

**Міністерство освіти і науки України  
Національний університет “Чернігівська політехніка”**



**Англійська мова у сфері фізичної культури та реабілітації**

Методичні вказівки для практичних занять з англійської мови  
для підготовки здобувачів вищої освіти освітнього ступеня «бакалавр»  
спеціальностей 227 “Фізична терапія, ерготерапія” та  
017 “Фізична культура та спорт”  
Частина 1

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**Англійська мова у сфері фізичної культури та реабілітації.** Методичні вказівки для практичних занять з англійської мови для підготовки здобувачів вищої освіти освітнього ступеня «бакалавр» спеціальностей 227 “Фізична терапія, ерготерапія” та 017 “Фізична культура та спорт” І частина / Укл.: Шевченко Ю.В.. – Чернігів: НУ ”Чернігівська політехніка”, 2023. – 46 с.

Укладач

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## ВСТУП

Методичні вказівки призначені для проведення практичних занять із здобувачами вищої освіти денної форми навчання спеціальностей 227 “Фізична терапія, ерготерапія” та 017 “Фізична культура та спорт” та укладені відповідно до чинної робочої програми з дисципліни “Іноземна мова”.

Мета пропонованих методичних вказівок – сприяти формуванню професійно-орієнтованої компетенції в усному і писемному мовленні, що здійснюється в межах ситуативного професійного контексту.

Методичні вказівки містять 3 модулі, в які входять 6 тем із текстами для читання, завданнями для перевірки прочитаного, лексичними та граматичними вправами, інтернет-посиланнями на відео підкасти та завданнями до них. Підібраний текстовий матеріал є органічним компонентом професійної підготовки здобувачів вищої освіти спеціальностей “Фізична терапія, ерготерапія” та “Фізична культура та спорт”. Фахові тексти та система вправ допоможуть майбутнім спеціалістам оволодіти відповідною термінологічною лексикою, підготують їх до спілкування іноземною мовою у професійному середовищі. Різноманітність та варіативність завдань сприятимуть реалізації диференційованого та індивідуального підходів до здобувачів вищої освіти.

У кінці методичних вказівок подано граматичний коментар до тих граматичних явищ, які опрацьовуються у посібнику, ілюстрований прикладами з лексичним наповненням зі спеціальності.

## Module 1. World of Sport

### Unit 1. The Role of Sport in Morden Life

#### 1.1 Answer the questions:

1. How do you understand the proverb: “A sound mind in a sound body”?
2. What role does sport play in your life?
3. What kinds of sports do you prefer?

#### 1.2 Watch the video podcasts “English Sports Vocabulary”

<https://www.youtube.com/watch?v=EubqKQJVyKI>,

<https://www.youtube.com/watch?v=nUGX9zQg2rs>

and make up the list of sports vocabulary. Practice pronunciation and write 5 sentences using active vocabulary.

#### 1.3 Match the English phrases with their Ukrainian equivalents

- |                                 |                         |
|---------------------------------|-------------------------|
| 1. to keep fit                  | a) дисципліна           |
| 2. free time                    | b) здоровий             |
| 3. psychological benefits       | c) урок перемог і втрат |
| 4. to take up sport             | d) ризикований          |
| 5. discipline                   | e) вільний час          |
| 6. lesson of winning and losing | f) психологічна користь |
| 7. risky                        | g) безпека              |
| 8. healthy                      | h) особливо небезпечний |
| 9. deadly dangerous             | i) бути у формі         |
| 10. security                    | j) займатися спортом    |

#### 1.4 Read the text to find the answers to the following questions:

1. What psychological benefits does sport have?
2. How can you prove that sport is very useful for character training?
3. How do you understand the phrase “sport is a school of life”?
4. What types of sport are risky?

### **The Role of Sport**

For many people a favourite way of spending their free time is lying on the beach, fishing, knitting, watching TV or reading. Others quickly get bored with such passive entertainment and prefer more active ways of spending their leisure hours. They go in for swimming, skiing, cycling or jogging.

It's generally known that people who do physical exercises keep fit and healthy. Sports and games can be of great value to people who work with their brains; to people who lead a sedentary lifestyle. Moreover taking up a sport has also many psychological benefits. Firstly, it relieves the stresses of everyday life and secondly, it helps individuals identify with a group and replace their loneliness with the security of belonging.

Besides, practising a sport is very useful for character-training. It helps young people to gain such virtues as discipline, perserverance and courage. But sport is not only a popular pastime and contest of human abilities but also a school of life. It's an excellent lesson of winning and losing and is what life is. We lose and win. If you can easily accept your losses, analyse their causes and go on working, next time there is a chance for you to be a winner.

Not all types of sports, however, are healthy and safe. Some of them can even be deadly dangerous and extremely risky, hence they are often called extreme sports.

The list of dangerous sports is quite long. They include boxing, motor racing, ice diving, bungee jumping and many others. Extreme sports can be very addictive. Once people have tried them, they never want to stop. They are like a drug for the brave: dangerous but pleasant and exciting.

Summing up, people all over the world are fond of sports and games. Sport makes people healthy, keeps them fit, more organized and better disciplined. Moreover, it unites people of different classes and nationalities.

**1.6 Read the statements and agree or disagree. Prove your point. Use the following phrases:** *I quite agree with...; I don't think so...; I can't agree with...; I as for me; to tell you the truth..*

1. It is important in today's society to be physically active.
2. Children and teenagers need four hours of physical activity a day.
3. Teens that are obese are extremely likely to become obese adults.
4. High levels of electronic media can lead to school problems, attention difficulties, sleep disorders, eating disorders among teens.
5. Physical activity builds strength and endurance.

### **1.7 Render into English:**

Спорт допомагає людині бути у хорошій фізичній формі, а крім того, виховує характер та силу волі. Заняття спортом сприяють укріпленню здоров'я. Навіть проста зарядка вранці під улюблену музику заряджає енергією на весь день. Заняття спортом дають відчутти радість власних досягнень. Крім того, усвідомлюєш, що наполегливість добре допомагає в досягненні будь-яких цілей. Спорт допомагає стати фізично сильними та впевненими у собі, а також дає можливість знайомитися з багатьма цікавими людьми.

## 1.8 Writing

**Write an essay (100- 120 words) on the role of sport in modern life.**

## 1.9 GRAMMAR IN USE: Present, Past or Future Indefinite Active

### 1.9.1 Put the verbs in brackets into the correct forms:

1. Oliver ... (to play) football twice a week.
2. Mr. Bennet ... (to skate) yesterday.
3. Oliver ... (to want) to become a coach.
4. Catherine ... (not to swim) last year.
5. He.... (to play) tennis tomorrow.
6. He .... (to play) tennis yesterday?
7. She ... (to go) swimming yesterday.
8. The surgeon ... (arrive) here on time.
9. Sport (to relieve) the stresses of everyday life.
10. Sport games (to unite) people of different classes and nationalities.

### 1.9.2 Make up negative sentences

1. Oliver will play football next week.
2. Mr. Bennet skates every day.
3. Catherine will ski tomorrow.
4. Oliver wants to become a teacher.
5. Catherine swims every day.
6. He will play tennis tomorrow.
7. Peter plays tennis every day.
8. Omar played football yesterday.
9. Henry works as a coach.
10. Margaret swam yesterday.

### 1.9.3 Put questions to the underlined words:

1. Alison swims every day.
2. We will study Anatomy next year.
3. Peter and his friends played tennis last Saturday.
4. She decided to study medicine because she wants to help people.
5. Bob lived in the hostel when he was a student of the University.
6. Oliver wants to become a rehabilitator that's why he studies medicine.
7. Ivan is a fitness trainer that's why he goes to the gym every day.
8. They will go to the tennis court to play tennis next Saturday.

## Unit 2. Kinds of sport

### 2.1 Answer the questions:

1. What sports are the people doing in the pictures?
2. Have you ever tried any of these sports?
3. What are risky kinds of sport?
4. What kinds of sport are popular in Ukraine?
5. Can you name the kinds of sport which are popular in Great Britaine?





