

İNGİLİS DİLİ

AZƏRBAYCAN RESPUBLİKASI
SƏHIYYƏ NAZİRLİYİ



**TƏDRİS-METODİK
VƏSƏİT**

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TƏDRİS METODİK KABİNETİ

MİNGƏÇEVİR TİBB MƏKTƏBİ

MƏMMƏD MƏMMƏDOV --- Mingəçevir tibb
məktəbinin direktoru
MAHİRƏ VERDİYEVA --- Mingəçevir tibb
məktəbinin tədris işləri
üzrə direktor müavini
İRADƏ ƏHMƏDOVA --- Mingəçevir tibb
məktəbinin müəllimi

Kompüter yığımı və dizayn: Rövşən Məmmədov

Azərbaycan Respublikası Səhiyyə Nazirliyi

“BƏYƏNİLMİŞDİR”

“TƏSDİQ EDİRƏM”

Azərbaycan Respublikası
Səhiyyə Nazirliyinin
Elmi-Tibbi Şurası
tərəfindən
Elmi-Tibbi Şuranın sədri

Azərbaycan Respublikası
Səhiyyə Nazirinin müavini

Prof. S.K. Musayev

A.S. Vəlibəyov

« 9 » dekabr 2003-cü il

Protokol № 66



“İNGİLİS DİLİ”

(VƏSƏİT)

Bakı 2003-cü il

MÖVZU 1

MODERN ENGLISH LANGUAGE.OBJECTIVES IN STUDYING THE MEDICAL LANGUAGE

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Müasir ingilis dili və onun əhəmiyyəti haqqında	20 dəq.
2.	Tibb məktəbi haqda məlumat	30 dəq.
3.	Yeni sözlərin mənimsədilməsi	15 dəq.

Tələbə bilməlidir:

- Mövzu üzrə yeni söz və ifadələri;

Tələbə bacarmalıdır:

- Xarici dildə elementar ünsiyyət yaratmağı.

Text: MODERN ENGLISH LANGUAGE

For developing medical science and health in our country it is necessary to follow world medical literature.

World Medical literature is published not only in England, USA and Canada, but also in many English – speaking countries.

Now Azerbaijan has scientific and cultural relations with many countries. Some years ago only

scientists, post graduates interested with world medical literature. But now every ordinary doctor, student, even nurse interests with world medical literature. For this purpose reading and translation skills in English will help you without translator.

Text: **OUR SCHOOL**

My name is Gunel Gurbonova. I'm 17. I am a student of the medical school. Our school is one of the oldest educational establishments of the region with its own traditions. Its graduates are considered to be the most highly trained specialists in the region. There are 6 departments in our school. I would like to tell you about them.

"Nursing Affair" gives qualification of a nurse of general practice. A medical nurse is a chief assistant of a doctor. She provides uninterrupted medical health, including preventive and rehabilitation measures. Our graduates work in the polyclinics, hospitals, kindergartens, schools and houses for aged people. If you want to become a doctor assistant you should study at the "Curative Affair" department. A doctor assistant of general practice is a highly trained specialist who works independently in the polyclinics, emergency ambulances and hospitals. His main task includes prescription and performance of preventive, curative and diagnostic measures.

"Obstetrician Affair" is another interesting department, it offers qualification of an obstetrician. An obstetrician provides preventive and curative medical

help to the pregnant women and patients with gynaecological diseases.

A dental mechanic – while studying at the “Orthopedic stomatology” departments a future specialist learns to make artificial teeth and crowns, plastics and porcelain teeth. On graduating from the school they usually work in the dental mechanic laboratories. “Laboratory diagnostics” is another important department.

As for me I am a student of the “Pharmacy” department. My future profession is pharmacist. I'll be provided the population with different medicines. My work will demand the knowledge of preventive rules, the rules of herb's preparation and so on. The graduates of our department will be able to work in the chemist's, pharmacological enterprises, laboratories.

ACTIVE VOCABULARY

graduate [ˈgrædʒueɪt] 1) *tədris müəssisəsini bitirmək,*

2) *yerləşdirmək*

specialist [ˈspeʃəlist] *mütəxəssis*

qualification [ˌkwɒlɪfɪˈkeɪʃən] 1) *ixtisas*

2) *məhdudlaşdırma*

qualify [ˈkwɒlɪfaɪ] 1) *hər hansı bir ixtisas qazanmaq*

2) *məhdudlaşdırmaq*

practice [ˈpræktɪs] *praktik, təcrübə*

assist [əˈsɪst] *kömək etmək*

assistant	[əˈsɪstənt]	<i>köməkçi, assistant</i>
preventive	[ˈprɪventɪv]	<i>qarşısını alan, priventiv, profilaktik</i>
nurse	[nə:s]	<i>tibb bacısı</i>
nursing	[nə:sɪŋ]	<i>qulluq</i>
affair	[əˈfɛə]	<i>iş, məsələ, hadisə</i>
cure	[kjʊə]	<i>(v) müalicə etmək; (n) müalicə, dərman, çarə</i>
curative	[kjʊərətɪv]	<i>şəfaverici</i>
obstetrician	[ˈɒbstetrɪʃən]	<i>mama, mamaça</i>
Pharmacy	[fɑ:məsi]	<i>əczaçılıq</i>
artificial	[ɑ:tɪfɪʃəl]	<i>süni, qondarma</i>
crown	[kraun]	<i>diş tacı; çələng, əklil; krona (pul vahidi)</i>
porcelain	[ˈpɔ:slɪn]	<i>farfor, çini</i>
plastic	[plæstɪk]	<i>plastik</i>

SORĞU SUALLARI

1. What is the aim in studying Medical Language?
2. Where does Gunel Gurbanova study?
3. How many departments are there in the school?
4. What kind of qualification does the "Nursing Affair" department give?
5. Who can work at the station of emergency medical help?
6. What does an obstetrician provide to pregnant woman and patients with gynaecological diseases?
7. What is Gunel's future profession?

EXERCISE 1

İngiliscə deyin:

Tibb məktəbinin tələbəsi, tibb bacısı, təcili yardım stansiyası, mama, gələcək ixtisas, bilik.

EXERCISE 2

Lazım olan yerlərdə nöqtələrin yerinə artıql yaxud yiyəlik əvəzliliklərini artırın:

... body is made up of millions of cells. There are ... different types of cells in ... body. But they all have central nucleus and a cell wall ... cromosomes and genes of the nucleus transmit the ... hereditary factors of every person ... nucleus is the controlling structure of the cell.

EXERCISE 3

Cümlələri inkar formada yazın:

1. He went to the office on foot.
2. I had a bad cough and a running nose.
3. A nurse put him in bed.
4. Bill took a tablet for a stomachache.
5. The students helped the doctors and nurses in the hospital.
6. She met me at the v corner of the street.

EXERCISE 4

Azərbaycan dilinə tərcümə edin:

1. I.M.Sechenov is a well known Russian Physiologist.
2. At present we study some premedical subjects.
3. The researcher will finish his experiment in a week.
4. The operation was over at 5 o'clock in the afternoon.

TESTS

Altından xətt çəkilmiş sözlərin sinonimlərini seçin:

1. All the guests were invited by the manager except T.Valiyev.
a) always c) since
b) still d) besides
2. You must go and see your aunt immediately she is ill.
a) fast c) early e) seriously
b) at once d) quickly

Altından xətt çəkilmiş sözlərin antonimlərini seçin:

3. When I saw him he looked angry.
a) calm c) happy e) weak
b) sad d) tired
4. The wall surrounding the garden was very high.
a) short c) wide e) deep
b) large d) low

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. В.В.Мухина, Н.С.Мухина, П.Н.Скрипников
«Английский язык для медицинских училищ»
Москва-2003, page 18.
2. А.М.Маслова, З.И.Винштейн, Л.С.Плебейская
«Essential English for Medical Students»
Москва-1983, page 51.

MÖVZU 2

NURSING PROCESS. NURSING THEORIES. ROLES AND FUNCTIONS OF THE NURSE.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni sözlərin mənimsədilməsi	10 dəq.
2.	Tibb bacısı haqqında məlumat	10 dəq.
3.	Xəstənin həyatında tibb bacısının rolu	10 dəq.
4.	Xəstəxanada növbətçi tibb bacısının vəzifələri	15 dəq.

Tələbə bilməlidir:

- Mövzu üzrə yeni söz və ifadələri;

Tələbə bacarmalıdır:

- Lüğətdən istifadə etməklə uyğun mövzulardan mətnlərin tərcüməsini.

Text

The whole life of a nurse is devoted to people. She is responsible for her patient. Every nurse must have enough knowledge of her work. She must help her patients at any hour of the day or night.

Every nurse must remember that there are no identical people and that every patient will react to

illness in his own way. That is why the doctors and nurses look for new methods and new medicines every day.

If a nurse gives a patient a new medicine this patient is under special care of the doctor and the nurse. The observations of the nurse are very important. Careful observation of the nurse can give very important information. It will help the doctor to diagnose and treat patient.

You see that the research work goes on not only in the laboratories, but also in the wards of the hospitals.

At the in-patient departments of a hospital life begins early in the morning. The nurses on duty take the patients temperature, give them intramuscular and intravenous injections, take stomach juice for analyses, apply cups and give all the prescribed remedies in the doses indicated by the ward doctor. The nurse must care for the patient even if the patient has a mortal infectious disease.

Remember that patients need your help, care, patience.

ACTIVE VOCABULARY

identical [aɪˈdentɪkəl] *oxşar, bənzər*

to react [riːækt] *reaksiya vermək, cavab vermək*

own [oun] *şəxsi*

observation [ɒbzəˈveɪʃən] *müşahidə*

research [rɪˈsəːtʃ] *araşdırma*

- team [ti:m] *briqada, dəstə*
 birth [bæ:θ] *doğum, doğulma*
 to devote [di`vout] *həsr etmək*
 responsible [ris`pənsəbl] *cavabdeh*
 mortal [mɔ:təl] *ölümcül*
 to direct [di`rekt] *rəhbərlik etmək*
 cleannes [`kli:nnis] *təmizlik*
 midday [`mɪdder] *günorta*
 to chill [tʃɪl] *soyuqlamaq*
 to swell [`swel] *şişmək, qabarmaq*
 swollen [`swouln] to swell *felinin p.p. forması*
 thumb [θʌmb] *baş barmaq*
 neglect [`nɪglekt] *etinasızlıq, ehtiyatsızlıq*
 in a state of neglect - *baxımsız qalmış vəziyyətdə*
 bandage [bændɪdʒ] (v) *sarımaq*; (n) *sarğı*
 remove [ri`mu:v] 1) *tərpətmək, yerini dəyişdirmək*
 2) *keçmək (miniklə)*

SORĞU SUALLARI

1. How do you understand the word "nursing"?
2. What is the main role of a nurse in patient's life?
3. What are the functions of a nurse?
4. When does the work of the nurse begin at the hospital?
5. What must the nurse do if she sees any irregularity in the patients' condition?

A DIALOGUE

AT THE DOCTOR'S.

Doctor : What's troubling you?

Patient : I have a swollen thumb and I could not sleep all night.

Doctor : Hm....you have a splinter there. I must use the lanset to get at it. You should never neglect a splinter. It may cause an infection and an abscess.

The doctor removed the splinter, put a pad of cotton wool and bandaged up the thumb.

Doctor : Don't remove the bandage. If you remove it, dirt will get in it and your thumb will swell up again. And there is some ointment to put on the swelling.

EXERCISE 1

Nöqtələrin yerinə müvafiq sözlər yazın:

X- rays; show; brothers; matter; wrong.

1. What is the ... with you?
2. I want to find out what's ... with me.
3. ... me the place where it hurts you.
4. This pain ... me at night.
5. Take ... of your stomach.

EXERCISE 2

Verilmiş sözlərdən cümlələr düzəldin.

1. medicines, patients, give, nurses, do, their.
2. at, our, many, work, hospital, doctors, nurses, and .
3. examine, patients, every, doctors, morning, their.

4. infections, prescribes, or, doctor, some, medicine, the ward.

EXERCISE 3

Mətni tərcümə edin.

A boy comes up to a nurse in the hospital and says: "My mother is one of the patients of your hospital and the doctor tells me that she must have a high caloric diet, but I don't know what it is. Will you help me?" She tells him to buy butter, milk, cheese and fruit.

EXERCISE 4

İngilisçə deyin:

Sizə nə olub, siz yaxşı görünmürsünüz, bərk başım ağrıyır, hərarətiniz neçədir, əlinizi verin, ağzınızı açın və "a" deyin, siz bir həftə yataqda yatmalısınız (qalması- nız), həkim ona idmanla məşğul olmağı məsləhət gördü.

TESTS

Düzgün tərcüməni seçin:

1. Rəhbərlik etmək:

- a) to devote
- b) to react
- c) to direct

2. Cavabdeh:

- a) mortal
- b) responsible
- c) own

3. Müşahidə:

- a) team
- b) birth
- c) observation

4. Identical:

- a) oxşar
- b) ölümcül
- c) təmizlik

5. To chill:

- a) günorta
- b) soyuqlamaq
- c) həsr etmək

6. Birth:

- a) doğulma
- b) şəxsi
- c) dəstə

Laughter is the Best Medicine

A: When I was in hospital all my friends came to see me every visiting day.

B: Oh, you have very nice friends.

A: Yes, and I had a very nice nurse.

Mother: Maya, why are you standing in front of the mirror with your eyes closed?

Maya: I want to see what I look like, when I'm sleeping.

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. Л.Г.Козырёва, Т.В.Шадская
«Английский язык для медицинских
колледжей и училищ» pages 38, 39.
2. С.А.Тылкина, Н.А.Темчина
«Пособие по английскому языку для
медицинских училищ» pages 106, 117, 118.

MÖVZU 3

DEFINITIONS OF VALUES AND ETHICS IN NURSING. GRAMMATICAL PRACTICE : The noun.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni sözlərin mənimsədilməsi	10 dəq.
2.	Tibb bacısının davranışı və etikası haqqında	15 dəq.
3.	Nəbzin sayılma qaydası	11 dəq.
4.	Tibb bacıları üçün bə'zi qaydalar haqqında mə'lumat	11 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Öyrənilmiş mövzulara aid mətnləri eşitmə ilə qavramağı.

Text: OUR BEST WARD NURSE

Sevda Aliyeva is our best ward nurse. She works at our hospital and everybody respects her very much. In the morning she always comes into the ward with a smile on her face. And every patient when he sees

her kind, smile feels better. Everything she does in the ward she does quickly and quietly. If there is a bed patient in the ward Sevda comes up to him. She brushes his sheets or changes them if it is necessary. She shakes his pillow. Then Sevda brings a basin and washes the patient's face and hands. She is especially patient with old people. Sevda makes injections, puts mustard plasters and cups. She never hurts her patient with a rude word.

The doctors always say : "When Sevda is at work we don't worry. We know that everything will be all right."

HOW TO TAKE THE PULSE

The nurse must be careful when she takes the patient's pulse. It is not difficult to take pulse. Put three fingers of the left hand over the radial artery. Many patients are nervous when they see a nurse or a doctor and the patient's pulse is faster.

That's why the nurse must wait a few seconds before she begins to count the pulse. If the nurse sees any changes in the beating of the pulse she must immediately tell the doctor. Changes in the pulse are very important.

Remember: When you take the pulse you must note:

1. If it is deep or shallow.
2. The rate.



3. The strength of the beating.
4. The rythm.

ACTIVE VOCABULARY

to respect [rɪs`pekt] *hörmət etmək*
 quietly [ˈkwaiətli] *sakitcə, yavaş - yavaş*
 sheet [ʃi:t] *döşəkağı, mələfə*
 pillow [ˈpɪlou] *balış, yastıq*
 patient [peɪʃənt] (adj) *dözümlü, səbirli; (n) xəstə*
 rude [ru:d] *kobud, qaba*
 to worry [ˈwʌri] *narahat olmaq, narahat etmək*
 order [ˈɔ:də] *sərəncam, göstəriş, əmr, sifariş*
 mistake [mɪsteɪk] *səhv*
 angry [ˈæŋɡri] *qəzəbli, hirsli*
 scar [skɑ:] *çapıq, yara yeri(dəridə)*
 to take the pulse [pʌls] *nəbzi yoxlamaq*
 radial [reɪdjəl] *şüal*
 nervous [ˈnə:vəs] *əsəbi*
 fast [fɑ:st] *cəld*
 beating [ˈbi:tiŋ] *döyünmə (ürəyin)*

SORĞU SUALLARI

1. Who is Sevda Aliyeva?
2. Where does she work?
3. What does she do in the morning?
4. Is she a kind nurse?
5. How must the nurse count the pulse?

6. What must the nurse do if she sees any irregularity in the beating of the pulse?

Some Good Rules for Nurses

1. Read the order of the doctor before you give medicine.
2. If you made a mistake in your work you must tell the doctor about it at once.
3. Do not be rude when you speak with patients.
4. Learn to control your feelings. When you are angry – count to a hundred.
5. Don't gossip about your patients.
6. Never say the word "incurable"

A DIALOGUE

THE HIPPOCRATIC OATH

Aynur: Hello! Where are you going from, Nazli?

Nazli: Hello Aynur! I am returning home from the medical College.

Aynur: Why are you so late?

Nazli: I was at the meeting.

Aynur: What meeting?

Nazli: The Meeting was held to mark the graduation from medical college and I was invited to attend the ceremony.

Aynur: Tell me, please, was there anything interesting at the meeting.

Nazli: First of all I must say that it was a very solemn ceremony. Our young specialists looked very happy and excited.

Aynur: Who made a speech?

- Nazli: The director did. Everybody was listening to her with great attention. I shall always remember the words of the professional oath of Hippocrates which the young specialists were repeating after the director.
- Aynur: What is the essence of this oath?
- Nazli: The young specialists promised to give all their strength, knowledge and abilities to people who need their help. They promised to devote all their life to the protection of people's health, to the fight against diseases, not to do any harm to their patients. They promised to be true to their profession.
- Aynur: Really, it is a great oath.
- Nazli: I felt great excitement. Now I understand still better all the responsibility which I am going to take after my graduation.

EXERCISE 1

- Nöqtələrin yerinə uyğun gələn sözlər yazın.
 Bed patient, scar, respect, patient, angry.
1. My father is a good worker. Everybody ... him very much.
 2. My mother is a very ... person. She never gets ...
 3. Pete cut his finger last week. He has a ... on his finger.
 4. There are many ... in this ward.

EXERCISE 2

- Verilmiş sözlərdən cümlələr düzəldin.
1. in, saw, room, operating, I, operations, some, the.
 2. before, doctor, arms, the, washed, operation, the his,

- hands, and
3. the, gave, to scalpel, nurse, a, surgeon, the.
 4. successful, operation, the, was.

EXERCISE 3

Azərbaycan dilinə tərcümə edin.

1. Better late than never.
2. It is easier said than done.
3. Two heads are better than one.
4. The grass is always greener on the other side.

TESTS

Cəmdə olan isimləri seçin.

- 1) 1. News; 2. Goods; 3. Economies; 4. Money;
5. Tooth; 6. Mice; 7. Children; 8. Fruit.
a) 1,3,7 b) 1,2,3 c) 1,6,7 d) 4,5,8 e) 2,6,7
- 2) a) person, information c) knife, photos
b) foot, shelves d) teeth, oxen

Təkdə olan isimləri seçin:

- | | |
|---------------------|----------------------|
| a) people, geese | d) trousers, pincers |
| b) women, feet | e) foot, news. |
| c) teeth, sportsmen | |

Yiyəlik halda olan isimləri seçin:

1. There are different flowers in our garden.
2. One day a man went into the chemist's shop.
3. Everything is good in its time.
4. It's raining hard.
5. Tears came into the man's eyes and ran down his cheeks.

MÖVZU 4

COUNTRIES OF THE UNITED KINGDOM.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Birləşmiş Krallıq haqqında mə'lumat	10 dəq.
2.	Birləşmiş Krallığın bayrağı haqqında mə'lumat	10 dəq.
3.	Böyük Britaniya haqqında mə'lumat	11 dəq.
4.	London haqqında mə'lumat	11 dəq.

Tələbə bilməlidir:

- Təcrübi fəaliyyətdə terminlərin sərhədlərini və tezliyini;

Tələbə bacarmalıdır:

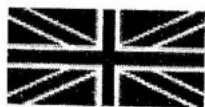
- Lüğətdən istifadə etməklə uyğun mövzulardan mətnlərin tərcüməsini.

Text: THE UNITED KINGDOM

This is abbreviation of "The United Kingdom" of Great Britain and Northern Ireland. It is often further abbreviated to "UK" and is the political name of the country which is made up of England, Scotland, Wales and Northern Ireland.

Text: **THE UNION JACK**

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St. George, the patron saint of England. The White diagonal cross (with the arms going into the corners) is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick the patron saint of Ireland. St. David is the patron saint of Wales.



Text: **GREAT BRITAIN**

Great Britain occupies a large island to the west of Europe. England, Scotland, Wales and Northern Ireland constitute the United Kingdom of Great Britain and Northern Ireland.

The total area of the United Kingdom is 244.000 square kilometers with a population of 56 million.

The climate of the country is mild. The winters are warm, the summers are cool. The weather is very changeable.

Great Britain is a monarchy. The power of the Queen is limited by Parliament. Great Britain is a highly developed industrial capitalist country. Machine building, shipbuilding, electronic engineering are the main branches of Great Britain's industry.

Text: **LONDON**

London is the capital of Great Britain. It is situated on the Thames. It is a large industrial and cultural centre. Its population is about 9 million people. The Thames divides London into two main parts: the West End and the East End.

The West End is the district of the rich. There are many famous museums and theatres here. The City is a part of London, where nobody lives and which is the commercial centre of the country. Whitehall - the political centre of Great Britain is also situated in the West End. The East End is the district of the working class. There are many plants and factories here.

London is known all over the world for its places of interest such as: the Tower, the Houses of Parliament, St. Paul's Cathedral, Westminster Abbey, Buckingham Palace, Piccadilly Circus, Trafalgar Square, the British Museum. London is not only a large city but also a seaport.

ACTIVE VOCABULARY

abbreviation [ə , bri:vɪeɪʃn] *ixtisar*

cross (n,a) [krɒs] 1) *xaç*; 2) *çarpaz*

saint [seɪnt] *müqəddəs*

patron [ˈpeɪtrən] *arxa, kömək, havadarlıq*

area [ˈɛəriə] 1) *sahə, ərazi*; 2) *rayon, vilayət*

population [, pɒpjuleɪʃn] *əhali, xalq*

to constitute [ˈkɒnstɪtju:t] *ibarət olmaq, yaratmaq*
total [təʊtl] (a) *ümumi, tam, yekun;*
(n) *bütöv, məbləğ*

SORĞU SUALLARI

1. What island does Great Britain occupy?
2. What constitutes the United Kingdom of Great Britain?
3. What is the total area of the United Kingdom?
4. What is its population?
5. What country is Great Britain?
6. What are the main branches of Great Britain's industry?
7. What is London?
8. What is the population of London?
9. What can you say about the West End of London?
10. What can you say about the East End of London?

Interesting Facts

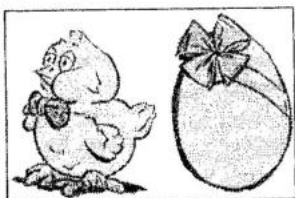
The United Kingdom is very small compared with many other countries in the world. However there are only nine other countries with more people, and London is the world's seventh biggest city.

The main areas of high land are in Scotland, Wales and Cumbria.

HOLIDAYS IN ENGLAND

Easter eggs

At Easter time, the British celebrate the idea of new birth by giving each other chocolate Easter eggs, which are opened and eaten on Easter Sunday. On Good Friday makers



sell hot cross buns, which are toasted and eaten with butter. Easter Monday, is a holiday and many people travel to the seaside for the day or go and watch one of the many sporting events, such as football or horse – racing.

Christmas

If you try to catch a train on 24th December you may have difficulty in finding a seat. This is the day when many people are traveling home to be with their families on Christmas Day, 25th of December. For most British families, this is the most important festival of the year it combines the Christian celebration of the birth of Christ with the traditional festivities of winter.

On the Sunday before Christmas many churches hold a carol service where special hymns are sung. Sometimes carol - singers can be heard on the streets as they collect money for charity. Most families decorate their houses with brightly – coloured paper or holly, and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations.

Free reading

Hippocrates – the Father of Medicine. (460 – 377 B.C.)

Hippocrates was born in Greece. He was the son of a doctor. Hippocrates studied medicine and then went from town to town where he practised the art of medicine. It is known that he drove out the plague from Athens by lighting fires in the streets of the city. That is all we know of Hippocrates himself. But we have his writings which are called Hippocratic Collection. The Collection consists of more than one hundred books. Some of Hippocratic thoughts are quite modern. The collection begins with the famous Oath.

Hippocrates was known as an excellent practitioner and a teacher of medicine.

This great physician taught his pupils to examine the patient very attentively and to give him quick help. He created medicine on the basis of experience.

Hippocrates freed medicine from superstition. He hated the idea that a disease was the punishment of gods. Hippocrates paid much attention to diet, gymnastics, massage, seabathing in treatment.

He knew the use of many drugs and was also a good surgeon.

Hippocrates set fractures and even trephined the skull. Aristotle, the famous philosopher, called him "Hippocrates the Great."

EXERCISE 1

Suallara cavab verin:

1. What colour is your hair?
2. Is your hair long or short?
3. What colour are your eyes?

4. Are your cheeks rosy or pale?
5. Is your face round or oval?
6. Do you have healthy teeth?

EXERCISE 2

Verilmiş söz və sözbirləşmələrindən istifadə edərək cümlələri ingilis dilinə tərcümə edin:

a lot of work, is in good health, a medical school, a large family; a nurse, sister's name.

1. Mən tibb məktəbində oxuyuram.
2. Bizim böyük ailəmiz var.
3. Mənim anam tibb bacısıdır.
4. Onun çox işi var.
5. Mənim bacımın adı Əslidir.
6. Mənim nənəm özünü yaxşı hiss edir.

EXERCISE 3

Suallara cavab verin:

1. What must a person do if he wants to be in good health?
2. Who needs more food, people of physical worker or people of mental work?
3. What must a diet of healthy person consist of?

EXERCISE 4

İngiliscə deyin:

İlk yardım; ilk yardım göstərmək; həyatı xilas etmək; sakit olmaq; təmkinli.

TESTS

Altından xətt çəkilmiş sözün sinonimini seçin:

1. It was difficult for them to learn English
a) heavy c) hard e) pleasant
b) easy d) necessary
2. It happened when I was a child of ten.
a) took part c) took place
b) was over d) found
3. We learn different subjects at school.
a) go c) write
b) send d) study
4. She left early in the morning.
a) came c) started
b) stopped d) finished

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. Л.Г.Козырёва, Т.В.Шадская
« Английский язык для медицинских
колледжей и училищ» pages 147-150.
2. С.А.Тылкина, Н.А.Темчина
«Пособие по английскому языку для
медицинских училищ» page 118.

MÖVZU 5

ANATOMICAL TERMS.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Leksiko frazeoloji nümunələrin mənimsədilməsi	14 dəq.
2.	Ağız və dişlərə qulluq haqqında	10 dəq.
3.	Gözlərin qorunması və onlara qulluq haqqında	10 dəq.
4.	Saçlara qulluq haqqında	10 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Lügətdən istifadə etməklə istənilən mövzunu tərcümə etməyi.

ACTIVE VOCABULARY

pelvis [ˈpelvɪs] *çanaq*

sacrum [ˈseɪkrəm] *oma*

coccyx [ˈkɒksɪks] *büzdüm*

radius [ˈreɪdɪəs] *mil sümüyü*

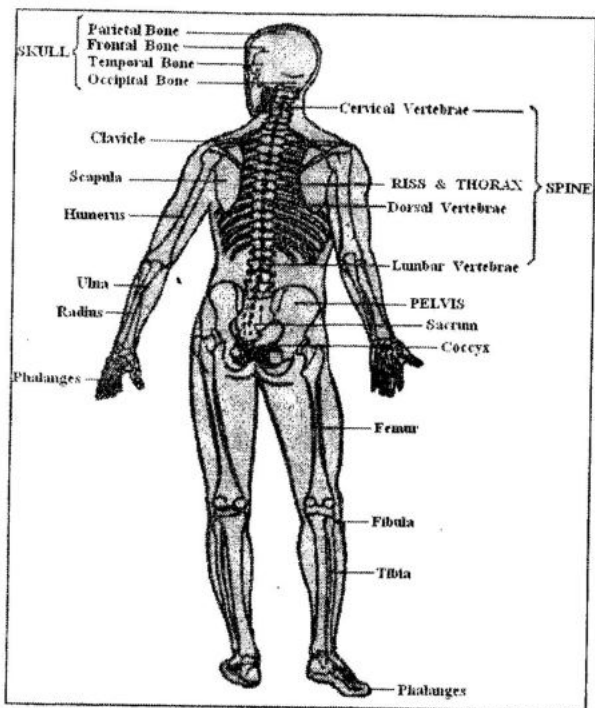
phalanges [ˈfælændʒiːz] *falanga*

femur [ˈfiːmə] *bud, bud sümüyü*

ulna [ˈʌlnə] *dırsək sümüyünə və ya saidin*
medial səthinə doğru

fibula [ˈfɪbjulə] *incik sümüyünə aid*

tibia [ˈtɪbiə] *qamış sümüyü*



Text: MOUTH

You must keep the mouth, gums and teeth in healthy condition. Brush your gums and teeth and rinse your mouth in the morning and after every meal. Don't use metal things to clean your teeth after meals. Examine your teeth regularly twice a year. Use food which you must chew.

If you want to have strong and healthy teeth:

1. Brush your teeth everyday.
2. Rinse your mouth after meal.
3. Never crack nuts with teeth
4. Don't eat much sugar.
5. See the dentist twice a year.

