

ДЛЯ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ



Т. П. Щедрина

ОБСУЖДАЕМ ПРОБЛЕМЫ МЕДИЦИНЫ



МОСКВА

«Высшая школа»

English

Учебное пособие по английскому языку

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Пособие содержит 28 оригинальных научно-популярных текстов из англо-американской прессы по основным разделам медицины. Помимо медицинских фактов затрагиваются проблемы психологии, рассматриваются различные экономические и социальные факторы, что обеспечивает широкую тематическую основу беседы и обширный словарь общеупотребительной лексики.

Пособие является частью учебного комплекса, включающего книгу «Английский язык в медицине: Практика чтения и устной речи» (автор – Т.П. Щедрина) и «Учебник английского языка для студентов медицинских вузов» (под редакцией Т.П. Щедриной).

Для студентов медицинских вузов.

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Предисловие

Настоящее учебное пособие предназначено для студентов старших курсов медицинских вузов, аспирантов, научных работников в области медицины, а также врачей, которым необходимо совершенствовать навыки и умения чтения оригинальной медицинской литературы и ведения беседы по медицинской тематике. Предполагается, что пользующиеся пособием владеют основами английского языка и нуждаются в цикле занятий, обеспечивающих практику чтения и говорения, а также обучение свободному участию в беседе по медицинской тематике.

Пособие включает 28 оригинальных научно-популярных текстов по основным разделам медицины (сердечно-сосудистые заболевания, пульмонология, гастроэнтерология, урология, акушерство и гинекология, заболевания опорно-двигательной системы, неврология, эндокринология, лор-болезни, онкология, инфекционные болезни, кожные заболевания, психиатрия), заимствованных из англо-американской прессы. Тексты приводятся без адаптации, но в некоторых случаях сокращены. Помимо чисто медицинских фактов в них также затрагиваются проблемы психологии, рассматриваются различные экономические и социальные факторы, что обеспечивает широкую тематическую основу беседы и обширный словарь общеупотребительной лексики.

В каждый раздел пособия включены два текста по указанным выше разделам медицины (тексты *A* и *B*), серии упражнений, которые включают задания на заучивание общелитературной, общенаучной и медицинской лексики, причем особое внимание уделяется сочетаемости и употреблению предлогов. Вопросо-ответные упражнения к конкретным фрагментам текста обеспечивают усвоение словаря в режиме его контекстуального использования с целью формирования относительно самостоятельных высказываний. Обсуждение текстов предусматривает установление основного содержания, деталей описываемого явления, изложение дополнительной информации, высказывание собственного мнения по поводу позиции автора, оценку явления или чьего-либо мнения и т.д. К заданиям этого вида даются наборы словосочетаний, позволяющие изложить свою мысль и принять участие в беседе.

Задания на ведение беседы по содержанию текстов *A* обеспечивают практику использования языкового материала (как и за-

дания к текстам *В*), но носят в большей степени тренировочный характер. Задания к текстам *А* на составление сообщений и ведение беседы разделены на малоемкие алгоритмы, выводят на микровысказывания с опорой на текст и лишь затем на более широкое обсуждение. Все задания к текстам *В* – более обобщающие и обеспечивают более независимую практику ведения беседы. В качестве подготовительных к ним являются задания к текстам *А*. Словосочетания, обеспечивающие естественность высказываний, постоянно повторяются на протяжении всего пособия, при этом наблюдается постепенное расширение этого словаря.

При работе с материалами данного учебного пособия преподавателям рекомендуется последовательно проходить все предлагаемые тексты. При выборочной работе необходимо сначала освоить материал текста *А*, а затем текста *В* по каждому разделу медицины, так как задания к ним составляют единую систему упражнений, обеспечивающую постепенное развитие навыков и умений ведения беседы по данной тематике.

При выполнении заданий на словосочетания следует предложить обучаемым сначала придумать собственные предложения с каждым из них, опираясь на содержание текста, а затем составить более развернутое высказывание, используя как можно больше ранее изученных словосочетаний. В последнем задании к текстам *А* (упр. 6 *в*) предлагается вступить в беседу с коллегой: для этого следует проделать еще раз предшествующие упражнения, но в формате диалога.

Автор выражает благодарность и глубокую признательность за ценные советы в процессе работы над данным учебным пособием зав. кафедрой иностранных языков Смоленской государственной медицинской академии З.М. Яценко, зав. кафедрой иностранных языков Московского медицинского стоматологического университета проф. В.Ф. Новодрановой, зав. кафедрой иностранных языков Московского медицинского стоматологического института доц. Л.Н. Соломинцевой и доц. кафедры иностранных языков Московского медицинского стоматологического института Д.Ф. Ковшило.

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Unit 1

Text A. Early Predictions on Blood Pressure

Text B. Heart Disease Risks

Text A

EARLY PREDICTIONS ON BLOOD PRESSURE

Most people would assume that healthy children have “normal” blood pressure. But, as Dr Margaret Golding of the Department of Health at the University of Bristol points out, no research has been undertaken to investigate what that “normal” blood pressure is: is it higher or lower than adults’? Or is there such a wide range that the idea of a normal blood pressure is meaningless?

Five years ago nearly 15,000 children from all parts of the country who were born in April 1970, were picked to take part in the British National Cohort Study. They were measured for height and weight, and a note was made of where they lived, their sex and social backgrounds. Among other things their blood pressures were also measured.

This massive amount of information is gradually being sifted, and next month Dr Golding starts a two-year study – funded by the British Heart Foundation – to discover more about children’s blood pressure. Does it, for example, vary with height or weight, with the child’s sex, or whether the child enters puberty early? Later, Dr Golding will look to see if there are any geographical trends or any links with social class.

In time, this information may be used to help predict which children may grow up to have problems as adults and so help in the prevention of heart disease.

Hypertension – abnormally high tension, alluding to blood pressure and involving systolic and/or diastolic levels. There is no universal agreement of their upper limits of normal blood pressure, especially in increasing age. Many cardiologists consider a resting systolic pressure of 160 mm mercury (mmHg), and/or a resting diastolic pressure of 100 mmHg, to be pathological.

Vocabulary

to assume предполагать, допускать
to undertake research провести исследование

to investigate исследовать, изучить
adult взрослый человек

a wide range of широкий диапазон
meaningless бессмысленный

to be picked to take part быть выбранным для участия

cohort [kou'ho:t] группа людей, объединенных общей целью

a note was made отмечалось, фиксировалось

social background социальная принадлежность

massive amount of information большое количество информации

to sift тщательно анализировать (*факты*)

to fund [fʌnd] финансировать

to discover узнать, выявить

to vary ['veəri] **with** варьироваться, меняться в зависимости от

to enter puberty ['pjʊ:bəti] вступить в период половой зрелости

trend тенденция

link связь

to predict предвидеть, предсказывать

prevention *зд.* профилактика

to allude [ə'lʊ:d] иметь отношение к

to involve вовлекать; затрагивать

systolic ['sistəlik] систолический

diastolic [daɪ'æstəlik] диастолический

to consider считать, рассматривать

resting blood pressure артериальное давление в состоянии покоя

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the sentences from the text.

- 1) Most people would assume that healthy children have “normal” blood pressure.
- 2) Research has been undertaken to investigate what the “normal” blood pressure in children is.
- 3) The children picked to take part in research were measured for height and weight. Their sex and social backgrounds were not noted.
- 4) Dr Golding will try to find out if blood pressure varies with weight, height and sex in children.
- 5) Dr Golding will look to see if there are any geographical trends or links with social class in normal blood pressure range.
- 6) Early prediction of hypertension may help prevent heart disease.
- 7) There is no universal agreement on upper limits of normal blood pressure.
- 8) A resting systolic pressure of 160 mmHg is not considered pathological.

2. Read the sentences in the text which imply the following ideas.

- 1) A research is necessary to find out what “normal” blood pressure is.
- 2) Dr Golding’s research will state correlation between the level of blood pressure and physical and social factors.
- 3) Dr Golding has got a massive amount of information for her research.
- 4) Dr Golding’s research may help prevent heart disease.

3. Make up sentences of your own using the following words and phrases.

to assume, healthy children, to point out, to undertake research, to investigate, an adult, a wide range, a meaningless idea, nearly, to be picked, to take part in, to measure for height and weight, to make a note, a social background, an amount of, gradually, to be funded by, to vary with, to discover, to enter puberty, a trend, a link, in time, to predict, to grow up, the prevention of, to involve, a resting systolic/diastolic pressure, a universal agreement, in increasing age

4. Review the text and answer the following questions.

- 1) What would most people assume about the blood pressure in healthy children?
- 2) What does Dr Margaret Golding point out?

- 3) What is *hypertension*? What blood pressure do cardiologists usually consider to be pathological in adults?
- 4) How many children were picked to take part in the British National Cohort Study? When were they born? Where were they from? What were the children measured for? What other factors were considered?
- 5) What does Dr Golding want to discover?
- 6) What may the information obtained by Dr Golding help predict? What diseases may it help prevent?

5. a. Give the main idea of Dr Golding's research.

Useful phrases:

- Without going into detail ...
- If we consider the procedure of Dr Golding's research, we see ...

b. Give details of Dr Golding's research.

Useful phrases:

- I'd like to note ...
- I want to point out ...

c. Emphasize the importance of Dr Golding's research.

Useful phrases:

- I'd like to stress the importance of ...
- I'd like to point out some most important facts: ...

6. a. Make an assessment of Dr Golding's research. Justify your opinion.

Useful phrases:

- I see nothing wrong with ...
- A particular merit of this research is ...
- This work is interesting but has some drawbacks: ...

b. Express your surprise/uncertainty about some points of Dr Golding's research and comment on your attitude.

Useful phrases:

- It is rather surprising ...

- I'm puzzled by ...
- I wonder if ...
- It seems unlikely that ...

c. Develop the main idea of the text.

Useful phrases:

- As to ... I'd like to add ...
- As far as I know ...
- I'd like to make a comment on ...

d. Give your opinion on how the research should be developed.

Useful phrases:

- I'd like to suggest that Dr Golding should ...
- Another possibility would be ...

7. Take part in the discussion started by your colleagues.

a. Ask for more information.

Useful phrases:

- Now there is a special question I'd like to ask you ...
- I'd like to ask a question in connection with ...

**b. Express your agreement or disagreement with the ideas of your colleagues.
Justify your viewpoint.**

Useful phrases:

- In my opinion you're not quite right/quite wrong ...
- I agree with you about ... but ...
- I wish I could agree with you but ...

Text B

HEART DISEASE RISKS

Certain risk factors can increase anybody's chances of developing heart disease. These risks include life style and family history. Some risks are:

Age. The older you get the more likely you are to develop heart disease.

Sex. More men develop heart disease and develop it earlier than women do. The gap begins to narrow after the menopause and women "catch up" with men around 65.

Heredity. If members of your family have had heart disease, you are more likely to develop it. Race is also a risk factor: black Americans have a greater risk of heart disease than white Americans, mainly because they have higher average blood pressure levels.

What One Can Do to Reduce the Risk of Heart Disease

Stop smoking. Both men's and women's hearts suffer the same effects of smoking – clotting, constricted arteries and reduction of oxygen supply – but smoking also eliminates the natural protection women obtain from the hormone estrogen. A woman who smokes and takes oral contraceptives is up to 39 times as likely to have a heart attack as women who do neither. But the coronary risk from smoking declines rapidly within a few years of stopping, so it is well worth the effort to give up the habit.

Diet. Make an effort to eat foods that are low in fat. Try to limit fat to 30 percent of your daily calories.

Blood pressure. Small elevations above a threshold of 140/90 can greatly increase your risk of cardiovascular disease.

Exercise. Obesity, even as little as being 5 to 14 percent overweight, raises the risk of heart attack.

Vocabulary

gap интервал, промежуток; *зд.* разрыв

to narrow сделать уже, сократить; *зд.*

сужаться, сокращаться

menopause ['menəʊpəʊz] менопауза

to catch up with smb догнать кого-л.

average средний

heredity [hi'rediti] наследственность

to clot свертываться (*о крови*)

constricted arteries закупоренные артерии

to eliminate уничтожить

to give up the habit бросить привычку

threshold ['θreʃhəʊld] порог

obesity [ou'bi:siti] ожирение

EXERCISES

1. Arrange the following sentences in proper order to make up a summary of the text.

- 1) One is more likely to develop heart disease if other members of the family have it.
- 2) The effects of smoking are clotting, constricted arteries and reduction of oxygen supply. But the coronary risk of smoking declines rapidly within a few years of stopping.
- 3) Even small elevations of blood pressure can greatly increase the risk of cardiovascular disease and blood pressure should be paid special attention to when it approaches 140/90.
- 4) Certain risk factors such as age, sex, heredity and race increase your chances of developing heart disease.
- 5) Black Americans have a greater risk of heart attack because of higher blood pressure.
- 6) Older people are more inclined to heart disease.
- 7) To reduce the risk of heart disease one should stop smoking, follow diet, control blood pressure and obesity.
- 8) Fat should be limited to 30 percent of daily calories.
- 9) Even 5 percent overweight raises the risk of heart attack and should be eliminated by diet and exercise.

2. Make up sentences of your own using the following words and phrases.

risk factors, to develop heart disease, the gap narrows, to catch up with, you are more likely to do, average levels, to suffer the effects of, to obtain, natural protection, the risk declines, within a few years, it is well worth smth, to give up smth, to make an effort, low in fat, to limit smth to, daily calories, above a threshold of

3. Review the text to answer the following questions.

- 1) What factors increase the risk of heart disease?
- 2) What is the correlation between age and coronary risks?
- 3) Do men or women develop heart disease earlier? When does the gap narrow?
- 4) Do black or white Americans have a greater risk of heart disease? Why?
- 5) What effects does smoking produce? Why is smoking a greater coronary risk factor in women than in men? Why is it worth giving up the habit?
- 6) What foods are better for eliminating coronary risk factors? How much fat is recommended daily?

4. Comment on the basic points of the text.

- 1) Why do doctors believe life style and family history to be coronary risk factors?
- 2) Why do doctors believe smoking more dangerous in women than in men?
- 3) Why do doctors recommend foods that are low in fat?
- 4) Why do doctors recommend physical exercise?

Useful phrases:

- As far as I know ...
- I'd like to make a comment on ...
- I agree that ...
- I doubt that ... because ...
- I share Dr. ...'s concern about ... but I think ...
- I'd like to note/point out/stress the fact that ...

5. Say what you think about the following; justify your idea.

- 1) Do you think only life style and heredity should be considered to work out measures for cardiovascular disease prevention? Or are there other factors to be taken into account?
- 2) Do you believe that giving up cigarettes, taking up low fat diet, controlling blood pressure and obesity can eliminate the risk of cardiovascular disease?

Useful phrases:

- It seems likely/unlikely that ...
- As far as I know ...
- My opinion is that ...
- I agree that ...
- I have doubts about ...
- In connection with ... I'd like to say that ...
- Another possibility would be ...
- I wonder if ...
- It is rather surprising that ...
- I see nothing wrong with ...

6. Give more information on the medical problems highlighted in the text.

- 1) What factors increase the risk of cardiovascular disease?
- 2) What is necessary to do to prevent cardiovascular disease?

Useful phrases:

- As far as I know ...
- I'd like to add in connection with ...
- A particular merit of ...
- I'd like to stress the importance of ...
- I want to note/point out ...

Unit 2

Text A. Asthma

Text B. The Report on Smoking Raises New Worries

Text A

ASTHMA

One of the major ailments afflicting mankind is asthma. It is an allergic condition leading to bronchospasms. It is believed to run in the family.

During an attack, the patient suffers agonies: he pants, wheezes, coughs, expectorates – all for a litre of oxygen which cannot pass through the air passage constricted by swelling and sputum.

Such attacks alternate with symptom-free periods. There is practically nothing that cannot trigger an attack: hot, cold, wet weather, pollen or dust (that is why many get an attack when they go to bed, triggered by the dust from the pillow), everything and anything.

Sunshine, cold water for bathing or drinking, flowers, fruits, vegetables, even milk may be taboo. The body becomes weak, unable to stand any kind of exertion. Even taking a rest or sleeping becomes impossible and the nights are spent sitting in a corner because the attack may come if the patient lies down. Even excessive emotions can be dangerous.

There are plenty of drugs for asthma, but they give only temporary relief, if at all. The constricted air passages are dilated, but once the effect of the drug wanes, the attack starts again. Thus, it becomes a life-long agony.

Asthma is not a disease that can be cured: it is the reaction of the body to certain foreign matters. The answer lies in strengthening the system. Experiments conducted by many institutes have shown that Yoga may help those with a prolonged history of asthma.

Vocabulary

asthma ['æstmə] астма

ailment болезнь, недомогание

to afflict поражать, причинять страдания

mankind [mæn'kaɪnd] человечество

to pant [pænt] часто и тяжело дышать, задыхаться

to wheeze [wi:z] тяжело дышать, с хрипами

to expectorate отхаркивать, откашливать

to swell распухать

sputum ['spju:təm] мокрота

to alternate ['ɔ:ltəneɪt] чередоваться, сменять друг друга

to trigger привести в движение, способствовать началу

pollen ['pɒlɪn] пыльца

pillow подушка

to stand exertion [ɪg'zɜ:ʃən] выдержать напряжение

excessive emotions чрезмерное эмоциональное напряжение

temporary relief временное облегчение

to dilate расширять(ся)

to wane ослабевать

to cure излечить

a foreign matter инородное тело

to strengthen укреплять

prolonged длительный

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the sentences from the text.

- 1) Asthma is an allergic condition.
- 2) Asthma does not lead to bronchospasms.
- 3) Asthma does not run in the family.
- 4) During an attack of asthma, oxygen cannot pass through the air passages as the latter are constricted by swelling or sputum.
- 5) During an attack of asthma the patient coughs and expectorates but does not pant or wheeze.
- 6) Attacks of asthma never alternate with symptom-free periods.
- 7) Not everything triggers attacks of asthma.
- 8) During attacks of asthma the body becomes weak, unable to stand any kind of exertion, but taking a rest and sleeping relieves the condition.

