics. But it takes a long time. You have to take medications for at least 6 to 9 months.

Tuberculosis Types

A TB infection doesn't always mean you'll get sick. There are two forms of the disease:

- **Latent TB.** You have the germs in your body, but your immune system keeps them from spreading. You don't have any symptoms, and you're not contagious. But the infection is still alive and can one day become active. If you're at high risk for re-activation -- for instance, if you have HIV, you had an infection

in the past 2 years, your chest X-ray is unusual, or your immune system is weakened -- your doctor will give you medications to prevent active TB.

- **Active TB.** The germs multiply and make you sick. You can spread the disease to others. Ninety percent of active cases in adults come from a latent TB infection.

A latent or active TB infection can also be drug-resistant, meaning certain medications don't work against the bacteria.

Tuberculosis Signs and Symptoms

Latent TB doesn't have symptoms. A skin or blood test can tell if you have it.

Signs of active TB disease include: a cough that lasts more than 3 weeks, chest pain, coughing up blood, feeling tired all the time, night sweats, chills, fever, loss of appetite, weight loss.

Tuberculosis Transmission

When someone who has TB coughs, sneezes, talks, laughs, or sings, they release tiny droplets that contain the germs. If you breathe in these germs, you can get it. TB isn't easy to catch. You usually have to spend a long time around someone who has a lot of the bacteria in their lungs. You're most likely to catch it from co-workers, friends, and family members.

Tuberculosis germs don't thrive on surfaces. You can't get it from shaking hands with someone who has it or by sharing their food or drink.

Tuberculosis Tests and Diagnosis

There are two common tests for tuberculosis:

- **Skin test.** This is also known as the Mantoux tuberculin skin test.
- **Blood test.** These tests, also called interferon-gamma release assays (IGRAs), measure the response when TB proteins are mixed with a small amount of your blood. Those tests don't tell you if your infection is latent or active. If you get a positive skin or blood test, your doctor will learn which type you have with:
 - A chest X-ray or CT scan to look for changes in your lungs
 - Acid-fast bacillus (AFB) tests for TB bacteria in your sputum, the mucus that comes up when you cough.

Tuberculosis Treatment

Your treatment will depend on your infection.

- If you have latent TB, your doctor will give you medication to kill the bacteria so the infection doesn't become active. You might get isoniazid, rifapentine, or rifampin, either alone or combined. You'll have to take the drugs for up to 9 months. If you see any signs of active TB, call your doctor right away.
- A combination of medicines also treats active TB. The most common are ethambutol, isoniazid, pyrazinamide, and rifampin. You'll take them for 6 to 12 months.
- If you have drug-resistant TB, your doctor might give you one or more different medicines. You may have to take them for much longer, up to 30 months, and they can cause more side effects.

Whatever kind of infection you have, it's important to finish taking all of your medications, even when you feel better. If you quit too soon, the bacteria can become resistant to the drugs.

Tuberculosis Prevention

To help stop the spread of TB:

- If you have a latent infection, take all of your medication so it doesn't become active and contagious.
- If you have active TB, limit your contact with other people. Cover your mouth when you laugh, sneeze, or cough. Wear a surgical mask when you're around other people during the first weeks of treatment.
- If you're traveling to a place where TB is common, avoid spending a lot of time in crowded places with sick people.

<https://www.webmd.com/lung/understanding-tuberculosis-basics>

III. Mark these statements as *true* or *false* according to the text

1. Tuberculosis (TB) is a contagious infection that usually attacks your lungs.
2. A TB infection always mean you'll get sick.
3. There are two forms of the disease: latent TB and active TB.
4. Seventy percent of active cases in adults come from a latent TB infection.
5. There is one common tests for tuberculosis.
6. When someone who has TB coughs, sneezes, talks, laughs, or sings, they release tiny droplets that contain the germs.
7. Skin test is also known as the Mantoux tuberculin skin test.
8. Blood tests, also called interferon-gamma release assays.
9. If you have drug-resistant TB, your doctor might give you one medicine.
10. Tuberculosis is incurable disease.

IV. Complete the gaps in the sentences below with a proper word. The first letter is given.

When someone who has TB coughs, sneezes, talks, laughs, or sings, they 1) r.....elease tiny droplets that contain the germs. If you 2) b.....reathe in these germs, you can get it. TB isn't easy to catch. You usually have to spend a long time around someone who has a lot of the 3)b.....acteria in their lungs. You're most likely to catch it from co-workers, friends, and family members. Tuberculosis 4) g....erms don't thrive on surfaces. You can't get it from 5) s.....haking hands with someone who has it or by sharing their food or drink.