ACTIVE VOCABULARY

to keep [kɪ:p] saxlamaq

condition [kən`dɪʃən] vəziyyət

brush [brʌʃ] (n) fırça; (v) (to) təmizləmək

rinse [rɪns] (n) yaxalanma; (v) yaxalamaq

to chew [tʃu:] çeynəmək

to crack [kræk] çirtildəlmək; burada:
sındırmaq, qırmaq

dentist [ˈdentist] diş həkimi

Text: EYES

Take care of your eyes:



1. Give the eyes much light at home, at school at the office.

2. Do not rub or press the eyeballs. They are very delicate.
3. Close your eyes for a few minutes if your eyes are tired. It gives rest to the eyes.
4. Remember the smoke is harmful to the eyes.
5. Examine your eyes every year. A doctor who treats the eye diseases is called an oculist.

ACTIVE VOCABULARY

nearsighted [ˈniəˈsaɪtɪd] *yaxından görmə*

farsighted [ˈfɑːsaɪtɪd] *uzaqdan görmə*

glasses [ˈglɑːsɪz] *eynək*

eyeball [ˈaɪbɔːl] *göz alması*

delicate [ˈdelɪkət] *zərif*

harmful [hɑːmful] *zərərli*

oculist [ˈɒkjʊlɪst] *göz həkimi*

to treat [tri:t] *müalicə etmək*

SORĞU SUALLARI

1. How must you keep your mouth, gums and teeth?
2. How must you take care of your eyes?
3. How can you give rest to the eyes?
4. Do you wear glasses?
5. Is the smoke harmful to the eyes?

Here are some rules for your hands:

1. Wash your hands before meals.
2. Wash your hands after the use of the toilet
3. Soap your hands.
4. When you rinse your hands with running water count to 60.
5. Keep the nails short.
6. Don't bite your nails.

Here are some rules for your hair:

1. Keep your brush clean and don't give it to anybody.
2. If you have dry hair, protect it from the sun.
3. Don't wash your hair as often as your face.
4. Don't go out without a hat in cold weather.

EXERCISE 1

İnqiliscə deyin :

Sağlam vəziyyətdə; ildə 2 dəfə; dişləri təmizləmək;
istifadə etməyin; ağzı yaxalamaq.

EXERCISE 2

Oğlanın cavabını oxuyaraq, diş həkiminin verdiyi sualları tamamlayın:

Dentist: Do you ... ?

Boy: No, I don't. I don't rinse my mouth after each meal.

Dentist: How often do you ... ?

Boy: I examine my teeth once a year.

Dentist: Are you ... ?

Boy: Yes, I am. I am very much afraid of

going to the dentist.

Dentist: Do you ... ?

Boy: Yes, I do. I crack nuts with my teeth.

EXERCISE 3

Şəkillərə baxın, nöqtələrin yerinə "arm" yaxud "hand"sözlərindən uyğun gələnini artırın.



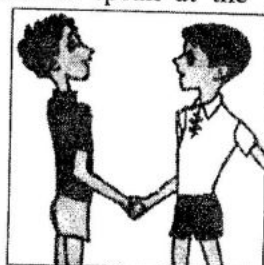
1. This is a nurse with
a thermometer in her ...



2. Raise your ... when you
want to speak at the lesson



3. A nurse is holding
a baby in her ...



4. When you meet your
friend you shake ...

EXERCISE 4

Verilmiş söz və sözbirləşmələrindən istifadə
edərək hekayə düzəldin.

My name is, my family is, kind, a medical school,
a nurse, a doctor, a lot of work, to be in good health.

TESTS

Müvafiq artıqları seçin.

1. Is she ... doctor or ... nurse
a) the, the b) a, an c) the, a d) a, a e) a, the
2. The students of our form must be in ... Room № 30.
a) an b) a c) - d) the e) any
3. "I like to have ... walk after ... dinner," said ... old man
a) a, -, the b) the, a, the c) a, an, the
d) the, the, - e) -, the, the

Laughter is the Best Medicine.

The nurse bathed the twins. Later heard the twins laughing in bed. She said: "What are you, children, laughing at?"

"Oh, nothing" said Azada. "Only you have bathed Eldar twice and didn't bathe me at all".

LEKSIK-FRAZEOLÖJİ MİNİMUM NÜMUNƏLƏRİ

scalp - *skalp* (başın tüklü hissəsi)

forehead - *alın*

eyebrow, eyelid, eyelash - *qaş, göz qapağı, kiprik*

nostrils - *burun keçəcəkləri*

cheek - *yanaq*

premolar tooth - *premolyar* (kiçik azı dişi)

molar tooth - *molyar* (böyük azı dişi)

gum - *diş eti*

palate - *damaq*

jaw - *çənə, ağız*

chin - *çənə, çənəaltı*
salivary gland - *ağız suyu vəzisi*
thyroid gland - *qalxanabənzər vəzi*
tonsils - *badamcıq*
chest mediastenum - *orta divar*
sternum - *döş sümüyü*
main bronchus, bronchiole, alveolus - *baş bronx, bronxial alveol*
breast (mammary gland) nipple, areola - *döş vəzisi, döş giləsi, ariola*
back, loin - *kürək, bel*
abdominal wall - *qarın divarı*
umbilicus - *göbək*
waist - *bel*
groin - *qaşıq, qaşıq nahiyyəsi*
gut - *bağırsaq*
peritoneal cavity - *qarın boşluğu*
small (large) intestine/bowel - *nazık/yoğun bağırsaq*
lesser (greater) omentum - *kiçik (böyük) piylik*
aorta - *aorta*
inferior vena cava - *aşağı boş vena*
upper (lower) limbs - *yuxarı (aşağı) ətraflar*
shoulder - *çiyin (döş qəfəsinin boyundan yuxarı nahiyyəsi)*
axilla - *qoltuqaltı çuxur*
upper arm - *bazu*
forearm - *said*
wrist - *bilək*
hand - *əl*
palm of the hand - *ovuc*
finger, thumb, finger nail - *əl, barmaqlar, əlin baş barmağı, barmaq oynaq, dırnaq*
buttock - *sağrı*
thigh - *bud*

shin - *baldır*
calf - *baldır*
foot - *ayaq, pəncə*
heel - *daban*
sole of foot - *ayaq altı*
ankle - *topuq, aşıq, baldır oynaqı*
toe, big toe, toe nail - *ayaq barmağı, ayagın baş bar-
mağı, ayaq barmağının dırnağı*

ƏYANİ VƏSAİT: Sxem, Audio material

ƏDƏBİYYAT

1. С.А.Тылкина, Н.А.Темчина
«Пособие по английскому языку для
медицинских училищ»
Москва-2000, pages 10-14.

MÖVZU 6

STRUCTURAL ORGANIZATION OF THE BODY. GRAMMATICAL PRACTICE: The Article.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni sözlərin mənimsədilməsi	15 dəq.
2.	Skelet və əzələ sistemi haqqında	10 dəq.
3.	Sinir sistemi, qan və qanyara- dıcı orqanlar haqqında	10 dəq.
4.	Tənəffüs, həzm və sidik sistemi haqqında	10 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Lüğətdən istifadə etməklə mətni tərcümə etməyi.

Text: SYSTEMS OF THE BODY

There are several main systems of the body: the skeletal, the muscular, the nervous, the digestive, the respiratory, the urinary, the endocrine and reproductive systems.

The skeletal system consists of the bones of the body and ligaments and cartilages which join them. The chief function of the skeletal system is structural.

The muscular system consists of the skeletal muscles and their associated structures. The main function of the system is to move us about.

The Nervous system consists of the brain and spinal cord, nerves, ganglia and receptors. It is a complex information system with all the necessary means for receiving, processing and communicating information.

The circulatory system consists of the heart and blood vessels and the blood which is pumped through the blood vessels by the heart. Its Function is mainly that of transportation System: the nutrients, oxygen, special substances which are required by cells are carried by the blood stream: and the cellular wastes and sometimes other materials, produced by the cells are carried away by blood stream.

The digestive system consists of alimentary canal and a number of associated glands.

The respiratory system consists of the lungs, the air passages leading to them and associated structures. Its main function is to convey oxygen to the lungs, where it can enter the blood stream and remove carbon dioxide, which escapes from the blood into the lung spaces.

The urinary system consists of the kidneys which produce urine by removing nitrogenous and other wastes from the blood: the two ureters, which convey the urine away from the kidneys; the urinary

bladder, where the urine is stored until it is discharged; and the urethra through which the urine is discharged.

The endocrine system consists of a number of glands throughout the body which produce regulatory substances called hormones. The endocrine system serves to regulate a large number of activities.

ACTIVE VOCABULARY

- skeletal (a) [ˈskelɪtl̩] *skeletə aid*
 muscular (a) [ˈmʌskjʊlə] *əzələyə aid, əzələli*
 digestive (a) [daɪdʒestɪv] *həzmə məxsus olan*
 urinary (a) [juəriɪnrɪ] *sidik*
 endocrine (a) [endoukraɪn] *endokrin, daxili
sekresiyaya aid*
 reproductive (system) [ˈrɪːprəˈdʌktɪv] *tənasül
(orqanları)*
 bone [bəʊn] *sümük*
 ligament [ˈlɪgəmənt] *bağ, bənd*
 cartilage [ˈkɑːtɪlɪdʒ] *qığırdaq*
 to join [dʒɔɪn] *birləşmək, birləşdirmək*
 structural [ˈstrʌktʃərəl] *struktur, quruluş*
 spinal [spainəl] *onurğa, bel*
 cord [ˈkɔːd] 1) *onurğa beyni*; 2) *kəndir, ip*
 vessel [ˈvesl̩] *damar*
 pump [pʌmp] *nasos*
 stream [ˈstriːm] *axın, şırnaq*

alimentary (a) [æli`mentəri] *qidaya həzmə aid*
 gland [gɹænd] *vəzi*
 to convey [kən`vei] *ötürmək, vermək*
 carbon dioxide [daɪ`ɔksid] *dəm qazı*
 kidney [kidni] *böyrək*
 ureter [juə`ri:tə] *sidik axarı*
 urine [juə`ri:n] *sidik*
 urinary bladder [blædə] *sidik kisəsi*
 be stored [stɔ:d] *qorunmaq, saxlamaq*
 to discharge [dis`tʃɑ:dʒ] *ifraz etmək*
 hormone [`hɔ:moun] *hormon*

SORĞU SUALLARI

1. What are the functions of the skeletal system?
2. What is carried by the blood stream?
3. What is the chief function of the blood?
4. What does the nervous system consists of?
5. What is the main function of the respiratory system?
6. What does the urinary system consist of?
7. How do the kidneys produce urine?
8. How is the urine discharged from the body?

EXERCISE 1

Nöqtələrin yerinə a, an yaxud the artikllərindən uyğun gələnini əlavə edin:

1. There is ... hamburger on the plate.
2. Give me ... apple, please.

3. Where are ... envelopes?
4. ... students are in the room.
5. Her husband is ... doctor.

EXERCISE 2

Make up sentences using the following words:

1. the, system, begins, digestive, mouth, the, with
2. function, to remove, major, the, of, urinary, the system, urine, is
3. is, the, system, of, complex, one, the, nervous, most, systems, all, of, body, human
4. lymph, are, blood, and, the tissues, body, of, liquid, the
5. includes, muscles, the, and, musculoskeletal, the, system, bones, joints

EXERCISE 3

1. ... main systems of ... body have groups of organs working together to perform complex functions.
2. ... mouth, esophagus, stomach, small and large intestines are organs which compose ... digestive system.
3. There are some organs within ... each system.
4. ... circulatory system is also called ... cardiovascular system.
5. The main function of ... respiratory system is to convey ... oxygen and to remove ... carbon dioxide.

EXERCISE 4

Examine the list of body systems below and name each system. Try to remember the organs within each system.

SYSTEM	ORGANS
.....	mouth, pharynx, esophagus, stomach liver, gallbladder, pancreas
.....	kidneys, ureters, urinary bladder, urethra
.....	nose, pharynx, larynx, trachea, bronchial tubes, lungs
.....	Female: ovaries, Fallopian tubes, uterus, vagina
.....	Male: tests and associated tubes, urethra, penis, prostate gland
.....	thyroid gland, pituitary gland, sex glands, adrenal glands, pancreas, thymus gland
.....	brain, spinal cord, nerves
.....	heart, blood vessels, lymphatic vessels
.....	musculus
.....	bones and joints

Laughter is the Best Medicine

Teacher: Eldar, why don't you wash your face? I can see what you had for breakfast this morning.

Little boy: What was it?

Teacher: Eggs.

Little boy: Wrong, that was yesterday.

Alim and his mother were waiting for Alim's music teacher.

Mother: Did you wash your hands?

Alim: Yes.

Mother: And your face?

Alim: Yes, mother.

Mother: And did you wash behind your ears?
Alim: On her side I did, Mother.

ƏYANİ VƏSAİT: Sxem

ƏDƏBİYYAT

1. В.В.Мухина, Н.С.Мухина, П.Н.Скрипников
«Английский язык для медицинских училищ»
Москва-2003, page 22.
2. С.А.Тылкина, Н.Е.Темчина «Пособие по
английскому языку для медицинских училищ»
Москва-2000, page 20.

MÖVZU 7

COMMON SYMPTOMS.

GRAMMATICAL PRACTICE: The Pronoun.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni sözlərin və ifadələrin mənimsədilməsi	15 dəq.
2.	Ümumi simptomlar haqqında	15 dəq.
3.	Baş ağrısı haqqında	8 dəq.
4.	Qızdırma – bəzi xəstəliklərin simptomudur	7 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Söylənilmiş cümlənin mə'nasını izah etməyi, dialoq və monoloq nitqindən istifadə etməklə peşə ünsiyyətində iştirak etməyi.

Text: COMMON SYMPTOMS

For determining a disease it is very important to know its symptoms such as breathlessness, edema, cough, vomiting, fever, haemorrhage, headache 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.

Headache is a symptom of many diseases. It may occur with common cold, fever, eyestrain or hunger. It may accompany mumps, malaria, measles and many other infections. But if severe headache persists you should consult a doctor. Frequent and persistent headache may sometimes be a symptom of brain tumour.

Fever is the rise of the body temperature above normal. The symptoms of high temperature are headache, aches all over the body, red face, hot dry skin, loss of appetite, quick pulse and breathing. Fever is also a symptom of many diseases such as: typhoid, tonsillitis, chickenpox and many others.

SORĞU SUALLARI

1. Which symptoms are objective?
2. Headache is a symptom of many diseases isn't it?
3. Does it accompany measles and malaria?
4. What is the symptom of brain tumor?
5. What are the symptoms of high temperature?
6. What can you say about other symptoms?

ACTIVE VOCABULARY

cough [kɔf] öskürək

vomiting [vɒmɪtɪŋ] qusma

to occur [əˈkə:] baş vermək

common [ˈkɒmən] 1) umumi; 2) adi

eyestrain [streɪn] *gözün yorulması*
 hunger [hʌŋgə] *acılıq*
 to accompany [əˈkɒmpəni] *müşayiət etmək*
 mumps [ˈmʌmps] *parotit, qulaqdibi xəstəliyi*
 malaria [məˈleəriə] *malyariya*
 measles [ˌmi:zlz] *qızılca xəstəliyi*
 brain tumour [ˈbreɪnˈtju:mə] *beyin şişi*
 typhoid [ˈtaɪfɔɪd] *qarın yatalağı*
 tonsillitis [tˈɒnsɪlɪtɪ] *tonsillit, badamların iltihabı*
 chickenpox [ˈtʃɪkɪnpɒks] *su çiçəyi*

A DIALOGUE

Vafa: You look rather pale, Esmira. Are you ill?
 Esmira: I hope not. But as a matter of fact, I have a headache.
 Vafa: Did you take your temperature?
 Esmira: I did and I found out that I had a slight temperature.
 Vafa: Let me have a look at your tongue and feel your pulse. Show me your tongue. It is coated, and your pulse is rapid and irregular. Besides you have a sore throat.
 Esmira: I see, that's why I am feeling unwell.
 Vafa: I think you have caught a bad flu (influenza). You'd better see a doctor.

A DIALOGUE

Aynur: I hear you've been ill.
 Kenan: Well, I had the flu for a couple of weeks, but

I'm fine now.

Aynur: You're looking well. By the way, did you hear about Mrs. Wilson?

Kenan: No, what about her?

Aynur: She has such a bad case of the flu that they had to take her to the hospital.

Kenan: Oh, I'm sorry to hear that.

EXERCISE 1

Müvafiq sözləri şəxs əvəzlilikləri ilə əvəz edin.

1. Arzu is a good nurse.
2. Araz and Arif are twins.
3. Dr. Gasanov works in a hospital.
4. Orhan is a doctor.
5. Polad and Famil are my sons.
6. My friend and I are students of the medical college.

EXERCISE 2

Nöqtələrin yerinə yiyəlik əvəzliliklərindən uyğun gələnini əlavə edib, yazın.

1. This is a ward doctor, and these are ... patients.
2. İlham is ... daughter, I like ... very much.
3. Narmina is ... best ward nurse.
4. What is ... name?
5. I have a dog, ... name is Ren.
6. The child is ill ... temperature is high.

EXERCISE 3

Mötərizədə verilmiş əvəzlilikləri tərcümə edin.

1. We know (onları), (onların) children.
2. She teaches (bizə) Biology.

3. (Bizim) Institute is in Michurin street.
4. I see a car. I see (onu) well. (Onun) rəngi qaradır.
5. He meets (məni) every day.

TESTS

1. Simptomlar əsasında xəstəliyi təyin edin.

The symptom of ... a patient has sore throat, fever headache, he often vomits. His face is flushed, the skin is hot and dry. The rash appears on the second day.

- a) measles
- b) pneumonia
- c) scarlet fever
- d) rickets
- e) influenza
- f) tonsillitis

2. Yüksək hərarət:

- a) headache
- b) general pains
- c) high temperature

3. İnfeksiyanın yayılmasının qarşısını almaq:

- a) take care of hygiene
- b) to prevent the spread of infection
- c) the first symptoms

Laughter is the Best Medicine.

A champion was told that he had a high temperature. "How high is it, Doctor?" he asked. "A hundred and one" said the doctor. "And what is the world record" asked the champion.

The doctor smiled as he entered the room. "You look much better to day."

"Yes, I follow the instructions on your medicine bottle."

"What were they?"

"Keep the bottle tightly corked."

LEKSIK-FRAZEOLOJİ MİNİMUM NÜMUNƏLƏRİ

anorexia / loss of appetite - *anoreksiya*

hyperphagia - *iştahanın artması*

polydipsia - *susuzluq hissinin artması*

nausea - *ürəkbulanma*

queasiness - *halsızlıq*

malaise - *diskomfort, rahatsızlıq*

tiredness / fatigue - *yorgunluq*

lassitude - *apatiya*

diminished stamina - *müqavimətin azalması*

languor - *süslük*

fever - *qızdırma*

rigor - *üşütmə*

hot flush - *qan axını*

intolerance for heat or cold - *isti və ya soyuğa
dözümsüzlük*

excessive (night) sweating - *güclü (gecə) tər ifrazı*

pruritus / severe itching of the skin - *güclü dəri
göynəməsi*

dry cough - *quru öskürək*

cough productive of sputum - *bəlgəmli öskürək*

haemoptysis - *qanhayxırma*

hiccup - *hıçqırma*

shortness of breath - *təngnəfəslik*

wheeze / stridor - *fıtsəsli tənəffüs*

dyspnoea on exertion / exertional dyspnoe - *fiziki iş zamanı tənəffəslik*
 intermittent claudication - *fasiləli axsama*
 dysphagia - *udmanın pozulması*
 odynophagia - *udma zamanı ağrı*
 waterbrash / heartburn / pyrosis - *qıcırma*
 belching / eructation - *gəyirmə*
 haematemesis - *qanlı qusma*
 indigestion - *dispepsiya, həzmin pozulması*
 abdominal distention - *qarının gərilməsi*
 abdominal bloating - *qarının köpməsi*
 constipation - *qəbizlik*
 diarrhea - *ishal*
 flatulence - *meteorizm*
 rectal bleeding - *düz bağırsaqdan qanaxma*
 malaena - *nəcisdə qan*
 faecal incontinence - *nəcisi saxlaya bilməmək*
 microscopic haematuria - *mikrohematuriya*
 increased urinary frequency - *sidik ifrazının tezləşməsi*
 strangury - *ağrılı sidik ifrazı*
 scalding - *sidik ifrazı zamanı göynəmə*
 polyuria - *poliuriya*
 nocturia - *gecə poliuriyası*
 urinary incontinence - *sidiyi saxlaya bilməmək*
 uretal discharge - *sidik kanalından ifrazat*
 dysfunctional uretine bleeding - *disfunksional uşaqlıq qanaxmaları*
 infertility - *sonsuzluq*
 headache - *baş ağrısı*
 lightheadedness / gliddiness / vertigo - *baş gicəllənmə*
 blackout - *gözdə qaralma*
 parasthesia / tingling - *paresteziya*
 visual impairment - *görmənin pozulması*
 visual failure - *görmənin itməsi*

stiffness - *oynaqlarda hərəkət məhdudluğu*
limp - *axsama*
immobility - *hərəkətsizlik*
deafness - *karlıq*
tinnitus - *qulaqlarda küy*
epistaxis - *burun qanaxması*
nasal stuffiness - *burun tutulması*
lacrimation - *göz yaşı axması*
sore throat - *laringit, angina*

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

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2. С.А.Тылкина, Н.Е.Темчина «Пособие по английскому языку для медицинских училищ» Москва-2000, page 56.
3. А.М.Маслова, З.И.Винештейн, Л.С.Плебейская “Essential English for Medical Students.” Москва-1983, page 163.

MÖVZU 8

HOSPITAL AND OTHER MEDICAL SERVICES. DEPARTMENTS AND MEDICAL STAFF OF THE HOSPITAL. GRAMMATICAL PRACTICE: The Adjective.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni sözlərin və ifadələrin mənimsədilməsi	10 dəq.
2.	Poliklinikaların işi haqqında məlumat	14 dəq.
3.	Xəstəlik vərəqəsi haqda məlumat	10 dəq.
4.	Xəstəxanaların işi haqqında məlumat	14 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Lüğətdən istifadə etməklə uyğun mövzulardan mətnlərinin tərcüməsini.

Text: POLYCLINICS

If a person falls ill he will ring up his local polyclinic and call in a doctor. When his condition isn't very poor and he has no high temperature he will go to the local polyclinic and a physician will

examine him there.

Many specialists including therapists, neurologists, surgeons and others work at the polyclinic. During the medical examination a physician usually asks the patient what he complains of and according to the complaints carries on the medical examination. The physician listens to the patient's heart and lungs and measures his blood pressure and if necessary asks the patient to take the temperature. The laboratory findings which include blood analysis, the analysis of urine and other tests help the physician to make a correct diagnosis and administer a proper treatment.

In addition to their consulting hours at the polyclinic local physicians go out to the calls to examine those patients who are seriously ill and whose condition is bad. Such sick persons receive a sick leave. They usually follow a bed regimen.

Any physician of the polyclinic knows his patients very well because he treats only a definite number of patients. At the local polyclinic every patient has a personal patient's card which is filled in by the physician. Everything about the patient – the diagnosis of the disease, the administrations made by the doctor, the course of the disease, the changes in the patients condition after the treatment are written down in the card.

Text: **WORK OF AN IN – PATIENT DEPARTMENT**

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. 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 nurses on duty do their works.

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 analysis of blood, urine and gastric juice are made. All the doctors always treat the patients with great attention and care.

ACTIVE VOCABULARY

institution [ˈɪnstɪˈtjuːʃn] *müəssisə, təşkilat*

call [kɪːl] *çağırış*

complaint [kəmˈpleɪnt] *şikayət*

administer (v) [ədˈmɪnɪstə] *vermək (dərman)*

reception (n) [rɪˈsepʃn] 1) *qəbul*, 2) *alma*

sick (a, n) [sɪk] *xəstə*

sick leave [liːv] *xəstəlik vərəqi*

to be on a sick leave - *xəstəliyə görə*
məzuniyyətdə olmaq

chart [tʃɑːt] *qrafik*

department [dɪˈpɑːtmənt] *şöbə, fakultə, kafedra*

out patient department - *ambulator şöbə*

apply (v) [ə`plai] 1) *aid olmaq*; 2) *tətbiq etmək*;

3) *müraciət etmək*

dose [dous] *doza*

round [raund] *dolanma, dövr etmə*

relieve [rɪ`li:v] *yüngülləşdirmək*

recovery [ri`kʌvəri] *saġalma*

SORĠU SUALLARI

1. What will the person do if he falls ill?
2. What does a physician usually ask a patient at the polyclinic?
3. What is "patient's card"?
4. Who fills in the patient's card?
5. What does the nurse on duty do when patients are hospitalized?
6. When do the physicians begin the daily rounds of the wards?
7. What do the doctors do after the medical examination?

A DIALOGUE

Patient: Good moning,
Doctor.

Dentist: Good moning.
What is the mat-
ter with you?

Patient: I have a bad
toothache.

Dentist: Open your
mouth, please.

*The dentist took a probe
and a dental mirror and
examined the patient's teeth.*

Dentist: Have you any
pain in this
tooth?

Patient: Yes, I have.

Dentist: It is a decayed tooth and I must fill it. I'll
use a dental drilling machine. But it is not
painful. To day I shall put only a temporary
filling. But, does this tooth hurt you?

Patient: Yes, it does.

Dentist: Your tooth is working loose and the root of
the tooth is damaged. I must extract it so to
day I shall extract this tooth and in two days
I'll put a filling in that one.

Patient: Oh, doctor. I am afraid.

Dentist: Don't be afraid. I'll give you an injection.
You will not feel any pain. In ten minutes I'll
take the dental forceps and everything really
will be all right.

Patient: Thank you, doctor. I am sure now that every-
thing really will be all right.



EXERCISE 1

Sifətlərin dərəcələrini yazın:

- a) tall, clever, large, hot, old, easy
- b) difficult, interesting, delicate, famous, expensive
- c) good, bad, much, little.

EXERCISE 2

İngilis dilinə tərcümə edin:

- 1. O bizim ən yaxşı tələbəmizdir.
- 2. Bu bizim şəhərdə ən hündür binadır.
- 3. Avropada ən uzun çay hansıdır ?
- 4. Anar qardaşından böyükdür.
- 5. S. Vurğun mənim ən çox sevdiyim şairdir.

EXERCISE 3

Nöqtələrin yerinə müvafiq sözlərini əlavə edin.

- 1. The nurse filled ... the patient's card when she took my temperature.
- 2. We have called ... a physician as my sister's condition became considerably worse.
- 3. The significance of oxygen for the development of aerobic microorganisms has been found ... by the microbiologists.
- 4. The prominent Russian physiologist Pavlov carried ... many experiments to determine the nature of conditioned reflexes.

TESTS

Sifətin düzgün dərəcəsini seçin.

1. I have made a ... mistake, ... mistake in my life today.
 - a) good – the worst
 - b) bad – the best
 - c) bad – worst
 - d) bad – worse
 - e) bad – the worst.
2. Pete is ... boy in our class.
 - a) lazier
 - b) laziest
 - c) the laziest
 - d) lazy
3. The ... proverb which I know is ... late than never.
 - a) good, better
 - b) better, best
 - c) best, better
 - d) good, good
 - e) best, good
4. Linda is ... girl in the class
 - a) the most beautiful
 - b) beautiful
 - c) interesting
 - d) much interesting
 - e) very interesting
5. Little Tom was ... of all the children in his class.
 - a) as active
 - b) more active
 - c) most active
 - d) the most active
 - e) not so active

LEKSIK-FRAZEOLoji MİNİMUM NÜMUNƏLƏRİ

- city / municipal hospital - *şəhər xəstəxanası*
infections diseases hospital - *yoluxucu xəstəliklər*
general hospital - *somatik xəstəxana*
multi – field / multi – type hospital - *çox istiqamətli
xəstəxana*
military hospital - *hərbi xəstəxana*
dispensary - *dispanser*
children's out patient department - *uşaq xəstəxanası*
adult polyclinic - *böyüklər üçün poliklinika*
feldsher – obstetric station - *feldşer mama məntəqəsi*
subnormality hospital - *əqli cəhətdən geri qalanlar
üçün xəstəxana*
geriatric home - *qocalar evi*
first - aid station - *təcili yardım stansiyası*
prenatal dispensary - *qadın məsləhətxanası*
maternity home - *doğum evi*
to direct/refer smb. to a hospital - *xəstəxanaya
göndərmək*
to admit /to place/ to take
smb. to a hospital - *xəstəxanaya qoymaq*
to be / to stay in hospital - *xəstəxanada yatmaq*
to enter a hospital /to be admitted to a hospital/
to be hospitalijed - *xəstəxanaya daxil olmaq*
to discharged smb. from a hospital - *xəstəxanadan
evə yazılmaq*
planned hospitalization - *planlı hospitalizasiya*
admission for active and dynamic
observation - *aktiv müşahidə hospitalizasiyası*
admission for making a diagnosis - *diaqnoz qoymaq
üçün qospitalizasiya*
medical personnel (of a hospital) - *tibbi personal
(xəstəxananın)*

junior (head, paramedical) personnel - *kiçik (rəhbər, orta) tibbi personal*
 medical (nursing) staff - *həkimlər (tibb bacıları) ştatı*
 doctor / physician/medical doctor (md) - *həkim*
 doctor on duty/duty doctor/
 physician on call - *növbətçi həkim*
 attending medical doctor/doctor
 in charge - *mualicə həkimi, palata həkimi*
 morbid anatomist - *patoloqoanatom*
 therapist/therapist - *terapevt*
 surgeon - *cərrah*
 obstetrician-gynecologist - *akuşer-ginekoloq*
 traumatologist - *travmatoloq*
 psychiatrist, alienist - *psixiatr*
 expert in resuscitation - *reanimatoloq*
 senior nurse (feldsher) - *böyük tibb bacısı (feldşer)*
 charge/ward nurse - *palata tibb bacısı*
 community /district/ visiting nurse - *sahə patronaj tibb bacısı*
 dressing-room nurse - *sarğı tibb bacısı*
 general duty nurse - *ümumi profilli tibb bacısı*
 geriatric nurse - *qocalara qulluq üzrə tibb bacısı*
 scrub /threater/ instrumental nurse - *cərrahiyyə tibb bacısı*
 nurse-dietition - *dieta tibb bacısı*
 masseur - *massajist*
 laboratory assistant - *laborant*
 multidisciplinary team (mdq) - *çox profilli mütəxəssislər briqadası*
 social worker - *sosial işçi*
 hospital department/unit - *xəstəxananın şöbələri*
 decentralized (centralized) admitting
 office - *desentralizə (sentralizə) olunmuş qəbul şöbəsi*
 box receptacle / isolation ward - *boks*

entrance hall for waiting - *gözləmə üçün vestibül*
ward for diagnostics - *diagnostik palata*
dressing room - *sarğı otağı*
X-ray room - *rentgen otağı*
sanitary inspection room - *sanitar təmizlik otağı*

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

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MÖVZU 9

CASE REPORT. GENERAL EXAMINATION OF A PATIENT. GRAMMATICAL PRACTICE: The Adverb.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni sözlərin və ifadələrin mənimsədilməsi	10 dəq.
2.	Xəstəni ümumi müayinə metodları haqqında	13 dəq.
3.	Normal qan təzyiqi haqqında mə'lumat.	14 dəq.
4.	Xəstəlik tarixi haqqında anlayış	8 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Xarici dildə elementar ünsiyyət yaratmağı.