- 9) Excessive emotions are dangerous for asthma patients.
- 10) Drugs for asthma give only temporary relief.
- 11) Drugs for asthma dilate constricted air passages.
- 12) Yoga cannot strengthen the body, let alone stop an asthma attack.

2. Read the sentences in the text which imply the following ideas.

- 1) Asthma is a hereditary disease.
- 2) There is practically nothing that cannot trigger an attack of asthma.
- 3) Traditional medication for asthma is well developed but not highly effective.

3. Make up sentences of your own using the following words and phrases.

the major ailment, to afflict smb, an allergic condition, to lead to smth, to run in the family, to suffer agonies, to pant, to wheeze, to cough, to expectorate, to pass through, a constricted passage, an air passage, swelling, sputum, to alternate with, to trigger an attack, to get an attack, to become unable to do smth, to stand exertion, to take a rest, to become impossible, to lie down, excessive emotions, to be dangerous, plenty of, drugs for, to give relief, temporary relief, if at all, to be dilated, the effect of, the effect wanes, the reaction of smb to smth, certain matters, the answer lies in, to strengthen smth, to conduct experiments, a prolonged history of (a disease)

4. Review the text to answer the following questions.

- 1) What condition is asthma believed to be?
- 2) What agonies does an asthma patient suffer? How does the patient often spend nights?
- 3) What may trigger asthma attacks?
- 4) What may temporarily relieve asthma attacks?
- 5) What may be used as a very effective treatment for patients with prolonged history of asthma?

5. a. Give a general description of asthma and describe details of the condition.

Useful phrases:

- Without going into detail I should say that ...
- I'd like to note/point out ...
- I should note/point out ...

b. Describe possible ways of treating asthma.*Useful phrases:*

- I'd like to stress /to emphasize the possibility of ...
- As far as I know ...
- Another possibility would be ...

6. a. Make an assessment of the approach to asthma treatment possibilities suggested in the text.*Useful phrases:*

- I see nothing wrong with ...
- A particular merit of ...
- I'd like to stress the fact that ...

b. Express your surprise/uncertainty about the advantages of Yoga in asthma treatment.*Useful phrases:*

- It is rather surprising ...
- I'm puzzled by ...
- I wonder about ...
- It seems unlikely that ...

c. Develop the main ideas of the text.*Useful phrases:*

- Other agonies in asthma patients could be ...
- Another asthma treatment possibility would be ...
- I'd like to add that ...
- I'd like to make a comment on ...

d. Give your advice on how to prevent and stop asthma attacks.*Useful phrases:*

- If I may make a suggestion, the patient should ...
- I'd like to note/point out ...
- Another possibility would be ...

7. Take part in the discussion started by your colleagues.**a. Ask for more information.**

Useful phrases:

- Now there is something special I'd like to ask you.
- I'd like to ask a question in connection with ...
- I'd like you to give more information/details about ...

**b. Express your agreement/disagreement/doubt about the ideas of your colleagues.
Justify your viewpoint.**

Useful phrases:

- I'm quite of your opinion because ...
- I agree that ...
- I wish I could agree with you but ...
- I have doubts about ... because ...

TEXT B

THE REPORT ON SMOKING RAISES NEW WORRIES

New York. The most disturbing news in the 679-page report is the assertion that smoking has exacted a heavier toll in death and disease than had previously been thought.

Among the findings:

Tobacco claims 390,000 lives a year, 90,000 more than earlier estimates. Two-thirds of those deaths result from cardiovascular disease, lung cancer and chronic respiratory ailments like emphysema. The average male smoker is 22 times as likely to die from lung cancer as is a nonsmoker, double the previous risk estimate.

On the bright side, the US has made substantial strides in curtail-
ing cigarette use. Only 29% of adults now light up, down from
40% in 1965.

But the progress has not been spread equally over various groups
in the population. Smoking among blacks is higher than average.
Level of education is the best predictor of tobacco use: the more
years of schooling people have, the less likely they are to smoke.

Cigarette use was declining among teenagers, but has now lev-
eled off. Children, especially girls, are taking up tobacco at a younger
age. Among high school seniors who have ever smoked, a quarter
took their first puff by the sixth grade and half by the eighth. Re-
strictions on children's access to cigarettes have weakened; many
stores routinely ignore minimum-age-of-purchaser laws.

Vocabulary

to disturb беспокоить	to level off выравнивать(ся); прекра- щаться
assertion утверждение	to decline снижать(ся)
to exact зд. приводить к	teenager подросток
toll in death смертность	to take up tobacco начать курить та- бак
previously ранее	restriction ограничение
to claim lives уносить жизни	access to доступ к
estimate ['estimeɪt] оценка; калькуляция	routinely обычно
to make substantial strides сделать зна- чительные успехи	store торговая точка
to curtail сократить	purchaser ['pɜ:tʃəsə] покупатель
double зд. вдвое больше, чем	

EXERCISES

1. Arrange the following sentences in proper order to make up a summary of the text.
- 1) The US has made substantial strides in curtail-
ing cigarette use.
But the progress has not been spread equally over various groups
in the population.
- 2) The report asserts that smoking has exacted a heavier toll in death
and disease than has previously been thought.
- 3) Level of education is the best predictor of cigarette use.

- 4) Cigarette use was declining among teenagers, but now has leveled off.
- 5) Tobacco claims 390,000 lives a year. Two-thirds of those deaths result from cardiovascular disease, lung cancer and chronic respiratory disease.

2. Use the following words and phrases in sentences of your own.

a toll of death, the assertion that, to claim lives, to result from, the average male smoker, previous, double the risk estimate, cigarette use, the progress has not been spread over, level of education, a predictor, the more ... the less, among teenagers, to decline, to take up smth, a quarter, restrictions on, access to smth, to weaken, routinely, to ignore smth, a law

3. Review the text to answer the following questions.

- 1) What is the most disturbing assertion in the report on smoking?
- 2) How many lives a year does smoking claim? What diseases do these deaths result from?
- 3) How does tobacco use vary in groups of population?
- 4) What should be done to prevent taking up tobacco by teenagers?

4. Comment on the basic points of the text.

- 1) Why is the report considered to be disturbing?
- 2) Why does the US combat tobacco use?
- 3) Why are teenagers the major concern in the anti-smoking campaign?

Useful phrases:

- I'd like to make a comment on ...
- As far as I know ...
- I'm quite of the opinion that ...
- I'd like to note/point out/stress the fact that ...
- I agree that ...
- It's rather surprising that ...
- I'm puzzled by ...
- I wonder about ...
- It seems unlikely that ...

- I see nothing disturbing in ...
- A particular merit of ... is that ...

5. Say what you think about the following; justify your idea.

- 1) Do you think smoking really causes deathly ailments?
- 2) Do you believe that level of education influences tobacco use?
- 3) Do you think restrictions on children's access to cigarettes may prevent tobacco use in children?

Useful phrases:

- In my opinion, ...
- I agree that ...
- I have doubts about ...
- It seems likely/unlikely that ...
- It's rather surprising that ...
- I'm puzzled by ...
- I wonder about ...
- A particular merit of ... is that ...

6. Give more information on the medical problems highlighted in the text.

- 1) What ailments may be caused by smoking? Give general descriptions of them.
- 2) What may be done to decline tobacco use in various groups of population?
- 3) What measures are the most effective in combatting tobacco use in teenagers?

Useful phrases:

- I'd like to point out/emphasize ...
- I'd like to add in connection with ...
- I'd like to stress the importance of ...
- A particular merit/lack of ...
- Another possibility would be ...
- I'd like to comment on ...
- There is something special I'd like to say at the moment ...

Unit 3

Text A. Overeating

Text B. Curing a Cry-baby

Text A

OVEREATING

There are not a few whose chief pleasure in life is eating. They go on munching all the time and expect the digestive system to do its job round the clock. The stomach and other organs, obedient servants, do their duty, though grudgingly.

Soon comes a time when they break down, and the result is stomach-ache, headache, indigestion, constipation, and even sometimes worse. Let us understand the reason for their strike: it takes the organs three to six hours of undisturbed work to handle the food eaten, depending on the size of the meal. After this work, they do need rest. Only then are they ready for fresh work.

When food is not properly digested, it leads to poisoning of the whole body as the putrefying substance within gets into the blood stream. Bad breath results. No amount of brushing the teeth alone will help. The cure is in removing the waste from the stomach.

Vocabulary

chief pleasure основное удовольствие

to munch жевать

to digest [di'dʒest] переваривать(ся) (о пище)

round the clock круглосуточно

obedient послушный

though хотя

grudgingly неохотно

to break down сломаться; *зд.* перестать действовать

indigestion несварение

strike забастовка

constipation запор

undisturbed *зд.* без дополнительных приемов пищи

to handle справиться

to be ready for fresh work быть готовым вновь функционировать

properly должным образом

to poison отравить

to putrefy ['pjʊ:trɪfaɪ] вызывать гниение

blood stream кровоток

to remove удалить

waste продукты переработки

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the sentences from the text.

- 1) There are few people whose chief pleasure in life is eating.
- 2) Some people expect the digestive system to do its job round the clock.
- 3) When digestive organs break down people suffer from stomach-ache, indigestion, constipation, but not headache.
- 4) It takes the digestive organs more than six hours to handle the food eaten during the meal.
- 5) The period of digestive procedure depends on the size of the meal.
- 6) When food is not properly digested the putrefying substance within gets into the blood stream.
- 7) If bad breath results from indigestion, brushing the teeth alone will not help.
- 8) Removing the waste from the stomach does not cure indigestion.
- 9) Indigestion cannot lead to poisoning the whole body.

2. Read the sentences in the text which imply the following ideas.

- 1) Digestive organs cannot handle a very large amount of food.
- 2) Food should be properly digested.
- 3) Stomach disorders result in unpleasant symptoms.

3. Use the following words and phrases in sentences of your own.

a pleasure, to go on doing smth, to expect smth/smb to do smth, stomach-ache, headache, indigestion, constipation, let us, the reason for, it takes smb/smth ... hours to do smth, eaten food, a meal, to

depend on, to need rest, to be ready, the putrefying substance, to get into, the blood stream, bad breath, the amount of, to brush the teeth, the cure, to remove, the waste

4. Review the text to answer the following questions.

- 1) Are there many people whose chief pleasure in life is eating? What do they expect of their digestive system? Does the digestive system do its duty easily?
- 2) What symptoms does a patient develop if the digestive system breaks down?
- 3) What happens in the body if food is not properly digested? What may cure this disorder?

5. a. Give a general description of consequences of overeating.

Useful phrases:

- Without giving a lot of details ...
- If we concentrate on the major causes/results of ...

b. Point out the causes of bad breath.

Useful phrases:

- I'd like to note/emphasize ...
- The major cause of ... is ...
- The major result of ... is ...

c. Point out the causes of stomach disorders.

Useful phrases:

- I'd like to point out ...
- The major cause of ... is ...
- The major result of ... is ...

d. Describe possible ways of curing stomach disorders.

Useful phrases:

- I'd like to stress that ...
- I'd like to specify that ...
- I'd like to draw your attention to the fact that ...

6. a. Make an assessment of the approach to the mechanism of indigestion suggested in the text.

Useful phrases:

- As far as I know ...
- I doubt the fact ...
- I'm doubtful about ...
- I'm of the same opinion.

- b. Express your surprise/uncertainty about overeating as the major cause of stomach disorders.

Useful phrases:

- I doubt ...
- I'm doubtful about ...
- Without any doubt ...
- I'm not certain that ...
- It is rather surprising that ...

- c. Give your advice on how to prevent and treat indigestion.

Useful phrases:

- If I can make a suggestion, the patient should ...
- As far as I know ...
- I'd like to draw your attention to the fact that ...
- Another preventive measure/cure for ... might be ...

- d. Make a contribution to the text.

Useful phrases:

- I'd like to add in connection with ...
- I'd like to make a comment on ...
- Another reason for bad breath is, probably, ...
- Another cure for bad breath might be ...

7. Take part in the discussion started by your colleagues.

- a. Ask for more information.

Useful phrases:

- I'd like you to give us more information/details on ...
- I'd like you to specify ...

- I'd like you to comment on your doubt about ...
- Now there is something special I'd like to ask you: ...
- b. Express your agreement/disagreement/doubt about the ideas of your colleagues.
Justify your viewpoint.

Useful phrases:

- Basically I'm of the same opinion but ...
- I quite agree but ...
- I wish I could agree with you but ...
- I wish I could be less doubtful about ...
- I'm (not) certain that ...

Text B

CURING A CRY-BABY

Many parents, trying to cope with their colicky baby crying for three hours every night, were amazed last year when Merbentyl syrup and Ovol were taken off the market for children aged under six months. Both products contain the drug dicyclomine hydrochloride which was thought to be implicated in some cot deaths. The only alternative – gripe-water – was not nearly so effective.

Now 30 babies with colic have been studied in Sweden and the report suggests that the drug is effective. The drug is perhaps not quite as effective as many parents would wish, and its psychological support for the patients could also be more beneficial.

Colic was diagnosed if a baby cried for more than three hours a day and had these bouts on more than three days a week. Two-thirds of the parents said that a syrup containing the drug was better than the same syrup without any drug; but nearly a quarter said the drugless syrup was better.

Either way, the colicky babies were still not as happy as babies without colic. On average, colicky babies, who had cried for nearly five hours every day, only cried for just over three hours after being given the drug. But even that improvement may still leave parents exhausted and bewildered: little angels without colic average just over one hour's crying a day.

Vocabulary

to cope with справиться с	cot детская кроватка
to be amazed изумляться	gripe резь
to take off the market снять с продажи	beneficial благотворный
dicyclomine hydrochloride [da'saɪklou-mi:n ˌhaɪdrou'klɔːraɪd] дицикломин гидрохлорид	bout [baʊt] приступ
to be implicated in smth быть замешанным в ...	syrup ['sɪrəp] сироп
	either way зл. в любом случае
	exhausted истощенный
	bewildered сбитый с толку
	angel ['eɪndʒəl] ангел

EXERCISES

1. Arrange the following sentences in proper order to make up a summary of the text.
 - 1) The only alternative – gripe-water – is not so effective.
 - 2) The colicky babies taking gripe-water cry for just three hours compared with five hours without any syrup.
 - 3) Merbentyl syrup and Oval used for colic were taken off the market for children aged under six months last year because of dicyclomine hydrochloride.
 - 4) Only a quarter of parents say the drugless syrup is better than Merbentyl or Oval.
 - 5) Babies without colic cry about one hour a day.
 - 6) Dicyclomine hydrochloride is thought to be implicated in some cot deaths.
2. Make up sentences of your own using the following words and phrases.

to try to do, to cope with, to be amazed, to take off the market, to be aged under, to contain, to be implicated in, to be not so effective,

to wish smth, psychological support, to be beneficial, to diagnose smth, a bout, three days a week, on average, even that improvement

3. Review the text to answer the following questions.

- 1) What ailment is very common in babies? What medication has recently been used? Why were these drugs taken off the market?
- 2) What alternative was used for colicky babies after Merbentyl syrup and Ovol were taken off the market? What did parents think of the gripe-water?
- 3) To what extent may the gripe-water relieve colicky babies' condition?
- 4) What does the study conducted in Sweden prove?

4. Comment on the basic points of the text.

- 1) Why do some babies cry more than three hours a day?
- 2) Why do some parents consider the gripe-water not very effective?
- 3) Why are some parents sorry that Merbentyl syrup and Ovol have been taken off the market?

Useful phrases:

- I'd like to comment on ...
- I'd like to note/point out/emphasize ...
- Without giving details ...
- I see nothing wrong with/in ...
- A particular merit/drawback of ... is ...
- It is rather surprising ...
- I'm puzzled by ...
- It seems unlikely/very likely ...
- Another reason for it may be ...

5. Say what you think about the following; justify your idea.

- 1) Do you think that babies crying more than three hours a day are sick?
- 2) Do you think that dicyclomine hydrochloride can be implicated in some cot deaths?
- 3) Do you think that the gripe-water is effective for colic in babies?

Useful phrases:

- As far as I know ...
- Without giving details, I'd like to ...
- I'd like you to pay special attention to ...
- I'd like to specify ...
- I doubt that ...
- I'm doubtful about ...
- I'd like to be less doubtful about ... but ...
- I wish I could believe that ...
- I'm puzzled by ...
- It seems unlikely that ...
- I see nothing wrong in ...
- I'm certain that ...

6. Give more information on the medical problems highlighted in the text.

- 1) What makes babies cry?
- 2) What should be done to prevent and treat colic in babies?
- 3) How is effectiveness of a drug estimated?
- 4) What can be done to make people believe a drug is effective?

Useful phrases:

- Other measures would be ...
- Another measure would be ...
- I'd like to comment on ...
- I'd like to specify ...
- I'd like to add in connection with ...
- I'd like to draw your attention to ...
- Another possibility would be ...
- There is something special I'd like to say here. ...

Unit 4

Text A. Heart Recipient Gets a Kidney Transplant

Text B. Patients Dying Unnecessarily

Text A

The main function of the kidneys is to drain waste matter like uric acid, urea, sodium chloride and sulphate from inside the body. If the kidneys are inflamed or damaged as in nephritis, toxins will accumulate in the body, the blood will become impure, leading to headaches, nervous weakness, back-ache, palpitations of the heart, etc. Complete kidney failure is fatal. But nowadays there are measures to save such patients. Sometimes doctors do magic.

HEART RECIPIENT GETS A KIDNEY TRANSPLANT

San Francisco. Doctors have claimed success in transplanting a kidney into a man who has lived for 11 years with a heart transplant and for eight years with stainless steel hips.