V. Choose the correct variant:

1. Pulmonary ... is caused by mycobacterium tuberculosis.
A. tuberculosis

- B. abscess
 - C. rupture
 - D. disease
 - E. inflammation
2. TB produces ... tuberculous changes in the lung.
- A. acute
 - B. severe
 - C. characteristic
 - D. mild
 - E. sharp
3. The causative ... of tuberculosis was discovered by Koch in 1882.
- A. agent
 - B. source
 - C. substance
 - D. element
 - E. sample
4. Cough may be dry or productive, i.e. with ... discharge.
- A. mucosa
 - B. sputum
 - C. fluid
 - D. liquid
 - E. solution
5. In patients with ... in the lungs coughing is accompanied by a considerable discharge of sputum.
- A. cavities
 - B. pits
 - C. seizures
 - D. tumours
 - E. spaces
6. ... in the sputum is sometimes the first sign of tuberculosis.
- A. germs
 - B. blood
 - C. bacilli
 - D. pus
 - E. fungus
7. ... is one of the permanent symptoms of pulmonary tuberculosis.
- A. cough
 - B. chills
 - C. fever
 - D. sweating
 - E. tiredness
8. ... is one of the typical signs of pulmonary tuberculosis.
- A. high blood pressure

B. loss of body weight

C. sugar in the blood

D. tiredness

E. bad breath

9. ... becomes worse at night and in the morning.

A. fever

B. dizziness

C. coughing

D. sneezing

E. breathing

10. Physical examination sometimes reveals ... of the pulmonary tissue.

A. consolidation

B. rupture

C. tumour

D. abscess

E. clotting



Grammar theory

Умовні речення

Наше життя залежить від величезної кількості умов, і це відбивається в нашій мові. В англійській та українській мовах дуже популярні речення, які починаються зі слова «якщо». Адже ми щодня говоримо, що зробимо щось, якщо щось станеться, тобто ставимо умову.

- Я прийду, якщо закінчу раніше.
- Я куплю тобі вертоліт на радіо керуванні, якщо будеш себе добре вести.

Як будуються умовні речення в англійській мові

Умовне речення складається з двох частин: умови і результату. Умову легко впізнати, вона завжди починається зі слова *if* (якщо). Результат зазвичай повідомляє нам, що буде, якщо виконати умову. Існує 4 основних типи умовних речень в англійській мові: нульовий (*Zero Conditional*), перший (*First Conditional*), другий (*Second Conditional*) і третій (*Third Conditional*). У всіх типах використовуються різні часи.

Умова може бути як на початку, так і в середині речення. В українській мові ми завжди відокремлюємо умову від результату комами. В англійській мові ми ставимо кому, тільки коли умова стоїть на початку.

- Я прийду, якщо закінчу раніше. – I will come if I finish my work early.
- Якщо я закінчу раніше, я прийду. – If I finish my work early, I will come.

Zero Conditional – умовні речення нульового типу

Цей тип показує умову, яка завжди буде правдою: наукові факти, закони природи, загальноприйняті або очевидні твердження. Зазвичай речення з Zero Conditional переводяться теперішнім часом, оскільки вони завжди є правдою. Zero Conditional утворюється за такою схемою:

Умова: If + Present Simple

Результат: Present Simple

- If you cut your finger with a knife, it hurts. – Якщо порізати палець ножом, він болить.
- Snow melts if the temperature rises above zero. – Сніг тане, якщо температура піднімається вище нуля.

Zero Conditional також використовується для того, щоб дати вказівки або інструкції. У цьому випадку в результаті буде використовуватися наказовий спосіб, а не Present Simple.

Умова: If + Present Simple

Результат: Imperative mood

- If you do not want to be late, hurry up. – Якщо не хочеш запізнитися, квапся.
- Take a nap if you feel tired. – Поспи, якщо ти втомився.

First Conditional – умовні речення першого типу

Умовне речення першого типу називають ще «реальним» умовним, адже воно показує дію, яка з великою ймовірністю трапиться, якщо виконати умову. Такі речення описують ситуацію, яка відбудеться в майбутньому часі.