Text: A VISIT OF A DOCTOR

One day my mother fell ill. My father looked at her and said, "You don't look well. What is the matter with you?"

"I have a bad headache and a running nose."

"Let's take your temperature. Oh, your temperature is very high. I must call in a doctor."

In some hours the doctor came. He asked my mother: "What is the matter with you?" "I don't feel well. I have a running nose, a cough, a bad headache and sore throat.

"Well, I must examine you. First I shall feel your pulse. It is fast. Give me your arm. I want to check your BP. Please be quiet or your blood pressure will go up. It's 140 over 80. That is normal BP for you. I'll listen to your heart and lungs. Strip to the waist. Breathe, please. Now make a deep breath and stop breathing for a moment. All right. Go on breathing please. Please open your mouth and say "ah". Show me your tongue. I see, you have a flu. You must stay in bed for some days. I'll prescribe you some medicine. Take it regularly. Here is a sick-list for you. Come to me in three days if you feel better. Good - bye.

Case Report.

Patient's characteristics:

Age 22, Height 1,7m, Sex M, Weigh 70 kq

Main symptoms:

- pain in the right lower quadrant (sporadic and colicky in nature);
- began in epigastrium 2 days ago;
- moved to perium bilical region and right lower quadrant.

Other symptoms:

Fever, vomits(3), anorexia, constipation for two days (no bowel movement) No diarrtidea.

Past History: none

Family History: none

Toxic habits: none

Medications: none

Physical finding

- patient well oriented as to time, place and person;
- well nourished;
- extreme tenderness to palpation mainly over Mc' Burney's point;
- guarding, muscle rigidity, rebound tenderness;
- difference : axillary – rectal temperature;
- bowel sounds: absent.

Diagnostic procedures:

Urinalysis (-) CBC: WBC ↑

Sed rate ↑

Hg and ht: normal

Differential diagnosis:

Acute pancreatitis, acute cholecystitis, myocardial infarction, gastroduodenal ulcer, perforation of an ulcer.

ACTIVE VOCABULARY

To have a running nose - to have a cold in
the head

To strip to the waist - *qurşağa qədər soyunmaq*

Flu - *qrip*

To stay - *qalmaq*

Sick - list [*`sɪklɪst*] *xəstəlik vərəqəsi*

To catch a cold - *soyuqlamaq*

To shiver [*`ʃɪvə*] *titrəmək, üsümək*

To gargle [*`gɑ:gl*] *qarqara etmək*

SORĜU SUALLARI

1. What happened one day?
2. Who called the doctor?
3. What did the doctor do?
4. What are the symptoms of flu?
5. What is "case report"?

A DIALOGUE

Taking a Past History and Family History

Doctor: Have you ever been sick before?

Patient: Yes, I had pneumonia.

Doctor: Have you ever had scarlet fever, measles, whooping, cough, chicken – pox ?

Patient: Yes, I had all the childhood diseases.

Doctor: And what about adult illnesses, have you ever had jaundice, heart or kidney trouble?

Patient: No, I have only had the ones just told you.

Doctor: Have you ever had any operations?

Patient: Yes I've have my appendix out.

Doctor: Did you ever break any bones?

Patient: I broke my leg in childhood

Doctor: Are your parents alive?

Patient: Yes they are quite well.

Doctor: Do you have brothers and sisters? Are they in good health?

Patient: I have a sister and a brother. My brother is in good health and sister has diabets.

Doctor: Are you married? Do you have any children?

Patient: Oh, yes. I'm married. I have a son and a daughter and they seem to be all right.

EXERCISE 1

Verilmiş söz və ifadələrdən hekayə düzəldin.
to stay, to catch a cold, flu, to shiver, to fall ill, to
breathe, cough, a headache.

EXERCISE 2

- Nöqtələrin yerinə müvafiq sözlərini əlavə edin.
1. Our College is ... the centre of the city.
 2. Their flat is ... the second floor.
 3. The Sun is very hot, it's nice to sit ... the tree.
 4. There are some plates ... the table.
 5. Our TV-set is ... the corner of the room.
 6. We'll meet you ... the station.

TESTS

Düzgün cavabı seçin.

1. Pari can study ... if he spends much ... time on his English.
 - a) best, less
 - b) well, most
 - c) well, many
 - d) better, more
 - e) good, more
2. I can't find my dictionary ...
 - a) somewhere
 - b) nowhere
 - c) anywhere
 - d) everywhere
 - e) somehow

3. That express train goes ... of all
- a) most fast
 - b) mora fast
 - c) fastest
 - d) the fastest
 - e) faster
4. I walked as ... as the river and it was not necessary to walk any ... than that
- a) far, farther
 - b) long, longer
 - c) well, better
 - d) much, more
- Zərfin müqayisə dərəcəsini seçin.
5. The wind was blowing ... than before and the waves were ... and ... than they had been.
- a) stronglier – higher – more terrible
 - b) more strongly – higher – more terrible
 - c) strongly – higher – terrible
 - d) more strongly – more high – more terrible
 - e) more strongly – higher – much terrible

Laughter is the Best Medicine

Mother: Oh, Vugar! I forgot to shake the bottle before
I gave you this medicine.

Little boy: Don't worry. I'll jump up several times.

Doctor: "You cough more easily this morning."

Patient: Yes, doctor. I practised the whole night.

LEKSIK-FRAZEOLOJİ MİNİMUM NÜMUNƏLƏRİ

- case report /patient's history/
 case record / medical history - *xəstəlik tarixi*
 medical card, in-patient card - *stasionar xəstənin kartası*
 history taking - *anamnezin toplanması*
 family history(fh) hereditary history - *ailə, irsi anamnez*
 social history(sh) - *sosial anamnez*
 allergological history - *allergoloji anamnez*
 history of present illness - *xəstəlik anamnezi*
 life history / past history (ph) - *həyat anamnezi*
 a patient's personal details - *xəstənin fərdi xarakteris-
tikası*
 identification data - *pasport mə'lumatları*
 identification number - *nömrə(ambulator kartının
xəstəlik tarixi)*
 home address - *ev ünvanı*
 date of birth - *doğulma tarixi*
 next of kin - *yaxın qohumları*
 disability - *əlillik*
 sex (female, male) - *cinsi (qadın, kişi)*
 occupation - *pəşə*
 marital status (married, single, divorced, widow, widower)
 - *ailə vəziyyəti(evli, ərdə, subay, boşanmış, dul)*
 home circumstances - *ailə şəraiti*
 religion: beliefs and practices - *din, inam və dini
istiğamət*
 ethnic origin - *etnik qrup*
 belongings (valuable) - *xəstənin əşyaları*
 special needs - *xüsusi qeydlər*
 to listen to/ sound / examine with a phonendoscope
 (stethoscope) - *fonendoskopla qulaq asmaq*
 to listen to intestinal tones - *bağırsaq küylərinə
qulaq asmaq*

to listen to pleural (pericardial) murmur/ rub - *plevranın sürtünmə küyünə qulaq asmaq*
 superficial sliding palpation - *səthi sürüşən palpasiya*
 borders of absolute (relative) - *nisbi (mütləq) kütlük sərhədləri*
 dullness; area of dullness - *kütləşmə sahəsi*
 percussion sound - *perkutor səs*
 wooden / bandbox sound - *qutu səsi*
 muffled/ blunted sound - *karlaşmış (kütləşmiş səs)*
 clear/ pulmonary sound - *aydın/ ağciyər səsi*
 systems review - *sistemlər üzrə müayinə*
 visible mucous membranes - *görünən selikli qişalar*
 skin integument - *dəri örtüyü*
 osteal - *articular system*
 locomotor system - *sümük-oynaq sistemi; dayaq hərəkət aparatı*
 lymphatic system - *limfa sistemi*
 muscular system - *əzələ sistemi*
 uro genital system - *sidik cinsiyyət sistemi*
 nervous system - *sinir sistemi*
 subcutaneous fat - *dərialtı piy qatı*
 cardiovascular system - *ürək damar sistemi*
 respiratory system - *tənəffüs sistemi*
 digestive/ alimentary system - *həzm orqanlar sistemi*

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. Л.Г.Козырева, Т.В.Шадская «Английский язык для медицинских колледжей и училищ» Ростов-на-Дону 2002, page 51.
2. С.А.Тылкина, Н.А.Темчина «Пособие по английскому языку для медицинских училищ.» Москва 2000, page 58.

MÖVZU 10

INTENSIVE THERAPY. RESUSCITATION. COMPLICATIONS IN ANAESTHESIA. GRAMMATICAL PRACTICE: The Numeral

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni sözlərin və ifadələrin mənimsədilməsi	10 dəq.
2.	Anesteziya haqqında mə'lumat	12 dəq.
3.	Bayılma haqqında mə'lumat	10 dəq.
4.	Şok haqqında mə'lumat	8 dəq.
5.	Zəhərlənmə haqqında mə'lumat	7 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Xarici həmkarları və pasientləri ilə peşə ünsiyyətində olması.

Text: IN THE OPERATING ROOM

I saw some operations during my practice in the operating room. Yesterday an ambulance brought a man to our hospital. The patient felt a severe abdominal pain. The doctor diagnosed appendicitis. The patient was prepared for the operation and put on the operating table. The doctor washed his arms and hands, dried

them on a sterile towel, put on the gown and gloves. The assistant gave the patient anaesthesia. The nurse gave the surgeon a scalpel and began the operation. It lasted for about an hour and was successful.

FAINING

The cause of fainting may be different : strong emotion, want of food, fatigue or pain.

In fainting person loses consciousness. Blood doesn't get to the brain. The face of a person before fainting gets very pale and sweat appears on his forehead. He feels dizzy and weak. His breathing is shallow. His pulse is weak and slow.

If you help a person who lost his consciousness:

1. Lay the person flat on his back.
2. Raise his feet a little.
3. Loose his dress.
4. Cover him warmly and open the window.
5. Sprinkle cold water on his face.
6. Give the person to breathe in ammonia water.

SHOCK

Shock is very dangerous. Loss of blood can cause shock.

Severe pain or strong emotion can cause shock too. The face of a person in shock is usually pale and the skin is cold. Breathing is rapid and shallow. The pulse is rapid.

If you help a person who is in shock:

1. Lay him flat on his back.

2. Raise his feet little.
3. Cover him with blankets to keep him warm.
4. Give him a warm drink.
5. Keep him quiet.

POISONING

The first aid for poisoning is to empty the stomach. Do it as soon as possible. Give much water to drink 4-8 glasses.

Some poisons cause shock, others - asphyxia. In every case the patient needs prompt medical care.

ACTIVE VOCABULARY

ambulance [ˈæmbjuləns] *tə'cili yardım maşını*

abdominal [əbˈdɒmɪnl] *qarın*

appendicitis [əˌpendɪˈsaɪtɪs] *appendisit,*
kör bağırsagın iltihabı

gown [gaun] *xalat*

glove [glʌv] *əlcək*

anaesthesia [æˈnɪsˈθiːzjə] *anesteziya, ağrısızlaşdırma, keyitmə*

scalpel [ˈskælpəl] *cərrah bıçağı, neştər*

to last [lɑːst] *davam etmək*

successful [səkˈsesfʊl] *uğurlu*

to overcome [ˌouˌvəkʌm] *üstün gəlmək, dəf etmək*

to look for - *axtarmaq*

unpleasant [ʌnˈpleznt] *xoşagəlməz, pis*

smell [smel] *iy, qoxu*
 to breathe in [ˈbriːɪn] *nəfəs almaq*
 discovery [dɪsˈklʌvəri] *kəşf*
 to hurt [hə:t] *incitmək; zərər vurmaq*
 emotion [ɪˈmoʊʃən] *emosiya, ruhi iztirab*
 fainting [ˈfeɪntɪŋ] *bayılma*
 want of food [fu:d] *aclıq*
 fatigue [fəˈtɪɡ] *yorğunluq*
 sweat (n) [swet] *tər, tərləmə*
 to feel dizzy - başgicəllənməsi *hiss etmək*
 flat (a, n) [flæt] 1) *yastı, düz, hamar*; 2) *mənzil*
 to sprinkle [ˈsprɪŋkl] *çiləmək, səpmək*
 poisoning [ˈpɔɪznɪŋ] *zəhərlənmə*
 poison [ˈpɔɪzn] *zəhər*
 asphyxia [æsˈfɪksɪə] *asfiksiya, boğulma*

SORĞU SUALLARI

1. When did an ambulance bring a man to hospital?
2. What did the patient feel?
3. What did the doctor do?
4. Did the assistant give the patient anaesthesia?
5. What is "shock"?
6. What is "fainting"?
7. What is "poisoning"?

Read and translate:

RAPID SCIENTIFIC ADVANCES.

Great discoveries were made in the nineteenth century. One of them was the discovery of cocaine, which was very effective as a local anaesthetic. Surgeons could inject cocaine into a certain part of the body and deaden the pain in that part during the operation.

When the problem of pain was solved, surgeons could carry out long and complicated operations. A very important discovery was made by French Chemist, physicist and bacteriologist Louis Pasteur. We know him as the originator of the "germ theory" of disease. He discovered fermentation and developed the process of pasteurization. Louis Pasteur produced the theory that disease and infection were caused by germs and he proved that they were spread through the air. He found that germs could be killed in the liquids by heat and the term "pasteurization" was given to the process.

Interesting Facts

The Man Who Discovered Chloroform

Many years ago nobody knew about chloroform. And when the doctor operated on a patient, the patient suffered great pain. A young doctor in Edinburgh could not see how patients suffered during operations and tried to find some medicine to help the patient overcome the pain. The doctor's name was James Simpson.

Once he came home from the hospital with two other doctors. When he was looking for some papers on his desk he saw a little bottle. He remembered that one of his friends had sent him the bottle with chloroform. At

that time people knew very little about chloroform. James Simpson opened the bottle. Chloroform had a strong but not an unpleasant smell. He decided to breathe chloroform in and see the results. The two doctors who were in the room decided to do the same. And so they did. As they breathed in the chloroform they became sleepy and soon fell into a deep sleep.

After the experiment D.Simpson began to use chloroform during his operations. It was a very important discovery. The doctors could operate on people without hurting them and it was easier for the surgeon to operate because the patient was calm and didn't move during the operation.

EXERCISE 1

Sözbirləşmələrini tərcümə edin:

Çox təhlükəlidir; qan itirmə; şoka səbəb olmaq; isti içki; ayaqları qaldırmaq; yorğanla örtmək.

EXERCISE 2

Nöqtələrin yerinə mənanə uyğun olaraq aşağıdakı sözləri əlavə edib, cümlələri Azərbaycan dilinə tərcümə edin.

Pale, rapid, to keep warm, flat, back

1. When a person is in shock his face ...
2. The pulse and breathing of a person in shock are ...
3. If you help a person in shock lay him ... on his ...
4. It is important ... a person in shocks.

EXERCISE 3

Miqdar saylarını sözlərlə yazın:
5, 8, 19, 20, 13, 4, 7, 85, 96.

EXERCISE 4

Verilmiş miqdar və sıra saylarını numunəyə
əsasən yazın:

2 – two – the second

5 – five – the fifth

1, 3, 8, 4, 11, 16, 21.

TESTS

Düzgün cavabı seçin

1. The Olympic Games took place ... years ago.
a) two b) second c) fourth
2. The games took place every ... years.
a) four b) fourth
3. She knows ... languages.
a) first b) second c) three

Laughter is the Best Medicine.

“Mummy, I have a stomach – ache” said Naila, a little girl of six. “That’s because you had no lunch. Your stomach is empty. You would feel better if you had something in it.”

That afternoon a friend came to see Naila’s mother. While they talked the friend said that he had a bad headache the whole day.

"That's because it is empty" said Naila.

"You would feel better if you had something in it."

LEKSIK-FRAZEOLOJİ MİNİMUM NÜMUNƏLƏRİ

artificial ventilation of the lungs - *ağciyərin süni ventilyasiyası*

artificial pulmonary ventilation by mouth

to mouth (by mouth to nose) - *ağciyərlərin ağızdan-agıza (burundan ağıza) süni ventilyasiyası*

to aerate the lungs - *ağciyərləri ventilyasiya etmək*

external / indirect (open / direct)

cardiac massage - *ürəyin birbaşa və bilavasitə massajı*

to straddle the electrodes

across the heart - *elektrodları ürək nahiyyəsinə qoymaq*

to ascertain the cause of

the bleeding - *qanaxmanın səbəbini aydınlaşdırmaq*

different methods of temporary hemostasis - *qanaxmanın müvəqqəti dayandırılmasının müxtəlif üsulları*

applying arresting blood tourniquet (rubber band

tourniquet, esmarch's tourniquet) - *qansaxlayıcı jqutun qoyulması (rezin jqut, esmarx jqutu)*

tamponade of a wound - *yaranın tamponadası*

applying pressure bandage - *sıx sarğının qoyulması*

to anaesthetise the patient - *xəstəyə narkoz vermək*

apparatus for artificial ventilation of the

lungs - *ağciyərlərin süni ventilyasiyası üçün aparat*

oxygen (nitrous oxide, cyclopropane)

cylinder - *oksigen (azot oksidi, siklopropan) balonu*

air-way - *havaaparıcı*

ambou breathing bag - *ambu kisəsi*

gastric tube (g t) - *mədə zondı*

teeth spreader - *dişin yonulması*

direct (indirect) laryngoscope - *düz (əyilmiş) laringoskop*
intubation tube guide, stylet - *intubasion boru üçün*
keçirici mandren

mask for narcosis - *narkoz üçün maska*

electro – suction machine - *elektrosorucu*

mouth dilator - *ağızgenəldici*

tracheostomy tube - *traxiostomik boru*

tongue – holding forceps , tongue depressor - *dil tutan*

to induce an anaesthetic - *anestetik yeritmək*

to intubate (extubate) the patient - *xəstəyə intubasiya*
(ekstubasiya) etmək

complications in anesthesia - *narkozun ağırlaşması*

aspiration of stomach contents - *mədə möhtəviyyatının*
aspirasiyası

asphyxia , suffocation , choking - *asfiksiya, boğulma*

bronchospasm - *bronxospazm*

hypoventilation - *hipoventilyasiya*

tongue retraction / falling back - *dilin qatlanması*

oxygen insufficiency hypoxia - *oksigen çatmamazlığı,*
hipoksiya

laryngospasm - *laringospazm*

cardiac rhythm disturbance, cardiac

arrhythmia - *ürək yığılmaları ritminin pozulması, aritmiya*

temporary arrest of respiration - *tənəffüsün müvəqqəti*
dayanması

primary/essential arterial hypotension - *birincili*
hipotenziya

increase of carbon dioxide content in the blood
(tissue), hypercapnia - *qanda karbon qazı səviyyəsinin*
artması, hiperkapniya

respiratory depression - *tənəffüsün pozulması*

regurgitation - *requrqitasiya*

haemorrhagic (hypoxemic) collapse - *hemorrargik*
(hipoksik) kollaps

fainting , syncope - *bayılma*

poisoning - *zəhərlənmə*
to combat shock - *şokla mübarizə*
to resuscitate the critically injured patient - *ağır*
xəstənin reanimasiyası

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. Л.Г.Козырева, Т.В.Шадская «Английский язык для медицинских колледжей и училищ» Ростов-на-Дону 2002, page 109.
2. С.А.Тылкина, Н.А.Темчина «Пособие по английскому языку для медицинских училищ» Москва 2000, pages 38, 73-74.

MÖVZU 11

THE HISTORY OF NURSING.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni sözlərin və ifadələrin mənimsədilməsi	15 dəq.
2.	Xəstəyə qulluqun tarixi haqqında	14 dəq.
3.	Xəstəyə qulluqun tarixi haqqında	13 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Xarici həmkarları və pasientləri ilə peşə ünsiyyətində olmağı.

Text: MARIA KUTUZOVA

It was in 1942. German tanks broke into Novocherkassk. Many seriously wounded men remained in a hospital. There was no time to evacuate them and the hospital surgeon Kutuzov and his wife doctor Maria Kutuzova remained with the wounded. When the hospital had been destroyed by a bomb Dr. Maria organised a first aid station in a basement of one of the houses. The nurses together with the doctors

brought all the wounded into the basement. After that the nurses ran home and brought clothes of their husbands and brothers instead of military uniforms of the wounded. Surgeon Kutuzov promised to take care of all Party documents and decorations.

"Don't forget that you are not Red Army men now, but civilians who have been wounded by a bombardment", Dr. Kutuzova told the patients.

The Germans came to the hospital the next day. "This isn't a military hospital", Dr. Kutuzova told the officer calmly. "This is a hospital for the workers who had been wounded at work during bombardments." The officer looked everywhere but found nothing. He ordered to show him the registry book. Dr. Kutuzova gave him the registry book calmly. The old registry book with all the military ranks of the wounded she had hidden in a safe place. In the new registry book all the military men were registered as civilian workers. So the Nazis who looked for military men everywhere did not find any and left the hospital. This was the first victory in the fight for the lives of the wounded Red Army men.

The Kutuzova and the nurses were always in danger but nothing stopped them and though the Nazis often came to the hospital and looked for military men they never found any.

SORĜU SUALLARI

1. When did German tanks break into Novocherkassk?
2. What did the hospital surgeon Kutuzov and his

- wife doctor Maria Kutuzova do?
3. What did Dr. Maria organize, when the hospital had been destroyed by a bomb?
 4. Where did the doctors and the nurses bring all the wounded?
 5. Where were the military uniforms and decorations hidden?
 6. When did the Germans come to the hospital?
 7. What did the German officer order to show?
 8. What did Dr. Kutuzova show him?
 9. Was this the first victory?

Text: **LENA PETROVA**

At the beginning of the war Lena volunteered for army service. She was nineteen years old. She was small but strong and looked like a boy with her hair cut short.

At first she was a nurse. She took part in many hot battles and was wounded and twice contused. Lena lost her best girl – friend and it was then that she decided to take up the rifle instead of her nurse's bag.

She swore to fight enemy until her heart could beat her eyes could see and her hand could move.

Lena was a brave girl. She was awarded the order of the Red Star. After the war she became a nurse again.

From the History of Medicine.

The search for health is as old as man's history. In Babylon it was a custom to show the sick in the streets,

so that passer-by could say how to treat the sick from their own experience. It was not allowed to pass the sick man in silence.

A papyrus was found dated from 1600 B.C.(B.C.-bizim eramızdan əvvəl) about surgery and the treatment of wounds. Then another papyrus was found with about 900 prescriptions, some of these prescriptions doctors use to day. People learnt much from Egyptian manuscripts and from embalmed bodies. Examinations of some of these bodies showed many interesting facts. For example people of those times knew such diseases as rheumatoid, arthritis, tuberculosis and appendicitis.

ACTIVE VOCABULARY

to break into [breɪk] *basıb girmək, təpilmək*

basement [beɪsmənt] *zirzəmi*

military [mɪlɪtəri] *hərbi*

civillian [sɪˈvɪljən] *mülki*

bombardment [bɒmbəːdmənt] *bombardman,
bombalama*

to hide [haɪd] *gizlətmək*

safe (a) [seɪf] *təhlükəsiz*

to volunteer [ˌvɒlənˈtɪə] *könüllü qəbul olmaq*

battle [bætl] *döyüş*

rifle [ˈraɪfl] *tüfəng, silah*

to swear [swɛə] 1) *and içmək*; 2) *söyüş söymək*

enemy [ˈenɪmi] *düşmən, rəqib*

EXERCISE 1

Nöqtələrin yerinə müvafiq söz və söz birləşmələrini artırın:

to feel refreshed, to get old, without fail,
a heart disease.

1. Physically inactive people ... earlier than those who exercise.
2. You must do your daily exercises
3. If a person doesn't exercise, he can easily get
4. If you do daily exercises you ...

EXERCISE 2

İngiliscə deyin:

1. Bu damcıları süd ilə qəbul edin.
2. Zəhmət olmasa, resepti verin.
3. Baş ağrısı üçün dərman verin.
4. Şamları quru və qaranlıq yerdə saxlayın.
5. Bu dərmanları acqarına qəbul etməyin.

EXERCISE 3

Dialogu tərcümə edin.

Father: Doctor, when I came home I found my little boy asleep. At first that seemed normal, but when I entered the bathroom I found the bottle of my wife's sedative on the floor. I'm afraid the child took some of it.

Doctor: Do you know what kind of sedative it was?

Father: No, doctor. I only know it was one of the sedatives. Here it is.

Doctor: Well, it is better to do a stomach washing.
Nurse, have everything ready for the stomach washing.

TESTS

Fe'li müvafiq zamanda işlədin.

1. In fainting a person ... consciousness.
a) is loosing
b) loses
2. Red rash ... on his body yesterday.
a) appears
b) appeared
3. As the patient ... of the dentist, the dentist nurse ...
him an injection now.
a) are afraid of, gives
b) is afraid of, is giving
4. The syringe ... by the nurse ten minutes ago.
a) was boiled
b) boiled

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. Л.Г.Козырева, Т.В.Шадская «Английский язык для медицинских колледжей и училищ»
Ростов-на-Дону 2002, page 118.
2. С.А.Тылкина, Н.Е.Темчина «Пособие по английскому языку для медицинских училищ»
Москва-2000, pages 124, 125.

MÖVZU 12

FLORENCE NIGHTINGALE. GRAMMATICAL PRACTICE: The Verb, The Infinitive, The Imperative Mood.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	N.A.Boyko haqqında məlumat	10 dəq.
2.	Florens Naytingeyl haqqında məlumat	10 dəq.
3.	Londonda yaradılan ilk tibb məktəbi haqqında	10 dəq.
4.	Florens Naytingeyl-in iş metodu haqqında	15 dəq.

Tələbə bilməlidir:

- Xarici dildə elementar ünsiyyət yaratmağı;

Tələbə bacarmalıdır:

- Qrammatikadan qazanılmış biliyin şifahi nitqdə tətbiqini.

Text: **FLORENCE NIGHTINGALE – THE FOUNDER OF THE NURSING PROFESSION.**

Nadezhda Andreevna Boyko who had taken part in the Great Patriotic War as a medical nurse and

who had saved many Soviet soldiers during the most severe battles near Novorossiysk, was awarded the Medal of Florence Nightingale by the International Organization of Red Cross.

Do you know who Florence Nightingale was? One hundred years ago the first professional School for nurses was founded at one of the hospitals in London by a young English woman Florence Nightingale. She was born on May 12, 1820, in the Italian city of Florence after which she was named. She was one of the greatest woman in the history of England.

In 1854 Miss Nightingale and 38 other nurses went to the Crimea to help in the care of the sick and wounded British soldiers during the Crimean War. Miss Nightingale never gave an injection, never took blood pressure or made an electrocardiogram, but she did her best establishing a more reasonable and hopeful way of handling all kinds of illness. This way handling has been used up to now. She is the first to establish the nursing profession.

NOTES

- to take part - *iştirak etmək*
- to award - *mükafatlandırmaq*
- to be awarded - *mükafatlandırılmaq*
- to be founded - *əsası qoyulmaq*
- hopeful - *ümidverici*
- to handle - *qulluq etmək*
- prominent - *görkəmli, tanınmış*

SORĜU SUALLARI

1. Who was N.A.Boyko?
2. Why was N.A.Boyko awarded the medal of Florence Nightingale?
3. What International Organization awarded her this medal?
4. Who was Florence Nightingale?
5. When and where was she born?
6. What did Florence Nightingale and her other nurses do during the war in the Crimea?
7. Why has the name of Florence Nightingale become widely known?

FROM THE HISTORY OF MEDICINE. THE CONQUEST OF SMALLPOX.

In the 18th century smallpox was one of the main causes of death. Young and old caught this disease. Children of poor parents died before they were five years old.

Edward Jenner was an English physician. He was born in England in 1749. Jenner studied medicine in London and in 1773 he returned to his native town.

In those days the whole world was afraid of smallpox. Every fifth person in London had the marks of the disease on his face.

Once a milkmaid said to Jenner: I shan't catch smallpox as I have already had cow-pox. Jenner asked the country people about cow-pox and found that many men and women thought about it like that milk maid.

For more than 20 years Jenner studied cow-pox and experimented on animals.

In 1796 a young woman came to Jenner, "What's the matter with you?" Jenner asked her.

"Please, have a look at my hand, doctor", answered the woman. "I have got a sore on it. I think I have caught it from a sick cow".

The doctor examined her hand. He pressed out some of the matter from one of the pock-marks, then he cut the skin on the arm of an 8 year old boy and rubbed some cow-pox matter into his arm.

The name of the boy was James Phipps. That night Jenner slept little. Every day he visited and several days later Jenner inoculated the boy with smallpox matter. Time passed but the boy's health did not suffer.

He never caught smallpox. It was a great conquest. The experiment was successful. The terrible disease was beaten.

Jenner called his new method "vaccination" from the Latin word "vacca" which means "a cow".

Jenner received many awards from all over the world. He built a house for James Phipps and planted roses there.

To his last days the "country doctor" lived simply, vaccinating free of charge anyone who came to him. He died at Berkeley in 1823. There is a monument in London which shows Jenner vaccinating a child.