Louis Bonesio, 51, underwent the kidney transplant at the University of California, San Francisco. Dr Nicholas Feduska said that Mr Bonesio was the only person alive with two organs transplanted from two donors. Doctors said that both transplants were necessary because of separate diseases.

Vocabulary

to drain фильтровать
uric ['juərɪk] мочевой

acid ['æsɪd] кислота
urea ['juəriə] моча

sodium chloride ['soudʒəm 'klɔ:raɪd] хлористый натрий

sulphate ['sʌlfet] сульфат

to be inflamed быть воспаленным

to be damaged быть поврежденным

nephritis [ne'frɪtɪs] нефрит

impure нечистый, загрязненный

palpitation of a heart сердцебиение

failure отказ в работе, остановка, расстройство

to claim success заявить об успехе

stainless steel нержавеющая сталь

hip бедро

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the sentences from the text.

- 1) The kidneys drain waste matter like uric acid, urea, but not such as sodium chloride or sulphate from inside the body.
- 2) In nephritis the kidneys are inflamed.
- 3) In nephritis toxins accumulate in the body.
- 4) Headaches, nervous weakness, backache and heart palpitations have nothing to do with impure blood.
- 5) Kidney failure is easily treated.
- 6) Mr Bonesio has lived for eight years with a heart transplant and 11 years with stainless steel hips.
- 7) The heart and the kidney were transplanted into Mr Bonesio from the same donor.
- 8) Two transplants were necessary in Mr Bonesio's case because of separate diseases.

2. Read the sentences in the text which imply the following ideas.

- 1) The state of health depends greatly on the work of the kidneys.
- 2) People may live with several transplants from different donors.

3. Make up sentences of your own using the following words and phrases.

the main function of, to drain waste matter, uric acid, urea, inflamed kidneys, damaged kidneys, toxins accumulate, impure blood, to lead to smth, headache, backache, heart palpitation, weakness, to transplant a kidney into, stainless steel, to undergo, the only person alive, separate diseases, because of

4. Review the text to answer the following questions.

- 1) What function do the kidneys perform? What waste matter do the kidneys drain?
- 2) Why may toxins accumulate in the body? What symptoms may impure blood produce?
- 3) What may be done in case of complete kidney failure?
- 4) What transplants has Mr Bonesio got? How long has he lived with the heart transplant? How long has he lived with stainless steel hips? Are his heart and kidney transplants from the same donor?

5. a. Give a general description of kidney functions in the body.

Useful phrases:

- Without going into detail ...
- If we concentrate on ...
- The major reason for ... is ...

b. Name the main kidney disorders.

Useful phrases:

- As far as I know ...
- I'd like to point out/note ...
- I'd like to specify ...

c. Say how patients with kidney failure can be saved.

Useful phrases:

- As far as I know ...
- I'd like to stress/emphasize ...
- The major result of ...

6. a. Make an assessment of the description of kidney functions and consequences of kidney disorders given in the first part of the text.

Useful phrases:

- I doubt that ...
- I'm doubtful about ...
- Without any doubt ...
- I'm of the same opinion ...
- I disagree with the last speaker on several points ...

- b. Express your surprise/uncertainty about San Francisco doctors' success in what they have done.**

Useful phrases:

- It is rather surprising ...
- I'm puzzled by ...
- I wonder ...
- I'm not certain that ...

- c. Develop the main ideas of the text.**

Useful phrases:

- If we concentrate on ...
- The major reason for ... is ...
- Another reason/result would be ...
- I'd like to add in connection with ...
- I'd like to comment on ...
- The results of my own research support the theory.

- 7. Take part in the discussion started by your colleagues.**

- a. Ask for more information.**

Useful phrases:

- I'd like you to specify ...
- I'd like you to comment on your idea of ...
- There is something I'd like to ask you. ...
- I'd like you to give more details about ...

- b. Express your agreement/disagreement/doubt concerning the ideas of your colleagues. Justify your viewpoint.**

Useful phrases:

- I'm certain that ...
- I don't doubt the fact that ...
- I quite agree that ...
- Without any doubt ...
- Basically, I doubt/I'm doubtful about ...
- I wish I could agree/be certain ..., but ...

Text B

PATIENTS DYING UNNECESSARILY

Many people are dying from kidney failure who could be saved if doctors were given the facilities to treat them.

The main problem is the shortage of nurses to look after dialysis patients. Dr Ben Bradly, director of the UK Transplant Centre in Bristol, points out that the number of kidney patients treated in Britain is far lower than in other European countries.

He quotes the figures of only 111 treated per million of the population in the United Kingdom, compared with 220 in Switzerland, 206 in Belgium, 188 in France, and 181 in Denmark. Even less prosperous countries like Spain and Italy treat more patients than Britain.

More than 7,000 are dying each year in Britain from renal failure.

Vocabulary

facilities средства, оборудование
shortage of недостаточное количество чего-л.

dialysis [daɪˈælsɪs] диализ

to be far lower быть намного меньше

to quote [kwəʊt] цитировать

compared with по сравнению с

less prosperous countries менее благополучные страны

renal ['rɪnəl] **failure** почечная недостаточность

EXERCISES

1. Arrange the following sentences in proper order to make up a summary of the text.
- 1) More than 7,000 are dying each year in Britain from renal failure.

- 2) One of the main problems is the shortage of nurses to look after dialysis patients.
- 3) Kidney failure is often a fatal condition.
- 4) Doctors must be given facilities to treat people with kidney failure.

2. Make up sentences of your own using the following words and phrases.

to die from, to save, facilities, to treat smb, the shortage of, the number of, to be far lower, to quote figures, a prosperous country, renal

3. Review the text to answer the following questions.

- 1) How many people die each year in Britain from renal failure? How many people are treated for renal failure in Britain? Switzerland? Belgium? France? Denmark?
- 2) What do British doctors need to treat patients with kidney failure? What is the main problem in dialysis wards?

4. Comment on the basic points of the text.

- 1) Why are nurses very important in dialysis wards?
- 2) Why are specific facilities especially important in case of kidney failure?
- 3) Why does the author of the text think the situation in renal wards is much worse in Britain than in other European countries?

Useful phrases:

- I'd like to point out/stress/emphasize ...
- Without giving details ...
- Giving more details ...
- It is rather surprising ...
- I'm puzzled by ...
- I'd like to make a comment on ...
- There is nothing wrong with/in ...
- A particular merit/reason ...
- Another reason/result of it is ...
- It seems doubtful/very unlikely ...
- It seems very likely/absolutely certain ...

5. Say what you think about the following; justify your idea.

- 1) Do you think specific facilities alone are necessary to save patients with renal failure?
- 2) Do you believe the situation in dialysis wards is really much worse in Britain than in other European countries?
- 3) Do you think the role of nurses in dialysis wards is really great?

Useful phrases:

- I'd like you to pay special attention to ...
- I'd like you to specify ...
- Without going into detail ...
- If we go into detail ...
- I wish I could doubt less but ...
- I see nothing wrong with ...
- I'm certain that ...

6. Give more information on the medical problems highlighted in the text.

- 1) What cases of renal failure are fatal?
- 2) What treatment is used for renal failure?
- 3) How is dialysis carried out?

Useful phrases:

- Another facility would be ...
- Another measure would be ...
- I'd like to make a comment on ...
- I'd like to add in connection with ...
- I'd like to specify ...
- I'd like to draw your attention to ...
- A particular merit of ...
- Another possibility would be ...
- There is something special I'd like to add: ...

Unit 5

Text A. There's Lots of Life After the Pill

Text B. Turkey Acts to Reduce Birth-rate

Text A

THERE'S LOTS OF LIFE AFTER THE PILL

Oral contraceptives are terrific at preventing pregnancy, but they do pose well-established health hazards. Women who use them run an increased risk of strokes and heart attacks especially if they are smokers, over 35, or have a family history of cardiovascular disease. The important question of whether these elevated risks persist after a woman stops taking the Pill has never been resolved. Now a new, large and well-designed study of 119,061 women reports good news: those who don't currently take birth-control pills but used them in the past seem to have no more likelihood of developing cardiovascular problems than women who have never been on the Pill.

The new study, published in *New England Journal of Medicine*, was conducted by a team of Harvard medical researchers. The subjects were part of a broader project called the Nurses' Health Study. It involved 121,700 female registered nurses, 30 to 55, in a prospective survey of known and suspected risk factors for cancer and coronary heart disease. Starting in 1976, the nurses filled out detailed questionnaires about their past and current health, including information on diabetes, hypertension,

smoking, blood cholesterol levels and use of oral contraceptives. The data was updated with follow-up questionnaires every two years through 1984.

The Harvard study included only those nurses who had never had a stroke, heart attack or episode of angina before 1976. The researchers monitored this group for eight years and then examined past use of oral contraceptives in every woman who suffered a stroke, heart attack or serious coronary heart disease between 1976 and 1984.

"Past users of oral contraceptives had no material increase in their risk of cardiovascular diseases, as compared with women who had never used oral contraceptives," the authors concluded. Especially reassuring was the finding that even women who had not been off the Pill for very long had no elevated risk; nor did women who had taken it for 10 years or more.

Contraceptive – an agent used to prevent conception, e.g. condom, spermaticidal vaginal pessary or cream, rubber cervical cap, intrauterine contraceptive device, oral female medication.

Vocabulary

terrific *зд.* великолепный

to pose hazards представлять опасность

to run an increased risk рисковать в
большой степени

to persist сохраняться

to resolve [rɪ'zɒlv] **a question** решить во-
прос

to be on/off the Pill принимать/не при-
нимать противозачаточный ле-
карственный препарат

to conduct a study проводить иссле-
дование

prospective survey планируемый обзор

suspected risk предполагаемая опас-
ность

to fill out a detailed questionnaire [ˌkwes-
tɪə'neə] заполнить подробную ан-
кету

diabetes [daɪə'bɪtɪz] диабет

cholesterol [kə'lestərɒl] холестерин

to update the data (*мн.ч. от datum*) об-
новлять данные

a follow-up questionnaire последующая
анкета

through 1984 по 1984 год включительно

stroke инсульт

angina [æn'dʒaɪnə] (*от angina pectoris*)
стенокардия

to monitor a group вести (наблюдать)
группу

to conclude делать вывод

to reassure успокаивать

conception зачатие

spermaticidal [ˌspɜːmətrɪˈsaɪdɪl] разрушающий сперматозоиды

vaginal [vəˈdʒaɪnəl] влагалищный

pessary [ˈpesəri] вагинальный суппозиторий

cervical цервикальный

intrauterine [ˌɪntrəˈjuːtəraɪn] внутриматочный

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the text.

- 1) Oral contraceptives are terrific at preventing pregnancy, and they do not pose any health hazards.
- 2) Women who use oral contraceptives run an increased risk of strokes and heart attacks especially if they are smokers, over 35, or have a family history of cardiovascular disease.
- 3) Women who do not currently take birth-control pills but used them in the past are likely to develop cardiovascular problems.
- 4) The nurses filled out detailed questionnaires about their past and current health, including information on diabetes, hypertension, smoking, blood cholesterol levels and use of oral contraceptives. The data was updated every two years.
- 5) The Harvard study included only those nurses who had never had a stroke, heart attack or episode of angina before 1976.
- 6) The researchers monitored the group of nurses for several decades.

2. Read the sentences in the text which imply the following ideas.

- 1) Oral contraceptives pose some health hazards.
- 2) The health hazards posed by oral contraceptives do not persist after a woman stops taking the Pill.

3. Make up sentences of your own using the following words and phrases.

to prevent pregnancy, health hazards, to run an increased risk of, to have a family history of, to stop taking the Pill, to report good news, to develop cardiovascular problems, in the past, to be on the Pill, to be off the Pill, to conduct a study, to involve, a prospective survey of, a risk factor, to fill out a detailed questionnaire, the data was updated, a follow-up questionnaire, to monitor a group, to examine past use of, to

suffer a stroke, as compared with, to conclude, reassuring, the finding, to prevent conception, spermaticidal vaginal pessary, rubber cervical cap, intrauterine contraceptive device

4. Review the text and answer the following questions.

- 1) What function do contraceptives perform? What contraceptives are used nowadays?
- 2) Are oral contraceptives very effective? Do they pose any health hazards? What risk do women run taking contraceptive pills? What women run an increased risk of complications while taking oral contraceptives? Does the risk of developing health problems persist when a woman is off the Pill?
- 3) How many nurses were involved in the Nurses' Health Study? What was their age? What risk factors were considered? How long was the study conducted? How was the data registered? How often did the nurses fill out questionnaires? Were the questionnaires detailed? What was the researchers' conclusion? What finding was especially reassuring?

5. a. Give the main idea of the article.

Useful phrases:

- As far as I understand ...
- Without going into detail I would formulate the main idea as follows: ...

b. Give details of the Nurses' Health Study.

Useful phrases:

- I would like to point out ...
- It is worth pointing out that ...
- I would like to draw your attention to ...

c. Emphasize the reassuring function of the Nurses' Health Study.

Useful phrases:

- I should like to stress ...
- I should like to note ...
- I wish to stress the extreme importance of ...

6. a. **Make an assessment of the study described in the text; justify your opinion.**

Useful phrases:

- The researchers raise an important question of ...
- The article gives a very complete description of ...
- A particular merit of the study is ...
- This study is interesting but ...

- b. **Express your surprise/uncertainty concerning some points in the Nurses' Health Study. Give reasons for your surprise/uncertainty.**

Useful phrases:

- It seems unlikely that ...
- ... is still in question.
- I find it hard to believe that ...

- c. **Give more information about the basic points of the text.**

Useful phrases:

- To my knowledge ...
- As far as I know ...
- In this context I would like to add that ...

- d. **Give your advice to female patients on the choice of contraceptives.**

Useful phrases:

- Women should be careful not to ...
- If a woman cares to try ...
- I suggest women should think of ...

7. **Take part in the discussion started by your colleagues.**

- a. **Ask for more information.**

Useful phrases:

- May I address a question to ... ?
- I would like to ask some questions in connection with ...
- One question is The other/another question is ...

- b. **Express your agreement/disagreement/doubt concerning the ideas of your colleagues; justify your opinion.**

Useful phrases:

- I fully agree with ... because ...
- ... is out of the question.
- I have my doubts about ... because ...

Text B

TURKEY ACTS TO REDUCE BIRTH-RATE

Turkish officials, alarmed by the high population growth rate shown in the latest census, began a family planning campaign that is to be the largest ever in Turkey.

The results of the October 1985 census showed that population had grown to 51.4 million from 44.7 million five years earlier. This represents a population growth rate of 2.8 percent per year, one of the highest rates in the world.

If the trend continues, Turkey would be the most populated country in Western Europe by the end of the century, with 85 million people.

The head of the Ministry of Health and Social Welfare's family planning department, said the campaign was intended to increase the number of couples using effective birth control to 25 percent in two years. The figure now is 18 percent.

Thousands of posters urging families to have fewer but healthier children will be distributed. There will be announcements on the state radio and television urging women to go to birth control clinics.

Health teams will distribute birth control pills and devices free of charge. Abortion is legal in Turkey but will not be encouraged, he said.

The president of Turkey gave his full support to the campaign, and the department of religious affairs issued a statement saying that the tenets of Islam do not forbid prevention of pregnancy.

It is hoped that promotion of birth control eventually will help to reduce unemployment, now estimated at 18 percent.

Research shows that Turkish women want maximum three children but many of them bear six.

Turkey has an infant mortality rate of 10 percent. The program, together with a United Nations-supported vaccination campaign, is intended to reduce the rate to 8 percent after two years.

Vocabulary

population growth rate прирост населения

the latest census ['sensəs] последняя перепись

to represent представлять

to intend иметь намерение

poster ['poustə] плакат

to urge призывать

free of charge бесплатно

to encourage поддерживать; популяризировать

to issue a statement сделать заявление

tenet ['tenit] догмат

Islam ['izlɑ:m] ислам

to forbid (forbade, forbidden) запретить

promotion распространение

eventually в итоге

infant mortality rate уровень смертности младенцев

EXERCISES

1. Arrange the following sentences in proper order to make up a summary of the text.

- 1) Unemployment is increasing in Turkey with population growth.
- 2) The latest census in Turkey has shown one of the highest population growth rates in the world.
- 3) There will be announcements on the state radio and television urging women to go to birth control clinics.
- 4) The tenets of Islam do not forbid prevention of pregnancy.
- 5) It is better to have fewer but healthier children.
- 6) Turkish officials, alarmed by the high population growth rate, start the campaign intended to increase the number of couples using effective birth control.
- 7) Turkish women want maximum three children but many of them bear six.
- 8) Health teams will distribute birth control pills and devices free of charge.
- 9) Abortion is legal in Turkey but will not be encouraged.

2. Make up sentences of your own using the following words and phrases.

a family planning campaign, the results of, the population growth rate, if the trend continues, the campaign was intended to increase ..., the number of, a couple, effective birth control, the figure, to urge somebody to do something, to distribute, birth control pills, free of charge, legal, to encourage, to give full support to, to forbid prevention of pregnancy, it is hoped that, to reduce unemployment, vaccination campaign, together with

3. Review the text to answer the following questions.

- 1) What were Turkey officials alarmed by?
- 2) What were the results of the October 1985 census in Turkey? What campaign did Turkish officials start?
- 3) What posters were distributed after the October 1985 census? What did Health teams distribute? How much do birth control devices cost?
- 4) Is abortion legal in Turkey? Why is it not widely used?
- 5) What is the attitude of the tenets of Islam to pregnancy prevention?
- 6) How many children do Turkish women usually want? How many children do they usually bear?
- 7) What was the infant mortality rate in Turkey in the mid-eighties? What helped to reduce it?