**2.2 Find words in the box that match the types of sports (1-8). You can use some words more than once**

*skateboarding/ speed skating/ boxing/ basketball/ high jump/ roller skating/ tennis/ windsurfing/ skiing/ karate/ long jump/ hockey/diving/kayaking/sprint/figure skating/ski jumping/ snowboarding/volleyball/rowing*

1. Two sports that involve fighting\_\_\_\_\_
2. Three team games\_\_\_\_\_
3. Four sports that involve water\_\_\_\_\_
4. Two sports you do on ice\_\_\_\_\_
5. Three athletics events\_\_\_\_\_
6. Three sports you do on snow\_\_\_\_\_
7. One sport you can play with one other person\_\_\_\_\_
8. Two sports you need wheels for\_\_\_\_\_

**2.3 Look at the list of sports and their equipment. Cross out the odd words**

*wind-surfing*: boarding, camera, wetsuit, sail

*rafting*: paddles, life-jackets, raft, binoculars

*fishing*: trainers, boat, fishing rod, hooks

*football*: shorts, stick, trainers, ball

*jet-skiing*: life jacket, jet, ski, flippers, swimming suit

**Read the list of skills/qualities and say which are needed for the above sports**

*Skills/qualities*: fit, patient, courageous, good sense of balance, cooperative, strong, determined, good training, adventurous

**2.4 Give definition to the extreme sports: *rafting, sky diving, scuba-diving, rock-climbing, paragliding***

**2.5 Read this magazine article about extreme sports. Choose the most suitable heading from the list A-D, for each part (1-4)**

- A. Hidden adventures
- B. Positive fear
- C. Thrilling free-time activities
- D. Risky rewards

Imagine this scene: a woman inside a cage in the sea, with sharks all around her. Wouldn't you expect the woman to feel **terrified**? Not Gill Williams – she finds such **experiences** absolutely thrilling. Gill is an “extreme” sportswoman – an **adventurer** who takes sport to its most dangerous limits.

1

“I love **scary** animals,” says Gill. “I love being near them and touching them. Great white sharks come and attack the **bars** of the cage. I touch them, but I don't let them bite me!” There are more people like Gill than you might think. They leave their offices and businesses to spend their free time doing extremely dangerous things. Some of them fly jets across deserts or go diving in **unexplored** caves, while others explore African rivers. All of them want to **experience** something more than their normal lives can offer. They want adventure.

2

Bob Card is a skydiving trainer. He teaches people to leap out of aeroplanes and let themselves fall through the air without opening their **parachutes** until the very last minute.

“I believe there is an adventurer inside every one of us,” he says. “It doesn't matter how old or strong you are. The adventurer is there – it's just hidden away somewhere. If you find that **spirit**, your life will take on new meaning.”

One advantage of doing extreme sports to satisfy your need for adventure is that you can completely forget about your everyday problems. As Bob says: “You can't be concerned about business phone calls or examination results when you're jumping out of a plane.”

3

How much danger can a person take? According to Sandra Quiggen, panic is rare, even when you come face to face with a bad-tempered hippopotamus on the Zambezi River. “You get scared,” she says. “Those hippos have big teeth. But a little fear makes the brain work faster, **as long as** you don't let it turn into **panic**.”

4

There is an **element** of risk in all extreme sports. “If you don't do things right, you are asking for trouble,” says Card. But training and proper equipment help to make these sports safer. The difference between extreme sport and “normal” sport is that, although there are organised competitions for these sports, most extreme sports people are more interested in testing their own abilities than in winning prizes. In fact, most of them would agree with mountaineer Sir Edmund Hillary's reply when asked why he wanted to climb Everest: “Because it's there.”

*(from Enterprise 3. Course book. p.67 )*

**2.5.1 Make up 7 questions and be ready to discuss the text with your groupmates**

**2.6 Make up a presentation (about 10 slides) on different kinds of sport and be ready to present it**

**2.7 GRAMMAR IN USE: Present, Past or Future Continuous Active**

**2.7.1 Put the verbs in the appropriate form**

1. Tomorrow at 5 p.m. I (to play) football.
2. We (to play) football at ten o'clock yesterday.
3. They (not play) football at the moment.
4. While the coach (to make) his speech all students (to listen) to him.
5. Tomorrow I (to write) my composition "The role of sport in life" at 10 a.m.
6. He (to want) to be a physical therapist.
7. Physiotherapists (to provide) help to the players in case of injuries.

**2.7.2 Choose the correct form of the verb**

1. What do you usually do/are you usually doing in case of flu?
2. While my mother was calling a doctor, my brother cries/was crying.
3. He is testing/tests blood to look for bacteria now.
4. She is carrying/carries out tests on blood.
5. He enjoys his work even though he works/is working night shifts.
6. He is matching/matches blood for transfusions.
7. The doctor will prescribe/prescribes some medicine to the patient when he examines/will examine him.

**2.7.3 Make up general and special questions to the following sentences**

1. He enjoys his work as a coach.
2. In the command style of coaching, the coach makes all the decisions.
3. Today Victor is playing football at 5 p.m.
4. The doctor will examine the injured player in ten minutes.
5. Victor and his friends play football every day.
6. Physiotherapists provide help to the players in case of injuries.
7. Oliver wants to become a physical therapist.
8. Margaret wants to be a fitness trainer that's why she goes to gym every day.

## Module 2. Careers in the Sphere of Sport and Rehabilitation

### Unit 1. Sports Related Careers



#### **1.1 Answer the questions:**

1. Look at the pictures and name sport careers you can see
2. What other careers in sport do you know?
3. What tasks do referees have?
4. What professionals give a description of sports events?

#### **1.2 Read the text and find the information about:**

- a) the arrangements that team managers take care of;
- b) people who can make a career in sport;
- c) the professionals who give a description of the sports event.

### **Sports Related Careers**

There are a number of careers related to the various sports. Not only the sports persons or players can make a career in this field, but also, the coaches, referees, commentators, physiotherapists etc. However, like the entertainment industry, the

rate of success in this field entirely depends on the skill of the professionals. The tasks of the professionals in sports related careers depend on the role and job type. The athletes, coaches, doctors all have different tasks to perform.

The athletes are the key aspect of these careers. They are required to practice and perform thoroughly. They are supposed to obey their coaches and trainers for better results.

The coaches train and teach the players various tactics and techniques to win. They make them practice and help them to enhance their physical stamina. They induce unity and sportsmanship within the players. The coaches hold major part of the responsibility of the victory or defeat of the team.

Referees are present on the ground along with the competing teams. They keep a keen observation on the players and declare decisions like dismissals, winning points, faults, fines, penalties etc. They play a crucial role in keeping the players in discipline and ensuring a fair play.

Doctors, physiotherapists and remaining medical team assist and accompany the players at all venues and locations. They provide immediate help to the players in case of injuries, bruises, cramps, muscle-pulls etc.

Team managers, board members are the professionals who take care of the official work and arrangements of the team, coaches and other assistances. They organize and schedule various events and leagues. They handle the department of hiring and firing the players and other professionals. They even take care of the profits and losses of the boards, leagues or business of the same.

Commentators are the professionals who give a live or recorded description of the sports events that are taking place, or which have already occurred. Their task is to give a vivid elaboration of all the action that took place in the game.

### **1.2.1 Complete the sentences with the phrases from the text**

1. The athletes are required to...
2. The coaches train and teach the players...
3. Referees play a crucial role in...
4. The medical team provides...
5. Team managers, board members are...
6. The commentators task is...

### **1.2.2 Fill in the gaps with the words from the box**

*fine, key aspect, to obey, keen, hiring, stamina, to schedule, firing, to enhance, dismissal, to be aspired*

1. Sports related careers ... by a huge number of people who are skilled and talented in some type of sport.

2. Team managers organize and ... various events and leagues.
3. Umpires keep a .... observation on the players and declare decisions like ..., winning points, faults, ... penalties etc.
4. The coaches make them practice and help them to ... their physical ....
5. Team managers handle the department of ... and ... the players.
6. The athletes are the ... of sports careers.
7. The athletes are supposed to ... their coaches and trainers for better results.

### **1.2.3 Answer the following questions:**

1. What are careers in sport?
2. What is the main task of a coach?
3. Who keeps the players in discipline and ensure a fair play?
4. What is the main task of the medical team?
5. What tasks does a team manager deal with?
6. What tasks does a commentator deal with?

**1.3 Read the statements and mark them as true (T) or false (F). Prove your point. In your arguments use: *I quite agree with...; I don't think so...; I can't agree with...; from my point of view; as for me; to tell you the truth.***

1. Only the sport players can make a career in this very field.
2. The tasks of the professionals in sports related careers depend on the job.
3. The athletes hold major part of the responsibility of their victory or defeat.
4. The referees play a crucial role in keeping the players in discipline and ensuring a fair play.