Nowadays most babies are vaccinated. The lymph is prepared in laboratories. The vaccine is effective for about seven years.

ACTIVE VOCABULARY

conquest	[ˈkɒŋkwɛst]	<i>qələbə</i>
smallpox	[ˈsmɔ:lɒks]	<i>su çiçəyi</i>
main	[meɪn]	<i>əsas</i>
death	[deθ]	<i>ölüm</i>
physician	[ˈfɪzɪʃən]	<i>həkim</i>
native	[neɪtɪv]	<i>doğma</i>
mark	[mɑ:k]	<i>iz (burada)</i>
milkmaid	[mɪlkmeɪd]	<i>sağıcı</i>
cow-pox	[ˈkaʊpɒks]	<i>inək çiçəyi</i>
sore	[sɔ:]	<i>yara</i>
to inoculate	[ɪˈnɒkjuleɪt]	<i>peyvənd etmək</i>
to suffer	[ˈsʌfə]	<i>əziyyət çəkmək</i>
terrible	[ˈterɪbl]	<i>dəhşətli</i>
vaccination	[væksɪˈneɪʃən]	<i>vaksinasiya</i>

EXERCISE 1

Cümlələri sual və inkar formada işlədin:

1. He was the son of a doctor.
2. He practised the art of medicine there.
3. We have his writings.
4. The great physician taught his pupils to examine his patients very attentively.
5. He knew how to use drugs.
6. He paid much attention to diet.

EXERCISE 2

Cümlələri Azərbaycan dilinə tərcümə edin:

1. Take your books.
2. Open the book on page 6.
3. Read the text.
4. Translate the Sentences.
5. Give an example.
6. Ask a question.
7. Answer the question.

EXERCISE 3

Möhtərizədə verilmiş felləri gələcək zamanda yazın:

1. I at the Institute on Monday. (to be)
2. I at the Institute on Sunday. (not to be)
3. The laboratory assistant ... me here. (to help)
4. There...no problems in this field in the future. (to be)
5. There...somebody at the laboratory tomorrow.(to be)
6. The doctor ... to remove the tumor. (to be able)
7. We ... our exams next year. (to take)
8. There ... many types of lasers soon. (to be)
9. ... the doctor ... busy on Monday? (to be)
10. We ... dictionaries to translate English papers into Azerbaijani. (to use)

TESTS

Felin müvafiq zaman formasını seçin:

1. Where is Nick? I ... he ...football in the yard. He always ... football after classes.
 - a) think, is playing, plays
 - b) thought, will play, plays
 - c) think, plays, plays
 - d) think, play, is playing

- g) think, played, was playing
2. Hurry up! If you ... that bus, there ... another untill 5 o'clock.
- a) will miss, is not
 - c) miss, are not be
 - d) miss, will not be
 - e) will miss won't be
 - f) have missed, shall not be
3. We shall discuss this book when we ... reading it.
- d) finished
 - e) shall finish
 - f) will finish
 - g) are finished
 - h) finish
4. Rövshan ... to Baku yesterday.
- a) returns
 - b) has returned
 - c) returned
 - d) was returning
 - e) return
5. He ... letters to his parents once a week.
- a) are writing
 - b) have written
 - c) writes
 - d) write
 - e) has been writing

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. Л.Г.Козырева, Т.В.Шадская «Английский язык для медицинских колледжей и училищ» Ростов-на-Дону 2002, page 129.
2. С.А.Тылкина, Н.Е.Темчина «Пособие по английскому языку для медицинских училищ» Москва-2000, page 126.
3. М.С.Муравейская, Л.К.Орлова «Английский язык для медиков», page 66.

MÖVZU 13

COMMON FINDINGS ON EXAMINATION.

GRAMMATICAL PRACTICE:

The Auxiliary Verbs: to be, to have,
to do. Modal Verbs.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni söz və ifadələrin mənimsədilməsi	10 dəq.
2.	Pnevmoniya xəstəliyinin simptomları haqqında	12 dəq.
3.	Xəstəlik zamanı tənəffüsün tezləşməsi	12 dəq.
4.	Müayinənin ümumi nəticələri	12 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Xarici həmkarları və xəstələrlə ünsiyyət yaratmağı.

Text: **LOBULAR PNEUMONIA**

Patient Asgarov aged 48 was admitted to the hospital with the diagnosis of lobular pneumonia. He had been developing lobular pneumonia gradually.

A week before the admission to the hospital he had bronchitis after which his condition did not improve.

Fever had an irregular course and the temperature changes were caused by the appearance of the new foci of inflammation in the pulmonary tissue. Fever had been persisting for two weeks and had been decreasing gradually.

The patient's breathing was rapid with 30-40 respirations per minute. There was breathlessness and cyanosis of the face associated with the accompanying bronchitis, decrease in the respiratory surface and occlusion of numerous bronchioli and alveoli.

The patient complained of the pain in the chest particularly on deep breathing in and cough with purulent sputum. The pulse rate was accelerated and the arterial pressure was reduced.

On physical examination dullness in the left lung, abnormal respiration, numerous rales and crepitation were revealed. Dry rales caused by diffuse bronchitis were heard all over the lungs.

The liver and spleen were not enlarged. The examination of the organs of the alimentary tract failed to reveal any abnormal signs but the tongue was coated.

The blood analysis revealed leucocytosis in the range of 12,000 to 15,000 per cmm of blood and an accelerated erythrocyte sedimentation rate (ESR).

The Urine contained a small amount of protein and erythrocytes. The X-ray examination of the lungs revealed numerous foci of inflammation of various size, irregular form and different intensity. Shadowing

was particularly marked at the base of the left lung to the enlargement of the lymphatic glands.

It was a severe form of lobular pneumonia which was difficult to differentiate from pulmonary tuberculosis and pleurisy. Yet the physician made a correct diagnosis.

ACTIVE VOCABULARY

gradually	[ˈgrædjuəlɪ]	<i>tədricən</i>
improve	[ɪmˈpru:v]	<i>yaxşılaşdırmaq</i>
accompany	[əˈkʌmpəni]	<i>müşayət etmək</i>
occlusion	[ɔˈklu:ʒ(ə)n]	<i>tıxanma, bağlanma</i>
purulent	[ˈpjuərələnt]	<i>irinli, irinləyən</i>
accelerate	[ækˈseləreɪt]	<i>sürətləndirmək</i>
reduce	[rɪˈdju:s]	<i>bərpa etmək, zəiflətmək</i>
dullness	[ˈdʌlnɪs]	<i>kütlük, boğuş sə</i>
spleen	[splɪ:n]	<i>dalaq</i>
enlarge	[ɪnˈlɑ:dʒ]	1) <i>genişləndirmək</i> 2) <i>genişlənmək, böyümək</i>
sign	[saɪn]	1) <i>əlamət, nişanə</i> ; 2) <i>işarə</i>
intensity	[ɪnˈtensɪti]	<i>intensivlik, gərginlik</i>
shadow	[ʃædou]	<i>kölgə</i>
severe	[sɪˈviə]	<i>kəskin, ciddi (xəstəlik)</i>
lobular	[ˈləbjulə]	<i>paycıqlı, paylı</i>

SORĞU SUALLARI

1. Who was admitted to the hospital with the diagnosis of lobular pneumonia?
2. What temperature is a severe form of lobular pneumonia usually accompanied by?
3. How was the patient's breathing?
4. In what cases may the spleen be enlarged?
5. When does the pulse rate accelerate?
6. What particular signs is bronchitis accompanied by?
7. What treatment must a patient follow- to improve his state in case of bronchitis?

LEKSIK-FRAZEOLÖJİ MİNİMUM NÜMUNƏLƏRİ

present (general) state of the patient - *xəstənin hazırki ümumi vəziyyəti*
satisfactory (grave) condition of the patient - *xəstənin kafi (ağır) vəziyyəti*
state of moderate severity - *orta (ağır) vəziyyət*
active (passive) patient's position - *xəstənin aktiv (passiv) vəziyyəti*
forced patient's attitude position - *xəstənin məcburi vəziyyəti*
reduced (moderate, good) degree of nourishment - *aşağı (zəif, yaxşı) pıylanmə dərəcəsi*
to gain weight - *çəki artımı*
to reduce / lose one's weight - *çəki itkisi*
heavy (slight) weight loss - *çəkinin çox (az) itkisi*
skin irritation - *dərinin qıcıqlanması*
skin desquamation (scaling) peeling of the skin - *dərinin qabıqlanması*

intercostal retraction - *qabırğaarası dartılmalar*

crackles - *səthi palpasiya*

clubbing of fingers - *barmaq falanqalarının
qalınlaşması*

caput medusal - «*meduza*» başı

shifting dullness of ascites - *perkutor kütlüyün dəyişməsi*

EXERCISE 1

Cümlələri Azərbaycan dilinə tərcümə edin:

1. Although the patient had been receiving the injections of streptomycin for several days she showed little improvement.
2. The red blood cell count has been gradually returning to normal as the patient is being given blood transfusions.
3. My friend will have been living in Moscow for a month when I come there.

EXERCISE 2

Mötərizədə verilmiş fəlləri müvafiq zamanda yazın:

1. As fever (to persist) for about three weeks the patient's condition is very poor.
2. The researcher (to investigate) the origin of the inflammation for about a week before he drew a definite conclusion.
3. Some symptoms of the vascular impairment of the brain (to develop) gradually for some time before they became clearly marked.

EXERCISE 3

“To be” felini müvafiq zamanda işlədin:

1. I ... a medical student now.
2. We ... doctors in six years.
3. He ... at the theatre yesterday.
4. My sister ... ill. She ... in the hospital now.
5. We ... pupils last year.
6. They ... teachers next year.

EXERCISE 4

Suallara cavab verin:

1. What date is today?
2. What date was it yesterday?
3. What date will it be tomorrow?
4. What date was it the day before yesterday?
5. What date will it be the day after tomorrow?

TESTS

Düzgün cavabı seçin:

1. I ... told the news the day before yesterday.
a) am b) are c) was d) were e) is
2. Let the girl ... a rest first.
a) has d) will have
b) had e) to have
c) have

Müvafiq modal feli seçin:

3. He told me that it ... true.
- | | |
|-----------|-------------|
| a) can | d) might be |
| b) must | e) could |
| c) may be | |

MÖVZU 14

TRANSLATION SKILLS. THE MAIN PRINCIPLES OF USING SPECIAL MEDICAL DICTIONARIES.

GRAMMATICAL PRACTICE: Indefinite Tenses. The Active Voice.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Tərcümə etmək bacarığı haqqında	8 dəq.
2.	Sözbəsöz tərcümə haqqında	10 dəq.
3.	Adekvat (tələblərə cavab verən) tərcümə haqqında	9 dəq.
4.	Sərbəst tərcümə haqqında	9 dəq.
5.	Ədəbi-bədii tərcümə haqqında	7 dəq.

Tələbə bilməlidir:

- Öyrənilmiş qrammatik quruluşu, qaydanı;

Tələbə bacarmalıdır:

- Uyğun mövzulardan mətnlərin tərcüməsini.

Text: TRANSLATION SKILLS

Before considering the role and the place of translation in foreign language learning it is necessary to state what is meant by “translation”. By translation we mean the transmission of a thought expressed in

one language by means of another language. In this way translation ensures comprehension between peoples speaking in different languages. In order to transmit a thought from one language into another, one must understand this thought in the language from which one is to translate it and find equivalents to express it in the other language. Therefore translation is a complicated process; it requires the ability to think in both languages.

If we consider translation from the point of view of its relation to the original, we distinguish:

1. Word for word translation (or literally translation) when all the lexical units of the foreign language are replaced by those of the mother tongue, the grammar structure being that of the foreign language.

For example:

My mother is at home. - *Mənim anam evdədir.*

Though word for word translation violates the syntax of the mother tongue, it transmits the meaning of a sentence. Besides word for word translation is valuable in an educational respect as it gives a student an opportunity to compare all the elements of the language he studies with the corresponding elements of the mother tongue and in this way to see the difference between these languages.

2. Adequate translation which in contrast with word for word translation transmits the thought expressed in the foreign language by means of the corresponding equivalents of the mother tongue.

For example:

He was called on the teacher yesterday. - *Dünən onu müəllim çağırdı.*

3. Free translation or free interpretation of the text in the mother tongue that was read or heard in the foreign language.

For example:

Students read a newspaper article and each says a few words on its contents.

4. Literary – artistic translation is a translation which requires special skills and knowledge and it cannot be included in school syllabus requirements.

ACTIVE VOCABULARY

adequate [ə`dikwɪt] *tələblərə cavab verən*

to state [stert] (v) *təsdiq etmək, bildirmək*
(n) *dövlət; hal, vəziyyət; dəbdəbə*

comprehension [kɒmpr`henʃn] *qavrama,*
başə düşmə

to ensure [ɪn`ʃuə] *təmin etmək*

interpretation [ɪntə:prɪ`teɪʃn] *izah etmə*

to transmit [trænz`mɪt] *nəql etmə*

SORĞU SUALLARI

1. What is “word for word” translation?
2. How do you understand “adequate translation”?
3. What is “free translation”?
4. What is “literary translation”?

Mətni oxuyun və tərcümə edin:

LOUIS PASTEUR.

Louis Pasteur was born in 1822. He was a prominent French chemist one of the founders of modern microbiology. His research work helped much to establish the field of bacteriology. In his early age Pasteur devoted his energies, to the discovery of microorganisms in wine and beer production. He introduced the idea of heat sterilization (pasteurisation) for these products and milk.

Later he became interested in hydrophobia. He showed that viral pathogenic properties could be attended by passing the virus through the body of proper animal. On the basis of these observations he developed a vaccine for hydrophobia.

Continuing his investigation L. Pasteur discovered the method to prevent some infectious diseases by introducing attenuated causative agents. This method is known as vaccination. It has helped to fight against many infectious diseases.

EXERCISE 1

Azərbaycan dilinə tərcümə edin:

1. What's your temperature to day?
2. Are you following all my instructions?
3. Go on intravenous antibiotic therapy.
4. Insert a thermometer to a patient.
5. A doctor must prescribe treatment.
6. Give the patient a stomach wash out as soon as possible.
7. Give an intravenous injections to this patient.
8. It is important for a nurse to review the

- temperature chart daily.
9. Mustard plasters help to bring the patient's fever down.
 10. You need to take arterial pressure of the patient.
 11. Complete patient's recovery is a result of a good work of the a doctor and a nurse.

EXERCISE 2

İngiliscə deyin:

Xəstəlik; səpgi; qanaxma; qan təzyiqi; öskürmək;
ürəkəğrısı; cərrah; narahat etmək; qrip.

TESTS.

Fəlin müvafiq zaman formasını seçin:

1. If it ... , we ... at home.
 - a) rained, should stay
 - b) rains, shall stay
 - c) did not rain, shall be staying
 - d) has rained, shall stay
2. I ... you ... in time.
 - a) hoped, will come
 - b) shall hope, will come
 - c) hope, will come
 - d) hoped, has come
3. Dinner will be ready when you
 - a) will come
 - b) came
 - c) come
 - d) are coming

4. Let those who ... afraid ... home.
a) is, return d) are, return
b) are, returns e) be, return
c) was, returned

Düzgün tərcüməni seçin:

5. It often (yağış yağır) in spring and in autumn in Lankaran.
a) rains c) rained
b) will rain d) is raining
6. (Nə qədər) time have you?
a) how
b) how many
c) how much
d) what
7. This can't be true.
a) Yəqin ki, bu həqiqətdir.
b) Bu həqiqət deyil.
c) Bu həqiqətə oxşamır.
d) Ola bilməz ki, bu həqiqətdir.
e) Bu düzgün ola bilməz.

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. Л.Г.Козырева, Т.В.Шадская «Английский язык для медицинских колледжей и училищ» Ростов-на-Дону 2002, page 135.
2. Г.В.Порова «Methods of Teaching English» Москва-1975, page 116.

MÖVZU 15

DISEASES.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni söz və ifadələrin mənimsədilməsi	10 dəq.
2.	Skarlatina xəstəliyi haqda anlayış	10 dəq.
3.	Qrip xəstəliyi haqda anlayış	10 dəq.
4.	Ürək xəstəlikləri haqda anlayış	16 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik-frazeoloji minimumu;

Tələbə bacarmalıdır:

- Lüğətdən istifadə etməklə tanış olmayan mətnləri tərcümə etməyi.

Text: SCARLET FEVER

Scarlet fever is an infectious disease. We can often meet this disease in children any only sometimes in grown-ups.

The disease passes from one person to another through the nose and mouth. The beginning of the disease is quick. The patient has a sore throat, fever, headache and he often vomits. The face is flushed and the skin feels hot and dry. The temperature rises

quickly on the first day and remains high for a few days. The rash appears on the second day. After the temperature falls the skin begins to peel. We must isolate the child with scarlet fever and put him in bed. When the temperature is high the nurse gives him fluid diet and when the temperature falls she gives him nourishing food.

Text: INFLUENZA

Influenza is a very infectious disease. The disease can be mild or severe.

The symptoms of influenza are: high temperature, headache, general pains.

In most cases the patient must stay in bed, be warm, drink much water. The patient must stay in bed until the temperature is normal and for the next two or three days he may be up for only short periods. After influenza patients feel weak and often depressed.

As influenza is very infectious you must remember. Never shake hands when you have a cold. Colds pass through the hands. But don't say: "I cannot shake hands. I have a cold". Let it be as if you forgot to shake hands. But you must be very polite in speech.

Text: HEART DISEASE

Heart disorders fall into two broad groups: congenital and acquired. Congenital heart defects are caused by structural defects. Acquired heart disease is

mainly due to rheumatic fever.

Congenital defects may result in cyanosis if the defect is such that blood does not pass through the lungs for oxygenation. The patient has blue lips and blue-finger and toy-nails. The ends of the fingers and toes are rounded and club-like.

Sometimes there is an opening between the left and right side of the heart or even between the aorta and pulmonary artery.

Symptoms depend on the type of heart disease. Sometimes, the defect is picked up on a routine examination; at other times there may be breathlessness, difficulty in walking or running, swelling of feet and puffiness of face and later of the whole body. Some these anomalies can be surgically corrected.

ACTIVE VOCABULARY

scarlet fever [ˈskɑːlɪtˈfɪvə] *skarlatina*

to pass [pɑːs] *keçmək, getmək*

through [θruː] *içərisindən; içindən; ucbatından*

to vomit [ˈvɒmɪt] *qusmaq*

to remain [rɪˈmeɪn] *qalmaq*

to peel [piːl] 1) *soyulmaq, qabığı çıxmaq;*

2) *soymaq*

to isolate [aɪsəleɪt] *təcrid etmək, izolyasiya etmək*

nourishing [ˈnʌrɪʃɪŋ] *qidalandırıcı*

influenza [ˌɪnfluˈenzə] *qrip*

mild [maɪld] *burada) yüngül*

rash [ˈræʃ] səpgi
 congenital [kənˈdʒenɪtl] anadangəlmə
 acquired [əˈkwairəd] qazanılma
 puffiness [ˈpʌfɪnes] şişkinlik

SORĞU SUALLARI

1. What must we do to prevent the spread of infection?
2. What is the first symptom of many infectious disease?
3. What are the first symptoms of scarlet fever?
4. How can the disease pass from one person to another?
5. What diet must a child with scarlet fever have?
6. Do you know the symptoms of influenza?
7. How long must the patient stay in bed?
8. How does the patient feel after influenza?
9. What kind of groups do the heart disorders fall?
10. What are the symptoms of some congenital heart defects?

An Interesting Fact: «TYPHOID MARY».

«Typhoid Mary» was an American woman who was the typhoid carrier. She was a cook to many families in and around New York and produced one typhoid epidemic after another until in 1907 the cause was discovered.

She fought against four policemen who wanted to bring her to the hospital.

For 3 years she was kept under supervision. She promised to give up her profession. But she broke her promise, changed her name and worked as a cook in hotels and restaurants. At last she was found and isolated. She was given work in the laboratory of a hospital and there she lived until of fifty three cases of typhoid.

EXERCISE 1

İngiliscə deyin:

Ağır xəstəlik; yüksək hərarət; bütün bədəndə ağrılar;
yüngül xəstəlik; yataqda yatmaq; özünü zəif hiss etmək.

EXERCISE 2

Verilmiş söz və söz birləşmələrindən uyğun
gələnini əlavə edin:

A skin rash, mouth, nose, infectious diseases, be isolated, flushed.

1. The disease passes though the ... and
2. The face is
3. The child with scarlet fever must
4. The first symptom in many ... is

EXERCISE 3

Cümlələri Azərbaycan dilinə tərcümə edin:

1. I heard this patient coughing badly at night.
2. We watched the patient's condition gradually becoming worse.
3. We saw typical signs of intoxication associated with the overdosage of this poisonous drug appearing gradually.

TESTS

Düzgün tərcüməni seçin.

1. Skarlatina:

- a) chicken- pox
- b) pneumonia
- c) scarlet fever

2. Səpgi:

- a) mild
- b) rash
- c) puffiness

3. Keçmək:

- a) to pass
- b) to remain
- c) to vomit

4. Anadangəlmə:

- a) congenital
- b) nourishing
- c) though

Laughter is the Best Medicine

First woman: My son is in bed, a victim football.

Second woman: But I didn't know that he played football.

First woman: He doesn't. But he is a football fan and he sprained his larynx at the match last Sunday.

LEKSIK-FRAZEOLOJİ MİNİMUM NÜMUNƏLƏRİ

curable disease - *müalicə olunan xəstəlik*

infections / contagious disease - *infeksion xəstəlik*

hereditary disease - *irsi xəstəlik*

to catch / contract a disease - *yoluxma*
 to control / check / arrest /
 stop an attack of a disease - *xəstəlik tutmasını aradan
 qaldırmaq*
 to recur, to reappear(of a disease) - *residivləşmək*
(xəstəlik haqda)
 to progress(of a disease) - *inkişaf etmək, progressivləş-
 mək (xəstəlik haqda)*
 to inherit a disease - *xəstəliyi irsən almaq*
 to treat smb. for a disease - *kimisə müalicə etmək*

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. Л.Г.Козырева, Т.В.Шадская «Английский язык для медицинских колледжей и училищ» Ростов-на-Дону-2002, page 32.
2. С.А.Тылкина, Н.Е.Темчина «Пособие по английскому языку для медицинских училищ» Москва-2000, pages 66, 69, 129.

MÖVZU 16

DIAGNOSIS.

GRAMMATICAL PRACTICE:

Perfect and Perfect Continues Tenses.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Tibbi terminlərin izahı və mənimsədilməsi	14 dəq.
2.	Xəstəliyin etiologiyası haqqında	10 dəq.
3.	Diagnoz qoymaq üçün istifadə olunan vasitələr haqqında məlumat	15 dəq.
4.	Diagnoz üçün işlədilən texniki vasitələr haqqında məlumat	6 dəq.

Tələbə bilməlidir:

- Mövzu üzrə söz və ifadələri;

Tələbə bacarmalıdır:

- Qrammatikadan möhkəmləndirilmiş biliyin şifahi nitqdə tətbiqini.

Text

Before treating the patient it is necessary to make a correct diagnosis of the disease and determine its aethiology, i.e the causes of the 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 analysis; instrumental studies, for example, taking electrocardiograms or cystoscopy X-ray examination and others.

Text

A young man of 20 fell ill with the grippe. The illness began with a cold, during six days he had fever (high temperature) and pain in the limbs. He coughed and had a bad headache. On the seventh day the doctor sent him to the hospital. In the hospital the young man complained of the pain in the limbs and in the right part of the chest. His temperature was 39°. The doctor diagnosed pneumonia as a complication after the grippe. The doctor prescribed some sulfa drugs which the patient took during a week. By the end of the week he felt and looked much better. His temperature fell to normal, he slept well and his appetite was good. Soon he left the hospital and went to a sanatorium.

ACTIVE VOCABULARY

aetiology [ˈi:trˈɒlədʒɪ] *etiologiya*

pathogenesis [ˈpæθəˈdʒenɪsɪs] *patogenez*

mechanism [ˈmekənɪzm] *mexanizm*

visual [ˈvɪʒjuəl] *vizual, görmə*

palpation	[pæl`peɪf(ə)n]	palpasiya, əlləmə
percussion	[pə:`kʌʃn]	perkussiya
auscultation	[`ɔ:skəl`teɪʃn]	auskultasiya
cystoscopy	[sɪs`tɒskəpɪ]	sitoskopiya (hüceyrə-lərin mikroskopik müayinəsi)
edema	[ɪ`dɪmə]	ödem, şiş

SORĞU SUALLARI

1. What is aethiology?
2. How do you understand the word «pathogenesis»?
3. What procedures is used to establish a diagnosis?
4. What is «palpation»?
5. What is «auscultation»?
6. What is visual examination?

EXERCISE 1

İngiliscə deyin:

Mən sizə dərman yazacağam; qan təzyiqinizi yoxlamaq istəyirəm; ağzınızı açın və «A» deyin; siz bir neçə gün yataqda yatmalısınız; özümü pis hiss edirəm; bu normal qan təzyiqidir.

EXERCISE 2

Nöqtələrin yerinə uyğun gələn sözləri əlavə edin:
was ill; light; flushed; fast; tongue; half – sitting.

1. The patient ... with pneumonia.
2. The patient has a ... face and a dry
3. The pulse and breathing are
4. The best position is

5. The diet must be

EXERCISE 3

Cümlələri Azərbaycan dilinə tərcümə edin:

1. Some scientists had worked in the laboratory before they started their work.
2. The Aim of the report has been to give a review of the scientific work.
3. Dr N. studied in detail some enzymes that he had isolated.
4. The use of this procedure has resulted in the discovery of some previously unknown enzymes.

TESTS

Fəlin müvafiq zaman formasını seçin:

1. Arif informed me that he ... the tickets yet, but he ... them in a day or two.
 - a) had bought, would buy
 - b) didn't buy, bought
 - c) bought, would buy
 - d) hadn't bought, would buy
 - e) hasn't bought, will buy
2. Doctor Quliyev ... out of the hotel at 7. The car ... for him. He ... in and ... for the airport.
 - a) had gone, was waiting, got, was left
 - b) went, had waited, had got, left
 - c) went, was waiting, got, left
 - d) went, waiting, got, had left
 - e) has gone, will wait, will get, leave
3. I already ... a letter and I ... to post it now.
 - a) have written, am going

- b) wrote, am going
- c) wrote, go
- d) had written, was going
- e) should write, will go

4. By the end of the term we ... two English books.

- a) shall read
- b) shall have been reading
- c) shall have read
- d) are reading
- e) should have been reading

Laughter is the Best Medicine

Mother: Elman, did you wash your hands before dinner?

Elman: Yes, Mummy, you can see it if you look at the towel .

- "I don't understand why I must wash my hands before school?"
- "Why not?"
- "I never put them up in class."

LEKSIK-FRAZEOLÖJİ MİNİMUM NÜMUNƏLƏRİ

differential diagnosis - *differensial diaqnoz*

uncertain diagnosis - *qeyri müəyyən diaqnoz*

wrong diagnosis, misdiagnosis - *səhv diaqnoz*

final diagnosis - *son diaqnoz*

diagnosis on discharge - *xəstə evə yazılarkən diaqnoz*

admission diagnosis - *xəstəxanaya daxil olarkən diaqnoz*

diagnosis founded on the assessed
 data of given treatment - *aparılmış müalicənin nəticələrinin*
qiymətləndirilməsinə əsaslanmış diaqnoz
 diagnostic mistake / error - *diagnostik səhv*
 to overlook a diagnosis - *diaqnozda səhv etmək*
 to confirm a diagnosis - *diaqnozu təsdiqləmək*
 to make a diagnosis,
 to diagnose (a case) - *diaqnoz qoymaq*
 alarming symptom of a disease - *xəstəliyin təhlükəli simptomu*
 generalized symptoms of a disease - *xəstəliyin ümumi*
simptomları
 augmentation of
 symptoms of a disease - *xəstəlik simptomlarının artması*

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MÖVZU 17

DIET THERAPY. MANAGING TOTAL PARENTERAL NUTRITION. MANAGING INTRAVENOUS FLUID THERAPY. GRAMMATICAL PRACTICE: The Passive Voice.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni söz və ifadələrin mənimsədilməsi	12 dəq.
2.	Qidalanma haqqında məlumat	13 dəq.
3.	Normal qidalanmanın insanın sağlamlığında əhəmiyyəti	11 dəq.
4.	Xəstəxanada həkimin hər bir xəstənin qidalanması üçün göstərişləri haqqında	11 dəq.

Tələbə bilməlidir:

- Gündəlik həyat haqqında söhbətin aparılmasını, nitq etiketini;

Tələbə bacarmalıdır:

- Leksik frazeoloji minimuma aid olan terminləri savadlı yazmağı.

Text: **THE DIET**

The food we eat called our diet. All the constituents of food - protein, fat, carbohydrates, vitamins and

minerals - are present in adequate quantities in a normal balanced diet. There is no need to eat excessive quantities of one or the other. Over - eating is dangerous to health as the body only requires a certain amount of energy.

If a person wants to be in good health he must be careful about his diet. People of physical work need more food than people of mental work.

It is important to know that a diet must consist of proteins, fats, carbohydrates, vitamins, water and minerals.

All this you can find in fish, meat, liver, kidney, cheese, eggs, milk, sugar, bread, potatoes and nuts. If you want to be healthy you must use a mixed diet of meat, fats and fruit.

In a hospital the doctor usually prescribes the diet for every patient.

Any patient with high temperature has a very poor appetite and so a nurse must be very careful.

If a patient has high temperature for a long time he becomes very weak and it is very important to give him high caloric diet (food).

A careful nurse does a lot to help the patient to become healthy. You can treat many diseases by diet.

SORĠU SUALLARI

1. What is diet?
2. Is over - eating dangerous to health?
3. What must a diet of a healthy person consist of?
4. Who prescribes a diet in hospital?
5. What appetite has a patient with high temperature?

6. What is the diet of a patient who has high t^0 or a long time?
7. What food must the nurse give a patient with high t^0 ?