4. Comment on the basic points of the text.

- 1) Why were Turkish officials alarmed by the high population growth rate? Why was the attitude of Islam to pregnancy prevention taken into consideration by Turkish officials?
- 2) Why were birth control devices distributed free of charge?
- 3) Why is abortion not encouraged in Turkey?

Useful phrases:

- As far as I know/understand ...
- I think ...
- I should note that ...
- It seems unlikely that ...
- I find it hard to believe ...

5. Say what you think about the following; justify your idea.

- 1) Do you think the campaign described in the text can be popular in Turkey?
- 2) Do you believe that Turkish people don't want to have more than three children?
- 3) Do you think birth control alone may reduce unemployment and infant mortality rate?

Useful phrases:

- ... is out of the question.
- I fully agree that ...
- I have doubts about ..., because ...
- I find it hard to believe that ...
- The particular merit of the campaign is ... but ...
- ... is still in question.
- As far as I know ...
- It is worth pointing out that ...
- I would like to draw your attention to ...

6. Give more information on the medical problems highlighted in the text.

- 1) What contraceptives are the most effective and the least dangerous to health?
- 2) What measures are necessary to reduce the infant mortality rate?

Useful phrases:

- As far as I know ...
- In this context I would say that ...
- A particular merit of ... is ...
- I'd like to point out that ...
- It is worth pointing out that ...
- I'd like to draw your attention to ...
- ... is still in question, but I should note that ...
- It seems unlikely that ...

Unit 6

Text A. Bone Booster

Text B. Brittle Bones

Text A

BONE BOOSTER

A Treatment of Osteoporosis

Millions of Americans – most often older women – suffer to some degree from osteoporosis, the potentially crippling affliction that thins bones and makes them susceptible to fractures. When the loss of bone occurs in the spine – one of the most common sites – patients may experience shortened stature of the back and pain in both the back and abdomen. Women who take calcium pills can sometimes prevent the onset or progression of the disease, but there has been no successful treatment for patients who have substantial bone loss.

Researchers at the University of Texas Southwestern Medical Center at Dallas announced a promising new way of increasing bone density that seems to reverse the effects of spinal osteoporosis. The treatment relies on sodium fluoride, the chemical used by dentists to strengthen teeth and in toothpaste to prevent cavities. When the drug was tested years ago as a treatment for osteoporosis, it produced severe side effects like stomach bleeding, and while the fluoride caused bones to thicken, they were still easily broken. But the Texas researchers tried giving patients slow-dissolving fluoride pills that released the drug only after leaving the stomach. The fluoride was adminis-

tered intermittently and with a calcium compound so that the new bone would form gradually and be strong. When the preparation was given to 251 women with spinal-bone loss, bone mass increased 3% to 6% a year and the frequency of vertebral fractures dropped significantly. Side effects were minor and occurred in only 5% of patients. The treatment has not been shown to work for osteoporosis of the hip or wrist.

Osteoporosis – loss of bone density due to excessive absorption of calcium and phosphorus from the bone, due to progressive loss of the protein matrix of bone which normally carries the calcium deposits.

Vocabulary

booster усилитель; зд. помощник
osteoporosis [ˌɒstiəpəˈrəʊsɪs] остеопороз
to cripple калечить, лишать трудоспособности
affliction поражение
to thin bones утончать кости
susceptible to fractures склонный к переломам
to occur in the spine иметь место в области позвоночника
site локализация
shortened stature [ˈstɜːtʃə] уменьшение длины, укорочение
substantial bone loss потеря значительной части массы кости
slow-dissolving [dɪˈzɒlvɪŋ] **pill** медленно растворяющаяся таблетка

to administer intermittently назначить курсами с перерывами
calcium compound соединение, включающее кальций
to form gradually образовываться постепенно
vertebral [ˈvɜːtɪbrəl] **fracture** перелом позвоночника
the frequency dropped встречаемость (заболевания) снизилась
wrist [rɪst] запястье
excessive absorption чрезмерное всасывание
phosphorus [ˈfɒsfərəs] фосфор
protein [ˈprəʊtɪn] **matrix** белковая основа
deposit [dɪˈpɒzɪt] отложение

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the text.

- 1) Osteoporosis is a crippling affliction that thins bones and makes them susceptible to fractures.
- 2) When the loss of bone occurs in the spine, patients experience pain in the back, but not in the abdomen.
- 3) Calcium pills can stop osteoporosis even in patients who have substantial bone loss.
- 4) The treatment which relies on sodium fluoride may cause bone density increase but does not reverse the effects of spinal osteoporosis.
- 5) The new slow-dissolving fluoride pills release the drug only after leaving the stomach.
- 6) The new treatment has been shown to work for osteoporosis of the hip or wrist.
- 7) The fluoride should be administered intermittently and with a calcium compound so that the new bone would form gradually and be strong.
- 8) Osteoporosis is loss of bone density.
- 9) The protein matrix of bone carries the calcium deposits.
- 10) Excessive absorption of calcium and phosphorus from the bone causes loss of bone density.

2. Read the sentences in the text which imply the following ideas.

- 1) There has been no effective treatment for osteoporosis until recently.
- 2) Sodium fluoride in the form used in dentistry is not meant for oral intake.
- 3) The new sodium fluoride pills are effective for spinal osteoporosis.

3. Make up sentences of your own using the following words and phrases.

to suffer from, a crippling affliction, to thin bones, to make bones susceptible to fractures, loss of bone, to occur, the most common site, to experience shortened stature of the back, to experience pain, to prevent the onset/progression of a disease, substantial bone loss, to increase bone density, a new way of, to reverse the effects of, the treatment relies on, to produce severe side effects, stomach bleeding, to cause bones to thicken, to be easily broken, a slow-dissolving pill, to release the drug, to administer a drug, a compound, to form gradually, the frequency of, to drop significantly, due to, excessive absorption, progressive loss, to carry deposits, protein matrix

4. Review the text to answer the following questions.

- 1) What is osteoporosis? What is it caused by?
- 2) What sex suffers from osteoporosis more often? What affliction does osteoporosis cause? What symptoms occur in case of bone loss in the spine?
- 3) What chemical may prevent the onset or progression of osteoporosis? Is it effective in case of substantial bone loss?
- 4) What new way of increasing bone density is suggested in the article? What side effects does it produce? What kind of pills were used to avoid side effects? How is fluoride administered so that the new bone would form gradually and would be strong? What bones cannot be treated by calcium fluoride?

5. a. Give the main idea of the discovery described in the text.

Useful phrases:

- I would not go into detail, but the main idea is ...
- I want to stress the fact that ...
- If we consider the basic problem, we should note that ...

b. Give details of the discovery described in the text.

Useful phrases:

- I'd like to point out some qualities of ...
- I'd like to point out that ...
- Please pay attention to ...

c. Emphasize the importance of the discovery described in the text.

Useful phrases:

- I'd like to emphasize the fact ...
- I wish to stress the extreme importance of ...
- Please pay attention to ...

6. a. Make an assessment of the discovery described in the text; justify your opinion.

Useful phrases:

- An important problem is raised by the researchers from ...
- The results are interesting but ...
- A particular merit of the new way of treatment is ...
- The new method of ... needs improvement.

b. Express your surprise/uncertainty.*Useful phrases:*

- It is rather surprising ...
- I am puzzled by ...
- It seems unlikely that ...
- I am doubtful about ...

c. Develop the main ideas of the text.*Useful phrases:*

- I'd like to add that ...
- I'd like to mention ...
- This seems a small point but it may clarify a lot of things ...

d. Give your advice on how the research should be developed.*Useful phrases:*

- I suggest doctors should think of ...
- Another possibility may be ...
- The report raises further questions about ...

7. Take part in the discussion started by your colleagues.**a. Ask for more information.***Useful phrases:*

- I'd like to ask a question in connection with ...
- My question is as follows ...
- There is a practical question on how ...

b. Express your agreement/disagreement/doubt concerning the ideas of your colleagues. Justify your viewpoint.*Useful phrases:*

- I'm quite of your opinion because ...
- I fully agree with ...
- I also think that ...
- I wish I could agree with you but ...
- I have doubts about ... because ...

Text B

BRITTLE BONES

More than 50 percent of women will suffer a spontaneous fracture of the bone in their later years. Many elderly women suffer from the less dramatic presentations of osteoporosis, the excessive bone loss common after menopause, and have to tolerate a shrinking stature and the pain from spinal nerve root pressure resulting from a collapsing spinal column. Continuing to take brisk exercise during and after middle age helps; a reasonable calcium intake is essential, but there is considerable doubt if extra calcium is beneficial, and too much alcohol increases osteoporosis.

But essentially the problem is hormonal, and the only effective way of controlling it is hormone replacement therapy. Not all women need to take hormones in later life. A report in the "Lancet" of a study by doctors in Denmark demonstrates that it is possible at the time of the menopause to detect, by photon absorptiometry of the forearm bone mineral content and by biochemical studies, which women will be fast bone losers, and therefore most likely to benefit from hormone replacement therapy.

Vocabulary

fracture перелом

brittle bones хрупкие кости

to shrink (shrank, shrunk) сокращаться

nerve root pressure защемление нервного корешка

brisk энергичный

essential необходимый

considerable значительный

hormone [ˈhɔːmɒn] **replacement therapy** лечение, направленное на восполнение гормонов

to detect выявить

EXERCISES

1. Arrange the following sentences in proper order to make up a summary of the text.

- 1) Hormone replacement therapy is necessary for some women to control osteoporosis progression.
- 2) Osteoporosis is excessive bone loss common after menopause.
- 3) Essentially the problem may be hormonal.
- 4) Many elderly women suffer from osteoporosis.
- 5) Brisk exercise during and after middle age and a reasonable calcium intake can help prevent osteoporosis.
- 6) It is possible to detect at the time of the menopause which women will need hormone replacement therapy.

2. Make up sentences of your own using the following words and phrases.

to suffer a spontaneous fracture of the bone, an excessive bone loss, common, spinal nerve root pressure, to result from, to collapse, a spinal column, to take brisk exercise, a reasonable calcium intake, beneficial, to increase, the only effective way of, to control a disease, hormone replacement therapy, at the time of, to detect by, to benefit from

3. Review the text to answer the following questions.

- 1) What age and sex suffer spontaneous fractures most often?
- 2) What does spinal nerve root pressure result from? What are the symptoms of this affliction?
- 3) What measures may prevent osteoporosis progression? What factor increases osteoporosis?
- 4) What is the real cause of osteoporosis in elderly women? What therapy may be beneficial with some women?
- 5) How can a doctor find out if a woman needs hormone replacement therapy?

4. Comment on the basic points of the text.

- 1) Why do elderly women suffer from osteoporosis?
- 2) Why is reasonable calcium intake beneficial in case of osteoporosis?
- 3) Why may brisk exercise help in case of osteoporosis?
- 4) Why does excessive alcohol increase osteoporosis?

- 5) Why do some elderly women need hormone replacement therapy? Why is hormone replacement therapy effective in case of osteoporosis?

Useful phrases:

- If we consider ..., we should remember that ...
- I'd like to stress/point out/emphasize ...
- It is rather surprising that ...
- I am puzzled by ...
- It seems unlikely that ...
- I am doubtful about ...
- I should like to add/mention ...

5. Say what you think about the following; justify your idea.

- 1) Do you agree that osteoporosis is most common in elderly women?
- 2) Do you think brisk exercise and reasonable calcium intake may help prevent osteoporosis progression?
- 3) Do you agree that extra calcium intake is not beneficial?
- 4) Do you agree that taking much alcohol increases osteoporosis?
- 5) Do you think that hormone replacement therapy is beneficial for elderly women?

Useful phrases:

- ... is out of the question.
- I'm quite of the opinion that ...
- I fully agree that ... because ...
- I wish I could agree with ... but ...
- I have doubts about ... because ...
- It is necessary to stress that ...
- It is necessary to mention/to point out ...
- I am puzzled by ...
- It is rather surprising ...
- It seems unlikely that ...

6. Give more information on the medical problems highlighted in the text.

- 1) What causes osteoporosis? What afflictions may osteoporosis cause?

- 2) What preventive measures may be recommended for osteoporosis?
- 3) What treatment may be administered for osteoporosis?

Useful phrases:

- Another possibility may be ...
- I'd like to add that ...
- I'd like to point out ...
- I'd like to mention ...
- There is a practical question to discuss in connection with ...

Unit 7

Text A. A New Wave of Drugs for Epilepsy

Text B. Probing Multiple Sclerosis

Text A

A NEW WAVE OF DRUGS FOR EPILEPSY

Washington. After a 15-year lull in new medications to control seizures, the treatment of epilepsy is entering a possible renaissance with the imminent approval of a new way of anti-convulsant drugs.

The new types of drugs appear to control brain seizure through mechanisms different from those found in commonly used anticonvulsants and may pose less of a risk of adverse side effects, scientists say.

In addition, researchers say, some of the new drugs nearing approval by the US Food and Drug Administration, or currently undergoing human trials are the first “designer drugs”, compounds developed specifically to influence biochemical processes in the brain, aimed at controlling epilepsy.

“It is a very exciting period,” said Dr Ilo Leppik, research director for the University of Minnesota’s Comprehensive Epilepsy Program in Minneapolis. “I can see an exponential growth in terms of finding chemicals and molecules that will work against specific aspects of epilepsy, and we certainly will have a lot of new chemical agents to try in the next decade.”

Epilepsy, the most common chronic neurological disorder, is not a disease but a combination of conditions resulting from damage to groups of cells in brain. The condition may result from an oxygen shortage during labor or delivery, or from another trauma, such as head injury, brain tumor, infection, poisoning, stroke or high fever.

Vocabulary

lull перерыв; застой	to design составить, создать
seizure зд. приступ, спазм	exponential growth показательный рост
renaissance [rə'neɪsəns] оживление, возрождение	in terms of с точки зрения
the imminent approval признание в недалеком будущем	decade десятилетие
to pose less risk меньше подвергать риску	labor сократительная деятельность матки при родах
adverse side effects неблагоприятные сопутствующие реакции	delivery роды
compound соединение	injury травма
	high fever сильный жар

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the text.
- 1) There has never been a lull in new medications to control epilepsy.
- 2) A new way of anticonvulsant therapy is supposed to be approved.
- 3) The new types of anticonvulsant drugs control brain seizures through mechanisms different from those found in commonly used drugs.
- 4) The new anticonvulsant drugs pose a greater risk of adverse side effects.
- 5) The new anticonvulsant drugs are compounds which influence biochemical processes in the brain.
- 6) Epilepsy is caused by specific biochemical processes.
- 7) Scientists have found chemicals and molecules that work against specific aspects of epilepsy.
- 8) Doctors are going to try a lot of new anticonvulsant chemicals in the next decade.

- 9) Epilepsy is a disease, not a combination of conditions.
- 10) Epilepsy may result from damage to groups of cells in brain.
- 11) Epilepsy may result from an oxygen shortage, head injury, brain tumor, but not infection, poisoning or high fever.

2. Read the sentences in the text which imply the following ideas.

- 1) There is a renaissance period in new medications to control epileptic seizures.
- 2) The new convulsant drugs are more effective than those used earlier.

3. Make up sentences of your own using the following words and phrases.

to control seizures, the approval of, a new way of, to be different from, to pose a risk of, adverse side effects, in addition, to near smth, to undergo trials, currently, a compound, to develop a drug, to influence smth, a biochemical process, to be aimed at doing smth, in terms of, to work against smth, a specific aspect, a chemical agent, to try a drug, a damage to smth, a head injury, a brain tumour, to poison, a stroke, high fever

4. Review the text to answer the following questions.

- 1) How long did the lull in new medications to control epilepsy seizures last? What is the renaissance period characterized by?
- 2) How do the new types of convulsant drugs control seizure? Are they safe? What processes do they influence?
- 3) What chemicals and molecules are scientists trying to find?
- 4) What may epilepsy result from?

5. a. Give the main idea of the discovery described in the text.

Useful phrases:

- I will not go into detail ...
- If we consider the basic problem, we should note that ...
- Basically, the process ...
- As far as I understand, ...
- To make it clear I'd like ...

b. Give details of the discovery described in the text.

Useful phrases:

- I'd like to point out some qualities of ...
- Please note that ...
- I'd like to make it clear that ...
- I'd like to specify ... that ...

c. Emphasize the importance of the discovery described in the text.

Useful phrases:

- I wish to stress the extreme importance of ...
- A detailed study seems to be made of ...
- The study provides the theory/idea of ...

6. a. Make an assessment of the discovery described in the text; justify your opinion.

Useful phrases:

- An important problem is raised ...
- The results are interesting but ...
- A particular merit of ...
- The study provides ...
- A detailed analysis of ... is needed in order to ...

**b. Express your surprise/uncertainty about the discovery described in the text.
Give reasons of your surprise/uncertainty.**

Useful phrases:

- I doubt that ...
- I can hardly believe ... because ...
- I'm puzzled by ...

c. Develop the ideas of the text.

Useful phrases:

- I'd like to add/mention ...
- In addition, I'd like to mention ...
- To make it clear I'd like ...
- To specify this information I'd like ...

d. Give your advice on how the research could be developed.

Useful phrases:

- I suggest doctors should ...
- Another possibility may be ...
- To draw a correct conclusion the researchers should ...

- I believe/guess ...
 - A detailed analysis is needed in order to ...
7. Take part in the discussion started by your colleagues.

a. Ask for more information.

Useful phrases:

- I'd like to ask a question in connection with ...
- My question is ...
- There is a practical question of ...
- The first question I should like to ask is ...

b. Express your agreement/disagreement/doubt concerning the ideas of your colleagues. Justify your viewpoint.

Useful phrases:

- I also think that ...
- I fully agree that ...
- It seems to me to be true/wrong ... because ...
- The idea seems/does not seem right ...
- I can hardly believe ...