**1.4 Read and translate the following text about various coaching styles. What style of coaching do you prefer?**

### **What makes a successful coach?**

Successful coaches must have good knowledge of the sport sciences, sport management, and techniques and tactics. Successful coaches rank their program objectives in the right priority. To be successful, coaches adopt a coaching style compatible with those objectives. There are three other attributes of successful coaches: knowledge of the sport, motivation, and empathy.

Coaches often list many specific goals they hope to achieve when coaching their athletes. Usually, their goals fall under three broad objectives:

- to have a winning team;
- to help young people have fun;
- to help young people develop physically, psychologically and socially.

Successful coaches know the difference between their objectives for the contest, their objectives for their athletes' participation, and their personal objectives. Most coaches lean toward one of three coaching styles: the command style (*the dictator*), the submissive style (*the babysitter*), or the cooperative style (*the teacher*).

In *the command style* of coaching, the coach makes all the decisions. The role of the athlete is to respond to the coach's commands. The assumption underlying this approach is that because the coach has knowledge and experience, it is his or her role to tell the athlete what to do. The athlete's role is to listen, to absorb, and to comply.

Coaches who adopt *the submissive style* make as few decisions as possible. It is "a throw-out-the-ball-and-have-a-good-time" approach. The coach provides little instruction, provides minimal guidance in organizing activities, and resolves discipline problems only when absolutely necessary. Coaches who adopt this style either lack the competence to provide instruction and guidance, are too lazy to meet the demands of their coaching responsibilities, or are very misinformed about what coaching is. The submissive-style coach is merely a babysitter - and often a poor one at that. Coaches who select *cooperative style* share decision making with athletes. Although they recognize their responsibility to provide leadership and guide young toward achieving the set objectives, cooperative-style coaches also know that youngsters cannot become responsible adults without learning to make decisions.

### **1.5 Make up 5 questions and write a summary to the text above**

### **1.6 Speaking**

**Discuss with your partner what makes a successful coach**

#### ***1.7 Grammar in use: Tenses of Active Voice (Revision)***

##### **1.7.1 Open the brackets:**

1. "What (to do) you today?" - "I (to visit) the doctor ."
2. When I came to the gym yesterday, my friends (to play) the game.
3. I (to prepare) a presentation about sport injuries by 5 p.m. tomorrow.
4. We (to take) the examination by ten o'clock yesterday.
5. I (to help) injured man by the time you came yesterday.
6. The surgeon already (to operate) the patient.
7. Scientists (not to introduce) new methods of treatment of cancer yet.
8. The district doctor (to prescribe) him the proper treatment today.

##### **1.7.2 Put special questions to the underlined phrases:**

1. People often catch cold in winter.
2. The examination of the patient's back has already been finished.
3. Our bodies have 9 main systems.

4. The doctor prescribed him pills to relieve pain in his neck.
5. Proper examination help to reveal the disease at the early stage.
6. These remedies will relieve the patient's pain in his back.
7. The doctor insists on immediate operation.
8. The rehabilitation team set long-term goals for a patient's problem.

## Unit 2. Physical therapy. Rehabilitator



### **2.1 Answer the questions:**

1. What can see in the pictures?
2. Who are in need of rehabilitation?
3. Does physical activity hasten the rehabilitation process?
4. Do you have your own experience in rehabilitation?

### **2.2 Read the text and find the information about:**

- a) short-term and long-term goals in rehabilitation;
- b) goals of rehabilitation according to the age;
- c) rehabilitation at home.



## **Rehabilitation**

Rehabilitation is needed by people who have lost the ability to function normally, often because of trauma, a stroke, an infection, a tumor, surgery, or a progressive disorder. Physical therapy, treatment of any pain and retraining to compensate for specific lost functions are the typical focuses of rehabilitation. Treatment usually involves continued sessions of one-on-one training for many weeks. The need for rehabilitation crosses all age groups, although the type, level, and goals of rehabilitation often differ by age.

e.g., the goal of an older person who has severe heart failure and has had a stroke may simply be to regain the ability to do self-care activities. The goal of a younger person who has had a fracture is often to regain all functions as quickly as possible.

Nonetheless, age alone is not a reason to alter goals or the intensity of rehabilitation, but the presence of other disorders or limitations may be. After a major disorder, injury, or surgical procedure, people must follow the recommended rehabilitation program if they want to recover as fully as possible. Rehabilitation can be done in a doctor's office or at home as well as in rehabilitation centers. Where rehabilitation takes place depends on the person's needs. Many people recovering from injuries can be treated as outpatients in a therapist's office. People with severe disabilities may need care in a hospital or inpatient rehabilitation center. In such settings, a rehabilitation team provides care. A team approach is best because significant loss of function can lead to other problems, such as depression, apathy, and financial problems.

The rehabilitation team or therapist set both short-term and long-term goals for each problem. Short-term goals are set to provide an immediate, achievable target. Long-term goals are set to help people understand what they can expect from rehabilitation and where they can expect to be in several months. People are encouraged to achieve each short-term goal, and the team closely monitors the progress. The goals may be changed if people become unwilling or unable (financially or otherwise) to continue or if they progress more slowly or quickly than expected. Care at home can be appropriate for people who cannot travel easily but who require less care, such as those who can transfer from bed to a chair or from a chair to a toilet. However, family members or friends must be willing to participate in the rehabilitation process. Providing rehabilitation at home with the help of family members is highly desirable, but it can be physically and emotionally taxing for all involved. Sometimes a visiting physical therapist or occupational therapist can help with home care. Regardless of the severity of the disability or the skill of the rehabilitation team, the final outcome of rehabilitation depends on the person's motivation.

### 2.2.1 Answer the questions:

1. When do people need rehabilitation?
2. What therapy does rehabilitation focus on?
3. What determines the goal of rehabilitation?
4. Where can rehabilitation take place?
5. What are short-term and long-term goals in rehabilitation?
6. Is it necessary for family members to take part in the rehabilitation process?
7. What determines the outcome of rehabilitation?

### 2.2.2 Work in pairs: discuss with your partner

- a) settings where rehabilitation can take place;
- b) health conditions which require rehabilitation;
- c) type, level, and goals of rehabilitation.

### 2.2.3 Fill the blank with the right word from the list below:

*antiseptic    cleanse    disease    fester    ointment*  
*plaster        skin        wound*

### Treatment of a Minor Injury

- 1).....the wound thoroughly and apply an 2).....to counteract germs which spread 3) ..... Otherwise the wound may 4).....  
Sticking 5).....may be applied or the 6) ..... maybe bandaged  
7).....may be smeared over the 8).....

**3. Watch the video podcast and be ready to tell about the rehabilitation services in Emerson hospital <https://www.youtube.com/watch?v=3ERSbN07YbI>**

### 4. Writing

**Write an essay (about 100- 120 words) on the importance of your future career for our society**

### 5. GRAMMAR IN USE: Modal Verbs

#### 5.1 Translate into English using modal verbs:

1. Він зламав ногу. Ми повинні викликати швидку.
2. У бабусі був високий тиск. Ми змушені були викликати швидку.
3. Тобі слід звернутися до лікаря.
4. Тобі слід було звернутися до лікаря ще місяць тому.

5. Він захворів і змушений залишитись завтра вдома.
6. Вона, напевно, за.
7. Можливо, вона в обласній лікарні.
8. Не може бути, щоб її вже виписали з лікарні.
9. Вона, напевно, вже здорова.
10. Вона, напевно, працює реабілітологом.

### Module 3. Health care

#### Unit 1. At the doctor's

##### 1.1 Answer the questions:

1. Look at the pictures and describe them.
2. How often do you go to a doctor?



**1.2 Watch the video podcast "Going to the doctors" <https://www.youtube.com/watch?v=bu5cjfv60c> and make up the list of topic vocabulary. Practice pronunciation and make up 5 sentences using active vocabulary**

### 1.3 Match the English phrases with their Ukrainian equivalents

- |                   |                                     |
|-------------------|-------------------------------------|
| 1. etiology       | a) набряк                           |
| 2. breathlessness | b) виявляти                         |
| 3. to estimate    | c) оцінювати                        |
| 4. fracture       | d) тріщина                          |
| 5. fissure        | e) перелом                          |
| 6. to reveal      | f) задишка                          |
| 7. swelling       | g) припухлість                      |
| 8. edema          | h) етіологія (причина захворювання) |

### 1.4 Read the text to answer the following questions:

1. What is necessary to know to make a correct diagnosis?
2. What kinds of procedures are used to establish a diagnosis?
3. What groups can symptoms be divided into?
4. What is the difference between the objective and subjective symptoms?
5. What does the scheme of the physical examination include?
6. What is examined during each stage of physical examination?
7. Why are laboratory analyses important?
8. What does X-ray help to reveal?