Text: VITAMINS

In addition to carbohydrates fats, proteins, mineral salts and water, it is essential that the food of man and animals contain small amounts of the substances called vitamins, which the living organism is unable to manufacture by itself and which have to be supplied from sources, namely diet. If anyone of same fifteen of more of these compounds is lacking in the diet, there occurs eventually a breakdown of metabolic processes that results in symptoms of malnutrition that are classed, at the deficiency diseases.

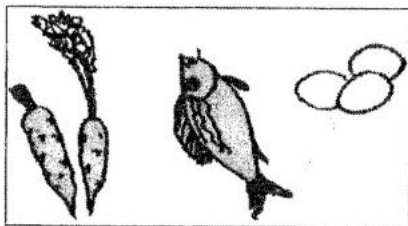
Vitamins are believed to belong to a ncient elementary organic compounds and to exist before life originated on Earth. According to Academician Chagovets vitamins took part in the building up of as primary organism together with such "blocks" of living matter as nucleic acids, proteins aminoacids.

The vitamins as a class are not chemically related, and they are classified according to their solubility and chief therapeutic effect into two groups:

- 1) water - soluble vitamins;
- 2) fat - soluble vitamin group.

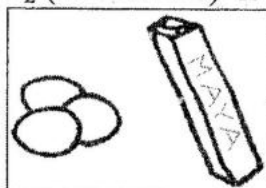
It is known to be essential for the maintenance of normal epithelial tissue.

Vitamins A is an unsaturated cyclic alcohol. It is synthesised by at least three separate processes. It has been concentrated and isolated from the non



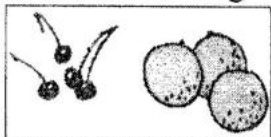
- saponifiable to be present in fish oil, both in the free alcohol and in the ester form. The source of all vitamin A is in the carotenoid pigments, the yellow-coloured, compounds occurring in all chlorophyll-containing plants.

Vitamin B₁, Vitamin B₂, Vitamin B₆, Vitamin B₁₂, Vitamin C and other are stated to belong to the water soluble vitamin class. Vitamin B₂ (riboflavine) is built



up from a ribose and isoalloxazine residue, the name riboflavine being derived from the sugar component and the intense yellow fluorescence of its aqueous solution. It is of wide occurrence in nature and constitutes a component of the flavin coenzyme systems.

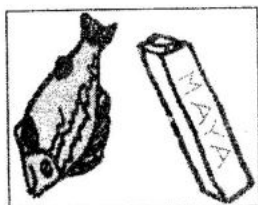
Vitamin C (ascorbic acid) is essential for the normal functioning of living cell and is involved



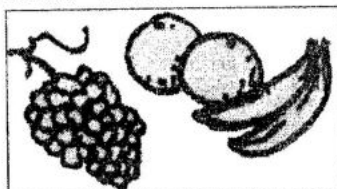
in many enzymatic reactions. It is required for the development of cartilage, teeth and bones, for wound

healing and aiding the absorption of iron from the intestine. Gross deficiency causes scurvy.

Vitamin D to help the body in formation of bones and strong teeth.



Vitamin E to improve poor blood circulation, in treatment of thrombosis, varicose veins.



ACTIVE VOCABULARY

diet [daɪət] *pəhriz, dieta, rasion, qidalanma*

physical [ˈfɪzɪkəl] *fiziki, cismani*

mental [ˈmentl] *əqli, zehni, ruhi*

to consist (of) [kənˈsɪst] *ibarət olmaq*

protein [ˈprəʊti:n] *zülal*

carbohydrate [ˈkɑ:bouˈhɪdreɪt] *karbohidrat*

fat (n,a) [fæt] 1) *yağ, piy*; 2) *piyli, tosğun*

minerals [ˈmɪnərəlz] *burada: mineral duzlar*

fish [fɪʃ] *balıq*

meat [mi:t] *ət*

cheese	[tʃi:z]	<i>pendir</i>
butter	[ˈbʌtə]	<i>yağ</i>
mixed	[mɪkst]	<i>qarışdırılmış</i>
fruit	[fru:t]	<i>meyvə</i>
appetite	[ˈæpɪtaɪt]	<i>iştaha</i>
to treat	[tri:t]	<i>müalicə etmək</i>
caloric	[kəˈlɒrɪk]	<i>kalorili</i>
excessive	[ɪksesɪv]	<i>çox, həddən artıq</i>

EXERCISE 1

Mətnləri oxuyub tərcümə edin:

A 30 year old woman who was very stout decided to become thinner. She didn't eat butter and other fats and even didn't have breakfast. It was unwise. It would be better for her:

1. to go on a fruit diet for three days.
2. to omit carbohydrate and fat at one meal.

A young man who got tired quickly and was often short of breathe, asked for medical advice. He was told to food rich in iron and liver twice a week. Cucumbers, milk, radishes, apples and lemons are rich in iron.

EXERCISE 2

Verilmiş sözlərdən cümlələr düzəldin:

1. Prescribed, the hospital, the doctor, in, the patient, a, diet, special.
2. Poor, a patient, high, has, temperature, with, very appetite.

3. Human, vitamins, health, important, play, an, part, in.
4. Food, present, are, kinds, vitamins, in, all, of.

EXERCISE 3

Cümlələri Azərbaycan dilinə tərcümə edin:

1. Some drugs are made from plants.
2. Antibiotics were discovered by Fleming in 1929.
3. A doctor was sent for.
4. I was born in 1978.
5. The telephone was invented by Alexander Bell.

EXERCISE 4

Məlum növdə olan cümlələri məchul növlə əvəz edin:

1. The student wrote English test at the lesson.
2. The teacher asks me at every lesson.
3. They will publish this book next week.
4. Asli looks after her brother Parviz.
5. We discussed some problems.

EXERCISE 5

Cümlələri ingilis dilinə tərcümə edin:

1. İclasda məsələ müzakirə olunur.
2. Palatanın havası dəyişdirildi.
3. Bu ağaclar beş il bundan əvvəl əkilmişdir.
4. Xəstə palataya göndəriləcək.

TESTS

Məchul növdə olan cümlələri seçin:

1. They will build a new hotel here.
a) a new hotel shall be built here

- b) a new hotel will build here
 - c) a new hotel will be built here
 - d) a new hotel will been built here
2. We have written a lot of tests to day.
- a) we had written a lot of tests to day
 - b) a lot of tests have written to day
 - c) a lot of tests wrote to day
 - d) a lot of tests have been written to day
3. Dialoqu tamamlayın:
- Asya: "How do you feel?"
- Sona:
- a) I am seventeen years old
 - b) I go to the theatre
 - c) Something is wrong with my heart
 - d) I am not an engineer

LEKSIK-FRAZEOLÖJİ MİNİMUM NÜMUNƏLƏRİ

- diet / nutrition - *qidalanma*
- to feed a patient - *xəstəni qidalandırmaq*
- high-vitamin (high protein, high fibre) diet - *vitaminləş-miş qidalanma*
- low fat (low residue, low salt/salt-free) diet - *aşağı yağlı dieta*
- supplemental feeding/dietary
- supplement/extra food - *əlavə qidalanma*
- artificial feeding / nutrition - *süni qidalanma*
- artificial feeding through a tube
(via operative fistula, by nourishing enema) - *zondla qidalanma*
- dietetic therapy / treatment - *dietoterapiya*

MÖVZU 18

FROM THE HISTORY OF MEDICINE N.I.PIROGOV GRAMMATICAL PRACTICE: Sequence of Tenses.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	N.İ.Piroqov haqqında	12 dəq.
2.	N.İ.Piroqovun keyitmə nəzəriyyəsi haqqında	9 dəq.
3.	Məşhur Azərbaycan həkimləri haqqında	20 dəq.

Tələbə bilməlidir:

- Söylənilmiş cümlənin mənasını;

Tələbə bacarmalıdır:

- Qrammatikadan qazanılmış biliyin şifahi nitqdə tətbiqini.

Text: BY THE NAMES OF GREAT DOCTORS

N.I.Pirogov was the great doctor of the twentieth century. He is the founder of Russian surgery. In a short time he prepared the theory of anaesthesia. He was not only a great scientist, but also a good teacher. I.I.Mechnikov, S.P. Botkin were his students.

The first street named after the great Russian doctor. N.I. Pirogov appeared in Moscow in 1919. Now this street is like a medical centre. The first Medical Institute and three medical research institutes are situated in this street. There are three monuments to great Russian doctors in this street, they are the monuments to L.M. Sechenov, the famous physiologist, to N.I. Pirogov and to N.F. Filatov, one of the first pediatricians in Russia. There is also a hospital for children in Moscow named after him.

Text: OUR GREAT DOCTORS

Azerbaijan has many famous doctors, too. Mustafabay Topchubashov is considered the founder of Azerbaijan national surgery school. He is the author of the book "Special Surgery" and many scientific works.

Sona Valikhan, Sona Akhundova - Bagirbayova, Umnisa Musabayova, Zarifa Aliyeva and others played main role in the development of Azerbaijan national ophthalmology.

Jamil Aliyev, Zahra Salayeva, Zahra Guliyeva, Mirmammad Javadzadeh, Ali Insanov, Adila Namazova, Ahliman Amiraslanov, Agabay Sultanov and many other famous doctors are the authors of many scientific works and articles. They are not only well-known doctors, but also talented teachers.

Academician Ali Insanov does his best for the development of Azerbaijan Medicine. Under his direction our medicine has developed greatly and many medical centres and clinics are equipped with high technics.

He has prepared an effective medicine "Insanovin" for pulmonary diseases which is famous all over the world.

SORĞU SUALLARI

1. Who was N.I.Pirogov?
2. Is he the founder of Russian surgery?
3. Did Pirogov prepare the theory of anaesthesia?
4. Who is the founder of Azerbaijan national surgery?
5. What can you say about Zarifa Aliyeva?
6. What can you say about other famous doctors?
7. What does academician Ali Insanov do for the development of Azerbaijan medicine?
8. What medicine has Ali Insanov prepared for pulmonary diseases?

EXERCISE 1

Vasitəsiz nitqi vasitəli nitqə çevirin:

1. The doctor says: "I'll examine your teeth."
2. The doctor said: "I'll prescribe you some medicine."
3. She said: "I translated the text."
4. The teacher said: "Open the books and read the text."

EXERCISE 2

Düzgün fe'li seçin:

1. Tom said that he ... and could not read any more (is tired, was tired)
2. My mother asked me ... back with news (to phone, phone)
3. Whenever he goes, he ... a lot of new friends (makes, making)

4. If your knee hurts you very much, you ... a doctor (should see, would see)
5. She asked me what subjects ... (I liked, did I like)

EXERCISE 3

Cümlələri sual və inkarda deyin:

1. He was the son of a doctor
2. He practised the art of medicine there
3. We have his writings.
4. This great physician taught his pupils to examine his patients very attentively.
5. He knew how to use drugs.
6. He paid much attention to diet.

EXERCISE 4

Lazım olan yerlərə artikl əlavə edin:

1. Hippocrates was ... son of ... doctor.
2. He was born in ... 460 B.C.
3. Having studied medicine he went to ... town.
4. In order to drive out plague from Athens he lit fires in ... streets of the city
5. ... collection consists of 100 books.
6. Hippocrates was ... excellent practitioner and ... teacher of medicine.
7. His medicine was based on ... basis of experience.
8. Hippocrates paid much attention to ... healthy way of life.
9. Central to Hippocrate's teaching was ... rational approach to disease.

TESTS

Düzgün tərcüməni seçin:

1. Mən vağzala çatanda dostlarımdan heç biri orada yox idi.
 - a) When I reached the station nobody had been there.
 - b) Neither of my friends were not at the station when I reached there.
 - c) Neither of my friends was there when I reached the station.
 - d) When I reached the station, no my friends was there.
2. Siz mənə zəng edəndən bəri mən bu məqalə üzərində işləyirəm.
 - a) I work at this article when you rang me up.
 - b) I have worked at this article since you had rung me up.
 - c) I am working at this article ween you rang me up.
 - d) I have been working at this article since you rang me up.
3. Felin müvafiq zaman formasını seçin:
If she ... me up I ... him about everything that I (to know)
 - a) rang, should tell, to know
 - b) will ring, told, am knowing
 - c) rings, shall tell, know
 - d) should ring, would tell, am knowing
 - e) was rang, was telling, had known

4. Yesterday I ... a new watch, because my old one ...
- a) bought, was stolen
 - b) was bought, had been stolen
 - c) bought, had been stolen
 - d) had bought, has been stolen
 - e) was buying, had stolen

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MÖVZU 19

BLOOD TRANSFUSION. ADMINISTERING BLOOD AND BLOOD PRODUCTS. GRAMMATICAL PRACTICE: Participle □.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Qan haqqında məlumat	8 dəq.
2.	Eritrositlər haqqında	10 dəq.
3.	Leykositlər haqqında	10 dəq.
4.	Trombositlər haqqında	7 dəq.
5.	Qan köçürmə və donorluq	8 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Xarici həmkarları və pasientləri ilə ünsiyyət yaratmağı.

Text: **BLOOD**

Blood contains a fluid called plasma plus microscopical cellular elements: erythrocytes, leucocytes and thrombocytes.

Eritrocytes are red blood cells of which 4,5-5 million are found in each cubic millimetre. These cells are made in the bone marrow and are important in transporting oxygen from the lungs through the

blood stream to the cells all over the body.

Leucocytes are white blood cells from 4 000-10 000 per cubic millimeter existing in several types: granulocytes and agranulocytes, which are also subdivided into different types.

Trombocytes or platelets are tiny cells formed in the bone marrow. They are necessary for blood clotting. Their number is 400 000 per cubic millimeter.

“LIFE GIVER”

Blood is called “life giver”. Often people die without blood transfusion. More and more blood is needed these days. It takes 5 litres of blood for heart or kidney operation.

A special Blood Service operates in Moscow.

Thousands of people give their blood free of charge. Donating blood is popular with students, especially in the medical schools and medical institutions. Large Moscow Factories have Donor Days.

Text: **BLEEDING**



Bleeding can lead to a severe loss of blood. The best way to stop bleeding is by direct pressure with a clean cloth. If the bleeding is from the arm or the leg, the limb can be kept in a raised position. If the bleeding is from a nose, put a

cold compress on the nosr. It will stop the blood. Ice placed on the nose also stops bleeding. In severe case doctors make blood transfusion.

ACTIVE VOCABULARY

contain	[kə`teɪn]	<i>saxlamaq (özündə)</i>
plasma	[plæzmə]	<i>plazma</i>
microscopial	[`makrəskoupikəl]	<i>mikroskopik</i>
element	[`elɪmənt]	<i>element</i>
erythrocyte	[ɪ`rɪθrousaɪt]	<i>eritrosit</i>
leucocyte	[`lju:kousaɪt]	<i>leykosit</i>
thrombocyte	[`θrɒmbəsəɪt]	<i>trombosit</i>
tiny	[taɪnɪ]	<i>kıçık</i>
agranulocyte	[ə`grænjuləsəɪt]	<i>qanda qranulosit- lərin azalması</i>
cytoplasm	[`saɪtəpæzm]	<i>sitoplazma</i>
life giver	[`laɪf ɡɪvə]	<i>həyat verən</i>
to die	[tu daɪ]	<i>ölmək</i>
to need	[ni:d]	<i>ehtiyacı olmaq</i>
to operate	[`ɒpəreɪt]	<i>fəaliyyət göstərmək</i>
free of charge	[`tfɔ:dʒ]	<i>pulsuz</i>
to donate	[də`neɪt]	<i>qan vermək</i>

SORĞU SUALLARI

1. What does blood contain?
2. How many erythrocytes can be found in each cubic millimeter?

3. Where are these cells made?
4. What are the types of leucocytes?
5. How many platelets are there in one cubic millimeter?
6. What can lead to a severe loss of blood?
7. What is the best way to stop the bleeding?
8. What do the doctors do in severe cases?

A DIALOGUE

- Oh, your nose is bleeding. What have you done to it?

- Nothing. I am subject to it. I think it must be heat. Sometimes it starts bleeding while I am walking along the street and it is very unpleasant.

- A little cold water on the back of your neck may stop it. Be careful, or the blood may drop on your dress.

- Oh, it's bleeding profusely. My handkerchief is quite soaked with blood.

- I think it will wash out. Blood stains wash out if the blood is not allowed to dry. You must see a doctor. You can stop the symptoms but you don't cure the cause of them. The illness may become serious.

EXERCISE 1

Insert articles where necessary:

1. Blood contains ... fluid called plasma and cellular elements.
2. Erythrocytes (red blood cells) are important in ... gas exchange taking place in ... lungs.
3. Leucocytes (white blood cells) are subdivided into ... different types.
4. Platelets are ... tiny cells formed in the bone marrow.

5. ... fluid portion of blood remaining after ...
coagulation process is the serum.

EXERCISE 2

Insert prepositions or adverbs:

1. Thrombocytes are necessary ... blood clotting.
2. The plasma is the fluid portion ... clotting has occurred.
3. There are two types of ... agranulocytes.
4. The oxygen is used ... body cells in the process ... converting food ... energy.
5. Erythrocytes transport oxygen ... the lungs ... the blood stream ... the cells of the body.
6. They also carry ... a waste product ... catabolism.

EXERCISE 3

Cümlələri ingiliscə deyın:

1. Kitab oxuyan qız mənim bacımdır.
2. Pəncərənin yanında dayanan qadın bizim sinif rəhbərimizdir.
3. Yeni sözləri izah edən müəllim təcrübəlidir.
4. Meydançada futbol oynayan uşaqlar mənim dostlarımdır.

TESTS

Participle I olan cümlələri seçin:

1. This saying is found in every language.
 2. What would you say to coming to my place.
 3. Nigar sitting by the fire looked sad.
 4. While running after the boy, he fell down.
 5. I soon got tired of listening to the same song.
- a) 2, 5 b) 3, 4 c) 4, 5 d) 1, 5 e) 2, 3

1. Looking his friends angrily Zaur said nothing.
 2. Who does the shopping in your family.
 3. We could see two girls standing at the window.
 4. Writing letters usually takes a lot of time.
 5. He prefers painting in oil.
- a) 4, 5 b) 3, 4 c) 1, 3 d) 1, 4 e) 2, 4

1. Being ill he refused to join us.
 2. I am always against the idea of eating fruit unwashed.
 3. The students paused a minute before answering.
 4. Don't try to hurt the feelings of your friends.
 5. He looked at me smiling nervously.
- a) 1, 5 b) 1, 4 c) 3, 5 d) 2, 3 e) 2, 4

LEKSIK-FRAZEOLOJİ MİNİMUM NÜMUNƏLƏRİ

blood transfusion set/tubing/system - *qan köçürmək
üçün sistem*

to adjust drip intravenous blood

transfusion - *damcı ilə qan köçürməni tənzimləmək*

determining of the blood group

/blood grouping/ blood typing - *qan qrupunun təyini*

rhesus (rh) blood faktor - *rezus faktor*

standart sera for blood typing - *qan qrupunu təyin
etmək üçün standart zərdablar*

agglutination - *aqqlütinasiya*

to give/contribute blood - *qan vermək*

keeping the blood - *qanın saxlanması*

indication (contraindication) for blood

transfusion - *qan köçürmə üçün göstəriş (əks göstəriş)*

packed white cells (red cells) - *leykositar(eritrositar)*
kütlə
to replace blood loss - *qan itkisini bərpa etmək*
to combat anemia - *anemiya ilə mübarizə etmək*

ƏYANİ VƏSAİT: Audio material, sxem

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«Английский язык для медицинских училищ»
Москва-2003, pages 26-28.
2. С.А.Тылкина, Н.Е.Темчина «Пособие по
английскому языку для медицинских училищ»
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язык для медицинских колледжей и училищ»
Ростов-на-Дону-2002, page 35.

MÖVZU 20

MANAGING PAIN. GRAMMATICAL PRACTICE: Participle □□.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Leksik frazeoloji minimumun mənimsədilməsi	16 dəq.
2.	Zərərçəkənlərə ilk yardım haqqında məlumat	12 dəq.
3.	Əzilmə zamanı göstərilən ilk yardım haqqında məlumat	12 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Qrammatikadan qazanılmış biliyin şifahi nitqdə tətbiqini.

Text: **FIRST AID**

Everybody must know how to give first aid. The first aid saves many lives. The first aid is to help which you give an injured person. You must know different methods of helping in accidents. When you give the first aid you must be calm, and act without panic.

Remember: "SOS" means "Save Our Soul".

Text: **BRUISE**

When you fall on your knee you get a bruise on it. The bruised place looks red and swollen at first. If there is a scratch on your knee put iodine on it.

If your knee hurts you very much, take some cloth, wet it in cold water and put it on the bruise. It will relieve the pain.

If the bruise is very bad you must consult a doctor.

ACTIVE VOCABULARY

first aid [eɪd] *ilk yardım*

to save [seɪv] *xilas etmək*

injured [ˈɪndʒəd] *zərərçəkən*

accident [ˈæsɪdənt] *bədbəxt hadisə*

panic [pæˈnɪk] *çaxnaşma, təlaş*

soul [saʊl] 1) *ürək, qəlb*; 2) *insan, adam*

bruise [bruːz] *əzilmə, göyərti, qançır*

scratch [skrætʃ] (n) *siyrıntı*

iodine [ˈaɪ ədiːn] *yod*

cloth [klɒθ] *parça*

to wet [wet] *islatmaq, yaşlatmaq*

to relieve [riˈliːv] *yüngülləşdirmək, azad etmək*

SORĞU SUALLARI

1. What is the "first aid"?
2. How must a person act when he gives the first aid?
3. What does "SOS" mean?
4. What must a person do if he falls on his knee and gets a bruise on it?

A DIALOGUE

Aytan: What is the matter with you, Esmira? You look pale.

Esmira: There's nothing the matter with me, Aytan.

A.: But I see that something is wrong.

E.: Well, I fell on the skating-rink and my right leg badly hurts me.

A.: Let me take off your shoe, Esmira.

E.: Thank you, Aytan. I can do it myself.

A.: I am afraid you have a fracture.

E.: Don't be afraid, Aytan. It's not a fracture. You see there is no swelling on my leg.

A.: But I want you to have an X-ray examination.

E.: All right. I'll consult a doctor.

EXERCISE 1

İngiliscə deyin:

Sağlamlığı qorumaq, güclü qidaya ehtiyacı olmaq, bilmək vacibdir, diqqətli olmaq.

EXERCISE 2

Verilmiş sözlərdən cümlələr düzəldin:

1. In, future, become, doctors, shall, we.

2. In, Anatomy, Yesterday, had, we, lecture.
3. The library, take, the, students, from, books.

EXERCISE 3

Suallara cavab verin:

1. Is your sister an adult?
2. Are you at a hostel now?
3. Has your mother a heart disease?
4. Is Biology a special subject?
5. Are you under care of a doctor now?

EXERCISE 4

Cümlələri azərbaycan dilinə tərcümə edin:

1. The problem discussed is of interest.
2. The translated paper is interesting.
3. Spoken English is difficult.
4. The problem discussed attracted much attention.
5. The Method presented varied from ours.

TESTS

Participle II olan cümlələri seçin:

1. The subjects studied here are more difficult.
2. We studied two foreign languages at the time.
3. The house described here is quite different.
4. Arif translated article and went out at once.
5. We caught a lot of last week.

a) 2, 3 b) 4, 5 c) 1, 3 d) 2, 4 e) 1, 5

1. We stopped before a closed door.
2. The answer received from the reporters was

unexpected.

3. The doctor surprised us with his answer.
4. They signed a new contract the other day.
5. She wants to know when I closed the door.

a) 1, 5 b) 2, 4 c) 1, 2 d) 3, 4 e) 2, 5

Söhbətin harada gedə biləcəyini müəyyənləşdirin:

- How are you?
- Fine, thanks, and you?
- Just fine. Where are you going?
- To the library.
- O.K. I'll see you later. So long.
- So long.

a) in the buffet

c) at the theatre

b) at home

d) in the street

Laughter is the Best Medicine.

"Doctor", called a small boy, "come up to our house quickly."

"Who is ill at your house?" asked the doctor.

"Everybody but me I was naughty, so they didn't give me any of the nice mushrooms. Father had picked in the forest."

LEKSIK-FRAZEOLÖJİ MİNİMUM NÜMUNƏLƏRİ

to hurt, to have pain, to be painful - *ağrımaq* (*boğaz, ayaq və s.*)

to induce/cause pain, to bring pain on - *ağrı törətmək*

to relieve pain - *ağrını yüngülləşdirmək*

to bear/indure/stand pain - *ağrıya dözmək*
 to cease, to pass (of pain) - *dayanmaq, keçmək (ağrı haqqında)*
 to deaden the pain - *ağrını azaltmaq, kütləşdirmək*
 to increase, to worsen,
 to precipitate (of pain) - *güclənmək (ağrı haqqında)*
 tenderness, painfulness - *ağrılılıq*
 lokal tenderness - *lokal (yayılmış) ağrılılıq*
 slight tenderness - *yüngül ağrılılıq*
 to localise tenderness - *ağrılığı müəyyən etmək*
 pains of unknown origin - *qeyri-müəyyən mənşəli ağrı*
 pain on defekation - *defekasiya zamanı ağrı*
 menstrual colic/pains - *menstruasiya zamanı ağrı*
 pains on urination - *sidik ifrazı zamanı ağrı*
 pain with extension / radiation into... - *...irradiasiya edən ağrı*
 painful breathing - *tənəffüs zamanı ağrı*
 low back pain - *bəldə ağrı*
 sudden acute pain - *qəfil kəskin ağrı*
 constant / persistent / continuous pain - *daimi / fasiləsiz ağrı*
 troublesome / excruciating / agonizing pain - *əziyyətverici ağrı*
 bearable / tolerable / pain - *dözümlən ağrı*
 unbearable pain - *dözülməz ağrı*
 trivial pain - *cüzi ağrı*
 marked / pronounced pain - *aydın ağrı*
 girdle / band-like pain - *kəmərvəri ağrı*
 boring pain - *deşici ağrı*
 burning / scalding pain - *göynəyən ağrı*
 cramping / cramp-like / spazmodic pain - *tutmaşəkilli ağrı*
 cutting pain - *kəsici ağrı*
 gnawing pain - *gəmirici ağrı*

tightening / pressing / griping pain - *sıxıcı ağrı*
knife-like / stabbing pain - *xəncərvəri ağrı*
piercing pain - *bətici ağrı*
throbbing pain - *pulsasiya edən ağrı*
shooting pain - *atıcı ağrı*
fasting pain - *ac ağrı*
radiating /referred/ extending pain - *irradiasiya edən ağrı*

ƏYANİ VƏSAİT: Audio material

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«Essential English for Medical Students»
Москва-1983, page 15.
2. С.А.Тылкина, Н.Е.Темчина «Пособие по
английскому языку для медицинских училищ»
Москва-2000, pages 32,34.

MÖVZU 21

HEALTH SERVICE IN THE RUSSIAN FEDERATION.

GRAMMATICAL PRACTICE: The Infinitive.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Rusiyada səhiyyə xidmətin əsas istiqamətləri	10 dəq.
2.	Poliklinikaların əhaliyə xidməti haqqında	10 dəq.
3.	Təcili yardım xidməti haqda	9 dəq.
4.	Xəstəxanalarda tibb xidməti haqqında	9 dəq.
5.	Ana və uşaqlara qayğı mərkəzi haqqında məlumat	9 dəq.

Tələbə bilməlidir:

- Söylənilmiş cümlələrin mənasını;

Tələbə bacarmalıdır:

- Peşəyönümlü xarici mətnləri oxuyub tərcümə etməyi.

Text: **HEALTH SERVICE IN RUSSIA**

The main attention of health Service in Russia is paid to prophylaxis. One of the most important task in the fight against different diseases is the early de-

tection of the first signs of the disease. They pay much attention to the popularization of medical science among the population. We believe that one of the main available methods of preventing the spread of diseases is health education. The press, cinema, radio and television are very helpful for these purpose.

The basic medical unit in Russia country is the polyclinic. They have polyclinics for the adult population and for children. Ambulant patients are seen at the polyclinic by the district doctors. A patient who is ill at home is visited by his district doctor. The doctor works 6 hours a day. For the district doctor this is made up of 3 hours in consultation at the polyclinic and 3 hours in visiting patients in their homes.

The emergency ambulance service operates day and night and is free of charge. The ambulances are equipped by diagnostic respiratory, anaesthetic and electro - therapeutic apparatus, blood - transfusion and other equipment.

There are several specialized hospitals in Russia for the treatment of particular diseases - infections, psychiatric diseases, cancer, ophthalmological diseases and others. Some words must be said about the Mother - and - Child Health Care Centre in Moscow. This centre concentrates effort not only on traditional problems of obstetrics and gynecology but also on research in normal physiology of the female organism. The main task of this centre is to ensure the birth of a healthy child. The centre developed new methods of disease prevention, diagnostics and treatment. Much attention in our country is paid to the scientific problems, concerning the prevention and treatment of car-

diovascular, viral and oncological diseases, the problems of gerontology, medical genetics, immunology and the creation of artificial organs.

NOTES

to pay attention - *fikir vermək*
the spread of diseases - *xəstəliyin yayılması*
emergency ambulance service - *tə'cili yardım*
xidməti
free of charge - *pulsuz*
to be equipped - *təhciz olunmaq*
respiratory apparatus - *tənəffüz üçün aparat*
blood transfusion - *qan köçürmə*
to ensure - *təmin etmək, zəmanət vermək*
viral (a) - *virus*
artificial organs - *süni orqanlar*
creation - *yaradma, əmələ gəlmə*

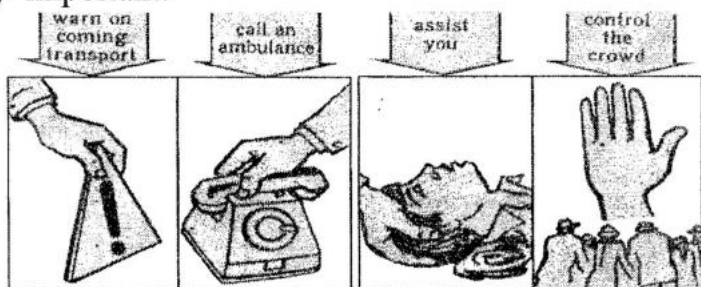
SORĞU SUALLARI

1. What is the main attention of health Service in Russia paid to?
2. What is the most important tasks in the fight against different disease?
3. What is helpful in health education?
4. Is the polyclinic the basic medical unit in Russia?
5. How many hours does the doctor work?
6. Is the emergency ambulance service free of charge?
7. What can you say about the equipment of the emergency ambulance service?
8. What are the problems studied by the Mother – and – Child Health Care Centre in Moscow?