TEXT B

PROBING MULTIPLE SCLEROSIS

Viruses may cause multiple sclerosis (MS), according to two studies in the British medical journal "Lancet". They show that MS flare-ups are often linked to bouts of mild viral illnesses.

In an eight-year study of 170 MS patients conducted at the University of Arizona, 27 percent of flare-ups over eight years were associated with viral infections. These results were confirmed by a smaller study at the University of Ottawa.

MS results from the destruction of myelin – the protective sheath that surrounds the nerves. It disrupts nerve impulses, causing muscle weakness, dizziness, blurred vision and tremors.

“There may be a cross-reaction between certain viral and brain proteins”, says Dr William Sibley of the University of Arizona.

Vocabulary

to probe исследовать
multiple sclerosis (MS) рассеянный склероз
a virus ['vaɪrəs] вирус
according to согласно чему-л.
flare-up вспышка
bout припадок; приступ; вспышка
to confirm подтвердить
destruction разрушение

myelin ['maɪəlɪn] миелин
protective sheath защитная оболочка
to surround окружать
to disrupt разрывать; разъединять
muscle ['mʌsl] **weakness** мышечная слабость
dizziness головокружение
blurred vision нечеткое изображение

EXERCISES

1. Arrange the following sentences in proper order to make a summary of the text.
 - 1) There may be a cross-reaction between certain viral and brain proteins.
 - 2) Flare-ups of multiple sclerosis are associated with viral infections.
 - 3) Multiple sclerosis results from the destruction of myelin – the protective sheath that surrounds the nerves. It disrupts nerve impulses.
2. Make up sentences of your own using the following words and phrases.
 may cause, according to, to be linked with, a mild illness, to conduct a study, to be associated with, a flare-up, to confirm the results, to surround, to disrupt, nerve impulses, muscle weakness, dizziness, blurred vision, tremor, a cross-reaction, certain proteins
3. Review the text and answer the following questions.
 - 1) What may multiple sclerosis be caused by? What are multiple sclerosis bouts linked with? What study was conducted to confirm the viral origin of multiple sclerosis?

- 2) What does multiple sclerosis result from? What does the disruption of nerve impulses cause? What cross-reaction may be the cause of multiple sclerosis?

4. Comment on the basic points of the text.

- 1) Why do muscle weakness, dizziness, blurred vision and tremor develop in case of multiple sclerosis?
- 2) Why may viruses cause the destruction of myelin?
- 3) Why did scientists come to the idea of viral origin of multiple sclerosis?

Useful phrases:

- I'd like to stress the fact that ...
- The study provides interesting information on ...
- I'd like to point out ...
- The major cause of/reason for ...
- I think/believe/guess ...
- A detailed analysis is needed in order to prove that ...

5. Say what you think about the following; justify your idea.

- 1) Do you accept the idea of viral origin of multiple sclerosis?
- 2) Do you think there is a cross-reaction between certain viral and brain proteins?
- 3) Do you think flare-ups of multiple sclerosis can be linked with bouts of viral illnesses?

Useful phrases:

- Basically, I think ...
- It seems to be true because ...
- The conclusion does not seem right because ...
- I doubt ... as ...
- I can hardly believe ... because ...

6. Give more information on the medical problems highlighted in the text.

- 1) What symptoms is multiple sclerosis characterized by?
- 2) What is multiple sclerosis caused by?
- 3) What treatment is used for multiple sclerosis?

- 4) Do viruses play a role in the development of neuralgic diseases?
Why?

Useful phrases:

- I know/think/suppose that ...
- As far as I understand, ...
- Let me add some more facts concerning ...
- In addition, I'd like to mention ...
- To make it clear I'd like ...
- To specify this information doctors should ...

Unit 8

Text A. Diabetes

Text B . Nasal Insulin

Text A

DIABETES

This ailment, considered hereditary, can afflict persons of any age, though mainly those who are inactive. When the pancreas fails, the sugar gets into the blood stream in excess quantities.

The bigger part of the pancreas sends its secretion to the small intestine. The smaller part secretes insulin directly into the blood. The conversion of starch into glucose is called carbohydrate metabolism. Glucose is converted into glycogen as a fuel for bodily purposes.

When the starch is not converted into such fuel, because of excess sugar intake or insufficient production of insulin by a diseased pancreas, it enters the blood stream. The kidneys are then unable to strain the excess sugar and excrete it through the urine. Thus a vital ingredient of your food, carbohydrates, which runs the body dynamo, is wasted.

In a diabetic patient the pancreas swells, the tissues die and insulin production stops. That is why insulin has to be injected daily in severe cases.

Vocabulary

diabetes [ˌdaɪəˈbi:tɪz] диабет
to afflict поражать (*о недуге*)

pancreas [ˈpæŋkriəs] поджелудочная
железа

to fail не работать должным образом; не функционировать
in excess quantities в избытке
small intestine тонкая кишка
starch крахмал
glycogen ['glai kədʒən] гликоген
fuel источник энергии
sugar intake прием сахара
insufficient production недостаточная выработка

to strain процеживать, фильтровать
to excrete [iks'kri:t] выводить (из организма)
to waste утрачивать
vital ingredient жизненно важный ингредиент
to run the body dynamo приводить в действие организм
tissue ткань
to swell воспаляться

EXERCISES

1. Study the text and say which statements below are true and which are false. Correct the false ones using the text.

- 1) Diabetes is not a hereditary disease.
- 2) Diabetes can afflict persons of any age, active or inactive.
- 3) When the pancreas fails, the sugar gets into the blood stream in excess quantities.
- 4) The pancreas sends its secretion to the small intestine and into the blood stream.
- 5) Carbohydrate metabolism is the conversion of starch into glucose.
- 6) Glucose is converted into glycogen as a fuel for bodily purposes.
- 7) Excess sugar intake does not prevent the conversion of the starch into glucose, but insufficient production of insulin does.
- 8) A diseased pancreas produces insufficient quantities of insulin.
- 9) The kidneys are able to strain any quantity of sugar.
- 10) In a diabetic patient the pancreas swells, the tissues die and insulin production stops.
- 11) In severe cases of diabetes insulin is injected daily.

2. Read the sentences in the text which imply the following ideas.

- 1) Diabetes is caused by pancreas failure.
- 2) Insulin is to be injected daily in severe cases of diabetes.

3. Make up sentences of your own using the following words and phrases.

a hereditary ailment, persons of any age, to afflict smb, the pancreas fails, to get into the blood stream, in excess quantities, to send the secretion into, to secrete smth into, the conversion of smth into

smth, a fuel, for a purpose of, excess sugar intake, insufficient production of, a diseased pancreas, to strain sugar, to excrete through, a vital ingredient, to be wasted, to run the body dynamo, to swell, to inject daily, in severe cases

4. Review the text and answer the following questions.

- 1) What type of disease is diabetes? What persons are usually afflicted by diabetes?
- 2) What organ is responsible for the development of diabetes? What happens if it fails?
- 3) Where does the pancreas send its secretion?
- 4) What process is called carbohydrate metabolism? What is glucose converted into? What function does glycogen perform in the body?
- 5) When is the starch not converted into glycogen? Where does it enter then? Why may the kidneys excrete it through the urine instead of straining?
- 6) What is the function of carbohydrates?
- 7) What happens to the pancreas in diabetic patients?
- 8) What treatment is applied in severe cases of diabetes?

5. a. Give a general description of diabetes.

Useful phrases:

- I would not go into detail ...
- Basically, the process ...
- To make it clear, I must say
- To my knowledge, ...

b. Give details of the functioning of a diseased pancreas.

Useful phrases:

- As far as I know, ...
- I must say/point out/emphasize/specify ...
- I'd like to mention ...
- I'd like to provide some facts concerning ...

c. Emphasize the importance of the pancreas in the body.

Useful phrases:

- I'd like to draw your attention to the extreme importance of ...

- The major function of ...
 - The detailed analysis shows that ...
6. a. **Make an assessment of the description of the body processes and the function of the pancreas given in the text.**

Useful phrases:

- A particular merit of ...
 - The author provides ...
 - I believe/suppose/think ...
 - The major advantage/disadvantage of ...
 - That is obviously a matter of opinion but ...
- b. **Express your surprise/uncertainty concerning the approach of the author of the text to the body processes described. Give reasons for your surprise/uncertainty.**

Useful phrases:

- It doesn't seem to be right to say ...
- I don't see anything surprising in ... but ...
- The effectiveness of ... is still in question.
- That is obviously a matter of opinion.

c. **Give some more information on the problems discussed in the text.**

Useful phrases:

- I'd like to mention/add/correct ...
- I'd like to provide some more information on ...
- In connection with ... I'd like to say ...
- In addition, I'd like ...

d. **Give your advice on how to change the text to make it sound more scientific.**

Useful phrases:

- I suggest the author should ...
- Another error should be eliminated by ...
- The author should pay special attention to ...
- A detailed description of ... is necessary.

7. **Take part in the discussion started by your colleagues.**

a. **Ask for more information.**

Useful phrases:

- The question I'd like to ask is ...
- There is a practical question to ask ...
- I'd like you to specify/give more details concerning ...
- I'd like you to provide some information on ...

b. Express your agreement/disagreement/doubt concerning the ideas of your colleagues; justify your viewpoint.

Useful phrases:

- I also think that ...
- I fully agree that ...
- It seems to be wrong/true ... because ...
- I can hardly believe ...
- I don't suppose ...
- I agree/don't agree that ... because ...
- A detailed description of ... is necessary.
- It is quite evident that ...
- I'd like to add to what has been said about ... that ...
- I'd like to point out another factor ...

TEXT B

NASAL INSULIN

A more convenient and effective way to administer insulin may soon be available to the 1 million diabetics who depend on daily doses of the lifesaving medication.

At Boston University Medical Center, eight diabetics received insulin sprays into the nose by means of a hand-held pump shortly before each meal for three months.

As reported in the New England Journal of Medicine, the sprays lowered sugar content in the blood to a level comparable to injected insulin and took effect in 15 minutes instead of the usual 45.

Vocabulary

nasal ['neɪzəl] носовой

convenient удобный

to be available быть в наличии

insulin sprays раствор инсулина для
впрыскивания

by means of при помощи

pump пульверизатор

shortly before непосредственно перед

comparable сравнимый

to take effect оказать воздействие

instead of вместо чего-л.

EXERCISES

1. Arrange the following sentences in proper order to make a summary of the text.

- 1) The sprays lower sugar content in the blood to a level comparable to injected insulin.
- 2) Many diabetics depend on daily doses of insulin.
- 3) Insulin may be received in the form of sprays into the nose by means of a pump.

2. Make up sentences of your own using the following words and phrases.

a more convenient way, an effective way, to administer insulin, to be available to patients, to depend on, daily, to receive medication, by means of, shortly before each meal, to lower sugar content, to inject, to take effect, in 15 minutes, instead of, usual

3. Review the text and answer the following questions.

- 1) How do diabetics usually receive insulin? When does injected insulin take effect? What action does insulin perform in the body?
- 2) What new way of administering insulin is described in the text? How often should a diabetic receive insulin sprays? How do insulin sprays work?

4. Comment on the basic points of the text.

- 1) Why are insulin sprays more convenient than injections?
- 2) Why must a diabetic receive insulin sprays more often than injections?
- 3) Why may insulin sprays be considered as effective as insulin injections?

Useful phrases:

- I think/believe/guess ...
- A detailed analysis is needed ...
- The major advantage/disadvantage of ...
- The report provides information ...
- I'd like to emphasize the importance/role of ...
- I'd like to point out ...

5. Say what you think about the following; justify your idea.

- 1) Do you think insulin sprays can be as effective as injections?
- 2) Do you suppose insulin sprays are very convenient?

Useful phrases:

- As ... I believe/suppose/think ...
- As ... a detailed analysis is needed ...
- The major advantage/disadvantage of ... is ...
- I'd like to stress the fact that ...
- I'm puzzled by ... because ...
- It's surprising that ... because ...
- I agree/don't agree that ... because ...

6. Give more information on the medical problems highlighted in the text.

- 1) What regime do diabetics follow to avoid attacks? Why?
- 2) How do diabetics receive insulin? What do ways of insulin administration depend on?
- 3) How can the action of insulin be prolonged?

Useful phrases:

- I must say ...
- I'd like to add in connection with this that if we ...
- In addition, I'd like to mention ...
- To my knowledge, ...
- That is obviously a matter of opinion but ...

Unit 9

Text A. Tonsillitis

Text B. Ear Troubles

Text A

TONSILLITIS

Infection of the throat affects almost every child in congested and polluted areas, and adults too. The two marble-like fleshy parts on either side of the throat swell. When the tonsils turn septic, the patient will not be able to swallow, there will be fever and the body will become weak.

The tonsils are the gatekeepers which check the entry of germs. In children these tonsils are very active in fighting any unwanted and harmful matter introduced from outside.

During the work of preventing harmful material getting into the body, the tonsils themselves are affected. Germs attack them and puss forms. Also when the body is subjected to sudden severe cold or heat, the tonsils are affected.

When the body loses its power to ward off infection, almost the first victim in a child is this part in the throat. The remedy lies in building up the bodily resistance to diseases.

Vocabulary

tonsillitis [ˈtɒnsɪˈlaɪtɪs] тонзиллит
congested areas перенаселенные районы
polluted areas загрязненные районы

marble-like fleshy parts круглые, как шарики, мясистые органы (зд. миндалины)
on either side по обе стороны

throat горло

to turn septic стать септическим

to swallow глотать

entry вход

grams = gram-negative and gram-positive microorganisms

germ патогенный микроорганизм

puss гной

to be subjected to smth подвергнуться чему-л.

to ward off infection не пропускать инфекцию

remedy целительное средство

to build up the bodily resistance to выработать сопротивляемость организма к

EXERCISES

1. Study the text and say which statements below are true and which are false. Correct the false ones using the text.

- 1) Infection of the throat affects only children in congested and polluted areas.
- 2) Tonsils can be described as marble-like fleshy parts situated on either side of the throat.
- 3) In case of tonsillitis the tonsils turn septic and swell.
- 4) In case of tonsillitis the patient will not be able to swallow, there will be fever and the body will become weak.
- 5) The tonsils cannot check the entry of grams.
- 6) Preventing harmful material getting into the body, the tonsils themselves can be affected.
- 7) The tonsils are not affected when the body is subjected to sudden severe cold or heat.
- 8) When the body loses its power to ward off infection, the only part of the body affected is the tonsils.
- 9) Building up bodily resistance to tonsillitis is the only remedy.

2. Read the sentences in the text which imply the following ideas.

- 1) The development of tonsillitis is related to the condition of the environment.
- 2) Tonsils perform very important preventive function.

3. Make up sentences of your own using the following words and phrases.

congested areas, polluted areas, on either side of, to swell, to turn septic, to swallow, to become weak, to check smth, in children, to be active in doing smth, to fight harmful matter, to introduce harmful

matter, from outside, to get into the body, germs, puss, to form, to be subjected to, to lose power, a remedy, to build up resistance to smth

4. Review the text and answer the following questions.

- 1) In what areas does throat infection occur most often?
- 2) What are the tonsils like? Where are they localized? What functions do they perform? What does the patient suffer when the tonsils turn septic?
- 3) What is tonsillitis? When does it develop?
- 4) What remedy is effective for tonsillitis?

5. a. Give a general description of tonsillitis.

Useful phrases:

- If we consider the major characteristics of ...
- Basically, the disease is caused by ...
- I'd like to start with ...
- There is a lot to be said about ... but ...
- Summing up ...

b. Give a detailed description of the development of tonsillitis.

Useful phrases:

- To my knowledge ...
- It's worth pointing out/stressing/emphasizing/specifying ...
- I want to concentrate on ...
- I can give you facts ...

c. Emphasize the importance of the tonsils in the body.

Useful phrases:

- I wish to stress the extreme importance of ...
- I'd like to draw your attention to ...
- I believe/suppose ...
- You've got to take into account ...
- ... demonstrates how important ...

6. a. Make an assessment of the description of tonsils' functioning in the body given in the text.

Useful phrases:

- Basically, I think ...
- A particular merit of the given description is ...
- That is obviously a matter of opinion but ...
- It's quite clear that ...
- I cannot deny that ...
- I'm convinced that ...

b. Express your surprise/uncertainty concerning the approach of the author to the body processes described. Give reasons for your surprise/uncertainty.

Useful phrases:

- To my mind ...
- Let's face facts as they are: ...
- Let's be realistic about ...
- I'm convinced that ...
- I'm not sure that ...

c. Develop the main ideas of the text.

- In addition, I'd like ...
- In connection with ... I'd like ...
- I'd like to provide some more information/facts about ...
- Another reason/result/cause ... is that ...
- There are some points to comment on: ...
- I'd like to make another remark on ...

d. Give your advice on how to change the text to make it sound more scientific.

- I suggest the author should ...
- Another error should be eliminated by ...
- If the author tries to ...
- The author should try ...

7. Take part in the discussion started by your colleagues.

a. Ask for more information.

- My question is as follows: ...
- May I address a question to ... ?
- Let me ask another question: ...
- Could you be more specific about ... ?
- Can you prove/specify ... ?

- b. Express your agreement/disagreement/doubt concerning the ideas of your colleagues. Justify your viewpoint.

Useful phrases:

- I also think that ...
- I fully agree that ...
- I think you are right but ...
- ... is out of the question.
- I'm also convinced that ...
- I'm not sure whether ...

Text B

EAR TROUBLES

Next to the eyes the ears are the most important of our five sense organs with an array of 30,000 fantastically miniaturised electrical circuits in them. Like the eyes the ears are also victims of the onslaughts of civilisation.

But unlike the eyes the ears cannot close shut, keeping out unwanted intrusions. Whether one likes it or not they have to bear – and suffer – the high decibels which crash into them from all sides.

Because of the increasing noise pollution, this sensitive organ has been folding up, and more and more people are finding themselves deaf, doomed to solitary sonic confinement. The whole world turns into a sound vacuum and the sweet strains of music as much as the harsh sounds of the world around are shut out.