### Examination of a Patient

Before treating the patient it is necessary to make a correct diagnosis of the disease and to determine its etiology, i.e. the causes of the disease. The doctor must know well the pathogenesis of any disease, i.e. the way and mechanism of its development, as well as the symptoms by which it can be revealed.

A number of different procedures is used to establish a diagnosis: history-taking; physical examination, which includes visual examination, palpation, percussion, auscultation; laboratory studies, consisting of urinalysis, blood, sputum and other analyses; instrumental studies, for example, taking electrocardiograms or cystoscopy, X-ray examination and etc.

For determining a disease, it is very important to know its symptoms such as breathlessness, edema, cough, chill, vomiting, fever, haemorrhage, headache, rash, swelling and others. Some of these symptoms are objective, for example, haemorrhage or vomiting, because they are determined by objective study, while others, such as headache or dizziness are subjective, since they are evident only to the patient.

Physical examination is the first objective stage in examination. It should be carried on in a large and warm consulting room with day light. The light is very important: it allows estimating the colour of the patient's skin, conjunctiva, oral cavity.

The scheme of the physical examination includes three stages:

- general examination;
- local examination;
- examination of body systems.

On general examination the patient is properly examined from head to toes: this helps the doctor to estimate the physical and mental state of his patient. The examiner also determines the patient's weight and height, observes his facial expression, movements, speech, state of lymphatic nodes, muscles, bones, joints.

The doctor examines the patient's head, eyes, nose, ears, oral cavity, neck, thyroid gland, etc. to estimate the functional state of particular parts of the body.

Examination of systems includes the study of the respiratory, endocrine, nervous and other systems. On this stage the doctor applies the technique of palpation and percussion to determine if the borders of internal organs are normal or abnormal. By means of auscultation the examiner can reveal rales in the lungs in case of pneumonia or bronchitis, or heart murmurs.

Laboratory analyses are important as well. Blood analysis revealing leukocytosis immediately indicates the presence of inflammation in the body. Urinalyses help to reveal the presence of infections such as cystitis or pyelonephritis. Analysis of sputum is performed to confirm the diagnosis of tuberculosis.

Instrumental procedures also help to determine health problems. Electrocardiograms are necessary to monitor the heart work. X-ray usually shows the borders and structure of the internal organs, fractures and fissures, accumulation of liquid in the lungs, etc.

So, examination of the patient is a complex procedure that helps to timely reveal diseases or dysfunctions of any organs and start their treatment.

#### **1.4.1 Match the symptoms with their definitions:**

- |                |  |
|----------------|--|
| 1. haemorrhage | a) small red spots on the skin   |
| 2. cough       | b) removal of the contents of the stomach  |
| 3. headache    | c) feeling of coldness during high fever   |
| 4. rash        | d) pain in the head  |
| 5. fever       | e) profuse bleeding from injured blood vessels                                   |
| 6. vomiting    | f) accumulation of fluid under the skin or in the body cavities                  |
| 7. chill       | g) high body temperature   |
| 8. edema       | h) reflex which helps to remove foreign substances and microbes from the airways |

**1.4.2 Translate the following word-combinations:**

before treating; to establish a diagnosis; to determine the etiology of the disease; to know well the pathogenesis of the disease; a number of different procedures; history-taking; to include palpation, percussion, auscultation; to consist of urinalysis and blood analysis; to take electrocardiogram; to estimate the physical and mental state; to carry out an examination; to determine the borders of internal organs; fractures and fissures.

**1.4.3 Translate the following word-combinations into English:**

комплексна процедура, поставити правильний діагноз, причина захворювання, походження хвороба, збирання анамнезу, проводити аналіз сечі та мокротиння, перший етап в огляді хворого, оглядати з голови до п'ят, оцінити фізичний та психічний стан хворого, дихальна та ендокринна системи, техніка прощупування та простукування, за допомогою прослуховування, виявити хрипи у легенях, спостерігати за роботою серця.

**1.5 Put the words into the appropriate column:**

muscles, hepatitis, antipyretics, thyroid gland, nausea, analgesics, headache, joints, pneumonia, emetics, pyelonephritis, skin, cough, hypnotics, gastric ulcer, edema, heart, breathlessness, appendicitis, laxatives, rales, sedatives, tuberculosis, suppositories, rash, antibiotics, bones, pain-killers, cystitis, lungs

Human body	Diseases	Symptoms	Medicines

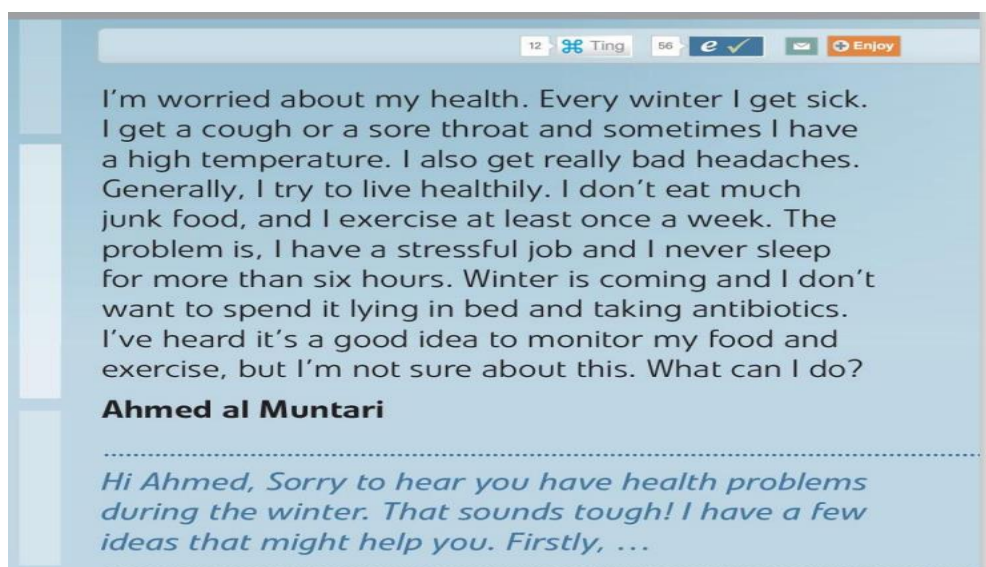
**1.6 Choose the correct answer**

- The nurse put a \_\_\_\_\_ round Peter's bleeding knee.  
a) bandage    b) belt    c) ribbon    d) scarf
- He had injured his arm badly and had to keep it in a \_\_\_\_\_ for several weeks.  
a) cradle    b) litter    c) sling    d) stretcher
- The doctor told her that her temperature was \_\_\_\_\_.  
a) current    b) familiar    c) habitual    d) normal
- He is \_\_\_\_\_ dark glasses to protect his eyes from the sun.  
a) bearing    b) carrying    c) fitting    d) wearing
- The ambulance men took the injured climber down the mountain on \_\_\_\_\_.  
a) a bedstead    b) a cot    c) a couch    d) a stretcher
- Although the patient's condition is serious, she seems to be out of \_\_\_\_\_.  
a) control    b) danger    c) order    d) place
- If he loses consciousness, give him a sip of brandy to bring him \_\_\_\_\_.

- a) back   b) over   c) round   d) up
11. The injured man was taken to hospital on\_\_\_\_\_
- a) an ambulance      b) a bed      c) a sling      d) a stretcher

**1.7 A. Read the blog post and answer the questions:**

1. What health problems does Ahmed have?
2. Why is he writing?



- B. Write the blog post replying to Ahmed. Include advice about some of the following: diet, sleep, exercise, using apps to monitor health.**

**1.8 GRAMMAR IN USE: Present, Past, Future Indefinite Passive**

**1.8.1 Open brackets:**

1. These pills (to sell) yesterday.
2. The patients (to examine) every day.
3. The medicine (to prescribe) by doctors.
4. The patient (to operate) tomorrow.
5. Football (to play) all round the world.
7. He (to examine) yesterday.
8. The medicine (to prescribe) yesterday.
10. The symptoms of illness (to discuss) every day.