9. Is much attention in Russia paid to the Scientific problems?

Text: **CALM LEADERSHIP IS IMPORTANT**

You know the life saving first aid. If you are first on the scene of an accident you can decide what must be done before the arrival of an ambulance or medical personnel. Calm leadership is very important.



When you telephone for an ambulance you must

- 1) give clear instructions : road – street – place.
- 2) tell about the type of accident: collision; car on fire, number of victims.

Mətni oxuyun

S. P. BOTKIN

S.P.Botkin was born on September 17,1832. After finishing one of Moscow schools, he entered the Medical Faculty of Moscow University.

Botkin was interested in medicine very much and soon became one of the best students.

After graduating from the Medical Faculty in 1855 Botkin went to Crimea where he worked as a physician of the well known Russian surgeon Pirogov.

In 1860 Botkin began to work at the Medico – Surgical Academy in Petersburg. In 1861 he became a professor of the Therapeutic Clinic at the Academy. He worked hard. He wanted to have a model clinic at the Academy. Botkin organized a well – equipped physiological laboratory for clinical experiments.

S.P.Botkin was a brilliant therapist and diagnostician. One of his greatest achievements was his theory of nervosizm, which is the most progressive theory in clinical medicine.

S.P.Botkin was not only a brilliant scientist, but an excellent teacher too. Many of his pupils became famous physicians and worked at Russian Universities as professors.

S.P.Botkin was also one of the founders of military therapeutics. He worked at the front during Russo – Turkish war giving much of his time to the organization of medical aid.

During his whole life he never stopped working for the good of the Russian people. His name is one of the most famous names in medicine and it will be always remembered in the history of Russian Science.

EXERCISE 1

Söz birləşmələrindən istifadə edərək cümlələri tamamlayın.

To touch sterile material with fingers; to wear a mask;

To take out the stitches with forceps.

1. It is important ...

2. It is necessary ...
3. It is dangerous ...

EXERCISE 2

İngiliscə deyin.

Soyuqlama əlaməti; infeksiyon xəstəlik; ilk əlamətlər; diqqətli olmaq; ağız boşluğunun gigiyenası; infeksiyanın yayılmasının qarşısını almaq.

EXERCISE 3

Cümlələri Azərbaycan dilinə tərcümə edin:

1. I expected my sister to be operated on as soon as her temperature returned to normal.
2. The physician wanted my mother to be following a bed regimen for several days.
3. The cardiologist considered the electrocardiogram waves to have changed after the heart attack.
4. The physician supposed the intensity of the shadow in the lung to decrease after the treatment.

TESTS

Mə'naya uyğun olaraq məsdərləri seçin.

1. The doctor wanted ... the patient in the morning.
 - a) to learn
 - b) to examine
 - c) to begin
2. ... anatomy well is necessary for every surgeon.
 - a) to know
 - b) to keep
 - c) to find

3. Our students came to the Institute ... to the lecture on bones.
- a) to find
 - b) to learn
 - c) to listen
4. The surgeon will begin ... on this patient at 10o'clock.
- a) to spend
 - b) to operate
 - c) to take

ƏYANİ VƏSAİT: Audio material

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училищ ” Ростов-на-Дону 2002, page 142.

MÖVZU 22

DRUG THERAPY. GRAMMATICAL PRACTICE: The Gerund.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni söz və ifadələrin mənimsədilməsi	11 dəq.
2.	Dərmanlar haqqında ümumi məlumat	10 dəq.
3.	Antibiotiklər haqqında məlumat	10 dəq.
4.	Bəzi dərmanların işlənmə qaydası	15 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Xarici dildə elementar ünsiyyət yaratmağı.

Text: AT THE CHEMIST'S

On receiving a prescription from a doctor or on following a home treatment all of us need medicines, which are ordered or bought at a chemist's.

At any chemist's all drugs are kept in drug cabinets. Each medicine has a label on it. White labels indicate drugs for internal use, yellow - for external

use and blue - for injections. The doze to be taken and the directions for the the administration are also indicated on a label. It is very important for chemist's, nurses, doctors and patients themselves.

Drugs may be administered externally or internally. Drugs are classified into groups which have a specific action, such as antibacterial drugs which are used for the treatment of injections or local anaesthetics, which abolish pain. Some drugs belong to more than one group; for example lignocaine, which is a local and surface anaesthetic. Let's make antibacterial drugs as an example.

They are administered internally to kill bacteria. Antibiotics are drugs originally derived from microorganisms: for example, penicillins, tetracyclines and erythromycin. Many people are allergic to penicillin and its derivatives. If such people are given any of these drugs they are liable to develop a dangerous reaction. Patients must always be asked beforehand if they are allergic to penicillin or any other drugs.

ACTIVE VOCABULARY

drug [drʌg] *dərman*

exclusively [ɪk`sklu:zɪvli] *müstəsna, xüsusi*

order [ɔ:də] *sifariş vermək*

prescribe [pri`skraɪb] *göstəriş vermək,
yazmaq (dərman)*

volume [vɒlju:m] *həcm, tutum*

reference [`refrəns] book *sorğu(məlumat)
kitabçası*

available [ə`verləbl] *mənimsəlinə bilən, yarayan*
 precaution [pri`kə:ʃn] *əks göstəriş*
 data [ˈdɛɪtə] *məlumatlar, göstəricilər*
 externally [eks`tə:nli] *xaricə (istifadə)*
 anaesthetic [ˌænis`θetɪk] *anestetik*
 to abolish [ə`bɒliʃ] *aradan qaldırmaq, ləğv etmək*
 to kill [kɪl] *öldürmək*
 derive [dɪ`raɪv] 1) *törəmək, törətmək;*
 2) *almaq, götürmək*
 liable [ˈlaɪəbl] *məsul, məsuliyyət daşıyan, meylli*
 beforehand [bi`fɔ:hænd] *əvvəlcədən*

SORĞU SUALLARI

1. Where are all the drugs kept at the chemist's?
2. How are drugs administered?
3. What groups are drugs classified into?
4. Do drugs belong only to one group?
5. What is the aim of administering antibacterial drugs?
6. What are antibiotics originally derived from?
7. What reaction can develop if the people are allergic to some drugs?

Text: TABLETS

The tablet is the most common form for the administration of a drug in a dry state.

A tablet shows definite properties of mechanical strength and is characterized by a definite date of disintegration with water.

It is observed that tablets can be made from certain drugs, even without the addition of auxiliary substances.

But for some drugs, the addition of auxiliary substances is found to be necessary to overcome certain difficulties in their tableting.

The application of different pressure during tableting plays a very important role. It helps to avoid unnecessary complications. Tablets, which should dissolve in the mouth, must be more strongly compressed than other tablets for internal administration.

Another important effect of higher pressure is an increase in friction, which demands the use of greater amounts of lubricants and glidants. Glidants are added to the tablets to improve their flow properties.

SOME RULES FOR DRUG TAKING

If medicine is taken incorrectly, it may actually cause harm.

As a rule, the prescription contains information about dosage, doses, time for taking it and the way of taking. But some patients don't always follow the prescribed instructions.

Here some rules for drug taking:

1. Some medicines taken after meal can lose their effect. Hence pharmacological therapy follows this general rule: medicines having an organic structure should be taken one-half hour to one hour before meal-time.

2. Non - acid - resisting antibiotics (ampicillin, penicillin) and other medicines should be taken with acidic juices or drinks containing alcohol.

3. Alcohol has a very negative influence on the effect of medicines. It intensifies the effect of histamines, barbiturates and tricyclic antidepressants. Alcohol increases the toxicity of barbiturates by more than 50%.

4. Shake the bottle with liquids or the last dose can be too strong.

5. Keep the medicine in a cool place.

SOME MEDICINES AND HOW TO USE THEM

Artomid-S - is prescribed for the treatment of atherosclerosis, particularly coronary heart disease.

Dosage: The daily dosage must be divided into two or more doses and taken after food.

Caution: Take not more than 6-8 capsules. Treatment of patients with renal dysfunction requires caution. Do not give Artomid-S to pregnant patients.

Strophantin - is a white or yellowish powder. It is taken for acute cardiovascular insufficiency.

It is sensitive to light and it must be kept in amber containers. It is soluble in water and only slightly soluble in chloroform and ether.

Strophantin is very poisonous. Strophantin is used intravenously for its effects on the heart.

Elixophyllin.

Indication: For symptomatic relief of bronchial

asthma, pulmonary emphysema and other pulmonary diseases with bronchospasm.

Elixophyllin helps patients with emphysema and chronic bronchial asthma to breathe comfortably. Elixophyllin is especially useful in long-term therapy with older patients.

Precaution: Do not use Elixophyllin together with other theophylline preparations.

EXERCISE 1

Lazım olan yerlərə artikl əlavə edin:

When drugs are administered to some patients ... severe adverse reaction, such as collapse, may occur. This may be caused by ... allergy to ... drug administered, e.g. penicillin or interaction with another drug which ... patient is already taking for medical reasons.

To prevent these undesirable effects ... careful study of a case history must always be made before any drugs are used. If it is found that ... drug allergy exists, or ... patient is taking drugs prescribed by ... doctor, or taking nonprescription drugs for self-medication this information must be recorded on ... patient's chart, regularly up-dated and ... appropriate taken.

EXERCISE 2

Cümlələri tərcümə edərək *cerund*-un funksiyasını təyin et:

1. Healing of the wound will take much time.
2. My wish is entering the Medical Academy next Summer.
3. I don't mind operating on this patient.
4. The doctor began examining the patient.

5. Have you prepared boy suturing the wound.
6. Go on gargling your throat.
7. Rapid walking accelerates the respiratory rate.
8. Suffering was intolerable.

EXERCISE 3

Mötərizədə verilmiş məsdərləri *cerund*-la əvəz edərək suallara cavab verin:

1. What is a drug cabinet used for?
(to keep drugs and remedies)
2. What is a label used for?
(to indicate the dose of the medicine)
3. What is a temperature chart used for?
(to write down the patient's temperature)
4. What is a patient's card used for?
(to fill it in with all the findings about the patients disease)

TESTS

Düzgün tərcüməni seçin:

1. Dərman:

- | | |
|-----------|----------------|
| a) volume | c) data |
| b) drug | d) exclusively |

2. Precuation:

- | | |
|-----------------|----------------------|
| a) həcm, tutum | c) mənimsənilə bilən |
| b) əks göstəriş | d) sifariş vermək |

3. Aradan qaldırmaq:

- | | |
|-------------------|--------------|
| a) to abolish | c) to kill |
| b) reference book | d) treatment |

4. Data:

- | | |
|----------------|---------------|
| a) tibb bacısı | c) məlumatlar |
| b) məsul | d) əvvəlcədən |

LEKSIK-FRAZEOLOJİ MİNİMUM NÜMUNƏLƏRİ

pharmacy/chemist's[shop]/drug-store - *apteka*
drug/medicine/medicinal remedy/medicinal
substance/medicinal preparation - *dərman, dərman
maddəsi*
prescription - *resept*
adult (ad.) (infant (inf.)) prescription - *böyüklər (uşaq)
üçün resept*
prescription form / blank - *resept blankı*
to write out a prescription - *resept yazmaq*
to sign a prescription - *reseptə qol çəkmək*
pharmacist /chemist/ dispenser - *əczaçı*
pharmaceutical directory - *əczaçının məlumat kitabı*
to dispense drugs /to dispense
medicines/ to deliver prescriptions - *dərman vermək*
pharmacological properties - *farmakoloji təsir*
indications (contra-indications) - *göstəriş (əks göstəriş)*
mode of administration - *tətbiq metodu*
dosage - *doza*
initial dose - *başlanğıc doza*
minimal effective dose - *minimal effektiv doza*
safe dose - *təhlükəsiz doza*
age-dependent dose - *yaş dozası*
maximum single (daily) dose - *yüksək birdəfəlik
(sutkalıq) doza*
dose for the course of treatment - *kurs dozası*
lethal dose (ld) - *letal doza*
optimal dose regimen - *optimal tətbiq rejimi*

upper limit of dose range - *dozanın yuxarı sərhədi*
to increase (to lower / reduce) a dose - *dozanı artırmaq*
(azaltmaq)

frequency - *qəbul tezliyi*

profile of clinical actions - *κlinik təsir xarakteri*

clinical experience - *κliniki sınaqlar*

use in pregnancy and lactation - *laktasiya və hamiləlik*
zamanı tətbiqi

precautions - *xəbərdarlıq*

side-effects and adverse reactions - *əlavə təsirlər və*
mənfi reaksiyalar

drug interactions - *dərmanların qarşılıqlı təsiri*

effect of overdosage - *dozanın artıq olması*

treatment of overdosage - *dozanın artıq olması*
zamanı müalicə

tolerance (intolerance) to a drug - *dərmana həssaslıq,*
qeyri həssaslıq

rate of administering a drug /

infusion rate - *dərman maddəsinin yeridilməsi sürəti*

to administer a drug orally(sublingually) - *ağızdan*
(dilaltıma) yeritmək

to administer a drug parenterally - *dərmanı parenteral*
yeritmək

medicinal form - *dərman forması*

drops - *damcı*

liniment - *liniment*

ointment - *məlhəm*

mixture - *mikstura*

tincture - *tinktura*

decoction - *dəmləmə*

pill - *həb*

powder (compound powder) - *toz (mürəkkəb toz)*

solution - *məhlul*

dust - *talk*
 suppository - *şam*
 suspension - *suspenziya*
 tablet (tab.) (coated tablet) - *tablet*
 liter (l) (cubic centimeter (cc)) - *litr*
 to shake a drug / medicine - *dərmanı çalxalamaq*
 to rub a drug into ... - *dərmanı sürtmək*
 to order / administer / prescribe a drug - *dərman təyin
etmək*
 drug for internal (external) use - *daxilə (xaricə)
dərmanın tətbiqi*
 to take a drug/to ingest
 a medicine with food/meals - *dərmanı yemək zamanı
qəbul etmək*
 to take a drug before meals (a.c.)
 (after meals, on empty stomach) - *dərmanı yeməkdən
əvvəl (sonra, acqarına)
qəbul etmək*
 ready-to-use remedy - *hazır dərman maddəsi*
 potent medicine - *güclü təsirli dərman maddəsi*
 anti-arrhythmic remedy - *anti aritmik dərman maddəsi*
 pain reliever / killer - *ağrıkəsici dərman maddəsi*
 astringent - *büzücü dərman maddəsi*
 antacid - *antasid dərman maddəsi*
 antibiotic - *antibiotik*
 antiviral remedy - *virus əleyhinə preparat*
 anticoagulant - *antikoagulyant*
 antihypertensive/ hypotensive remedy - *hipotenziv
dərman maddəsi*
 antipyretic - *hərarətsalıcı dərman maddəsi*
 cholagogue - *ödqovucu dərman maddəsi*
 diuretic - *diuretik*
 expectorant - *bəlgəmgətirici*
 bronchodilator - *bronxolitik*

anti-inflammatory agent (non-steroid
 anti-inflammatory agent) - *iltihab əleyhinə (qeyri steroid)
 dərman maddəsi*
 vermifuge / anthe mintic - *qurd əleyhinə dərman maddəsi*
 antihistamine - *antihistamin preparat*
 contraceptive (oral contraceptive) - *kontrasektiv*
 antiemetic - *qusma əleyhinə dərman maddəsi*
 anticonvulsant remedy - *qıcolma əleyhinə dərman maddəsi*
 sedative - *sedativ preparat*
 purgative (laxative / aperient) - *işlədici (yüngül işlədici)
 preparat*
 hypnotic / sleeping pill - *yuxugətirici dərman maddəsi*
 vasodilator - *vazodilatator*
 antispasmodic - *spazmalitik*
 tranquilizer / anxiolytic - *trankvilizator*
 agent stimulating cns - *mss-nin tənzimləyicisi*

ƏYANİ VƏSAİT: Схем

ƏDƏBİYYAT

1. В.В. Мухина, Н.С.Мухина, П.Н.Скрипников
 «Английский язык для медицинских училищ»
 Москва-2003, page 77
2. Л.Г.Козырева, Т.В.Шадская «Английский язык
 для медицинских колледжей и училищ»
 Москва-2000, pages 32,34.
3. Грамматический практикум по Английскому
 языку для студентов, аспирантов и соискателей
 медицинских вузов.
 Нижний Новгород-2003, page 20.

MÖVZU 23

CARE OF DRUGS.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni sözlərin mənimsədilməsi	12 dəq.
2.	Farmakoqnoziya haqqında məlumat	15 dəq.
3.	Bəzi dərmanların işlənmə və saxlanma qaydaları	15 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Qrammatikadan qazanılmış biliyin şifahi nitqə tətbiqini.

Text: **PHARMACOGNOSY**

The term of pharmacognosy comes from the Greek words pharmakon – drug; and gnosis-knowledge and means the total knowledge of drugs.

The solubility of plant elements depends on their chemical structure. Among the carbohydrates the true sugars such as glucose, sucrose and lactose are soluble in water and to a limited extent in alcohol, but are insoluble in chloroform and in ether.

The mucilages are insoluble in water, alcohol, chloroform and ether.

The glycosides are soluble in water. The volatile oils are slightly soluble in water. Alcohol is an ideal solvent for volatile oils.

ACTIVE VOCABULARY

knowledge	[`nɔlɪdʒ]	<i>bilik</i>
solubility	[,sɔljʊ`blɪtɪ]	<i>həllolma qabiliyyəti</i>
to depend	[dɪ`pend]	<i>asılı olmaq</i>
true	[tru:]	<i>(быва́а) təmiz</i>
slightly	[`slɑɪtlɪ]	<i>zəif, yüngül</i>
solvent	[`sɔlvənt]	<i>həllədicə, həllədən</i>

Text: CARE OF DRUGS

There are strict legal requirements for the purchase, storage, use, identification, dispensing and prescription of drug.

Many drugs are poisonous if taken accidentally or in excess, others are caustic and may cause painful burns. Some common sense precautions in strong drugs are to keep them well away from food and drinks: keep poisons locked up in a special poisons cabinet; and to keep caustics on the lowest shelf where accidental spillage cannot affect the eyes or burn the face.

Stocks of drugs must be stored in accordance with manufactures: instructions and not kept beyond

their expiry date. Records of their purchase, supply and expiry date must be kept for at least 11 years. Any drugs which have passed their expiry date should become discoloured or cloudy.

Certain drugs, such as adrenaline, halothane and hydrogen peroxide must be stored in dark bottles to prevent premature deterioration, while poisons bottles are ribbed to indicate by touch that their contents are dangerous.

SORĜU SUALLARI

1. What does the word "pharmacognosy" mean?
2. Does the solubility of plant elements depend on their chemical structure?
3. The mucilages are insoluble in water aren't they?
4. Are there strict legal requirements for the purchase, storage, use, identification and prescription of drugs?
5. What can you say about the stocks of drugs?
6. How must the certain drugs, such as adrenaline, halothane and hydrogen peroxide be stored?
7. What reaction can develop if the people are allergic to some drugs?

Text: MEDICAL PLANTS

The collection and use of medicinal plants began many thousand years ago.

Hippocrates is the father of medicine who lived in Greece wrote in his books about such drugs as hemlock, gentain and many others.

To day many drug plants are cultivated and many drug plants are collected from fields and woods.

Some drugs are made from fruits, leaves, flowers, roots, seeds of the plants.

It is very important to collect plants in proper-time. Leaves are collected when they are fully developed. The time of the day is also important in the collection of drug plants.

Flowers are collected before the time of pollination. Fruits are collected when they are fully grown but unripe.

To dry plants correctly is also very important. If it is made carelessly the drug may be spoiled. Drug plants which have glicosides must be dried at a low temperature. Digitails leaves must be dried in the same way.

Text: AT THE CHEMIST'S

When you are ill you consult a doctor. He prescribes you treatment and writes out a prescription.

At the Chemist's you can get patent medicines of all kinds: ampules of glucose and camphor for injections, different pills tablets and powders, cough



mixtures, heart drops, nasal drops, vitamins, cod liver oil, ointment, sleeping draught, laxatives, sedavites, bandages, adhesive plasters, mustard plasters, bottles of iodine.

You can also buy hot-water bottles, medicine drop-pers, ice bags, sponges and many other useful things.

ACTIVE VOCABULARY

at the chemist's [kɛmɪsts] *aptekdə*
patent (a) [ˈpɛɪtənt] *patentli*
ampule [ˈæmpju:] *ampula*
camphor [ˈkæməfə] *kamfora*
pill [pɪl] (n) *həb*; (v) *həb vermək*
cod liver oil [ˈkɒdˈlɪvəˈɔɪl] *balıq yağı*
ointment [ˈɔɪntmənt] *məlhəm*
sedative [ˈsedətɪv] *sakitləşdirici*
hot-water bottle - *isidici, qızdırıcı*

EXERCISE 1

Lazım olan yerlərə artıql əlavə edin:

The General Medical Council is ... governing body of ... medical profession. Its duties are to promote ... high standards of professional education and professional conduct among ... doctors. It ensures that ... status of the profession in ... community is upheld and that ... proper code of conduct is maintained for protection of ... public. In performance of these duties ... General Medical Council must be satisfied that ... courses of study at medical schools and ... qualifying examination are adequate. It is also empowered to remove from ... register any doctor who is accused of unprofessional conduct.

EXERCISE 2

Verilmiş söz birləşmələrindən istifadə edərək cümlələri tamamlayın:

It is important ...

It is dangerous ...

It is necessary ...

To use some medicine prescribed for your friend; not to keep the medicine in a cold place; to tell the doctor about your mistake; to read the prescription carefully; to substitute one drug for another to keep the medicine in a locked box.

EXERCISE 3

Nöqtələrin yerinə müvafiq sözönlərini yazın:

It takes 8-13 years to become a practising doctor ... the USA. Premedical training includes Mathematics, Physics, Chemistry, Foreign Languages and Literature ... many medical school. It lasts ... three years. Those who have completed premedical education are allowed to work as nurses ... having a short course ... practical training. A person can become a student ... the USA high medical school if he makes top grades ... premedical training.

EXERCISE 4

Cümlələri ingilis dilinə tərcümə edin:

1. Həkim xəstəni palatada müayinə edir.
2. Biz indi xəstəxanaya gedirik.
3. Yağış yağır, çətiri götür.
4. Tibb bacısı palatada yatan xəstələrə qulluq edir.
5. Sən nə edirsən?
6. Mən maraqlı kitab oxuyuram.

TESTS

Düzgün tərcüməni seçin:

1. Bilik:

- a) true
- b) solvent
- c) knowledge
- d) to depend

2. Həb:

- a) pill
- b) ointment
- c) camphor
- d) sedative

3. İsidici:

- a) ice bag
- b) tablet
- c) ampule
- d) hot-water bottle

4. Sedative:

- a) məlhəm
- b) kamfora
- c) sakitləşdirici
- d) patentli

Laughter is the Best Medicine

One day the new clerk came with an eye closed, left arm injured, right foot bleeding and with all his clothes badly torn. The director asked him: "Why are you late by two hours?". The clerk answered: "I fell out of an

eight story window.” The director smiled: “And it took you two hours for that?”

Teacher: Abbas, name five things that contain milk.

Abbas: Butter and cheese, ice cream and two cows.

ƏYANİ VƏSAİT: Sxem, tablo

ƏDƏBİYYAT

1. В.В.Мухина, Н.С.Мухина, П.Н.Скрипников
«Английский язык для медицинских училищ»
Москва-2003, pages 79, 82.
2. С.А.Тылкина, Н.Е.Темчина «Пособие по
английскому языку для медицинских училищ»
Москва-2000, pages 91, 119.

MÖVZU 24

THE USA: CULTURE, TRADITION AND LANGUAGE.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Amerika Birləşmiş Ştatlarının yaranması haqda	10 dəq.
2.	ABŞ dövlətinin coğrafi vəziyyəti haqqında	8 dəq.
3.	ABŞ-ın dövlət quruluşu, dövlət dili haqqında	8 dəq.
4.	ABŞ-ın paytaxtı haqqında	10 dəq.
5.	ABŞ-da ənənə və bayramlar	10 dəq.

Tələbə bilməlidir:

- Söylenilmiş cümlənin mənasını;

Tələbə bacarmalıdır:

- Qrammatikadan qazanılmış biliyin şifahi nitqə tətbiqini.

Text

The United States of America were founded on July 14 th, 1776, when thirteen English Colonies decided that they could no longer regard them selves as subjects to the British Crown.

In 1783 the War of Independence ended in favour of the colonists. The USA has increased its po-

wer. The original thirteen states have grown to fifty. The development of the USA was hindered by a civil war between the Northern and Southern States in the 1860s. The civil war ended in 1865.

The United States lies in the central part of the North American Continent with the Atlantic Ocean to the East, the Pacific to the West, Canada to the North and Mexico to the South.

The USA is a republic of semiautonomous states, each with its own governor, capital and legislative body.

The federal government is headed by the President and Congress, consisting of a Senate and a House of Representatives.

The population of the USA is more than 236 million people. Most of them live in towns. In the USA there are about 26,5 million black people and about 1 million Indians. Besides the people from Mexico and South American countries, there are also people who have come to the USA from Europe and Asia. The official language is English in the USA. Washington, the capital of the United States is situated on the Potomac River in the District of Columbus, the discoverer of America.

The capitol owes a great deal to the nation's first President, George Washington. It was Washington who laid the cornerstone of the Capitol Building, where Congress meets.

Washington is not very large. It cannot be compared with such cities as New York, Chicago, Los Angeles, Detroit and Philadelphia, which have more than a million inhabitants.

In the political life, it is the most important city in the United States. The law-making centre of the United States is the Capitol, with its great Hall of Representatives and Senate Chamber. To day Washington is one of the world's most beautiful capitals. It has become a great cultural, educational and scientific centre, with its art galleries, museums, libraries, parks and monumental buildings.

PUBLIC HOLIDAYS IN THE USA

There are a lot public holidays in the USA. Here are some of them.

1. January 1 - New Year's Day. On this day all banks, stores, factories and schools are closed. People do not go to bed untill after midnight on December 31. They see the old year out and the new year in. Many people give parties on New Year's Eve.

2. The fourth of July is Independence Day. It is the biggest national holiday in the USA. The Declaration of Independence was proclaimed in Philadelphia on June 4, 1776, when the American people were fighting for independence against England.

3. Thanksgiving Day comes on the fourth Thursday in November. In the autumn of 1621, the Pilgrim Fathers celebrated their first harvest festival in America and called it Thanksgiving Day. It is celebrated every year.

4. Christmas is a religious holiday; It is celebrated on December 25. Before Christmas day people send christmas and new Year greetings to their friends and relatives. People usually stay at home at

Christmas – time, and spend the day with their families.

SORĜU SUALLARI

1. When were the United States of America founded?
2. When have the original thirteen States grown to fifty?
3. What was the development of the United States hindered by?
4. When did the civil war end?
5. What kind of republic is the U.S.?
6. What can you say about the federal government of the U.S.?
7. What is the capital of the United States?
8. Who is discoverer of America?
9. Who laid the cornerstone of the Capital Building?
10. What is the most important city in the political life of the U.S.?

TRUE FRIENDSHIP

During World War II an American soldier saw that his friend had fallen near the trench. He asked the officer: "May I go and bring my friend sir?" But the officer refused him.

Disobeying the order the soldier went to save his friend. He got him on his shoulder and returned to the trenches, but he himself was mortally wounded and his friend soon died.

The officer was angry: "I told you not to go! Now I have lost both of you! It was not worth of it!" "It was worth of it sir!" said the soldier, "because when I got to him, he said: "Jim, I knew you'd come."

Free Reading.

When Charles Babbage, a professor of mathematics at Cambridge University, invented the first calculating machine in 1812 he could not even imagine the situation we find ourselves in to day. Nearly everything we do in the modern world is helped, or even controlled, by computers. Computers are used more and more extensively in the world to day, for the simple reason that they are far more efficient than human beings. They have much better memories and can store huge amounts of information, and they can do calculations in a fraction of the time taken by a human mathematician. No man alive can do 500,000 sums in one second, but an advanced computer can. In fact computers can do many of the things we do, but faster and better.

Many people associate computers with the world of science and mathematics, but they are also a great help to scholars in other subjects in history, literature medicine and so on. It's now possible for a scholar to find a book or article he needs very quickly, which, when a million or more new books are published each year, is quite an advantage.

So computers can help us to deal with the knowledge explosion in many ways.

EXERCISE 1

Nöqtələrin yerinə sözləri əlavə edin.

1. My friend finished school ... 1999.
2. We shall have English test ... Monday.
3. I knew him well ... that time.
4. I shall go for practice ... May.

EXERCISE 2

Cümlələri sual formasına çevirin.

1. A good dentist can extract teeth painlessly (Who ...).
2. The nurse must be very careful with bed patients (Must ...).
3. The infectious diseases can pass through the mouth and nose (How can ...).
4. Some poisons can cause asphyxia (What...).

EXERCISE 3

İngiliscə deyin:

Sizə nə olub?; mən xəstə idim; hərarətim çox idi; həkim çağırmaq; bu dərmanları gündə iki dəfə yeməkdən əvvəl qəbul edin.

EXERCISE 4

Nöqtələrin yerinə lazım olan sözlərini əlavə edin:

1. The teeth are ... the upper and lower jaws (on, in)
2. ... the time the child is two he has twenty teeth (at, by)
3. Man has two sets ... teeth only (of, at)

TESTS

Altından xətt çəkilmiş sözün sinonimini seçin:

1. Don't speak so quickly, I can't understand you
a) hardly b) slowly c) fast d) a little
2. She posted a letter a week ago
a) threw b) sold c) rained d) sent
3. We expect him to return next week
a) to leave for c) to come back
b) to stay in d) to start
4. They started early in the morning.
a) came b) stopped c) left d) finished

ƏYANİ VƏSAİT: Video material

ƏDƏBİYYAT

1. Л.Г.Козырева, Т.В.Шадская «Английский язык для медицинских колледжей и училищ»
Москва-2000, pages 151-153.