Colds are another cause of ear defects. If the cause itself is eliminated the ears will remain safe from disorders. Just like the eyes and other organs, the ears benefit from fresh blood supply which tones up the nerves and muscles. The latter can be achieved through Yoga exercises.

Vocabulary

array [ə'reɪ] множество	solitary sonic confinement звуковая изоляция
circuit ['sɜ:kɪt] цепь	sweet strains of music благозвучие музыки
onslaught ['ɒnslɔ:t] нападение; наступление	harsh sounds неприятные, резкие звуки
to close shut плотно закрывать	to be shirt out быть изолированным; отключаться
to keep out не пропускать	to benefit from получать пользу от
intrusion вторжение	fresh blood supply приток свежей крови
to bear smth выдерживать, выносить что-л.	to tone up тонизировать
decibel ['desɪbəl] децибел	the latter последнее (из упомянутого выше)
to crash into врываться в	
to fold up выходить из строя; перестать функционировать	
to be doomed to быть обреченным на	

EXERCISES

1. Arrange the following sentences in proper order to make a summary of the text.

- 1) The ears are victims of the onslaughts of civilisation.
- 2) Just like other organs the ears benefit from fresh blood supply which tones up the nerves and muscles.
- 3) Colds are another cause of ear defects.
- 4) The latter can be achieved through Yoga exercises.
- 5) The ears are very important sense organs.
- 6) Because of increasing noise pollution, more and more people are finding themselves deaf.

2. Make up sentences of your own using the following words and phrases.

next to, to be victims of, unlike smth, to keep out, unwanted intrusions, to bear smth, to suffer smth, to crash into, from all sides, because of, sensitive, to be doomed to, the whole world, to turn into, a sound vacuum, as much as, the world around, another cause of, a defect, to eliminate the cause of, to remain safe, to benefit from, blood supply, to tone up smth, to achieve smth through smth

3. Review the text and answer the following questions.

- 1) What group of organs do ears belong to? What other sense organs do you know? What makes the ears sensitive?

- 2) Why are the ears victims of the onslaught of civilisation? What do they have to bear? What may be the result of the ears being affected by noise pollution?
- 3) What may the ears benefit from? How may it be achieved?

4. Comment on the basic points of the text.

- 1) Why are the ears more easily afflicted than the eyes?
- 2) Why is deafness an extremely inconvenient defect?
- 3) Why may blood supply to the ears prevent deafness?

Useful phrases:

- If we consider ...
- I want to make it clear that ...
- It's worth pointing out that ...
- I want to concentrate on ...
- I believe/suppose that ...
- You've got to take into account the fact that ...
- It's quite clear that ...
- Let's face facts as they are: ...
- Let's be realistic about ...

5. Say what you think about the following; justify your idea.

- 1) Do you think noise pollution alone causes deafness?
- 2) Do you agree that regular fresh blood supply to the ears may prevent deafness?
- 3) Do you believe Yoga exercises are effective in the disease prevention?

Useful phrases:

- Let's face facts as they are: ...
- Let's be realistic about ...
- I can't help thinking that ...
- I'm convinced that ...
- I can't deny that ...

6. Give more information on the medical problems highlighted in the text.

- 1) What disorders may the ears suffer from?
- 2) What causes deafness?
- 3) How can deafness be prevented?

Useful phrases:

- In addition, I'd like ...
- In connection with ... I'd like ...
- I'd like to mention/make a remark on/comment on ...
- I want to add/specify ...
- I wish to go over the main factors of ...
- I want to sum up ...

Unit 10

Text A. Smoking and Drink Clue to Cataract

Text B. Insulin in the Eye

Text A

SMOKING AND DRINK CLUE TO CATARACT

Cataract is one of the most common causes of blindness and the commonest reason for ophthalmic surgery. Researchers at Edinburgh University have found that it appears to be linked with several preventable causes, such as smoking and heavy drinking.

A pilot study which began in 1978 set out to consider many possible risk factors. About 1,500 people, including cataract patients, were examined for evidence of factors and conditions apparently associated with increased risk.

About 177 items of information were recorded for each individual, including occupation, medical history, and use of medical drugs, alcohol and tobacco.

The study identified some medical and other conditions, various medical drugs and other factors that seem to increase the likelihood of developing cataract.

The “high risk” factors included excessive alcohol use and total abstinence from alcohol. Among the “moderate risk” factors were smoking, cardiac disease, certain eye medications, and some medications for non-ophthalmic conditions.

“Protective” associated factors included calcium and cholesterol, and occasional moderate alcohol intake. The study shows that cataract has multiple causes, takes time to develop, and that the number of risk factors increases with age.

The researchers say that, once causes have been established, it will be possible to provide education on diet, alcohol and tobacco for the population.

For the medical profession, there will be information on treatment carrying a risk of effects on the eyesight, and on the relative hazards or safety of medications used in conditions unrelated to the eye.

Cataract – an opacity of the crystalline lens or its capsule. It may be congenital, senile, traumatic or due to diabetes. Hard cataract contains a hard nucleus, tends to be dark in colour and occurs in older people; soft cataract is without a hard nucleus, occurs at any age, but particularly in the young. Cataract develops slowly and when mature is called a “ripe cataract”.

Vocabulary

clue ключ, объяснение

blindness слепота

ophthalmic [ɒfˈθælmɪk] глазной

to be linked with быть связанным с

preventable который можно предупредить

heavy drinking злоупотребление алкоголем

pilot study экспериментальное (пробное) исследование

to set out начать, приступить

evidence of factors наличие факторов

apparently associated with явно обусловленное чем-л.

item компонент, пункт

total abstinence from полное воздержание от

multiple [ˈmʌltɪpl] многочисленный

to provide предоставлять, обеспечивать

relative относительный

unrelated to не связанный с

opacity [ouˈpæsɪti] непрозрачность

crystalline [ˈkrɪstəlɪn] хрусталик

capsule [ˈkæpsjuːl] капсула, оболочка

congenital [kənˈdʒenɪtl] врожденный

senile [ˈsiːnɪl] старческий

traumatic [trəʊˈmætɪk] травматический

nucleus [ˈnjuːklɪəs] ядро

mature [məˈtjuːə] созревший, готовый к чему-л.

ripe спелый, зрелый

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the text.

- 1) Cataract is one of the most common causes of blindness.
- 2) Cataract is treated surgically.
- 3) Causes of cataract cannot be prevented.
- 4) A pilot study which began in 1978 set out to examine patients for evidence of risk factors.
- 5) Only the information about alcohol intake and use of tobacco was recorded for the pilot study in 1978.
- 6) Total abstinence from alcohol is the only "high risk" factor of cataract.
- 7) Smoking is a "moderate risk" factor of cataract.
- 8) Medications for non-ophthalmic conditions cannot cause cataract.
- 9) Calcium and cholesterol intake has nothing to do with cataract prevention.
- 10) Cataract has multiple causes and takes time to develop.
- 11) Once causes of cataract have been established, it will be possible to provide education on diet, alcohol and tobacco for population.
- 12) Cataract is always congenital.
- 13) Hard cataract occurs in older people, soft cataract occurs only in the young.
- 14) Cataract develops quickly.

2. Read the sentences in the text which imply the following ideas.

- 1) Cataract has multiple causes and the number of risk factors increases with age.
- 2) Cataract may be prevented to a certain extent.

3. Make up sentences of your own using the following words and phrases.

one of the most common causes, blindness, the reason for surgery, to be linked with, several causes, preventable causes, a pilot study, to set out to do, to consider, possible risk factors, to examine somebody for, evidence of factors, to be associated with, an increased risk, a high risk, moderate, a medical history, to identify, various medical

drugs, the likelihood of, excessive alcohol use, total abstinence from, certain medications, occasional intake, multiple causes, to take time to do, to develop, to establish causes, to provide education on ... for, to develop, the medical profession, to carry a risk of, eyesight, relative hazards, safety of

4. Review the text and answer the following questions.

- 1) What is cataract? What types of cataract do you know? What age suffers cataract? How is cataract treated? When is surgery administered to cataract patients? What symptoms may cataract cause when mature?
- 2) What study began in Edinburgh in 1978? What risk factors were revealed? What factors were identified as “high risk” factors? What factors were identified as “moderate risk” factors? What protective factors were revealed?
- 3) What education can be provided on the results of the pilot study in Edinburgh? What information was provided for the medical profession by researchers in Edinburgh?

5. a. Give the main idea of the pilot study conducted in Edinburgh in 1978.

Useful phrases:

- Without going into detail ...
- The major reason for ...
- The aim of the study is ...

b. Give details of the pilot study procedure.

Useful phrases:

- Being more specific about ..., I would say ...
- I'd like to give some facts to show that ...

c. Emphasize the importance of the pilot study conducted in Edinburgh in 1978.

Useful phrases:

- The study raises an important problem of ...
- I'd like to stress the fact that ...
- I must point out that ...

6. a. **Make an assessment of the results of the pilot study described in the text. Justify your opinion.**

Useful phrases:

- I think it's absolutely right/wrong to ...
- I can't deny that ...
- Without any doubt ...

- b. **Express your surprise/uncertainty concerning the pilot study described in the text. Give reasons of your surprise/uncertainty.**

Useful phrases:

- I am puzzled by the fact that ... because ...
- I am not at all sure about ... because ...
- It is rather surprising ... because ...

- c. **Develop the ideas described in the text.**

Useful phrases:

- I'd like to raise the subject/the problem of ...
- I'd like to specify ...
- I'd like to make it clear that ...

- d. **Give your advice on how the research should be developed.**

Useful phrases:

- I suggest the researchers should ...
- It would be useful to try ...

7. **Take part in the discussion started by your colleagues.**

- a. **Ask for more information.**

Useful phrases:

- Could you be more specific about ... ?
- Can you prove that ... ?

- b. **Express your agreement/disagreement/doubt concerning the ideas of your colleagues. Justify your viewpoint.**

Useful phrases:

- That's an interesting point of view but I'm not sure that ...
- I find it a very convincing argument but ...
- I'm quite of the opinion of ... because ...

TEXT B

INSULIN IN THE EYE

Diabetics suffer from insulin deficiency. They are also susceptible to diabetic retinopathy (damage to the retina of the eye) and to cataracts (damage to the lens of the eye). Some vision researchers are anxious to learn more about the possible involvement of insulin in the eye in these two eye diseases.

Stephen Ferman and his colleagues at Albany Medical College analysed the insulin level in the fluids that bathe the retinas of the eyes in six nondiabetic patients with retinal detachments and in four diabetic patients with retinal detachments who had been receiving insulin therapy. He reports that there was no detectable insulin level in the fluid of the six nondiabetics nor in three of the diabetics' fluid. The fourth diabetic had some insulin in his fluid, but even that was a low level. Thus insulin does not appear to play a major role in diabetic retinopathy.

However, altered availability of insulin to the lens of the eye might well play a role in diabetic cataracts, if preliminary animal studies are any indication. For the first time, insulin has been accurately measured in the aqueous humor of the eye (which makes insulin available to the lens) by John B. Coulter and Robin L. Knebel of Scott and White Memorial Hospital in Temple, Tex. They found that in healthy rabbits insulin in the bloodstream reaches the aqueous humor, at least in small amounts. They will now try to determine whether, in diabetic rabbits, there is altered availability of insulin to the lens.

Vocabulary

deficiency дефицит, недостаток
чего-л.

retina ['retinə] сетчатка (глаза)

to be anxious to do smth очень хотеть
сделать что-л.

fluid жидкость, жидкая среда

to bathe омывать

detachment отслоение

detectable insulin level уровень ин-
сулина, доступный измерению

thus таким образом

however однако

**altered availability of insulin to the
lens** измененное количество ин-

сулина, достигающего хруста-
лика

preliminary предварительный

accurately тщательно

aqueous humor ['eɪkwɪəs 'hju:mə] внут-
риглазная жидкость

Tex. = Texas Техас (*штат в США*)

rabbit кролик

bloodstream кровоток

to reach достигать

at least по крайней мере

to determine определить, устано-
вить

EXERCISES

1. Arrange the following sentences in proper order to make up a summary of the text.

- 1) S. Ferman and his colleagues analysed the insulin level in the fluids that bathe the retinas of the eyes in nondiabetic and diabetic patients with retinopathy.
- 2) Vision researchers are anxious to learn more about the possible involvement of insulin in the eye in diabetic retinopathy and cataract in diabetics.
- 3) However, altered availability of insulin to the lens of the eye might well play a role in diabetic cataract.
- 4) Insulin does not appear to play a major role in diabetic retinopathy.
- 5) They will try to determine whether in diabetic rabbits there is altered availability of insulin to the lens.
- 6) J.B. Coulter and R.L. Knebel found that in healthy rabbits insulin in the bloodstream reaches the aqueous humor.

2. Make up sentences of your own using the following words and phrases.

to suffer from deficiency, a damage to, to be anxious to do, involvement of, to analyse, fluid, to bathe, retinal detachment, to receive therapy, even, to play a major role in, preliminary studies, for

the first time, to be accurately measured, to make something available to, to reach, at least, in small amounts, to try to do, to determine

3. Review the text and answer the following questions.

- 1) What disorder do diabetics suffer from? What eye diseases do diabetics develop? What is damaged in case of retinopathy? What is damaged in case of cataract?
- 2) What patients did S. Ferman examine? What were the results of Dr. Ferman's study?
- 3) What did J.B. Coulter and R.L. Knebel analyse? What did they find out? What else did they intend to determine?

4. Comment on the basic points of the text.

- 1) Why do diabetics suffer from insulin deficiency?
- 2) Why does S. Ferman think that insulin does not play a major role in diabetic retinopathy?
- 3) Why do J.B. Coulter and R.L. Knebel think that insulin plays a role in the development of diabetic cataract?

Useful phrases:

- Without going into detail ...
- A major reason for ...
- Being more specific about ..., I would say ...
- X. gives facts to show that ...
- The study raises an important problem of ...
- I'd like to stress the fact that ...
- I'd like to point out ...
- To specify his/their viewpoint ...

5. Say what you think about the following; justify your idea.

- 1) Do you agree that eye diseases in diabetics are very common?
- 2) Do you think S. Ferman examined a sufficient number of patients to make his conclusion?
- 3) Do you think insulin plays a certain role in the development of diabetic retinopathy?
- 4) Do you think the results of the study of J.B. Coulter and R.L. Knebel are reliable?

- 5) Do you agree that insulin plays a role in the development of diabetic cataract?

Useful phrases:

- I think it's absolutely right/wrong to ... because ...
- I can't deny that ... but ...
- Without any doubt ...
- I'm puzzled by the fact ... because ...
- I'm not at all sure about ... because ...
- It is rather surprising ... because ...
- The major reason for ... is that ...
- I can give facts to show that ...
- I'd like to point out the fact that ...

6. Give more information on the medical problems highlighted in the text.

- 1) What diseases are common in diabetic patients? Are all of them linked with insulin deficiency?
- 2) What may retinopathy and cataract be caused by? What afflictions do these diseases cause?
- 3) How are retinopathy and cataract treated? How might these diseases be prevented?

Useful phrases:

- As far as I know ...
- All I can say about ...
- I'd like to raise the problem of ...
- I'd like to make it clear that ...
- I'd like to specify that ...
- I'd like to add/to mention ...

Unit 11

Text A. Test Can Predict Rare Eye Cancer

Text B. Robot Helps Remove Brain Tumor

Text A

TEST CAN PREDICT RARE EYE CANCER

Boston. Scientists at the University of Cincinnati say they have developed a genetic test that can predict in four out of five cases whether someone at high risk for a rare form of childhood eye cancer will develop the disease.

The test developed for retinoblastoma could also serve as a model for other types of cancer in which heredity plays a role, the researchers said. For instance, having a close relative with breast cancer increases a woman's risk of contracting the disease.

Dr. Webster Cavenee, who headed the study, said, "This is the first time that cancer could be predicted accurately before it happened." In the test, DNA is isolated in a blood sample and mixed with a radioactive substance that enables scientists to identify certain genes, which are compared to those of two relatives who have had the disease.

Cancer – a general term which covers many malignant growths in many parts of the body. The growth is parasitic and flourishes at the expense of the human host. Characteristics are the tenden-

cy to cause local destruction, to spread by metastasis, to recur after removal, and to cause toxæmia. Carcinoma refers to malignant tumours of skin or mucous membrane, sarcoma, to tumours of connective tissue.

Vocabulary

rare редкий	at the expense of за счет чего-л.
retinoblastoma [ˌretɪːnɒublæs'tɔʊmə] ретинобластома	host хозяин
breast [breɪst] молочная железа	to spread распространяться
to contract [kən'trækt] a disease заболеть	metastasis [me'tæstəsis] метастаз
to head the study возглавлять исследование	to recur [rɪ'kə:] появиться вновь
DNA (deoxyribonucleic acid) ДНК	toxæmia [tɒk'siːmiə] заражение крови
blood sample проба крови	carcinoma [ˌkɑːsɪ'nɔʊmə] карцинома, рак
to enable предоставить возможность	malignant tumour [mə'lɪgnənt 'tjuːmə] злокачественная опухоль
gene [dʒiːn] ген	sarcoma [sɑː'kɔʊmə] саркома
to cover охватывать, относиться к чему-л.	to refer to относиться (принадлежать) к
growth новообразование	mucous membrane [ˌmjuːkəs 'membrem] слизистая оболочка
parasitic [ˌpærə'sɪtɪk] паразитирующий	connective tissue ['tɪsjuː] соединительная ткань
to flourish ['flaʊɪʃ] разрастаться; паразитировать	

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the text.
- 1) A genetic test can predict in four out of five cases whether someone will develop the disease.
- 2) Having a close relative with breast cancer does not increase a woman's risk of contracting the disease.
- 3) Cancer cannot be predicted before it appears.
- 4) In this test, DNA is isolated in a blood sample and mixed with a radioactive substance to identify certain genes.
- 5) In the test, certain genes of someone at high risk for retinoblastoma are compared to those of the relatives who have had the disease.