### **1.8.2 Change sentences from Active into Passive:**

1. A. Fleming discovered penicillin by chance.
2. The surgeon operated on the patient successfully.
3. Students study basic theoretical subjects in the first term.
4. Scientists introduced new methods of treatment of cancer.
5. The district doctor will prescribe you the proper treatment.
6. He will operate the patient in two weeks.
7. The doctor made a correct diagnosis after the physical examination.
8. The doctor will discharge the patient from the hospital in two days.
9. They took the injured man to hospital.

## **Unit 2. Hospital**

### **2.1 Answer the questions:**

1. Have you ever been to a hospital? Why did you get to a hospital?
2. Have you ever called emergency medical service?
3. What departments are there in a hospital?

**2.2 Watch the video podcasts “Medical English-Hospital English” and “At the hospital”** <https://www.youtube.com/watch?v=1HTStgKo-hk> <https://www.youtube.com/watch?v=Vgcx-IYABk4> **and write down the list of useful phrases. Work in pairs: make up your dialogues using these phrases**

### **2.3 Match the English phrases with their Ukrainian equivalents**

- |                   |                                |
|-------------------|--------------------------------|
| 1. cause          | a) полегшувати, знімати (біль) |
| 2. to hospitalize | b) внутрішньо-м'язовий         |
| 3. to indicate    | c) вказувати, позначати        |
| 4. intramuscular  | d) процедури                   |
| 5. to prescribe   | e) прописувати, призначати     |
| 6. recovery       | f) одужання                    |
| 7. ward           | g) палата                      |
| 8. to relieve     | h) спричиняти, бути причиною   |
| 9. procedures     | j) госпіталізувати             |
| 10. ward          | k) обхід хворих лікарем        |



## **2.4 Read the text and be ready to answer the questions below:**

### **Hospital**

When patients are admitted to the hospital first of all they are received by a nurse on duty at the reception ward. Those patients who are to be hospitalized have already received the direction from the polyclinic. The nurse on duty fills in patients' case histories in which she writes down their names, age, place of work, occupation, address and the initial diagnosis made by a doctor at the polyclinic.

Then a doctor on duty examines the hospitalized patients and gives his instructions what department and wards the patients are to be admitted to.

At the in-patient departments of a hospital life begins early in the morning. The nurse on duty takes the patients temperature, gives them intramuscular and intravenous injections or sets a dropper if administered before, takes stomach juice for analysis. Besides, she leads the patients to different procedures such as gastroscopy or ultrasound of the abdominal cavity organs that are usually carried out on an empty stomach. The nurse also gives all the prescribed remedies in the doses indicated by the ward doctors.

The nurses keep all the drugs in special drug cabinets. All the drugs have special labels. The names of drugs are indicated on them. Patients are not allowed to take the medicines themselves because some drugs are poisonous, the overdosage of some other drugs may cause unfavorable reactions and even death.

At about nine o'clock in the morning the doctors begin the daily rounds of the wards during which they examine all the patients. After the medical examination the doctors administer the patients' different procedures: electrocardiograms are taken, laboratory analyses of blood, urine and gastric juice are made, and gastroscopy and ultrasound are carried out. Some patients are administered a bed regimen, others are allowed to walk; some are to follow a diet to relieve stomachache or prevent unfavourable results in case of stomach troubles. All the doctors always treat the patients with great attention and care. There is no doubt that such a hearty attitude of the doctors to the patients helps much in their recovery.

#### **2.4.1 Answer the questions:**

1. Where are the patients received by when admitted to the hospital?
2. What is usually written in a patient's case history?
3. What does a doctor decide concerning the patient?
4. What are the duties of a nurse?
5. Why aren't patients allowed to take the medicines themselves?
6. When do doctors usually begin their daily rounds?
7. What procedures can be administered to a patient?
8. What helps the patients in their recovery?

**2.4.2 Find the English equivalents to the word-combinations given below:**

потрапити до лікарні, ставити крапельницю, оглядати госпіталізованих хворих, в стаціонарі, амбулаторне відділення, отримати направлення з поліклініки, заповнювати історії хвороб, приймати прописані ліки, викликати несприятливі реакції, назначати різні процедури, щире ставлення до хворих.

**2.4.3 Match the term with its definition:**

- |                        |   |
|------------------------|---|
| 1. analysis            | a) the graphic record of the heart work and its possible disorders                                |
| 2. daily round         | b) the intramuscular or intravenous procedure when the skin is punctured                          |
| 3. electrocardiogram   | c) the procedure of making a patient recover with the help of medicines                           |
| 4. gastroscopy         | d) the general checkup of a patient by a doctor   |
| 5. injection           | e) the usual every-morning activity of a doctor on duty   |
| 6. medical examination | f) external examination of the human body with the help of special sounds                         |
| 7. treatment           | g) the procedure when a patient passes his blood or urine for a detailed laboratory study         |
| 8. ultrasound          | h) an unpleasant procedure which is carried out on an empty stomach so as to reveal its disorders |

**2.5 Match the following parts of the body with the jumbled definitions on the right:**

1. kidney	a. organ in the head which controls thought and feeling
2. lung	b. long pipe leading from the stomach which takes waste matter from the body
3. liver	c. two small, fleshy organs in the throat
4. heart	d. baglike organ in which food is broken down for use by the body
5. brain	e. one of twenty-four bones protecting the chest
6. intestine	f. one of a pair of organs which separate waste liquid from the blood
7. appendix	g. one of two bony parts of the face in which teeth are set
8. tonsils	h. large organ which cleans the blood
9. rib	i. one of a pair of breathing organs in the chest
10. stomach	j. passage from the back of the mouth down inside the neck
11. jaw	k. short organ of little use which leads off the large intestine
12. throat	l. organ in the chest which controls the flow of blood by pushing it round the body

## 2.6 Choose the correct answer

1. He has....bronchitis. He has suffered from it for many years.  
a) chronic    b) durable    c) fatal    d) mortal
2. I have been advised to take every..... against catching flu again this winter.  
a) precaution    b) prediction    c) premeditation    d) prevention
3. After the outbreak of a mysterious illness, investigation revealed..... of the town's water supply.  
a) contagion    b) eruption    c) infiltration    d) pollution
4. Unless we take immediate precautions, we shall not be able to ..... the epidemic.  
a) contain    b) destroy    c) hold    d) staunch
5. Peter can't play with the children next door because he is still in... with measles.  
a) confinement    b) detention    c) seclusion    d) quarantine
6. My little daughter is not allowed to play with her friends next door because one of them is suffering from a..... disease.  
a) contagious    b) contiguous    c) touching    d) transmitting
7. An illness that is caused by the mind is known as..... illness.  
a) an acute    b) a congenital    c) a familial    d) a psychosomatic

## 2.7 Where can you find these patients?

### Match the patients with the correct wards or departments

1. Intensive Care Unit
  2. Casualty and Emergency Department
  3. Paediatric Ward
  4. Maternity Unit
  5. Orthopaedic Ward
  6. Surgical Ward
  7. Geriatric Ward
  8. Ophthalmic Ward
- 
- a. Mary who has just had a baby
  - b. John who has broken his leg
  - c. My grandmother who is suffering from pneumonia complications
  - d. Peter who will have his appendix removed
  - e. My mother who will be operated on for an eye cataract
  - f. Samuel who is unconscious
  - g. Paul who has just been in a car crash
  - h. Peter who has measles

**2.8 Fill the blanks with the words below. You may use each word only once**

*bacteria    disease    membrane    delicate    parts    liquids*  
*prick    body    eyes    moisture    skin    break    germs*  
*mouth    sneeze    dangerous    line    nose    stomach*

**How the Body Fights Disease**

The 1) ... is often called „the body’s first 2)..... of defence”. It acts as armour, resisting many germs that might harm the more 3)..... parts of the 4)....Any 5)..... in the skin, even a pin 6).... , provides an opening for 7).....germs. Some 8)..... enter the body through the 9)..... and10)..... and other natural openings. These areas provide warmth and 11).... , in which germs thrive. When the12)..... of the nose and throat becomes irritated, we cough or13).... , blowing out the unwanted substances. Other body14).... .....also provide a defence against15)..... Tears, for example, wash 16)..... from the17)....Tears also contain substances that fight bacteria. Acid in the ..... 18).....kills many germs before they can reach other19)..... of the body.