MÖVZU 25

NURSING MANIPULATION. GRAMMATICAL PRACTICE: The Subjunctive Mood in Object Clauses and Adverbial Clauses.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni ifadələrin mənimsədilməsi	15 dəq.
2.	Ürək xəstələrinə qulluq	13 dəq.
3.	Xəstə uşaqlara qulluq və gigiyenik qaydalar	15 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Qrammatikadan qazanılmış biliyin şifahi nitqə tətbiqini.

Text: **TREATMENT AND NURSING OF PATIENTS WITH HEART DISEASES**

Rest is of great importance in the treatment and nursing of a heart disease. The patient is kept in bed. Keep the patient free of fear and worry. The nurse must wash and feet him untill the doctor says

he may do it himself. Then the nurse must allow only little acts at first, then bigger acts: he may wash his face and neck. Then a day or two later his arms and so on.

Don't keep patients in bed when they could be in a chair. Don't keep them in a chair when the doctor advised them to walk.

Text: **NURSING OF CHILDREN DURING ILLNESS**

It is very important for a sick child to have a good nursing. When we speak of nursing in illness we mean first of all cleanness of the child's room bed and clothing. When a child is ill he needs more fresh air. You must air the room no less than three times a day: in the morning, after the midday meal and at the bed-time. When you air the room cover the child warmly not chill him.

It is good to have a small nursing table near the child's bed. You can keep different things on the table which you need in the care of the patient. A soft towel for his hands and face is placed on it.

The patient's hands are washed several times a day. The nails are cut very short.

Dirty clothes are put immediately into a disinfectant. It is especially important in the case of dysentery or other infectious diseases.

SORĞU SUALLARI

1. What is of great importance in the treatment and nursing of heart diseases?
2. What must a nurse do with the patients of heart diseases?
3. What do we mean when we speak of nursing in illness?
4. How many times must you air the room a day?
5. Are the patients hands washed several times a day?
6. Where are dirty clothes put?

EXERCISE 1

Cümlələri azərbaycan dilinə tərcümə edin:

1. He can eat at the table.
2. Rest is of great importance in nursing of heart diseases.
3. The patient must not do morning exercises during the first days of his heart diseases.
4. The doctor advised him to walk.

EXERCISE 2

Nöqtələrin yerinə uyğun gələn sözlərdən artırın:

1. I have a bad
 2. He ... of going to a dentist.
 3. She has ... in his tooth.
 4. The doctor put ... in my tooth.
 5. She extracted my teeth
- painlessly; be afraid; a temporary filling; pain; toothache.

EXERCISE 3

Felin şərt şəkildən istifadə edərək (The Subjunctive Mood) cümlələri ingilis dilinə tərcümə edin:

1. İstərdim ki, həkim olaydım. (Kəş həkim olaydım).
2. O burada olsaydı, biz kitabxanaya gedərdik.
3. Biz istərdik ki, o bizimlə olaydı.
4. Əgər xəstəni bir də görsəydim, bunu ona deyərdim.
5. Əgər mən biologiya ilə maraqlansaydım, bu məqaləni oxuyardım.

TESTS

Düzgün tərcüməni seçin:

1. Müşahidə:

- a) examination
- b) observation
- c) hygienic

2. Müalicə:

- a) disease
- b) nursing
- c) treatment

3. Temperaturu ölçmək:

- a) to apply cupping glasses
- b) to take temperature
- c) to wash legs

4. Xəstəlik:

- a) cleanness
- b) midday
- c) illness

Laughter is the Best Medicine

Dentist: Can you open your mouth as wide as your eyes?

Patient: Do you extract teeth painlessly.

Dentist: Not always – the other day I nearly dislocated my wrist.

LEKSIK-FRAZEOLÖJİ MİNİMUM NÜMUNƏLƏRİ

general duty nursing
(bedside nursing, home

nursing, psychiatric nursing) - *xəstəyə ümumi qulluq*
(*yataq xəstələrinə qulluq,*
evdə tibb bacısı qulluğu,
psixi xəstələrə qulluq)

observation of the patient/

supervision over the patient - *xəstənin müşahidəsi*

to carry out prophylactic

medical examination - *dispanserizasiya aparmaq*

to fill in patient's card - *tibbi kartanı doldurmaq*

under the supervision of the physician - *həkim müşahidəsi altında*

applying an ice-bag - *buz qovuşunun tətbiqi*

hygienic procedures - *gigiyenik proseduralar*

to wash legs (head),

to wash a patient intimately - *ayaqların (başın) yuyulması, xəstənin yuyundurulması*

to wipe down skin with

a disinfecting solution - *dərinin dezinfeksiyaedici məhlulla silinməsi*

to change bedclothes - *yataq ağlarının dəyişilməsi*
 weighing - *çəkilmə*
 measuring the circumference
 of the thorax - *döş qəfəsi dairəsinin ölçülməsi*
 to apply cupping glasses,
 mustard plaster, heat compress - *banka, xardal yaxması,*
isidici kompres qoymaq
 to introduce a flatus tube - *qazçıxarıcı borucuq qoymaq*
 to give / administer an enema - *imalə etmək*
 to take temperature - *temperaturu ölçmək*

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. С.А.Тылкина, Н.Е.Темчина «Пособие по английскому языку для медицинских училищ»
Москва-2000, pages 64, 118.
2. М.С.Муравейская, Л.К.Орлова «Английский язык для медиков»
Москва-2003, page 316.

MÖVZU 26

GENERAL INSTRUMENTS. GRAMMATICAL PRACTICE: Conjunctions.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni söz və ifadələrin mənimsədilməsi	15 dəq.
2.	Bütün əməliyyatlarda işlədilən alətlər haqqında məlumat	15 dəq.
3.	Dış həkiminin işlətdiyi alətlər haqqında	10 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Xarici həmkarları və pasientləri ilə ünsiyyət yaratmağı.

Text: FROM THE HISTORY OF MEDICINE

The Clinical medicine and safeguard of people's health greatly developed in Roman times. The name of Galen is widely known. Galen worked first as a surgeon at a school for gladiators. He went to Rome

when he was thirty - two years old and there he had much practice, but he continued to experiment on living animals, especially apes and pigs. The Roman Army always had a well organized service of surgeons. The school for gladiators was an ideal school for training in surgery.

AT THE DENTIST'S

Yesterday in the evening I had a bad toothache. I was at home when my mother came.

Mother: What's the matter with you, dear?

Ayan: I have a bad toothache, Mummy.

M.: You must see a dentist.

A.: Oh, Mummy, I am afraid of going to him.

M.: But you must go to him or you will feel bad. In the morning I went to the dentist. The dental nurse let me in.

Ayan: Good morning, doctor.

Dentist: Good morning. Sit down, please. What's the matter with you?

A.: I have a bad toothache.

D.: Open your mouth, please.

The doctor took a probe and dental mirror and examined my teeth.

D.: Have you any pain in this tooth?

A.: No, I haven't.

D.: But it is a decayed tooth and I must fill it.

Today I shall put only a temporary filling.

But ... oh ... does this tooth hurt you?

A.: Yes, it does.

D.: Your tooth is working loose, I must extract it.

So today I shall extract this tooth and in two

- or three days. I'll put a filling in that one.
- A.: Oh, Doctor, I am afraid. Please don't extract the tooth.
- D.: Well ... well my dear. I'll give you an injection and in ten minutes. I'll extract the tooth. You will not feel any pain. Rinse your mouth, please and spit out.
Ten minutes passed.
- D.: Open your mouth. I'll take the dental for ceps and in a minute everything will be all right. Here is your tooth. Look at it. Are you afraid now?
- A.: Oh, no Doctor, thank you.
- D.: Come to me in three days and I'll put you a filling. Good bye.
- A.: Thank you, Doctor, good bye.

SORĞU SUALLARI

1. What is "clippes?"
2. What is "surgical scissors?"
3. What is "syringe needle?"
4. What is "scalpel?"
5. What is "syringe?"
6. What is "one piece syringe?"

EXERCISE 1

Mötərizədə verilmiş fəlləri müvafiq zamanda yazın:

1. I (read) an English textbook.
2. Usually my friend (read) a lot.
3. What you (do) to night?
4. What you usually (do) at the weekend?

5. Is mother in the kitchen? –Yes, she is. She (cook) something. She always (cook) at that time.
6. Our teacher (speak) two foreign languages.
7. Hello. This is Brown speaking. – Sorry, I don't hear you well. Who (speak)?
8. What they (do)? -They are going to the lecture. Professor M. (deliver) a course of lectures on Chemistry and the students always (listen) to his lectures with pleasure.

EXERCISE 2

Cümlələri keçmiş davamedici zamanda işlədin:

1. The man is standing near the window.
2. My friend told me that story.
3. Is she wearing a new dress?
4. The students spoke loudly.
5. It rained there yesterday.

TESTS

Müvafiq bağlayıcını və ya bağlayıcı sözü seçin:

1. Only some of the students knew the reason ... Tom was absent.

a) that	d) where
b) when	e) how
c) why	
2. There is only one thing ... troubles us.

a) what	d) when
b) who	e) if
c) that	

3. She is ashamed of ... she has done.
 - a) that
 - b) which
 - c) whom
 - d) what
 - e) how

4. ... it was dark, we found the house easily.
 - a) why
 - b) though
 - c) if
 - d) where
 - e) after

5. I didn't read the story to the end ... it was not very interesting.
 - a) if
 - b) that
 - c) because
 - d) why
 - e) but

6. I have a friend ... father is professor.
 - a) who
 - b) when
 - c) where
 - d) whose
 - e) whom

Laughter is the Best Medicine

Producer of the film: Now, you must jump from the fourth storey!

Actor: And if I get injured or killed.

Producer: It doesn't matter, because it's the last scene in the picture.

LEKSIK-FRAZEOLOJİ MİNİMUM NÜMUNƏLƏRİ

cutting (piercing/pricking) instrument - *kəsici (deşici) alət*
 sharp (blunt) instrument - *iti (küt) alət*

scissors / shears / clippers - *qayçılar*
 knife / scalpel / lancet - *skalpel*
 rib-cutting forceps - *anatomik qayçılar*
 surgical scissors - *cərrahi qayçılar*
 atraumatic /swagged needle/
 noninjuring suture needle - *atravmatik cərrahi iynə*
 to pierce the skin (tissue) /to needle
 the skin (tissue)/ to insert needle
 through the skin (tissue) - *dərini (toxumaları) iynə ilə
deşmək*
 surgical forceps - *anatomik pinset*
 dressing thumb forceps - *cərrahi pinset*
 disposable / one piece syringe - *sökülməyən birdəfəlik
şpris*
 sectional / non-disposable syringe - *sökülən şpris*
 syringe needle - *şpris üçün iynə*
 to take a syringe apart - *şprisin sökülməsi*

ƏYANİ VƏSAİT: alətlər, audio material

ƏDƏBİYYAT

1. С.А.Тылкина, Н.Е.Темчина «Пособие по английскому языку для медицинских училищ» Москва-2000, page 77, 99.
2. В.В.Мухина, Н.С.Мухина, П.Н.Скрипников «Английский язык для медицинских училищ» Москва-2003, page 12, 75.

MÖVZU 27

DRESSINGS. MANAGING WOUNDS. MANAGING DECUBITUS ULCERS. GRAMMATICAL PRACTICE: The Prepositions.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Sınıqlar vaxtı ilk yardım haqqında məlumat	10 dəq.
2.	İmmobilizasiya haqqında	11 dəq.
3.	Şına haqqında məlumat	10 dəq.
4.	Tibb bacıları üçün bəzi qaydalar	11 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Lüğətdən istifadə etməklə mətnlərin tərcüməsini.

Text: **FRACTURE**

Fracture or break in the bone can result from any injury. There is a pain, swelling and tenderness and there may be a deformity. The injured part should be prevented from moving.



Usually, an X-ray is necessary to confirm whether there is fracture or not. The injured part can be immobilized with a splint.

A splint can be ready-made or improvised from any stiff material (stick, ruler, magazine and so on.) The splint should be wider than the limb being splinted, and long enough to prevent movements of the joints near the fracture. Bind the splint in place above and below the fracture. If the person has a compound fracture you must take some sterile gauze, put it over the wound and take the patient to the hospital immediately. A compound fracture is more serious, in which broken bone has pierced the skin.



ACTIVE VOCABULARY

- fracture [fræktʃə] *sınıq, qırıq*
 to break [breɪk] *sınmaq, dağılmaq*
 bone [bəʊn] *sümük*
 pain [peɪn] *ağrı*
 swelling [ˈswelɪŋ] *şiş*
 tenderness [tendənɪs] *xəstəlik halı, zəif sağlamlıq*
 to confirm [ˈkənˈfə:m] *təsdiq etmək*
 to immobilize [ˈɪmoublaɪz] *hərəkətsizləşdirmək*
 splint [splɪnt] *şina*

stiff	[stɪf]	<i>bərk, əzilməyən</i>
limb	[lɪmb]	<i>ətraf, əl, ayaq</i>
joint	[dʒɔɪnt]	<i>oynaq, birləşmə</i>
to bind	[baɪnd]	<i>sarımaq</i>
above	[əˈbʌv]	<i>yuxarıda</i>
below	[biˈləʊ]	<i>aşağıda</i>
compound	[kəmˈpaʊnd]	<i>mürəkkəb</i>
sterile	[stɛraɪl]	<i>steril</i>
gauze	[ɡɔːz]	<i>tənzif</i>
to pierce	[pɜːs]	<i>dəşmək, kəsmək</i>
to touch	[tʌtʃ]	<i>toxunmaq</i>
stitch (v)	[stɪtʃ]	<i>tikmək, tikiş qoymaq</i>
forceps	[ˈfɔːseps]	<i>maşa, pinset, kəlbətin</i>
dust	[dʌst]	<i>toz</i>
secure	[sɪˈkjuə]	<i>təhlükəsiz, etibarlı</i>

SORĞU SUALLARI

1. What are the symptoms of the fracture?
2. Is it necessary to use X-ray?
3. What kind of splints are used for immobilization?
4. What fractures are more serious?
5. What colour is the blood when it flows from a vein?
6. How must we bandage the wound?
7. What must we do if the bleeding is from an arm, a leg or nose?

SOME GOOD RULES FOR NURSES

1. When the nurse puts the dressing or changes it she must wear a mask.
2. The nurse's fingers must not touch any sterile material. The nurse must take the swabs dressing or take out the stitches only with forceps.
3. The nurse must keep the wound dry. Most surgical wounds need careful attention. The nurse who takes care of the wounds must protect them from dust and make the dressing secure.

EXERCISE 1

Oxuyun və tərcümə edin:

Yesterday when I was sitting in the room and doing my homework. I heard my grandmother's voice. "Ayna, help me." My granny was in the kitchen. I immediately ran there and saw that my grandma's hand was bleeding. She told me that while washing a cup she broke it and cut her hand near thumb. I saw dark blood and understood that the old woman cut her vein. I told her to raise her hand. Then I took a clean cloth and fastened it tightly over the cutting. As the cutting was deep my granny had to go to the polyclinic to a surgeon for medical aid.

EXERCISE 2

İngiliscə deyin:

Zədələnmiş hissə; rentgen müayinəsi lazımdır; hazır şına; steril bint götürmək; daha ciddi; sınmış sümük; möhkəm sarımaq; burundan qanaxma; ağır hadisə; qanaxma.

EXERCISE 3

Nöqtələrin yerinə müvafiq sözönlərini yazın:

1. Can you tell us the way ... the hospital?
2. I have never been ... Greece.
3. The boys ran ... the road.
4. I didn't feel well and didn't go ... college.
5. After classes they went ... the Zoo.
6. We sat ... the hill and watched the sea.

EXERCISE 4

Nöqtələrin yerinə zaman bildirən sözönlərindən (at, in, on, by) uyğun gələnini yazın:

1. I always get up ... 7 o'clock.
2. We don't go to the college ... Sunday.
3. ... summer they often go to the seaside.
4. He was born ... 10th April.
5. They visited London ... 1998.
6. She goes to the hospital ... bus.
7. Our classes begin ... 8 a.m.

EXERCISE 5

İngiliscə deyin:

Bilik; ilk yardım; hər bir kəs üçün; zərərçəkən
əllərin və ayaqların hərəkəti; sınıq ola bilər.

TESTS

Müvafiq sözönlərini seçin:

1. ... the way ... home he thought ... the strange
events ... that day.
a) on, to, - , of
b) to, - , for, on
c) to, - , of, in
d) on, - , of, of
e) on, to, of, of

arm sling, scaft / triangular bandage - *ləçəkvari sarğı*
cross / figure-of-eight bandage - *xaçabənzər sarğı*
hypertonic salt solution dressing - *hipertonik məhlulla sarğı*
adhesive tape strip - *leykoplastr*

ƏYANİ VƏSAİT: Tablo, sxem.

ƏDƏBİYYAT

1. С.А.Тылкина, Н.Е.Темчина «Пособие по английскому языку для медицинских училищ» Москва-2000, pages 34, 75.
2. Л.Г.Козырева, Г.В.Шадская «Английский язык для медицинских колледжей и училищ» Ростов-на-Дону-2002, pages 36, 106.

MÖVZU 28

HEALTH SERVICE IN THE USA. GRAMMATICAL PRACTICE: The Simple Sentence. Types of Simple Sentence

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	ABŞ-da səhiyyə xidmətinin istiqamətləri	14 dəq.
2.	"Ailə həkimi" haqqında	15 dəq.
3.	Adi (gələri az) vətəndaşlara səhiyyə xidməti	15 dəq.

Tələbə bilməlidir:

- Xarici dildə elementar ünsiyyət yaratmağı;

Tələbə bacarmalıdır:

- Qrammatikadan qazanılmış biliyin şifahi nitqdə tətbiqini.

Text: MEDICAL SERVICE IN THE USA

In the USA there are three levels of organization of medical service: the private doctor, the medical institution or hospital and the United State Public Health Service.

The average American has a doctor of his own, whom he calls his “family doctor” This doctor gives the patient regular examinations, vaccinations and medical advice. This doctor receives pay directly from the patient.

But some Americans with low income have no family doctor. They come directly to the hospital for all their medical needs. Here they are cared by interns, residents and the doctors who work there.

The considerable cost of medical care has led to the development of two new programmes by the Federal Government—Medicare and Medicaid. Medicare provides free medical care for all the Americans over 65. Medicaid provides free medical care for all whose income is below a certain level.

SORĜU SUALLARI

1. How many levels of organization of the medical service are in the USA?
2. Is it convenient to have “family doctor”?
3. Where do the Americans with low income come for all their medical needs?
4. Why were two new programmes – Medicare and Medicaid developed by the Federal Government?

Text: PRACTITIONER SERVICES

The practitioner services consist of the Family Doctor Service, the Dental Service, and the Pharmaceutical Service. All these services provide the patient with the individual medical attention that he needs.

The professional attention of a family doctor is available to everyone. Patients may choose the doctor they wish, provided only that he is enrolled in the Service and that he agrees to attend them. They may also change their doctor. The doctor has the same freedom to accept or refuse patients as he wishes. He cannot be forced to attend any person against he will. The doctor working in the Service is entitled to attend paying patients who have joined the Service if he cares to do so.

The doctor in the Family Doctor Service is free to treat his patients exactly as the family doctor treated them in the past. If a serious illness develops or diagnosis is difficult the whole team of professionals come into action.

NOTES

Practitioner Service - *ümumi ixtisas həkimlərinin xidməti*

Family Doctor Service - *ailə həkimi xidməti*

Dental Service - *diş həkimliyi xidməti*

Pharmaceutical Service - *əczaçılığa məxsus xidmət*
against his will - *bu şəxslərin arzusuna zidd olaraq*

paying patients - *pullu xəstələr*

if he cares to do so - *əgər o istəyirsə*

THE DOCTOR'S HELP

In our country a man who is ill can call in a doctor and pay nothing. But in capitalist countries everyone must pay a doctor for his work.

There was a bookseller who did not like to pay for anything. One day a big box of books fell on his foot.

"Go, to the doctor", said his wife "and show your foot to him."

"No", said the man, "I shall wait untill the doctor comes into my shop next time. Then I shall ask him about my foot if I go to see him, I shall have to pay him."

Next day the doctor came into the shop to buy some books. Then the bookseller told the doctor about his foot. The doctor looked at it.

"Yes" said the doctor. "You must put your foot in hot water every night." Then he wrote a prescription and said. "Buy this medicine and put it on your foot before you go to bed every night."

"Thank you", said the bookseller. "And now, here are your books." "How much?" said the doctor. "Two pounds."

"Good," said the doctor. "I won't pay you anything."

"Why?" asked the bookseller.

"If people come to my house I ask them to pay one pound, when I go to their houses I take two pounds."

It is interesting to know.

Heart Recipient Gets a Kidney Transplantant.
Doctors have claim success in transplanting a kidenly into a man who has lived for 11 years with a heart transplant and for 8 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.

EXERCISE 1

Cümlələri Azərbaycan dilinə tərcümə edin.

1. I visited my sister last summer.
2. My mother works at the hospital.
3. She took her child's temperature.
4. We decided to stay in this hotel.
5. His wound was very bad.
6. A nurse gave the first aid to an injured woman.
7. The students helped the doctors and nurses in the hospital.
8. She took a tablet for a stomachache.

EXERCISE 2

Mö'tərizədə verilmiş sual sözlərindən istifadə edərək cümlələrə sual verin.

1. She takes the temperature twice a day. (Does...)
2. I live not far from my college. (Where...)
3. He likes to sit and watch the sunset (What...)
4. Narmin works in the bookshop. (Who...)
5. I know English well. (Do...)
6. Tom often walks with his dog early in the morning. (When...)
7. Pneumonia begins suddenly. (Does...)
8. Vitamins play a very important role in human health. (Do...)

EXERCISE 3

Cümlələri inkarda deyin.

1. She lives in our town.
2. We study English.
3. The nurse begins to take the patient's temperature at 7 o'clock.
4. The doctor feels my pulse.
5. You look well.
6. My best friend is ill.
7. Her granny takes medicine regularly.

TESTS

1. İnkâr cümlənin düzgün variantını seçin:

I both saw and heard it

- a) I both didn't see and heart it.
- b) I neither didn't see nor heard it.
- c) I neither saw nor heard it.
- d) I didn't see and heard it.
- e) I neither saw and heard it.

2. Əmr cümləsini tapın.

- a) Go and help them please!
- b) What silly mistakes you have maid!
- c) How well he speaks English!
- d) Our school library is open on Monday.
- e) Where are your seats?

3. Altından xətt çəkilmiş sözə verilmiş sualı seçin.

He read the letter again.

- a) What does he read again?
- b) Who did he read again?
- c) What he read again?
- d) What did he read again?

e) What did he the letter read again?

4. Ümumi sualı seçin.

- a) Why was the baby frightened?
- b) The baby was frightened, wasn't he?
- c) Was the baby frightened or not?
- d) Was the baby frightened?

ƏYANI VƏSAİT: Sxem və audio materiallar.

ƏDƏBİYYAT

1. В.В.Мухина, Н.С.Мухина, П.Н.Скрипников
«Английский язык для медицинских училищ»
Москва 2000, page 114.
2. Л.Г.Козырева, Г.В.Шадская «Английский язык
для медицинских колледжей и училищ»
Ростов-на-Дону-2002, pages 110, 146.

MÖVZU 29

LABORATORY INVESTIGATIONS. BLOOD EXAMINATION.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Mövzu üzrə leksik frazeoloji minimum nümunələrini mənimsədilməsi	12 dəq.
2.	Xəstəliklərin diaqnozunda və müalicəsində qan analizinin əhəmiyyəti	10 dəq.
3.	Qan analizində müasir üsulların tətbiqi haqqında mə'lumat	14 dəq.
4.	Yapon alimlərinin yeni ixtirası haqqında mə'lumat	10 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Xarici dildə elementar ünsiyyət yaratmağı.

Text: **INSTANT BLOOD TEST**

To a doctor, a patient's blood sample is special index. Medical analysis of blood count can help to spot various infections, diseases and even some type of cancer. Usually doctors have to wait hours and so-

metimes days to test a blood sample. But now even untrained medical workers can perform on – the – spot blood test and get results in minutes, thanks to newly developed electronic instruments. Doctors devised a diagnostic system that consists of a centrifuge and an incubator for blood samples and a reader that can diagnose the condition of the blood. The reader is a version of a microscope connected to an ultraviolet light source. When beamed to the blood sample through filters, the light is able to detect red cells, white Cells and platelets, the blood clotting components. All that a medical technician is to do is to look through the microscope eyepiece.

According to the developers, blood-test analyses with this system may take about 15 minutes. Instant diagnosis are the object of recent research. Japanese scientists designed an instrument which can detect the presence of cancer within a few minutes. A special reagent must be used. It coagulates the blood and the results of the analysis are displayed on a screen.

ACTIVE VOCABULARY

- sample [s`ɑ:mpɫ] 1) (n) *nümunə*; 2) *model*
 (v) *sınamaq, yoxlamaq, təcrübə etmək*
 to devise [di`vaɪs] *fikirləşib tapmaq, icad etmək*
 source [ˈsɔ:s] *bulaq, çeşmə; məc: məxəz, mənbə*
 reagent [rɪ`eidʒnt] *reaktiv*
 to coagulate [kouəgjuleɪt] *qatılmaq, qəlizləşmək*

SORĞU SUALLARI

1. Does a patient's blood sample help a doctor to diagnose the disease?
2. What can help a doctor to detect various infections, diseases and even some type of cancer?
3. Who can perform on-the-spot-blood test?
4. Why it is important?
5. What do you think of the on-the-spot blood tests?
6. Are they difficult to perform?
7. Do you think that such diagnostic instruments may be the instruments of the future?

EXERCISE 1

Cümlələri Azərbaycan dilinə tərcümə edin.

1. The doctor was able to diagnose the disease instantly thanks to the use of modern equipment.
2. Dr. V. could operate within two hours thanks to his assistant's help.
3. According to Dr. V. the patient's condition is not a serious one at present.
4. According to the investigators the cell types are the same.
5. According to informed sources the situation is difficult.

EXERCISE 2

Mötərizədə verilmiş fe'lləri müvafiq zamanda işlədin:

1. The patient (to be) under medical care before the surgeon began the operation.
2. They (to isolate) the patient with the grippe from the

- others before they were infected.
3. My experiments not yet (to prove) anything since I started them.
 4. We (to complete) our observations on the changes in the blood erythrocytes by tomorrow.

EXERCISE 3

Nöqtələrin yerinə mə'naya uyğun olaraq aşağıdakı sözləri əlavə edin:

varies, covered, extends, heavier.

1. The aorta ... from the upper part of the left ventricle.
2. The shape of the vessels ... when they dilate.
3. The right lung is ... than the left one.
4. The lungs are ... with the pleura.

EXERCISE 4

Sözbirləşmələrini Azərbaycan dilinə tərcümə edin:

1. Into the lecture hall; from the lecture hall.
2. At the window; to the window; between the windows.
3. Among the students.
4. At the lesson.
5. At about 5 o'clock.
6. During the session.

TESTS

1. "*poor*" sözünün antonimini seçin:
a) deep b) high c) rich d) low
2. "*to begin*" sözünün antonimini seçin:
a) to finish c) to close
b) to start d) to open

- Altından xətt çəkilmiş sözün antonimini seçin:
3. A new cinema was built near our house last year.
 a) far from c) behind
 b) in front of d) outside
4. The entrance exams will be held here
 a) final b) former c) latest d) new
5. He isn't as tall as his brother
 a) short b) little c) low d) high

LEKSIK-FRAZEOLÖJİ MİNİMUM NÜMUNƏLƏRİ

clinical laboratory analyses - *kliniki laborator
analizlər*

routine laboratory studies - *ümumi kliniki laborator
analizlər*

to make / do / perform an analyses - *analiz etmək*

laboratory reports / results - *analizlərin nəticələri*

clinical blood examination data
(findings, blood count) - *qanın kliniki analizinin nəticələri*

blood viscosity - *qanın özlülüüyü*

acid - *turşu qələvi vəziyyəti*

blood heperacidity / acidosis - *asidoz*

alkalosis - *alkaloz*

blood protrombin - *qan protrombini*

blood clotting / coagulation - *qanın laxtalanması*

clotting / coagulation time - *qanın laxtalanma müddəti*

erythrocyte sedimentation rate (esr) - *eritorositlərin
çökmə sürəti*

considerable (slight) elevation
of the esr - *eçs-nin əhəmiyyətli artması*

MÖVZU 30

SPUTUM EXAMINATION. COLLECTING AND TESTING SPECIMENS. GRAMMATICAL PRACTICE: The Compound Sentence.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni söz və ifadələrin mənimsədilməsi	10 dəq.
2.	Bəlgəmin ümumi analizi haqda	14 dəq.
3.	Ağciyər vərəmində bəlgəmin analizi	13 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Xarici həmkarları və pasientləri ilə elementar ünsiyyət yaratmağı.

Text: SPUTUM EXAMINATION

For determining diseases of respiratory system, the examination of sputum is very important.

The daily amount of sputum and its components must be examined.

According to its consistent and colour the sputum has several forms: clear, serous, rusty, mucous, purulent and foamy.

For common clinical analysis the sputum is collected in the morning (before breakfast) and sent to the laboratory during 2 hours.

For tuberculosis microbion the sputum is collected during 1-3 days and kept in a cool place.

In the early stage of tuberculosis the patient usually complains of a general malaise, fatigue, loss of appetite and weight. Cough may be dry or productive, with a sputum discharge. In patients with cavities in the lungs coughing is accompanied by a considerable discharge of sputum.

Sputum is mucopurulent. Its microscopic examination reveals a large number of pus corpuscles, erythrocytes and tuberculous organisms. Blood in the sputum is sometimes the first sign of tuberculosis.