2. Read the sentences in the text which imply the following ideas.

- 1) Heredity plays a role in contracting some types of cancer.
- 2) Cancer in which heredity plays a role can be predicted.

3. Make up sentences of your own using the following words and phrases.

a genetic test, to develop a test, to predict, in four out of five cases, to be at high risk for, a rare form of, to develop a disease, to serve as, other types of, heredity, to play a role, for instance, a close relative, breast cancer, to increase the risk of, to contract a disease, to head a study, accurately, to happen, to isolate, a blood sample, to be mixed with, to enable, to identify, certain, to be compared to, a general term, a malignant growth/tumour, the tendency to, to cause local destruction, to spread, metastasis, cancer, carcinoma, sarcoma, to recur

4. Review the text and answer the following questions.

- 1) What is cancer (carcinoma, sarcoma)?
- 2) What test can predict retinoblastoma? Is the test effective? What other types of cancer can be predicted through a genetic test?
- 3) What is isolated in the blood sample in the test described in the text? What is DNA mixed with? Why? What are genes isolated in the test compared with?

5. a. Give the main idea of the invention described in the text.

Useful phrases:

- Without going into detail ...
- The aim of the test is ...
- The possibility of ... is implied in ...

b. Give details of the genetic test described in the text.

Useful phrases:

- Being more specific about ..., I would like to point out ...
- I must note ...
- I'd like you to pay attention to ...

c. Emphasize the significance of the invention of the genetic test described in the text.

Useful phrases:

- I'd like to point out ...

- I'd like to stress the fact that ...
- I'd like to draw your attention to the fact that ...
- I'm convinced that ...

6. a. Make an assessment of the test described in the text; justify your opinion.

Useful phrases:

- Let's be realistic about ...
- It's interesting but there is an error in ...
- I think it's absolutely right/wrong to ... because ...
- The invention is very significant because ...

b. Express your surprise/uncertainty about the effectiveness of the test described in the text. Give reasons for your surprise/uncertainty.

Useful phrases:

- I'm not at all sure about ... because ...
- It's rather surprising that ... because ...
- I doubt that ... because ...

c. Give more information about the basic points of the text.

Useful phrases:

- In addition, I'd like to mention ...
- In conclusion, I would like to say that ...

d. Give your advice on how the study described in the text should be developed.

Useful phrases:

- I suggest the researchers should ...
- It would be fine to try ...

7. Take part in the discussion started by your colleagues.

a. Ask for more information.

Useful phrases:

- What do you mean by ... ?
- Can you be more specific about ... ?
- Can you prove that ... ?

- b. Express your agreement/disagreement/doubt concerning the ideas of your colleagues. Justify your viewpoint.

Useful phrases:

- That's a very interesting point of view but I'm not sure if ...
- As ... I find it a very convincing argument ...
- I go along with this point of view because ...

Text B

ROBOT HELPS REMOVE BRAIN TUMOR

Long Beach, California. A robot arm the size of a kitchen mixer, described as safer and more accurate than a surgeon's hand, has helped doctors remove a tumor in what is believed to be the first application of robotics in human brain surgery.

The three-hour operation was performed on a 52-year-old man at Memorial Medical Center of Long Beach. Dr Yik San Kwoh, who developed the computer program that makes the arm work, said the machine would never replace a surgeon but was a major improvement in the way brain tumors are located and removed.

The arm holds a probe that guides the surgeon through a hole drilled in the patient's skull and down a narrow tube to the tumor. The patient's head is held in place by a frame that contains the coordinates of the tumor. The robot is accurate to within 1/2,000 of an inch.

Vocabulary

to remove удалить (хирургическим путем)

application применение
brain мозг

to perform an operation сделать операцию
to replace заменить
to hold in place фиксировать
probe зонд
to guide вести, проводить
hole отверстие

to drill сверлить
skull [skʌl] череп
narrow tube узкая трубка
frame рамка
to be accurate быть точным
inch дюйм (=2,54 см)

EXERCISES

1. Arrange the following sentences in proper order to make a summary of the text.

- 1) The machine would never replace a surgeon but is a major improvement in the way brain tumors are located and removed.
- 2) A robot arm has helped doctors remove a brain tumor in what is believed to be the first application of robots in human brain surgery.
- 3) The robot arm holds a probe that guides the surgeon.
- 4) A computer program makes the robot arm work.

2. Make up sentences of your own using the following words and phrases.

the size of, to be safer than, to be more accurate than, to remove, the first application of, in surgery, to perform an operation on, to make something work, to replace, to be a major improvement in, to locate, to hold, a probe, to guide, to drill a hole, a skull, a narrow tube, to be held in place, to contain

3. Review the text and answer the following questions.

- 1) What branch of surgery is the robot arm applied in?
- 2) What is the size of this robot? How is it characterized in the text?
- 3) Can the robot arm replace the surgeon? How is the robot arm made to work? Why is the machine considered useful?
- 4) How does the robot arm guide the surgeon to the tumor? How accurate is the robot described in the text?

4. Comment on the basic points of the text.

- 1) Why should robots be used in surgery?
- 2) Why is the robot arm considered convenient and accurate?

Useful phrases:

- The aim of ... is ...
- Without going into detail ...
- I must note ...
- I'd like to draw your attention to ...
- I'd like to stress/point out the fact that ...
- Being more specific about ...
- I'm (not at all) sure that ...
- The invention is significant because ...
- To specify ...

5. Say what you think about the following; justify your idea.

- 1) Do you believe that the robot arm used in brain surgery is absolutely safe?
- 2) Can one be sure that the robots used in surgery are very accurate?
- 3) Do you think the use of robots in surgery is a great improvement?

Useful phrases:

- I can't deny that ... because ...
- Without any doubt ...
- I'm convinced that ...
- I'm (not at all) sure that ...
- I'm puzzled by ...
- I'd rather surprising ... because ...
- The major reason for ...
- I can give you facts to show that ...
- I'd like to point out/to stress the fact that ...

Unit 12

Text A. New Fevers

Text B. "Defensins" May Help Fight Disease

Text A

NEW FEVERS

After the disappearance of smallpox, eradicated thanks to the intensive worldwide strategy of the World Health Organization, other viral diseases which were long unknown have come to be a serious health problem. All occurring in tropical countries, they are the Marbur virus disease first described in 1967, Lassa fever discovered in Nigeria in 1969, and Ebola fever named after a small river in northern Zaire where an epidemic broke out almost concurrently with one in southern Sudan in 1976 and took a heavy toll of life.

High Mortality

Common to these three kinds of hemorrhagic fever originating in Africa is the person-to-person infection and also an exceedingly high mortality. Ebola fever claimed the lives of 52 percent of the people contracting the disease in Sudan and over 90 percent in Zaire. Up to 50 percent of the patients fell victim to Lassa fever and the Marbur virus disease was lethal in 25 percent of the cases recorded.

There is no specific therapy nor any vaccination for these diseases. Trials have been undertaken with plasma obtained from convalescents, but its effectiveness has not yet been established.

Attempts to treat the diseases with interferon have not yielded final evidence hitherto. Therapy in hemorrhagic fever of the kinds mentioned is therefore only symptomatic. In doing so, attention is concentrated on the gastrointestinal and hemorrhagic symptoms although the pathogenesis of the hemorrhages is not finally clarified. This makes it difficult to administer supportive treatment.

A virus – a very small microorganism parasitic within living cells; differs from bacteria in having only one kind of nucleic acid, either DNA or RNA, in lacking the apparatus necessary for energy production and protein synthesis, and in not reproducing by binary fission but by independent synthesis of their component parts which are then assembled; causes many kinds of acute and chronic diseases in man.

Vocabulary

disappearance исчезновение

smallpox оспа

to eradicate искоренить

have come to be стали

Nigeria [naɪ'dʒɪəriə] Нигерия

Zaire [zɑ:'iə(r)] Заир

Sudan [su:'dɑ:n] Судан

to break out вспыхнуть (об эпидемии)

concurrently одновременно

to take a heavy toll of life унести много жизней

hemorrhagic [ˌhema'reɪdʒɪk] **fever** геморрагическая лихорадка

exceedingly чрезвычайно

to fall victim to оказаться жертвой чего-л.

lethal ['li:θəl] смертельный

to undertake trials провести испытания, апробировать

convalescent [kɒnvə'lesnt] выздоравливающий

to yield final evidence получить полное подтверждение

hitherto [hɪðə'tu:] до сих пор

therefore поэтому, следовательно

pathogenesis [ˌpæθou'dʒenəsis] патогенез

supportive treatment поддерживающая терапия

microorganism [ˌmaɪkrou'ɔ:gənɪzəm] микроорганизм

living cell [sel] живая клетка

bacterium (мн. ч. **bacteria**) [bæk'tɪəriəm] бактерия

acid ['æsɪd] кислота

DNA (deoxyribonucleic acid) ДНК

RNA (ribonucleic acid) РНК

synthesis ['sɪnθəsis] синтез

to reproduce by binary fission ['ɪlɪən] размножаться бинарным делением

to reproduce by independent synthesis размножаться путем независимого синтеза

to assemble собирать, объединять

acute [ə'kju:t] острый

chronic ['krɒnɪk] хронический

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the text.
 - 1) Smallpox has not been eradicated hitherto.
 - 2) The three viral diseases described in the text occurred in Asia.
 - 3) The three hemorrhagic fevers described in the text are person-to-person infections.
 - 4) The three hemorrhagic fevers described in the text are characterized by high mortality.
 - 5) There is no specific therapy nor any vaccination for the viral diseases described in the text.
 - 6) Attempts to treat the diseases described in the text have yielded good results.
 - 7) Therapy in hemorrhagic fever of the kinds mentioned in the text is only symptomatic and attention is concentrated on the gastrointestinal and hemorrhagic symptoms.
 - 8) The pathogenesis of the hemorrhages in viral diseases mentioned in the text is clarified.
 - 9) A virus does not differ from a bacterium.
 - 10) Viruses reproduce by binary fission.
 - 11) Viruses cause many kinds of acute and chronic diseases in man.
2. Read the sentences in the text which imply the following ideas.
 1. The World Health Organization plays a great role in the eradication of fatal diseases.
 2. Epidemics of infectious diseases often occur in tropical countries.
 3. The Marbur virus disease, Lassa fever and Ebola fever have a lot in common.
 4. A wide investigation is being carried out to find ways of preventing and treating hemorrhagic fevers discovered in Africa.
3. Make up sentences of your own using the following words and phrases.

to eradicate, thanks to, a viral disease, a serious health problem, a tropical country, to occur, an epidemic broke out, to take a heavy toll of life, to be common, a person-to-person infection, a high mortality,

to claim the lives of, to contract the disease, up to ... percent of, to fall victim to, to be lethal, to record a case, there is (no) specific therapy for, vaccination, to undertake trials, to obtain, a convalescent, to establish the effectiveness of, to treat a disease with, to yield evidence, a symptomatic therapy, to concentrate attention on, gastrointestinal symptoms, the pathogenesis of, to clarify, to administer treatment, supportive treatment

4. Review the text and answer the following questions.

- 1) What diseases do viruses cause? What diseases do bacteria cause? What is the difference between a virus and a bacterium?
- 2) What viral disease has been eradicated thanks to the World Health Organization strategy? What other viral diseases occurred in Africa?
- 3) What symptoms are common to the viral diseases discovered in Africa? What is known about their pathogenesis?
- 4) What therapy is used to treat the new hemorrhagic fevers in Africa? What vaccines are used to prevent epidemics of the new hemorrhagic fevers in Africa? What trials have been undertaken? What results have been yielded in the attempts to treat the fevers with interferon?

5. a. Give the main idea of the investigation described in the text.

Useful phrases:

- The major reason for ...
- The major problem of ...
- Not mentioning details ...

b. Point out the major aspects of the investigation described in the text.

Useful phrases:

- Speaking about the details of ...
- I should point out/specify ...
- I'd like to draw your attention to ...

c. Emphasize the urgency of the investigation described in the text.

Useful phrases:

- I should point out/stress ...
- I'd like to draw your attention to ...
- I must note that ...

6. **a. Make an assessment of the prospects of epidemic eradication in tropical countries; justify your opinion.**

Useful phrases:

- Let's be realistic about ...
- I'm convinced that ...
- That's very bad, but you've got to take into account ...
- Let's face facts as they are ...
- Another possibility is ...

- b. Express your surprise/uncertainty concerning the attempts to eradicate the new hemorrhagic fevers in Africa. Give reasons for your surprise/uncertainty.**

Useful phrases:

- I'm not at all sure/convinced that ... because ...
- I doubt ... because ...
- I'm puzzled by ... because ...
- It seems unlikely that ... because ...

- c. Develop the ideas of the text.**

Useful phrases:

- In this context I would add that ...
- Being more specific ...
- I'd like to add in connection with ...

- d. Give your advice on how the researchers should continue the investigation.**

Useful phrases:

- My suggestion is ...
- ... could be effective if ...
- This technique is promising ... because ...

7. **Take part in the discussion started by your colleagues.**

- a. Ask for more information.**

Useful phrases:

- Can you specify ... ?
- Can you prove ... ?
- What do you mean by ... ?

- b. Express your agreement/disagreement/doubt concerning the ideas of your colleagues. Justify your viewpoint.**

Useful phrases:

- It's quite clear and true that ... because ...
- It's a correct approach but ...
- I find it very convincing ... because ...
- I can't accept the idea of ...

Text B

'DEFENSINS' MAY HELP FIGHT DISEASE

Los Angeles. Scientists have discovered natural substances in human white blood cells that attack a wide range of germs, according to reports in the Journal of Clinical Investigation. The substances attack staphylococci and *E.coli* bacteria as well as some disease-causing fungi and viruses. The scientists at University of California at Los Angeles have named the substances "defensins".

They said that further analysis may make it possible to design artificial defensins superior to those that exist naturally and that their discovery may improve understanding of the body's means of resisting infection. The knowledge will eventually lead to improved treatment, they said.

The substances were found in the most common type of defensive white blood cells, neutrophils. Such cells are attracted to sites of infection, where they destroy invading microbes. The defensins are thought to be important in the process of destruction. The scientists found six varieties in rabbits' cells and later identified three others in human neutrophils.

Vocabulary

germ [dʒə:m] микроб

staphylococcus (МН. Ч. *staphylococci*)

[ˌstæfɪləʊ'kɒkəs] стафилококк

fungus (МН. Ч. *fungi*) ['fʌŋɡəs] грибок

further ЗД. дальнейший

to design моделировать

superior to лучше, чем
to exist существовать
means средства, возможности
eventually в конце концов, наконец
neutrophil ['nju:troufɪl] нейтрофил, ней-
 трофильный лейкоцит

to destroy разрушать
destruction разрушение
to invade проникать
microbe ['maɪkrəʊb] микроб
variety [və'raɪəti] разновидность

EXERCISES

1. Arrange the following sentences in proper order to make a summary of the text.

- 1) The substances were found in the most common type of defensive white blood cells, neutrophils.
- 2) Scientists have discovered natural substances in human white blood cells that attack a wide range of germs. They called them "defensins".
- 3) Further analysis may make it possible to design artificial defensins superior to those that exist naturally.
- 4) The defensins are thought to be important in the process of destruction of infection.

2. Make up sentences of your own using the following words and phrases.

to discover, a discovery, a natural substance, a white blood cell, to attack, a wide range of, a germ, a microbe, disease-causing fungi/viruses, to name, further analysis, to make it possible to do, to design, artificial, to be superior to, to exist, to improve understanding of, means of, to resist infection, improved treatment, to lead to, the most common type, such, to be attracted to, a site of infection, to destroy, the process of destruction, a variety, to identify

3. Review the text and answer the following questions.

- 1) What substances have American scientists discovered? What germs do the substances attack?
- 2) How are the substances called? What cells are they found in? What function do neutrophils perform? What function do "defensins" perform?
- 3) What do the scientists want to design? What will their discovery improve?

4. Comment on the basic points of the text.

- 1) How do "defensins" function in human body?

- 2) Why do scientists consider it important to design artificial defensins?

Useful phrases:

- I'd like to draw your attention to ...
- I'd like you to pay attention to ...
- I should note/specify/point out ...
- Not mentioning details ...
- Being more specific ...
- The major reason for ...
- The major problem of ...
- Another possibility is ...

5. Say what you think about the following; justify your idea.

- 1) Do you believe "defensins" really exist?
- 2) Do you think it is possible to design artificial defensins?
- 3) Do you agree further analysis of the functions of "defensins" will improve understanding of the body's means of resisting infection?

Useful phrases:

- I'm not at all convinced ... because ...
- I'm convinced that ... because ...
- It seems unlikely that ... because ...
- It could be effective ... if ...
- It's quite a correct approach but ...
- I find ... very convincing ... because ...
- I can't accept the idea of ...

6. Give more information on the medical problems highlighted in the text.

- 1) What are infectious diseases caused by? How are they treated? How are they prevented?
- 2) What cells are there in human blood? What are they responsible for?

Useful phrases:

- I'd like to specify ...
- Being more specific, ...
- I'd like to add in connection with ...
- In this context I would like to add that ...

Unit 13

Text A. DNA Used to Fight Skin Cancer

Text B. The Acid Test for Beautiful Skin

Text A

DNA USED TO FIGHT SKIN CANCER

New York. The injection of new genes directly into a patient's tumor tissue is a safe procedure that can help impel the immune system to destroy the malignancy, scientists have reported.

The results from the first phase of a clinical trial suggest that the use of DNA as a drug, a radical new approach to battling cancer and other disorders, may eventually supplement if not supplant standard tumor treatments like radiation or chemotherapy.