**3. Watch video podcast "First Aid Vocabulary" <https://www.youtube.com/watch?v=Q62UwEPPnr> and make up the list of topic vocabulary. Practice pronunciation and make up 5 sentences using active vocabulary**

**3.1 Match the English phrases with their Ukrainian equivalents:**

- |                     |                    |
|---------------------|--------------------|
| 1. adhesive plaster | a) джгут           |
| 2. ampoule          | b) медична аптечка |
| 3. first-aid kit    | c) пошкодження     |
| 4. injury           | d) ампула          |
| 5. tourniquet       | e) лейкопластир    |

**3.2 Read the following word-combinations and translate them. Make up your own sentences:**

**to provide:** to provide population with medicines, to provide the injured people with first aid, to provide hospitals with things for medical care;

**to contain:** to contain first-aid things, to contain narcotic drugs, to contain harmful substances, to contain iodine and brilliant green, to contain masks for personal protection;

**to relieve:** to relieve pain, to relieve toothache, to relieve anxiety, to relieve fear, to relieve seizures;

**to receive:** to receive the call, to receive the findings of analyses, to receive the doctor's instructions, to receive symptomatic treatment, to receive antibiotic therapy.

**3.3 Read the text and be ready to answer the following questions:**

1. What is Emergency medical service?
2. What is the emergency medical service provided by?
3. How many hours a day do the First Aid Stations work?
4. What are the ambulances equipped with?
5. What medical things does the first-aid kit contain?
6. What drugs are there in the first-aid kit?
7. What are the members of the ambulance team? What are their duties?
8. What types of ambulance services are there in Ukraine?

**Emergency medical service**

Emergency medical service (EMS) is a special medical service that provides out-of-hospital medical care and transportation of patients with illnesses and injuries to hospitals. It is carried out by the specialized facility called the First Aid Station. It is on duty all day long. Calls are made to the First Aid Station in case of an accident or a sudden severe illness. There are a lot of ambulances at the First Aid Station. They all are well-equipped with first-aid kits. First-aid kit is a special case which contains all the necessary things for rendering the first aid and making a diagnosis: ampoules, boxes, vials with different drugs and tubes with liniment; alcohol, cotton wadding, disposable syringes for IV and IM injections; antiseptics, brilliant green, iodine, adhesive plasters to clean and close wounds; bandage and tourniquet to stop bleeding; inhalers for people suffering from respiratory diseases; enema, probe, hot water bottle for those who have troubles with the gastrointestinal tract; masks and gloves for the first-aid doctors for their personal protection. Among medicines there are pain-killers, tonics, antibiotics, anti-inflammatory remedies, emetics and anti-emetics, antipyretics, sedatives and hypnotics, laxatives and suppositories in the first-aid kit. It may contain even narcotic medicines to relieve pain in severe cases. The ambulances also carry artificial respiration apparatus, sets of splints and stretchers, thermometers to take the temperature, tonometers to measure blood pressure, portable electrocardiograph to monitor a patient's heart work.

In Ukraine there are government-financed and private ambulance services.

There are several kinds of ambulance teams that are trained to deliver specialized medical aid: cardiac intensive care teams, psychiatric care teams, children's emergency, etc. Each ambulance is equipped with appropriate instruments according to their qualification.

All ambulances are radio equipped. To call in an ambulance it is necessary to dial up 103. The dispatcher is responsible for the "pre-arrival" instructions: he

receives the call, asks for all the important details (for example, the address of an accident, types of injuries) and then directs the corresponding ambulance.

The ambulance team usually consists of an ambulance doctor, medical assistant (or paramedic), and non-registered nurse. The main thing in the work of the ambulance doctor is to make a correct diagnosis quickly. That's why the doctor must have deep knowledge of emergency surgery, toxicology, emergency therapy, obstetrics and gynecology. The paramedic helps the doctor and usually prepares the necessary instruments for a certain procedure.

### 3.4 Guess the word:

- |                            |  |
|----------------------------|--|
| 1. anti-inflammatory drugs | a) medicines that decrease fever   |
| 2. antipyretics            | b) medicines that are used to calm down and relax the patient                            |
| 3. analgesics              | c) medicines for relieving constipation  |
| 4. emetics                 | d) solid medicines that are inserted into the rectum where they melt and affect the body |
| 5. hypnotics               | e) medicines that relieve pain, they are also called pain-killers                        |
| 6. laxatives               | f) medicines that produce vomiting   |
| 7. sedatives               | g) medicines that help to reduce inflammation  |
| 8. suppositories           | h) medicines that produce sleep  |

### 3.5 Join the words to make up word-combinations

- |                        |                 |
|------------------------|-----------------|
| 1. out-of-hospital     | a) nurse        |
| 2. disposable          | b) remedies     |
| 3. non-registered      | c) services     |
| 4. pre-arrival         | d) kits         |
| 5. government-financed | e) syringes     |
| 6. anti-inflammatory   | f) diseases     |
| 7. first-aid           | g) medical care |
| 8. respiratory         | h) Instructions |

### 3.6 Read the statements and decide if they are true or false

1. Masks and gloves in the first-aid kit are necessary for the doctor's personal protection.

2. The patient's blood pressure is measured with the help of the portable electrocardiograph.

3. To take the temperature, nurses use thermometers.

4. Bleeding can be easily stopped with brilliant green or iodine or some other antiseptic.

5. Stretchers are used when a person has broken his leg.

6. Gastrointestinal disorders can be relieved with the help of enema, probe, hot water bottle.

7. The ambulance doctor monitors the patient's heart work with portable artificial respiration apparatus.

8. A person suffering from asthma needs to use a set of splints.

### **3.7 Render into English:**

Травмпункт – це лікувальний заклад, де надають невідкладну допомогу при переломах, вивихах, ударах і кровотечах. Показанням до звернення в травмпункт може стати будь-яка травма. Якщо після падіння або травмування, людина не може встати, відчуває сильний біль або виникає загроза її життю – негайно викликайте «швидку допомогу», бо самостійні спроби впоратися з ситуацією можуть привести до погіршення стану, а іноді – і до смерті людини. Якщо в результаті травмування хворий відчуває біль, у нього наявні поранення шкірних покривів, обмеження руху, обмороження, опіки – його треба терміново доставити в травмпункт.

### **3.8 Speaking.**

**Work in pairs: make up and play the dialogue at the Emergency Center**

#### **4. GRAMMAR IN USE: *Passive Voice***

##### **4.1 Open brackets using verbs in Present or Past Continuous:**

1. These pills (to sell) now.
2. The patients (to examine) when I came in.
3. The medicine (to prescribe) now.
4. The patient (to operate) now.
5. He (to Xray) from 3.15 a.m till 3.25 a.m.
7. He (to examine) at 11 o'clock yesterday.
8. The doctor (to call) now.

##### **4.2 Write negative sentences of the following:**

1. The patients are being examined now.
2. The medicine was being prescribed when I came in.
3. The patient was operated from 1 till 3 yesterday.
4. Mr. Black is being X-rayed now.
5. He was being examined when a telephone rang.
6. The ambulance is being called now.

7. The patient will be operated next week.
8. The symptoms of illness are being discussed now.

**4.3 Write special questions of the following:**

1. The patients are being examined now. (What patients?)
2. The medicine was being prescribed when I came in. (What medicine?)
3. The patient was operated from 1 till 3 yesterday. (When?)
4. Mr. Black is being X-rayed now. (Who?)
5. He was being examined when a telephone rang. (When?)
6. The ambulance was called 5 minutes ago. (When?)
7. The patient will be operated next week. (When?)
8. The symptoms of illness are being discussed now. (What symptoms?)

**4.4 Open brackets using the verbs in *Present, Past or Future Perfect*:**

1. The patient already (to examine) by a surgeon.
2. The medicine (not to prescribe) yet.
3. The patient (to operate) by the end of the week.
4. Mr. Black broke his leg and already (to Xray) today.
5. The child (to examine) just by the doctor.
6. The doctor (to discharge) by the end of the month.
7. The doctor (to discharge) last week.
8. The patient (to examine) by the end of next week.

**4.5 Change sentences from Active into Passive:**

1. The surgeon is operating on the patient now.
2. The district doctor was prescribing the proper treatment when I came in.
3. The doctor was making diagnosis when a nurse called him.
4. The doctor is discharging the patient now.
5. The patient is calling a nurse.
6. She is taking a temperature now.
7. The nurse was measuring a blood pressure, when he came into the ward.
8. The surgeon has already operated on the patient successfully.
9. The doctor had made a correct diagnosis by 3 o'clock yesterday.
10. The doctor will have discharged him by the end of the week.