При побудові подібних речень у нашій мові ми використовуємо в умові та в результаті майбутній час, але в англійському тільки в результаті буде майбутнє час, а в умові – теперішній.

Умова: If + Present Simple

Результат: Future Simple

- You will find a good job if you study well. – Ти знайдеш хорошу роботу, якщо будеш добре вчитися.
- If the weather is good, we'll walk our dogs in the park. – Якщо погода буде гарною, ми підемо вигулювати собак у парку. Також First Conditional часто використовується, якщо ми хочемо попередити або застерегти від чого-небудь.
- You will get into trouble if you continue to hang out with her. – Ти потрапиш в халепу, якщо продовжиш спілкуватися з нею.
- If you drink much coffee, you will not sleep at night. – Якщо ти будеш пити багато кави, то не будеш спати вночі.

Second Conditional – умовні речення другого типу

Цей тип умовних речень називається «майже нереальним». Він показує малоімовірну або уявну ситуацію, яка відноситься до теперішнього або

майбутнього часу. Така ситуація звичайно не відповідає фактам в теперішньому. Тобто шанс того, що це подія відбудеться, невеликий, але не виключений зовсім.

Умова: If + Past Simple

Результат: would + дієслово без to

- If I were a billionaire, I would buy an island. – Якби я був мільярдером, я б купив острів.
- If I lived in the countryside, I would walk in the forest every day. – Якби я жив за містом, я б гуляв в лісі кожен день.
На цьому обов'язки Second Conditional не закінчуються. Ще ми використовуємо цей тип речення для того, щоб дати пораду.
- I would never do this if I were you. – Я б ніколи цього не зробив, якби був тобою.
- If I were in a tricky situation, I would take this opportunity. – Якби я потрапив в складну ситуацію, я б скористався цією можливістю.
Зверніть увагу на одну особливість, пов'язану з дієсловом to be. В умовних реченнях використовується одна форма were для однини і множини. Was – це розмовний варіант, він часто зустрічається в повсякденній мові.

If I were in your shoes, I would make up with her and start speaking again. = If I was in your shoes, I would make up with her and start speaking again. – Якби я був тобою, я б помирився з нею і почав знову розмовляти.

Third Conditional – умовні речення третього типу

Третій тип називається «нереальним». Всю його суть можна висловити однією фразою: співчуття про минуле. Колись в минулому щось сталося, ми про це шкодуємо, але змінити подія вже не можемо (якщо, звичайно, не винайдуть машину часу). Це єдиний тип умовних речень, який відноситься до минулого часу.

Умова: If + Past Perfect

Результат: would have + past participle

- If I had not missed the bus, I would not have been late at work. – Якби я не спізнився на автобус, я б не спізнився на роботу.
- If he had been more diligent, he would have been promoted long time ago. – Якби він був більш відповідальний, його б давно підвищили.
Також Third Conditional використовується, коли ми критикуємо якісь дії, які відбулися в минулому і які ми не можемо вже змінити.
- If you had listened carefully, you would not have made so many mistakes. – Якби ти уважно слухав, ти б не допустив так багато помилок.
- If you had not left your car open, it would not have been stolen. – Якби ти не залишив машину відкритою, її б не вкрали.
Third Conditional показує не тільки негативне минуле. Ми також використовуємо його, коли хочемо повідомити про хороші події, які відбулися в минулому і позитивно вплинули на наше сьогодні.

- He would not have made this discovery if he had not done precise calculations. – Він не вчинив би це відкриття, якби не зробив дуже точні розрахунки.
- If I had not taken the wrong way, I would not have met you. – Якби я не пішов по неправильній дорозі, я б не зустрів тебе.
Кілька фактів про умовні речення в англійській мові
- 1. Основна формула, по якій будуються умовні речення, – це часи групи Simple + модальні дієслова will / would. Але вона далеко не єдина. Часи групи Continuous і модальні дієслова can / could, may / might, must, should теж зустрічаються в умовних реченнях.
- If you are riding a horse backwards, you can fall off and break a leg. – Якщо ти їдеш на коні задом наперед, ти можеш впасти і зламати ногу.
- If you had not understood the First Conditional, you should have looked at the example. – Якщо ти не зрозумів перший умовне, тобі слід було подивитися на приклад.
- 2. Дієслова would і had мають одну скорочену форму – 'd. Завжди уважно дивіться, яке дієслово перед вами.
- If I'd known, I'd have come. = If I had known, I would have come. – Якби я знав, я б прийшов.