Dr Gary J. Nabel of the Medical Institute at the University of Michigan and his colleagues reported their findings in the Proceedings of the National Academy of Sciences. They found that when they injected DNA into the tumors of five patients with advanced skin cancers the genes slipped deep inside the malignant cells and switched on, as the scientists hoped.

All five patients tolerated the novel therapy well. In one patient, a 68-year-old man for whom conventional and experimental therapies had failed, the treatment caused many disseminated tumors to shrink and in some cases disappear.

But the researchers stressed that much more investigation remains to be done before the method can be introduced on a wide scale for the treatment of melanoma and other tumors.

Vocabulary

to impel побуждать	to tolerate the novel therapy well хорошо переносить новый вид терапевтического лечения
to battle cancer бороться с раковыми заболеваниями	conventional therapy обычная терапия
to supplement дополнять	to disseminate распространяться
to supplant занять чье-л. место; заменить, заместить	to shrink (shrank, shrunk) уменьшаться, сморщиваться
advanced skin cancer запущенный рак кожи	to be introduced on a wide scale быть широко внедренным в практику
to slip deep inside проникнуть глубоко внутрь	

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the text.
 - 1) The injections of genes are suggested to be made directly into a patient's tumor and the procedure is not at all safe.
 - 2) The new procedure is supposed to help impel the immune system to destroy the malignancy.
 - 3) Radiation and chemotherapy are standard tumor treatments.
 - 4) The use of DNA as a drug is not a new approach to battling cancer.
 - 5) The scientists hoped that the genes slipped deep inside the malignant cells and switched on.
 - 6) The novel therapy was applied to five patients. Not all of them tolerated the therapy very well.
 - 7) In one patient the novel therapy caused many disseminated tumors to shrink, but they did not disappear.
 - 8) The researchers think that the method can be introduced on a wide scale for the treatment of melanoma and other tumors.
2. Read the sentences in the text which imply the following ideas.
 - 1) The new method is a radical new approach to battling cancer.
 - 2) The new method is very promising.

3) The new method cannot be introduced on a wide scale for tumor treatment.

3. Make up sentences of your own using the following words and phrases.

directly into, tumor tissue, a safe procedure, to impel the immune system, to destroy malignancy, a clinical trial, to battle cancer, findings, to supplement, to supplant, a standard treatment, an advanced skin cancer, skin to slip deep inside, to tolerate a therapy, a novel therapy, a conventional therapy, an experimental therapy, much more investigation remains to be done, to be introduced on a wide scale

4. Review the text and answer the following questions.

- 1) What is used as standard tumor treatments?
- 2) What is suggested to be used as a drug for skin tumors? How are the genes injected? What system do they impel? How do the genes operate in the body?
- 3) What does the first phase of a clinical trial suggest? Can the new method be introduced on a wide scale for the treatment of tumors?
- 4) How many patients underwent the novel therapy? How did they tolerate the novel therapy? What was the reaction of the tumors in the 68-year-old patient to the treatment?

5. a. Give the main idea of the research done in the Medical Institute at the University of Michigan.

Useful phrases:

- Not mentioning details ...
- The aim of ... is ...
- The possibility to ... is implied in ...
- I'd like to start with ...
- Summing up ...

b. Give details of the new method of treatment suggested by the researchers at the Medical Institute of the University of Michigan.

Useful phrases:

- Being more specific ...
- Speaking about the details of ...
- It's worth pointing out ...
- I want to concentrate on ...

- c. Emphasize the importance of the research done in the Medical Institute of the University of Michigan.**

Useful phrases:

- To my mind ...
- The study raises an important problem ...
- The invention is very significant ...
- I wish to stress the importance of ...

- 6. a. Make an assessment of the discovery described in the text; justify your opinion.**

Useful phrases:

- I must say ...
- It seems quite a correct approach ...
- It is promising ...
- The investigation needs ...
- ... could be effective if ...

- b. Express your surprise/uncertainty about the invention made at the Medical Institute of the University of Michigan.**

Useful phrases:

- I'm puzzled by the statement that ...
- I'm wondering if ...
- I doubt if ...
- It seems unlikely that ...

- c. Develop the ideas described in the text.**

Useful phrases:

- To specify the idea of ...
- I'd like to make another remark concerning ...
- In addition, I want ...
- In conclusion, I would like to say that ...

- d. Give your advice on how the research could be developed.**

Useful phrases:

- My suggestion is ...
- If the researchers try ...
- The author should have tried ...

7. Take part in the discussion started by your colleagues.**a. Ask for more information.***Useful phrases:*

- May I ask you another question?
- Could you specify ... ?
- Can you prove ... ?
- My question is as follows: ...

b. Express your agreement/disagreement/doubt concerning the ideas of your colleagues. Justify your viewpoint.*Useful phrases:*

- I can't accept the conclusion that ...
- I find it very convincing ...
- I agree with this point of view ...
- It's a very interesting point of view, but I'm not sure ...

Text B

THE ACID TEST FOR BEAUTIFUL SKIN

Day lift, with alpha-hydroxy acid, goes far beyond moisturizing to reveal dramatically firmer, smoother, younger-looking skin.

Alpha-hydroxy acids are known to be effective in retexturizing even skin damaged by photoaging (which dermatologists report causes up to 80% of premature aging) as they speed natural exfoliation. You'll see telltale dark spots virtually disappear!

All these benefits are in original and oil-free patent pending formulas.

Vocabulary

day lift зд. дневное средство для ухода за кожей лица (крем)

to moisturize увлажнять
dramatically в значительной степени

firm упругий

smooth гладкий

acid ['æsid] кислота

to retexturize восстанавливать (*структуру кожи*)

photoaging старение под воздействием света

premature aging преждевременное старение

to speed (sped, sped) ускорять

exfoliation [eks,foli'eɪʃən] шелушение

telltale предательский

oil-free не содержащий жиров

patent pending зл. патент заявлен

formula рецепт

EXERCISES

1. Arrange the following sentences in proper order to make a summary of the text.

- 1) It reveals firm, smooth, young-looking skin.
- 2) This day lift is original and oil-free. Its formulas are patent pending.
- 3) Day lift with alpha-hydroxy acid moisturizes and retexturizes damaged skin.
- 4) Alpha-hydroxy acids speed natural exfoliation.

2. Make up sentences of your own using the following words and phrases.

to go far beyond, to moisturize, to retexturize, to reveal, smooth and young-looking skin, firm skin, damaged skin, to be damaged by photoaging, premature aging, up to ... %, to speed exfoliation, benefits, a patent pending formula

3. Revise the text and answer the following questions.

- 1) What happens to the skin of aging people? What qualities are characteristic for the skin of the young? What may cause premature aging of skin?
- 2) What does alpha-hydroxy acid do to skin?
- 3) What characteristics of the day lift with alpha-hydroxy acid are given in the text?

4. Comment on the basic points of the text.

- 1) Why do people battle skin aging?
- 2) Why are such qualities of the day lift as being original and oil-free considered to be benefits?

Useful phrases:

- I'd like to start with ...
- Summing up ...
- ... could be effective if ...
- In conclusion, I would like to say that ...
- You've got to take into account the fact that ...
- It's quite clear that ...
- To my mind ...

5. Say what you think about the following; justify your opinion.

- 1) Do you think photoaging really causes up to 80% of premature aging?
- 2) Do you think it is really possible to turn the aging skin into firm, smooth and younger-looking?
- 3) Do you think day lift should be oil-free?
- 4) Do you think original cosmetics is always better?

Useful phrases:

- As far as I know ...
- Let's be realistic about ...
- I find the researchers' conclusions very convincing, but ...
- It's quite clear and true ...
- You've got to take into account the following ...
- The possibility of ... is implied in ...

6. Give more information on the medical problems highlighted in the text.

- 1) What factors cause skin aging?
- 2) What processes occur in case of skin aging?
- 3) What measures may prevent skin aging?

Useful phrases:

- I wish to go over the main factors/measures/processes ...
- I want to concentrate on ...
- I'd like to give some details of ... /to mention ...
- In connection with ... I'd like to ...
- Basically, I believe ...

Unit 14

Text A. More Care Urged for Schizophrenia

Text B. Frustration of Nurses in Mental Hospitals

Text A

MORE CARE URGED FOR SCHIZOPHRENIA

“The Government should provide better care for the quarter of a million people who suffer from schizophrenia,” said Mrs Dorothy Silberston, Vice-Chairman of the National Schizophrenia Fellowship.

She said that patients with the illness were being released into the community without proper facilities for their care.

She told the fellowship’s national seminar in Oxford on “The forgotten illness” that it would be better to retain the old, large Victorian mental hospitals rather than go along with the radical care in the community programme being put forward by many health authorities.

She said the Department of Health and Social Security was failing to fulfil its promise to provide special hostels, adjoining hospitals, where long-term schizophrenics could be cared for.

There were only 48 places available in such hostels throughout England and Wales.

She said the popular image of the Victorian mental hospital building was one of dreadful conditions where patients were locked away.

She said: "That is not our experience of the mental hospitals. We don't like the long corridors and shabby rooms any more than anyone else, but at the same time they are run by dedicated staff who understand the problems."

Mrs Silberston called on the Government to make sure that hospitals provided proper care for schizophrenics when they were discharged into the community.

"We feel that the rundown of the mental hospitals has to be stopped because we see no alternative for some of the most severely affected sufferers."

Schizophrenia – a group of mental illnesses characterized by disorganization of the patient's personality, often resulting in chronic life-long ill health and hospitalization. The onset, commonly in youth or early adult life, is either sudden or insidious. There are three elements common to all cases: a shallowness of emotional life; an inappropriateness of emotion; unrealistic thinking.

Vocabulary

schizophrenia [ˌskitsouˈfrɪnjə] шизофрения

schizophrenic [ˌskitsouˈfrenɪk] шизофреник

to provide better care for предоставить лучший уход за

quarter of четверть чего-л.

to be released быть отпущенным, освобожденным

community общество

facilities оборудование

to retain сохранять

to put forward выдвинуть, предложить

authorities власти

social security социальное обеспечение

to fail потерпеть неудачу

to fulfil выполнить

hostel приют

to adjoin примыкать, прилегать

long-term долгосрочный

dreadful ужасный

to be locked away быть полностью изолированным

shabby room убогая комната

dedicated staff преданный персонал

to discharge выпустить

rundown of the mental hospitals закрытие психиатрических больниц

the most severely affected sufferers наиболее тяжело больные

personality личность

ill health плохое здоровье

to result in привести к

onset приступ

insidious [ɪn'sɪdʒəs] незаметно подкра-
дывающийся, постепенный

shallowness поверхностность

inappropriateness [ˌɪnə'prɒprɪɪtnɪs] неуме-
стность

EXERCISES

1. Study the text and say which statements given below are true and which are false. Correct the false ones using the sentences from the text.

- 1) The Government should provide better care for those who suffer from schizophrenia.
- 2) The patients with mental illnesses are released into the community without proper facilities for their care.
- 3) Mrs Silberston says the radical care in the community programme being put forward by health authorities is preferable.
- 4) The Department of Health and Social Security has fulfilled its promise to provide special hostels, adjoining hospitals, where long-term schizophrenics could be cared for.
- 5) Schizophrenics in Great Britain are usually locked away in old buildings with dreadful conditions.
- 6) Mental hospitals are run by dedicated staff who understand the patients' problems.
- 7) Mrs Silberston does not think it to be the responsibility of the Government to provide proper treatment for schizophrenics when they are discharged into the community.
- 8) The rundown of the mental hospitals has to be stopped.
- 9) The onset of schizophrenia is referred to old age.
- 10) The onset of schizophrenia is always sudden.
- 11) Schizophrenia is an organic disorder.

2. Read the sentences in the text which imply the following ideas.

- 1) Victorian mental hospitals are in poor condition.
- 2) There is no alternative to Victorian mental hospitals.
- 3) Victorian mental hospitals can provide proper care for mental patients.
- 4) The radical care for schizophrenia in the community is impossible at the moment.

3. Make up sentences of your own using the following words and phrases.

to provide better care for, to suffer from, to release into the community, proper facilities, a mental hospital, rather than, to go along with, a radical programme, to put forward, social security, to fail to do, to fulfil a promise, a shabby room, at the same time, to be run by dedicated staff, to make sure, to stop the rundown of, to be severely affected, a group of, to be characterized by, disorganization of personality, to result in, a sudden onset, emotional life, inappropriateness, unrealistic

4. Review the text and answer the following questions.

- 1) What is schizophrenia? What is it characterized by?
- 2) Why are Victorian mental hospitals considered as having dreadful conditions? What does Mrs Silberston say about the staff in mental hospitals?
- 3) What programme is put forward by health authorities? Why does Mrs Silberston think the radical care in the community is no good for schizophrenics?

5. a. Give the main idea of Mrs Dorothy Silberston's report.

Useful phrases:

- The major problem of ...
- Without pointing out details ...
- In fact, ...

b. Point out the drawbacks of schizophrenia care in Great Britain.

Useful phrases:

- The major problem of ...
- Without going into detail ...
- I should like to point out that ...
- I should like to stress the fact that ...

c. Emphasize the importance of the campaign started by Mrs Dorothy Silberston.

Useful phrases:

- The urgent problem in the field of ... is ...
- The reason for ... is ...

- The significance of ...
- I'd like you to pay attention to ...

6. a. Make an assessment of the campaign started by Mrs Dorothy Silberston.

Useful phrases:

- ... is justified because ...
- I think it's absolutely right/wrong to ...
- Let's look at the problem from a realistic point of view ...
- I find it very important that ...

b. Express your surprise/uncertainty concerning the conditions in mental hospitals in Great Britain.

Useful phrases:

- It's surprising that ...
- I'm not sure that ...
- I'm doubtful about ...
- As far as I know ...
- Speaking personally, I'm in favour of ...

c. Develop the ideas of the text.

Useful phrases:

- I'm going to concentrate on the problem of ...
- In addition, I'd like to mention that ...

d. Give your advice on how medical care for patients with mental disorders should be organized.

Useful phrases:

- It would be justified to ...
- My idea is ...
- It could be helpful ...

7. Take part in the discussion started by your colleagues.

a. Ask for more information.

Useful phrases:

- Would you agree with the idea of ... ?
- Could you sum up your suggestions?
- Would you specify ... ?
- What do you mean by ... ?

- b. Express your agreement/disagreement/doubt concerning the ideas of your colleagues. Justify your viewpoint.

Useful phrases:

- I believe there's a lot of truth in ...
- I'd like to support your point of view by ...
- As ..., I would not support your point of view ...
- I can't accept the idea of ...

TEXT B

FRUSTRATION OF NURSES IN MENTAL HOSPITALS

The pressure of work on student nurses in mental handicap hospitals and their disillusionment with standards of care are highlighted in a national survey.

More than half the nurses are considered leaving their jobs at some point in their training for those reasons.

Their disillusionment was aggravated by frustration at being used as "pairs of hands", at not being able to implement ideas, and by the attitudes of other staff.

The research, funded by the Department of Health and Social Security between 1981 and 1983, was conducted by the department of social policy and social work at York University.

The main findings include a lack of understanding of mental handicap as a specialism in teacher training and the need for improvements. Difficulties are created by out-of-date knowledge and institutional attitudes, the report says.

Vocabulary

frustration крушение надежд, разочарование

handicap дефект

national survey национальный обзор

at some point of training на каком-то этапе подготовки

for those reasons по указанным выше причинам

to aggravate усугублять

to implement ideas осуществить замыслы

the attitudes of the other staff отношение другого персонала

lack of understanding отсутствие понимания

specialism специализация

teacher training подготовка преподавателей

to create создавать

out-of-date knowledge устаревшие данные

EXERCISES

1. Arrange the following sentences in proper order to make a summary of the text.

- 1) More than half of student nurses in mental hospitals are considered leaving their training due to pressure of work and disillusionment with standards of care.
- 2) The basic problems are a lack of understanding of mental handicap as a specialism in teacher training and out-of-date knowledge.
- 3) Their disillusionment was aggravated by not being able to implement ideas and the attitudes of other staff.

2. Make up sentences of your own using the following words and phrases.

the pressure of work, standards of care, to be highlighted, to leave a job, to be used as, to implement ideas, the attitudes of, the staff, to include, the main findings, a lack of, a specialism, teacher training, the need for improvement, to create difficulties, out-of-date knowledge

3. Review the text and answer the following questions.

- 1) What national survey is mentioned in the text? Who funded the research? Who conducted the research?
- 2) Why are student nurses in mental hospitals disillusioned? What is their disillusionment aggravated by?

3) What are the basic reasons for the unsatisfactory situation in the training system for mental nurses?

4. Comment on the basic points of the text.

- 1) What changes do student nurses in mental hospitals want in their educational system?
- 2) Why is it necessary to improve teacher training for positive changes in the training of mental nurses?

Useful phrases:

- I'd like to start with the major problem of ...
- I'm going to concentrate on the problem of ...
- Without pointing out details ...
- In fact, ...
- The urgent problem of ...
- The reason for ...
- The significance of ...

5. Say what you think about the following; justify your idea.

- 1) Do you believe that mental nurses are leaving their jobs for the reasons pointed out in the text?
- 2) Do you agree with the main findings of the national survey?
- 3) Do you think that it is enough to change teacher training in order to improve mental nurses' training?

Useful phrases:

- ... is justified because ...
- I think it's absolutely right/wrong to ...
- Let's look at the problem from a realistic point of view ...
- I find it very important to admit that ...
- It's surprising that ...
- I'm not sure that ...
- As to me ... , I think/consider ...
- As far as I know ...

6. Give more information on the medical problems highlighted in the text.

-
- 1) How should teachers of medicine be trained? How can their knowledge be updated?
 - 2) How are student nurses trained? How can their training be improved?
 - 3) Why do nurses often neglect their duties?

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