**GRAMMAR GUIDE** (частина 1)

Умовні позначення

S – підмет

V<sub>0</sub> – дієслово в першій формі (в інфінітиві)

V<sub>2</sub> – дієслово в другій формі

V<sub>3</sub> /ed – дієслово в третій формі

V<sub>s</sub> – дієслово в третій особі однини теперішнього часу

$\frac{?}{W}$  – питальне слово або словосполучення

**PRESENT INDEFINITE**

**Time expressions:** *every day, every week, as a rule, usually, always, often, seldom, occasionally, etc.*

**S + V(e)s/o + ...**

They work as doctors.

He wants to be a recreation therapist.

**S + do  
does + not V<sub>0</sub> ...**

I do not study at Engineering Department.

This doctor does not work in this hospital.

**Do  
Does + (not) S + V<sub>0</sub> ...?**

Do you study at IT Department?

Does Mary want to be a recreation therapist?

**$\frac{?}{W}$  + do  
does +(not) S + V<sub>0</sub> ...?**

Where does this recreation therapist work?

Why don't you ask your doctor for a piece of advice?

<b>Who/What</b>	<b>V<sub>s</sub>...?</b>		<b>Who What</b>	<b>does not V<sub>0</sub>...?</b>
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Who treats this patient?

## PAST INDEFINITE

**Time expressions:** yesterday, the day before yesterday, last week (night, spring, year), a year (some minutes, two weeks) ago, last April, in 1988, etc

**S+ V<sub>2</sub>/ ed...**

The surgeon operated the patient yesterday.  
The doctor examined the patient 5 minutes ago.

**S + did not V<sub>0</sub>...**

He did not examine the patient yesterday.

**Did (not) S+ V<sub>0</sub>...?**

Did you examine the patient yesterday?  
Didn't the surgeon operate him last year?

**$\frac{?}{W}$  + did (not) S+V<sub>0</sub> ... ?**

When did the surgeon operate him?  
Why didn't you ask me to help you?

**Who  
What + V<sub>2</sub>/ed... ?**

Who operated him yesterday?  
Who caught a flu last week?

**Who  
What + did (not) V<sub>0</sub> ... ?**

Who didn't visit the lecture yesterday?

## FUTURE INDEFINITE

**Time expressions:** tomorrow, next week (year, month), in 2035, in 5 minutes, etc

S + **shall**  
**will** + V<sub>0</sub> ...

The doctor will examine patients tomorrow.

S + **shall**  
**will** + **not** V<sub>0</sub> ...

He will not go to hospital the day after tomorrow.

**Shall**  
**Will** + (not) S + V<sub>0</sub> ...?

Will you take your exam in Microbiology tomorrow?

**?**  
**W** + **shall**  
**will** + (not) S + V<sub>0</sub> ...?

When will the surgeon operate the patient?

**Who**  
**What** + **will** (not) V<sub>0</sub> ...?

Who will operate him?

У підрядному реченні часу або умови після сполучників *after, before, as soon as, till, until, when, if* для вираження майбутньої дії вживається Present Indefinite.

S<sub>1</sub> + **shall**  
**will** + V<sub>0</sub> | **if** (when, etc) + S<sub>2</sub> + V<sub>s/o</sub> ...

The doctor will prescribe some medicine to the patient when he examines him.

## PRESENT CONTINUOUS

**Time expressions:** now, at this moment, at present, tonight, etc

*Present Continuous is used with **always** for actions happening too often and about which we wish to express our annoyance or criticism.*

S + **am**  
**is** + **Ving...**  
**are**

They are examining a patient now.

S + **am**  
**is** + **not Ving..**  
**are**

The students are not taking the exam in Microbiology.

**Am**  
**Is** + **(not) S + Ving... ?**  
**Are**

Is he taking the exam in Microbiology now?

**?**  
**W** + **am**  
**is** + **(not) S+Ving...?**  
**are**

What is he doing?

What medicine are you prescribing?

**Who**  
**What** + **is (not) Ving ...?**

Who is operating now?

### **PAST CONTINUOUS**

**Time expressions:** *at 4 o'clock yesterday, from 2 till 5 yesterday, the whole day yesterday, at this time yesterday, while... etc*

S + **was**  
**were** + **Ving ....**

A surgeon was operating a patient at this time yesterday.

**S + was  
were + not Ving ....**

He was not examining patients at this time yesterday.

**Was  
Were + (not) S + not Ving ...?**

Was the surgeon operating the patient at 4 o'clock yesterday?

**?  
W was  
were + (not) S + Ving ...?**

What patient was he operating at ten o'clock yesterday?

**Who  
What + was (not) Ving...?**

Who was operating a patient from nine to twelve yesterday?

### ***FUTURE CONTINUOUS***

**Time expressions:** *at this time tomorrow, from 1 till 2 tomorrow, when he comes, the whole day tomorrow, etc.*

**S + shall  
will + be Ving ...**

She will be preparing for her exam in Microbiology the whole day tomorrow.

**S + shall  
will + not be Ving ...**

He won't be examining patients at this time tomorrow.

**Shall  
Will + (not) S + be Ving ...?**

Will you be getting ready for your exam in Microbiology at 3 o'clock tomorrow?

$\frac{?}{W}$  + **shall**  
**will** + (not) S + **be Ving ...?**

What patient will you be operating at nine o'clock tomorrow?

**Who**  
**What** + **will (not) be Ving ...?**

Who will be making blood analysis from 8 till 10 tomorrow?

### PRESENT PERFECT

**Time expressions:** *already, never, ever, yet, today, this week, How long? ....etc.*

S + **have**  
**has** + **V<sub>3</sub> ...**

She has already put the plaster on the broken leg .

S + **have**  
**has** + **not V<sub>3</sub> ...**

He has not finished the operation yet.

**Have**  
**Has** + (not) S + **V<sub>3</sub> ...?**

Has the doctor examined the patients yet?

$\frac{?}{W}$  + **have**  
**has** + (not) S + **V<sub>3</sub> ...?**

Why haven't you told the doctor about your symptoms?

**Who**  
**What** + **has (not) V<sub>3</sub> ...?**

Who has operated this man?

## PRESENT PERFECT CONTINUOUS

S + **have** + **been Ving...**  
**has**

We have been studying Anatomy for 2 months.

S + **have** + **not been Ving...**  
**has**

A new recreational therapist has been working in this hospital since Monday.

**Have** + (not) S + **been Ving ...?**  
**Has**

Has he been treating this patient for two weeks?

**?** + **have** + (not) S + **been Ving ...?**  
**W** **has**

Why hasn't he been sleeping well lately?

**Who** + **has (not) been Ving ...?**  
**What**

Who has been operating the patient for 2 hours?

## PAST PERFECT

**Time expressions: by the time, by ....o'clock yesterday, before etc .**

S + **had Ved/3 ...**

The surgeon had operated the patient by two o'clock yesterday.

S + **had not+ Ved/3...**

The therapist hadn't examined all the patient by ten o'clock yesterday.

**Had (not) + S + Ved/3... ?**

Had the surgeon operated the patient by eleven yesterday?

$\frac{?}{W}$  + **had (not) S + Ved/3 ...?**

How many patients had the doctor examined by ten o'clock yesterday?

**Who**  
**What** + **had (not) Ved/3 ...?**

Who had put the bandage on the wound before the doctors came?

### **PASSIVE VOICE**

Щоб виразити дію, спрямовану на підмет (дію в пасивному стані), після підмета потрібно поставити дієслово *to be* у відповідному часі, а за ним – третю форму дієслова.

<b>Present Simple</b>	<b>S +</b>	<b>am</b> <b>is</b> <b>are</b>	<b>V<sub>3</sub>/ed....</b>
<hr/>			
<b>Past Simple</b>	<b>S +</b>	<b>was</b> <b>were</b>	<b>V<sub>3</sub> /ed ....</b>
<hr/>			
<b>Future Simple</b>		<b>shall</b> <b>will</b>	<b>be V<sub>3</sub> /ed ....</b>
<hr/>			
<b>Present Continuous</b>		<b>is</b> <b>am</b> <b>are</b>	<b>being V<sub>3</sub> /ed ....</b>
<hr/>			
<b>Past Continuous</b>		<b>was</b> <b>were</b>	<b>being V<sub>3</sub> /ed</b>
<hr/>			
<b>Present Perfect</b>		<b>have</b> <b>has</b>	<b>been V<sub>3</sub> /ed ....</b>
<hr/>			



Іноземна мова за професійним спрямуванням

**Past Perfect**                                  **had**                  **been V<sub>3</sub>/ed**

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**Future Perfect**                                  **shall**  
**will**                          +       **have**       **been V<sub>3</sub>/ed ....**

---

The patients are examined every day.  
The medicine was prescribed yesterday.  
The patient will be operated next week.  
The symptoms of illness are being discussed now.  
The medicine has been prescribed today.  
The patient had been operated by 12 o'clock yesterday.  
The patient will have been operated by 12 o'clock tomorrow.