<https://just-english.com.ua/umovni-rechennia/>



EXERCISES

I. Read and translate the sentences. Determine the type of Conditional sentence.

1. If we don't work harder, we won't pass the exam.
2. If the students hadn't been late for the exam, they would have passed.
3. If the weather hadn't been so cold, we would have gone to the beach.
4. If she had her laptop with her, she would email me.
5. If she doesn't go to the meeting, I won't go either.
6. If the baby had slept better last night, I wouldn't have been so tired.
7. If the teacher gives us lots of homework this weekend, I won't be happy.
8. If Lucy had enough time, she would travel more.
9. If the children don't eat soon, they'll be grumpy.
10. If I don't go to bed soon, I'll be tired in the morning

II. Put the verbs in brackets into the correct tenses.

1. If you _____ (be) a professional basketball player, who _____ (you/play) for?
2. If he _____ (not study) now, he won't have time later.
3. If Susan had taken the map, she _____ (not get) lost.

4. Where would you go on holiday if you _____ (can) choose?
5. The teacher _____ (be) angry if you didn't do your homework.
6. What _____ (you/ give) me if it were my birthday tomorrow?
7. If we recycle more, there _____ (not be) so much rubbish.
8. If they had something to eat, they _____ (not be) hungry.
9. If we _____ (hear) the weather forecast, we wouldn't have gone to the beach.
10. What _____ (you/buy) if you had a credit card?

III. 1. Conditional sentences type I – Match the beginnings and endings of the sentences.

1. If we go to London, a) you won't sleep well.
2. You won't win b) if the weather isn't nice.
3. If we miss the bus, c) I'll get a souvenir T-shirt for you.
4. No one will come to the party d) if you don't tell them about it soon.
5. If I play really well tomorrow, e) if I don't study tonight.
6. I won't do well in the test f) if you don't play as well as you can.
7. If you eat a lot just before you go to bed, g) we'll get a taxi.
8. We won't go out tomorrow h) I think I'll win the game.

IV. Do you ever think about what would or would not have happened if ... ? Make a chain story, using the following.

1. If I _____ (not use) so much gas, I _____ (not have) such a big gas bill.
2. If I _____ (must not) pay my gas bill, I _____ (not go) out in the rain.
3. If I _____ (not go) out in the rain, I _____ (not catch) a cold.
4. If I _____ (not catch) a cold, I _____ (not carry) a handkerchief.
5. If I _____ (not carry) a handkerchief, I _____ (not drop) it.
6. If I _____ (not drop) my handkerchief, Juan _____ (not pick) it up.

7.If Juan_____ (not pick) up my handkerchief, we_____ (never meet).

V. Choose the correct variant:

1. If she ... for the test better, she would have passed it.

- A. have studied
- B. had studied
- C. has studied
- D. studied
- E. will studied

2. If he had asked me, I ... him.

- A. would have helped
- B. will have helped
- C. have helped
- D. would helped
- E. will helped

3. If I ... in a different country, I would have used another language.

- A. had been born
- B. have born
- C. has been born
- D. was born
- E. were born

4. Trust me, if you had spoken English, she ... you.

- A. will have understood
- B. would have understood
- C. has understood
- D. understood
- E. understands

5. If they ... to my advice, they would have saved a lot more money.

- A. would listened
- B. will listened
- C. had listened
- D. listened
- E. had been listened

6. I would have written you a letter if I ... your address.

- A. had had
- B. have had
- C. will have
- D. would have
- E. had

7. I think, if he hadn't broken his leg, he ... part in that competition.
- A. have taken
 - B. has taken
 - C. will have taken
 - D. would have taken
 - E. would taken
8. If it ... to snow, we would have walked to the supermarket.
- A. hadn't started
 - B. hasn't started
 - C. haven't started
 - D. started
 - E. starts
9. We ... in the swimming pool if there hadn't been so many sharks there.
- A. will have swum
 - B. would have swum
 - C. would swum
 - D. have swum
 - E. would have swam
10. If you hadn't been late for 10 minutes, we ... the bus.
- A. wouldn't have missed
 - B. wouldn't missed
 - C. wouldn't have miss
 - D. woun't have missed
 - E. have missed

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