**Present Simple**                                  **am**  
**is**    +       **not + V<sub>3</sub>/ed ....**  
**are**

---

**Past Simple**    **was**  
**were**    +       **not + V<sub>3</sub> /ed ....**

---

**Future Simple**    **shall**  
**will**    +       **not + be V<sub>3</sub>/ed ....**

---

**Present Continuous**    **is**  
**/am/are**    +       **not + being+ V<sub>3</sub> /ed ....**

---

**Past Continuous**    **Was /were**       +       **not + being+ V<sub>3</sub>/ed**

---

**Present Perfect**    **have**  
**has**    +       **not + been+ V<sub>3</sub> /ed ....**

---

**Past Perfect**    **had**    +       **not + been+ V<sub>3</sub>/ed ....**

---

**Future Perfect**    **shall**  
**will**    +       **have**                          +       **not + been+ V<sub>3</sub> /ed ....**

He is not examined every day.

The medicine was not prescribed yesterday.

The patient will not be operated next week.

The symptoms of illness are not being discussed now.

The medicine has not been prescribed today.

The patient had been operated by 12 o'clock yesterday.

The patient will have been operated by 12 o'clock tomorrow.

<b>Present Simple</b>	<b>Am Is + Are</b>	<b>(not) S + V<sub>3</sub> /ed ...?</b>
<b>Past Simple</b>	<b>Was + Were</b>	<b>(not) S + V<sub>3</sub> /ed ...?</b>
<b>Future Simple</b>	<b>Shall + Will</b>	<b>(not) S + be+ V<sub>3</sub> /ed ...?</b>
<b>Future Simple</b>	<b>Is/ am/ + are</b>	<b>(not) S + being +V<sub>3</sub> /ed ...?</b>
<b>Past Continuous</b>	<b>Was /Were +</b>	<b>(not) S+ being + V<sub>3</sub> /ed .....?</b>
<b>Present Perfect</b>	<b>Have + Has</b>	<b>(not) S + been+ V<sub>3</sub> /ed ...?</b>
<b>Past Perfect</b>	<b>Had +</b>	<b>(not) S + been + V<sub>3</sub> /ed ..... ?</b>
<b>Future Perfect</b>	<b>Will + S + have been</b>	<b>Ved/3.....?</b>

Are the patients examined every day?

Was the medicine prescribed yesterday?

Will the patient be operated next week?

Are the symptoms of illness being discussed now?

Has the medicine been prescribed today?

Had the patient been operated by 12 o'clock yesterday?

Will the patient have been operated by 12 o'clock tomorrow?

<b>Present Simple</b>	$\frac{?}{W}$	<b>am</b>	+ <b>is</b>	<b>(not) S + V<sub>3</sub> /ed ...?</b>
		<b>are</b>		

---

<b>Past Simple</b>	$\frac{?}{W}$	<b>was</b>	+ <b>were</b>	<b>(not) S + V<sub>3</sub> /ed ...?</b>
		<b>were</b>		

---

<b>Future Simple</b>	$\frac{?}{W}$	<b>shall</b>	+ <b>will</b>	<b>(not) S + be V<sub>3</sub> /ed ...?</b>
		<b>will</b>		

---

<b>Present Continuous</b>	$\frac{?}{W}$	<b>am/</b>	+ <b>is/are</b>	<b>(not) S + being V<sub>3</sub> /ed ...?</b>

---

<b>Present Perfect</b>	$\frac{?}{W}$	<b>have</b>	+ <b>has</b>	<b>(not) S + been V<sub>3</sub> /ed ...?</b>
		<b>has</b>		

---

<b>Past Perfect</b>	$\frac{?}{W}$	<b>had</b>	+ <b>had</b>	<b>(not) S + been V<sub>3</sub> /ed ...?</b>
		<b>had</b>		

---

<b>Future Perfect</b>	$\frac{?}{W}$	<b>will</b>	+ <b>(not) have</b>	<b>S + been V<sub>3</sub> /ed ...?</b>
		<b>will</b>		

When are the patients examined?

What medicine was prescribed yesterday?

When will the patient be operated?

<b>Present Simple</b>	<b>Who</b>	is	<b>(not) V<sub>3</sub> /ed ...?</b>
	<b>What</b>		

---

<b>Past Simple</b>	<b>Who</b>	was	<b>(not) V<sub>3</sub> /ed ...?</b>
	<b>What</b>		

---

**Future Simple**      **Who**      **will**      **(not) be V<sub>3</sub> /ed ...?**  
**What**

---

**Present Continuous**      **Who**      **is**      **(not) S + being V<sub>3</sub> /ed ...?**  
**What**

---

**Present Perfect**      **Who**      **has**      **(not) S + been V<sub>3</sub> /ed ...?**  
**What**

---

**Future Perfect**      **Who**      **will**      **have**      **(not) S + been V<sub>3</sub> /ed ...?**  
**What**

What symptoms of illness are being discussed now?

What medicine has been prescribed today?

What patient had been operated by 12 o'clock yesterday?

### Модальні дієслова та їх еквіваленти

Дієслово	Значення	Present	Past	Future
<b>can</b>	Можливість дії (здатність розумова чи фізична)	<b>can</b> <b>is/am/are</b> <b>able to</b>	<b>could</b> <b>was able to</b> <b>were</b>	<b>will/</b> <b>shall</b> <b>be</b> <b>able to</b>
<b>may</b>	Дозвіл	<b>may</b>	<b>might</b> <b>was allowed to</b> <b>were</b>	<b>will/</b> <b>shall</b> <b>be</b> <b>allowed to</b>
<b>must</b>	Обов'язок/ Заборона	<b>must</b>	-----	-----
<b>to have to</b>	Необхідність, зумовлена обставинами	<b>have/has to</b>	<b>had to</b>	<b>Shall/</b> <b>will have to</b>
<b>to be to</b>	необхідність, обумовлена розкладом, домовленістю	<b>is/am/are to</b>	<b>was/were to</b>	-----

<b>need</b>	Необхідність виконання дії. Відсутність необхідності	<b>need</b>	<b>needn't have Ved/3</b> (можна було не робити, але зробили) <b>didn't need to</b> (можна було не робити, і не робили)	<b>need</b>
<b>should</b>	Порада, рекомендація	<b>should</b>	<b>should have V ed/3</b> (критика)	
<b>ought to</b>	моральний обов'язок	<b>ought to</b>	<b>ought have V ed/3</b> (критика)	

**S + can + V<sub>0</sub>....**  
**may**  
**must**

You must eat healthy food.

**cannot**  
**may not**  
**S + must + V<sub>0</sub>....**  
**not**

You must not smoke so much.

**Can**  
**May + S + V<sub>0</sub>...?**  
**Must**

Can I call for the doctor?

**?**  
**W** **can** **may** **must** **+ S + V<sub>0</sub>...?**

Where may I have an X ray?

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5. Speak out. Pre-Intermediate. Course Book. Pearson Education. (2015)

## Internet resources

- URL: <http://www.sportcamp.gr>  
URL: <http://www.topendsports.com>  
URL: <http://www.trackfieldevents.com>  
URL: <http://www.interestingfacts.org/category/sport-facts>  
URL: [http://www.clickhere.gr/olympics/olympic\\_history\\_en.html](http://www.clickhere.gr/olympics/olympic_history_en.html)  
URL: <https://www.youtube.com/watch?v=EubqKQJVyKI>  
URL: <https://www.youtube.com/watch?v=nUGX9zQg2rs>  
URL: <https://www.youtube.com/watch?v=YBq3dn3>  
URL: <https://www.youtube.com/watch?v=-lvzHyOmdUA>  
URL: <https://www.youtube.com/watch?v=bu5cjfv60c>  
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