ACTIVE VOCABULARY

fatigue [fə`ti:g] *yorğunluq*

malaise [mæ`leiz] *kefsizlik, halsızlıq*

weight [weɪt] *çəki*

pus [pʌs] *irin*

corpuscle [`kɔ:pʌsl] *hissəcik, cisimcik, qanın
formalı elementi*

daily amount of sputum - *sutkalıq bəlgəmin miqdarı*

colorless/ clear sputum - *rəngsiz bəlgəm*
 visid/ viscous sputum - *özlü bəlgəm*
 purulent sputum - *irinli bəlgəm*
 foamy sputum - *köpüklü bəlgəm*
 mucous sputum - *selikli bəlgəm*
 rusty sputum - *seroz bəlgəm*
 elastic fibers - *elastik liflər*

SORĞU SUALLARI

1. Is the examination of sputum very important for determining diseases of respiratory system?
2. What forms has sputum?
3. When is the sputum collected for common clinical analysis?
4. When is the sputum collected for tuberculosis microbion?
5. What is the first sign of tuberculosis?

A DIALOGUE

Konul: May I come in?

Aysel: Is that you, Konul? It is very good that you've come to see me.

Konul: I came before too, but you were very ill to see anybody. Did you get the flowers?

Aysel: Surely. I did. It was very nice of you to send me flowers when I was in hospital.

Konul: How are you now?

Aysel: Oh, much better, thank you. I shall be able to go to school for another week.

EXERCISE 1

Mö'tərizədə verilmiş fe'llərin müvafiq zamanda işlədin.

1. The nurse already (to take temperature).
2. The doctor not yet (to use) this method of treatment.
3. She not (to see) her patients since May.
4. The nurse just (to determine) the patient's blood group.

EXERCISE 2

Yaxın mə'nalı sözləri qruplaşdırıb yazın.

A disease; to start; not to be able to do smth; to hospitalize; a medicine; a polyclinic; a hospital; to produce; a response; a trouble; a reaction; to begin; to cause; in-patient department; to admit to the hospital; a drug; an out patient department; to fail to do smth.

EXERCISE 3

Cümlələri Azərbaycan dilinə tərcümə edin, tabesiz bağlayıcıların altından xətt çəkin.

1. We must hurry or we shall miss the train
2. Either you do not speak distinctly or I can't hear well.
3. It was late evening and the sun had just set.
4. It was Friday yesterday and he was at the clinic the whole day.

EXERCISE 4

Cümlələri ingilis dilinə tərcümə edin

1. The doctor asked the nurse to give him the patient's card.
2. You must give up smoking, you have a lung trouble.
3. I had to give in because I was not right.

TESTS

Düzgün cavabı seçin:

1. Mouth: a) an opening in the ground
b) an opening on the face
c) a hole in the road
2. School: a) a place of rest
b) a place of education
c) a room in which work is done

Düzgün tərcüməni seçin

3. Rəngsiz
a) examination b) colourless c) analysis
4. Toplamaq
a) to collect b) sputum c) test

Laughter is the best Medicine

- A: This is the second day your wife has a toothache.
Why don't you do something about it?
B: But I do. I put cotton wool in my ears.

ƏYANİ VƏSAİT: tablo, sxem

ƏDƏBİYYAT

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MÖVZU 31

LABORATORY INVESTIGATIONS. EXAMINATION OF FECES, URINE, GASTRIC JUICE CONTENTS. INVESTIGATION OF DUODENAL CONTENS. SMEAR CULTURE AND TEST.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni söz və ifadələrin mənimsədilməsi	10 dəq.
2.	Nəcisin analizi haqqında	5 dəq.
3.	Sidiyin analizi haqqında	5 dəq.
4.	Mədə şirəsinin analizi haqqında	5 dəq.
5.	Laborator köməkçisinin işi haqqında	10 dəq.
6.	Laborator köməkçisinin işinə dair bəzi qaydalar	8 dəq.

Tələbə bilməlidir:

- Mövzu üzrə leksik frazeoloji minimumu;

Tələbə bacarmalıdır:

- Qrammatikadan qazanılmış biliyin şifahi nitqdə tətbiqini.

Text: **THE EXAMINATION OF FECES.
URINE AND GASTRIC JUICE CONTENTS**

For determining diseases of alimentary tract, the examination of feces is very important. First of all a patient must understand how to collect feces. Feces is collected into a cover slip. A patient's name, surname, father's name and type of investigation must be written on the label.

For the examination, urine is collected early in the morning (before breakfast). Common analysis of urine is important for every patient treating in the hospital.

The gastric juice content is investigated by two methods: by a fractional method and after having test meal.

Text: **THE WORK OF
A LABORATORY ASSISTANT**

A Laboratory assistant must remember that the bacteria with which he is working can produce disease. So he must be very careful when he works with cultures, slides and all material that may be in contact with living microorganisms.

When he works at the laboratory he must remember the following rules:

1. Microscope slides and cover-slips must be put into jars of disinfectant solution.
2. He must not moisten labels with the tongue.
3. He must wear a laboratory coat.
4. He must not eat, drink or smoke in the laboratory.

5. He must sterilize inoculating needles before and after use. He must heat them in the flame until red hot.
6. He must always keep test – tubes with cultures in test – tube racks.
7. He must wash his hands before leaving the laboratory.

Text: **SOME RULES FOR THE WORK OF A LABORATORY ASSISTANT**

The laboratory assistant must write down all the work carried out in the laboratory report – book. The notes must be full. All the observations during an experiment must be written down into the report book.

The report must be written in the following form:

1. Title of the experiment and the date.
2. The object of the experiment.
3. The description of the methods used and the names and description of the organisms.
4. The description of the results.
5. The Conclusion from the results.

ACTIVE VOCABULARY

to produce [prə`dju:s] *istehsal etmək, törətmək, səbəb olmaq*

culture [ˈkʌltʃə] (v) *bakteriyaların əkilməsi, əkmək*
(n) *əkmə*

slide [slaid] *əşya şüşəsi*

cover – slip	[ˈkʌvə slɪp]	örtük şüşəsi
jar	[dʒɑ:]	dolça, banka
to moisten	[ˈmɔɪsn]	nəmləndirmək, islatmaq
label	[ˈleɪbl]	etiket
report – book	[rɪpɔ:t]	gündəlik
conclusion	[kənˈklu:ʒən]	nəticə
inoculating needle	[ɪˈnɒkju:leɪtɪz]	platin iynə (mikroorqanizmləri əkmək üçün)
to heat	[hi:t]	isitmək, qızdırmaq
flame	[fleɪm]	alov, od
test – tube	[ˈtesttju:b]	sınaq şüşəsi, boru, tübik
rack	[ræk]	(n) altlıq, dayaq, ştativ; (v) süzmək, çöküntüdən tökmək

SORĞU SUALLARI

1. Is the examination of feces very important for determining diseases of alimentary tract?
2. When is the urine collected for analysis?
3. What methods are used for the examination of gastric juice contents?
4. What must a laboratory assistant remember?
5. What must he wear?
6. Must all the observations be written in the report book down during an experiment?
7. Must the notes be full?

EXERCISE 1

Oxuyun və tərcümə edin:

Keep your house well. Let it be clean. When the things in your house are out of order they may cause accidents. Disorders also depress the spirits.

Dirt attracts insects and they may carry disease germs. Dust may also have germs. You must daily dust or wipe or wash most of the things in your house.

Every week you must have his duties at home. Don't discuss whether your work is men's work or women's work. Even small children can do their part.

EXERCISE 2

Verilmiş sözlərdən cümlələr düzəldin:

1. treat, diseases, drugs, many, sulfa, infectious.
2. prevent, mumps, sulfa, scarlet, drugs, fever, chicken pox, and.
3. sulfa, side-effects, sometimes, drugs, produce.
4. sulfonamides, were, 1935, in, discovered.

EXERCISE 3

Suallara cavab verin:

1. Do you like to go to the dentist?
2. When did you last go to the dentist?
3. Is your dentist gentle?
4. Have you had your teeth filled? Did it hurt?

EXERCISE 4

Cavablara uyğun suallar verin:

1. No, she doesn't.
2. No, they weren't.

3. His name is Rufat.
4. Yes, he is a good dentist.
5. No, she doesn't feel any pain.
6. No. Not any pulled, just filled.
7. Next week.

TESTS

Düzgün tərcüməni seçin:

1. Etiket:

- a) report-book
- b) jar
- c) label

2. Alov:

- a) rack
- b) flame
- c) conclusion

3. Törətmək:

- a) to produce
- b) to culture
- c) to heat

4. Örtük şüşəsi:

- a) inoculating needle
- b) to moisten
- c) cover slip

LESIK-FRAZEOLÖJİ MİNİMUM NÜMUNƏLƏRİ

gastric juice examination

by a fractional method - *fraksion metodla mədə*

şirəsinin müayinəsi
 gastric juice examination
 after having test meal - *sınaq yeməyindən sonra mədə*
şirəsinin müayinəsi
 gastric juice hyperacidity (hypoacidity) - *mədə şirəsinin*
yüksək (aşağı) turşululuğu
 intestinal parasites in feces - *nəcisdə bağırsaq*
parazitləri
 pathological admixtures in feces - *nəcisdə patoloji*
qarışıqlar
 eggs of worms - *helment yumurtaları*
 siquid feces - *duru nəcis*
 solid feces - *bərk nəcis*
 occult blood in feces - *nəcisdə gizli qan*
 to take a swab - *yaxma götürmək*
 fecal culture - *nəcisin əkilməsi*
 allergy test - *allergik sınaq*

ƏYANİ VƏSAİT: tablo, sxem

ƏDƏBİYYAT

1. С.А.Тылкина, Н.Е.Темчина «Пособие по английскому языку для медицинских училищ» Москва-2000, pages 105-106.
2. Л.Г.Козырева, Г.В.Шадская «Английский язык для медицинских колледжей и училищ» Ростов-на-Дону-2002, page 92.

MÖVZU 32

REACTION X-RAY EXAMINATION. GRAMMATICAL PRACTICE: The Complex Sentence.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni söz və ifadələrin mənimsədilməsi	13 dəq.
2.	Rentgen müayinəsi haqqında	12 dəq.
3.	Yeni elektron tibb aparatı haqqında	15 dəq.

Tələbə bilməlidir:

- Söylənilmiş abzasın, cümlənin mənasını;

Tələbə bacarmalıdır:

- Qrammatikadan qazanılmış biliyin şifahi nitqdə tətbiqini.

Text: X-RAY EXAMINATION

Wilhelm K. Roentgen discovered X-rays in 1895. He placed his hand in front of the apparatus and saw the rays passed through the hand and cast a shadow of bones on the screen. As these rays were unknown to him, he called them X-ray.

Now the X-ray has a brother—the EMI (Electronic Medical Instruments) Scanner. This is a machine which can produce pictures of more kinds of body tissues in more detail than the ordinary X-ray can.

It can show the difference, for example, between blood and water. In 1970s Dr. Lodfrey Hounsfield produced the first EMI Scanner, designed to examine the brain.

Finally EMI produced a complicated Scanner which can examine slices of body tissue. It gives doctors much information about their patients, makes often painful examination of patients unnecessary and helps doctors make accurate diagnosis.

The machine has a bed where patient lies down and above the bed is placed a scanning unit which contains the X-ray tube and sensitive detectors. The computer control panel and television screen are all in another room, where the operator of the Scanner sits and from where he can watch the patient. The scanner examines the body in slices, 13mm thick. To make a picture of a complete slice takes only 20 seconds. It is very important that the scanning only takes 20 seconds. This means that the patient can stay still and the readings are not affected by the movement of the body or by the patient's breathing.

ACTIVE VOCABULARY

policeman [pə`li:smæn] *polis*

abrasion [ə`breɪʒn] 1) *stıyrintı* 2) *yırtma*

to make sure [ʃuə] *bir şeyə arxayın olmaq*,

inanmaq

to discover [dɪs`kʌvə] *acmaq, kəşf etmək*

tissue [ˈtɪʃu] *toxuma*

sensitive [ˈsensɪtɪv] *həssas, tez qavrayan, zəhnli*

detail [dɪteɪl] *təfsilat, təfərrüat*

X-ray examination form/slip - *rentgenoloji*
müayinəyə göstəriş

photoroentgenograph - *flüoqrafiya*

SORĞU SUALLARI

1. What did Wilhelm K.Roentgen discover in 1885?
2. What is EMI Scanner?
3. Who produced the first EMI Scanner?
4. When did Dr. Godfrey Hounsfield produce the first EMI Scanner?
5. What is the difference between X-ray and EMI Scanner?

A DIALOGUE

Policeman: Doctor, this girl was in car accident. Will you examine her and see if she has any broken bones.

(Doctor examined the patient.)

Doctor: Well she has some bruises and abrasions on the legs. I don't think she has a fracture, but I am going to take several X-rays to make sure of it.

EXERCISE 1

Azərbaycan dilinə tərcümə edin, tə'yin budaq cümlələrinin tərcüməsinə diqqət yetirin:

1. The village where we stopped for rest had a beautiful landscape.
2. I shall never forget the day when I was in Moscow for the first time.
3. The city where I was born is rich in oil.
4. In our group there are many students who have a perfect mastery of the English language.
5. The girl who entered the classroom is my friend.

EXERCISE 2

Aşağıdakı cümlələri ingilis dilinə tərcümə edin, qarşılıq-güzəşt budaq cümlələrinin tərcüməsinə diqqət yetirin

1. Havanın çox soyuq olmasına baxmayaraq, hamı futbola gəlmişdi.
2. Otağın qaranlıq olmasına baxmayaraq, mən orada olan şeylərin hamısını görə bildim.
3. Uşağın ağlamağına baxmayaraq onu soyuq havada oynamağa qoymadılar.
4. İşimin çox olmasına baxmayaraq mən onu vaxtında bitirdim.

EXERCISE 3

Mübtəda budaq cümlələrinin altından xətt çəkin və cümlələri Azərbaycan dilinə tərcümə edin.

1. It is good that he has passed all his exams.
2. It is very strange that he has not any book by Charles Dickens in the original.
3. It is necessary that you should study grammar

practically.

4. It is uncertain that he will take part at the conference.
5. It is very important he will be able to help us.

EXERCISE 4

Aşağıdaki cümlələri səbəb budaq cümlələri ilə ingilis dilinə tərcümə edin.

1. Sənin üçün lüğət ala bilmədim, çünki kitab mağazası bağlı idi.
2. İngilis dilini yaxşı bilmək üçün mən bu dili mükəmməl öyrənirəm.
3. Siz ki belə təkid edirsiniz mən sizinlə gedəcəyəm.
4. Hava pis olduğu üçün biz gəzməyə gedə bilmədik.
5. Bir halda ki, sən deyirsən, mən bu gün ora gedəcəyəm.

TESTS

Düzgün tərcüməni seçin

1. Sümük:

- | | |
|-----------|---------|
| a) shadow | c) test |
| b) urine | d) bone |

2. Ağrını azaltmaq:

- | |
|----------------------------------|
| a) to use X-rays |
| b) to put cold cloth on the head |
| c) to empty the stomach |
| d) to relieve the pain |

3. Gastric juice:

- | | |
|-----------------|--------------------|
| a) mə'də divarı | c) sidik çoxüntüsü |
| b) mə'də şirəsi | d) duodenal öd |

4. Suala atalar sözü ilə cavab verin:

Jane Eyre, a little girl of ten, had no mother or father. She lived in the family of her uncle Mr. Reed. When her uncle died, Jane stayed in the family. Mrs. Reed was not kind to Jane, and her children often beat the little girl. One day Mrs. Reed decided to send Jane to a school for poor girls.

Why did Mrs. Reed want to send Jane to a school for poor girls?

- a) Never put off till tomorrow what you can do to day.
- b) It is never late to learn.
- c) Hunger breaks stone walls.
- d) Out of sight, out of mind.
- e) East or West, home is best.

Laughter is the Best Medicine

One day when a mother and her little son Tom were eating their dinner, the mother said: "Tom why are you wiping your mouth with the back of your hand?" "Because the back of my hand is cleaner than the front", said little Tom.

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. М.С.Муравейская, Л.К.Орлова "Английский язык для медиков." Москва 2003, page 107.
2. Л.Г.Козырева, Г.В.Шадская «Английский язык для медицинских колледжей и училищ» Ростов-на-Дону-2002, page 127.

MÖVZU 33

HEALTH SERVICE IN GREAT BRITAIN. GRAMMATICAL PRACTICE: The Subject and Predicate Clauses.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	İngiltərədə Milli Səhiyyə Xidməti haqqında mə'lumat	15 dəq.
2.	"Ailə həkimi" haqqında mə'lumat	15 dəq.
3.	Xəstəxana xidməti haqqında mə'lumat	15 dəq.

Tələbə bilməlidir:

- Təcrübi fəaliyyətdə və tibbi ədəbiyyatdan istifadə edərkən, terminlərin sərhədlərini və tezliyini;

Tələbə bacarmalıdır:

- Xarici həmkarları və pasientləri ilə şifahi ünsiyyət yaratmağı.

Text: HEALTH SERVICE IN ENGLAND

The National Health Service in England was inaugurated on July 5, 1948 by the Minister for Health under the National Health Service Act of 1946.

The number of doctors in England is not quite enough to serve millions of patients treated as the Na-

tional Health Service. Nurses are also in short supply.

All doctors may take part in the Family Doctor System. They may have private practice receiving the pay directly from the patients for their medical advice. Health Service doctors are paid by the government. The pay depends on the number of patients they have served every month. The hospital Service includes general and special hospitals, tuberculosis sanatoria, infectious disease units and all forms of specialized treatment together with the provision of most surgical and medical needs.

In the main this part of the service is organized by 15 Regional Hospital Boards. In each hospital area there is a University having a teaching hospital or a medical school.

NOTES

to be inaugurated - təntənəli sürətdə açılmaq
Regional Hospital Board - vilayət xəstəxana şurası

SORĞU SUALLARI

1. When was the National Service inaugurated in England?
2. Are nurses in Short supply?
3. Are Health Service doctors paid by the Government?
4. What does the pay depend on?
5. What does include the hospital Service?

Free reading.

DEVELOPMENTS OF THE MIDDLE AGES.

A very important development during the Middle ages was the hospital. Hospitals appeared in Ceylon early in the fifth century B.C. and in India in 260 B.C. Hospitals were founded during the Middle Ages in Italy, France, England, Spain and other European countries. The number of hospital beds was not always an indication of hospital size, usually great beds were used and four six patients were put on one bed.

Hospitals were founded to treat the sick people. Another development during the Middle Ages was the foundation of Universities. Many of the great European Universities were founded during the thirteenth and fourteenth centuries. Biological sciences were taught in the universities. Students also studied the human body and some diseases.

From the History of Medicine in Egypt

The early Egyptian mythology tells us a very interesting story. Horus, the God of Health in fight with Self. The demon of evil lost an eye. The eye was restored to him by a miraculous means. The eye had a sign "R", which meant "Recipes". And the mythology says that the word. "Recipe" written at the beginning of every prescription was taken from the sign of the eye of Horus.

EXERCISE 1

Nöqtələrin yerinə verilmiş söz və sözbirləşmələrin-dən uyğun gələnini əlavə edib, cümlələri Azərbaycan di-linə tərcümə edin:

Label; before using; in good time; side effects;
intramuscularly; orally.

1. Sometimes sulfonamides produce
2. Streptomycin is given ... and
3. Shake the bottle ... liquids.
4. Read the ... label before you open a bottle or box with medicines.

EXERCISE 2

Cümlələri tərcümə edin:

1. The human heart makes 60-80 contractions per minute.
2. On physical exertion the heart has a short period of rest and the diastole becomes less.
3. Ten tons of blood are pumped through the heart daily.
4. The heart acts as a pump.
5. John Floyer an English doctor, was the first scientist to find out the varying pulse rate in men.

EXERCISE 3

Cümlələri Azərbaycan dilinə tərcümə edin.

1. Whether he will come or not is uncertain.
2. What they have been talking about is very interesting.
3. That he has passed all his exams brilliantly is not supervising.
4. When we shall go on an expedition is not known.
5. What he spoke about at the meeting is of great interest for us.
6. That I have lost his address troubles me very much.

EXERCISE 4

Aşağıdakı cümlələri xəbər budaq cümlələri ilə tərcümə edin:

1. Elə bil ki yağış yağacaq.
2. Buna görədir ki, o belə xoşbəxtdir.
3. Məsələ orasındadır ki, biz oraya neçə gedəcəyik.

TESTS

1. Soon my friend ... a nurse
 - a) will be
 - b) is
 - c) was
2. Last year during my work with infectious patients.
I ... two important tasks: to take care of the patient
and to prevent the spread of infection.
 - a) has
 - b) have
 - c) had
3. Grown up children with rickets ... protruding bellies,
big heads and crooked legs.
 - a) have
 - b) has

Laughter is the Best Medicine

Teacher: How old are you?

Little Lale: Eleven

Teacher: But you were only five last year, so you
are six this year.

Little Lale: Well, five last year and six this year make eleven.

Mahir laughed when the teacher read a story of a man who swam a river three times before breakfast.

“Do you doubt that a good swimmer could do that?” asked the teacher.

“No, sir” answered Mahir, “but I wonder, why he did not make it four times and get back to the side where his clothes were.”

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. С.А.Тылкина, Н.А.Темчина «Пособие по английскому языку для медицинских училищ» Москва-2000, page 95.
2. Л.Г.Козырева, Г.В.Шадская «Английский язык для медицинских колледжей и училищ» Ростов-на-Дону-2002, pages 125, 147, 177.

MÖVZU 34

OFFICIAL CORRESPONDENCE. AUTOBIOGRAPHY. THE MAIN FEATURES OF OFFICIAL LETTER. GRAMMATICAL PRACTICE: The Object Clause.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Azərbaycanda məktub yazmaq qaydası	13 dəq.
2.	İngiltərədə məktub yazmaq qaydası	13 dəq.
3.	Tərcümeyi hal haqqında	13 dəq.

Tələbə bilməlidir:

- Şifahi nitq etiketini;

Tələbə bacarmalıdır:

- Lüğətin köməyi ilə istənilən abzası, cümləni
tərcümə etməyi.

Text: LETTER WRITING

There are three kinds of letters: private letters, business letters, official letters or to authorities. In Azerbaijan, the address, the date are written at the end of the letter. But in England they are written at the head of the letter.

A LETTER

My dear Leyla!

I am safe and sound here. To day is Sunday. I have time to write a letter to you about my life and school. Our school is very nice. The classrooms are large and light with large windows. We have a large library and computer room, too. Our teachers are very kind.

I often think of you and miss all of you very much. Write me a letter, let me know how you are getting on?

Yours sincerely, Aysel.
10th November, 2003

A LETTER

The address (e.g. for a letter to England from abroad) is:

H.Chapman Esq.,
10. South Bank Rd.,
Southport,
Lancashire 2
England.

If it is an inland letter, the word England is not mentioned. If you want to indicate that your letter is only for the eyes of the reciever you had better write very distinctly on the envelope at the head of the letter Private or Confidential, then everybody will know that the sender wants to have this letter treated as a private or Confidential matter between him and the reciever.

Another way of addressing your letter privately is to write on the envelope:

Mr.Smith c/o Mr. Johnson

The c/o here stands for "care of."

You may direct a letter to a post office to be called for. Then you will write on the top of the envelope the words *Poste Restante*. The addressee will go to the post office and there he will get any letter directed to him.

AUTOBIOGRAPHY

I, Aliyeva Sevda was born on January 16,1985 in Shaki. I got my secondary education in Shaki in the years 1991-2002. After gradwating from the secondary school successfully, I entered the Mingachevir Medical School in 2003. Now I am a first year student.

My father, Aliyev Akif was born in 1955. He is a doctor. He works at the hospital in Shaki.

My mother, Aliyeva Sevil was born in 1962. She is an English teacher. She works at school in Shaki.

My brother, Aliyev Rufat was born in 1982. He is a student. He studies at the Medical University in Baku.

ACTIVE VOCABULARY

envelope [ˈenvɪləup] 1) *zərf*; 2) *üz, qabıq*

to post [poust] (n) *poçt*; (v) *poçtla göndərmək*

postman [ˈpoustmæn] poçtalyon
address [əˈdres] ünvan
safe and sound - sağ-salamat
autobiography [ˌɔ:toubaiˈɔgrəfi] tərcüməyi-hal

SORĞU SUALLARI

1. What kinds of letters do you know?
2. Where are written the address, date in the azerbaijani letters?
3. Where is written the address in the English letters?
4. What is "autobiography"?

EXERCISE 1

Məktubu ingilis dilinə tərcümə edin:
Əzizim Leyla!

Mən xəstəxanadayam. Mən yüngül soyuqlamışdım. Bir həftə ərzində yüksək hərarətim oldu. Həkimlər məni müalicə etdilər. İndi özümü yaxşı hiss edirəm. Burada yaxşı həkimlər və tibb bacıları çoxdur. Ən yaxşısı palatada tibb bacısı Sevda xaladır. O xəstələrin həmişə qayğısına qalır. Ümüd edirəm ki, tezliklə evə qayıdacağam.

Hələlik
Bacın Xatirə.

EXERCISE 2

Tamamlıq budaq cümlələrindən istifadə edərək cümlələri ingilis dilinə tərcümə edin.

1. Mən bilirəm ki, sən nə barədə danışmaq istəyirsən.
2. Biz əminik ki, onlar bizi görməyə gələcəklər.

3. Mən bilmirəm ki, o Bakıdadır, yoxsa Moskvada.
4. Anam tə'kid etdi ki, mən həkimə gedim.

EXERCISE 3

Əks mənalı sözləri seçib yazın.

Nümunə: cold-hot

Good, give, go, like, sick, strong, take, come, hate,
bad, healthy, weak

EXERCISE 4

Nöqtələrin yerinə mənaya uyğun olaraq sözləri
seçib yazın:

Painlessly; be afraid; a temporary filling; pain;
toothache.

1. I have a bad ...
2. He ... of going to a dentist.
3. She has ... in this tooth.
4. The doctor put ... in my tooth.
5. She extracted my teeth ...

TESTS

Düzgün tərcüməni seçin:

1. Məktub

a) ward b) letter c) scar

2. Zərf

a) envelope b) post card c) telegram

3. Tərcüməyi-hal

a) autobiography c) service
b) adress

4. Göndərmək (məktub poçt ilə)
a) postman b) mark c) to post

Laughter is the Best Medicine

Anar: "I spent 9 hours over my anatomy book last night"

Vügar: "Nine hours!?"

Anar: "Yes, I left it under my bed when I went to sleep."

- How did you break your arm?
- Do you see those stairs over there?
- Yes.
- Well, and I didn't.

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. С.А.Тылкина, Н.А.Темчина «Пособие по английскому языку для медицинских училищ» Москва-2000, page 50.
2. W.M.Voitenock and A.M.Voitenko "Conversational English." page 282.

MÖVZU 35

EDUCATION IN GREAT BRITAIN. GRAMMATICAL PRACTICE: Attributive Clauses.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Yeni sözlərin mənimsədilməsi	8 dəq.
2.	İngiltərədə təhsil sistemi haqda	10 dəq.
3.	Dövlət məktəbləri haqqında	10 dəq.
4.	Xüsusi məktəblər haqqında	10 dəq.

Tələbə bilməlidir:

- Öyrənilmiş qrammatik quruluşu, qaydanı;

Tələbə bacarmalıdır:

- Öyrənilmiş mövzulara aid mətnləri eşitmə ilə qavramağı.

Text: EDUCATION SYSTEM IN ENGLAND

There are state schools and private schools in England. State schools are free and attendance is compulsory, but private schools are not free. The parents pay fees if their children attend these schools.

In England most schools start during the second or third week in September. Morning school begins at nine o'clock and lasts for three hours, untill twelve

o'clock. Afternoon school begins at two o'clock lasts for two and a half hours untill half past four.

School is open five days a week. On Saturdays and Sundays there are no lessons. There are holidays at Christmas, Easter, Whitsun and in summer. The first lesson of the day in English schools is usually Bible study and the second lesson is arithmetic. The other lessons are reading, writing English language, English literature, English history, geography and others.

School examinations in England are very different from ours. First of all they are mostly written. The examination is very difficult. Every pupil must answer a lot of questions. Those who answer well go to a grammar school, those who do not, go to a technical or secondary modern school.

Grammar schools have six classes called forms. After finishing grammar school the boys and girls get right to enter a university.

SORĜU SUALLARI

1. When do most schools begin in England?
2. How many days is school open in England?
3. How many holidays do English pupils have a year?
4. What can you say about examination in English school?
5. What can you say about grammar school in England?

Some Interesting Facts About English Language

1. Modern English has the largest vocabulary more than 600.000 words.

2. 450-500 words are added to the English vocabulary every year.
3. About 70 % English words are loan.
4. 30 % of the words are native.
5. The most frequently used word is I.
6. The commonest English name is Smith-There are about 1,700.000 people called Smith in America and 800.000 in England and Wales.
7. The commonest letter is "e".

EXERCISE 1

Cümlələri sual və inkarda deyin:

1. There are foreign newspapers on the table.
2. There will be a lecture at our Institute tomorrow.
3. There was a concert in the hall yesterday.
4. My brother has great abilities for English.

EXERCISE 2

Mürəkkəb cümlələri təyin budaq cümlələri ilə tamamlayın:

1. The student who ... is my friend.
2. There is an interesting article in the magazine which... .
3. I have a friend who... .
4. The song which ... is an English folk song.
5. The man who ... met me in the hall.
6. The book which ... is my favourite novel.

EXERCISE 3

İngilis dilinə tərcümə edin.

1. Sınıfımızda ingiliscə yaxşı danışan tələbələr çoxdur.
2. Onunla söhbət edən qız mənim bacımdır.
3. Şəklini sənə göstərdiyim tələbə bizim binada yaşayır.

4. İndi oxuduğum kitab çox maraqlıdır.
5. Dünən baxdığım film jurnalistlər haqqında idi.

EXERCISE 4

Cümlələri Azərbaycan dilinə tərcümə edin təyin budaq cümlələrinin tərcüməsinə diqqət yetirin:

1. The books that were sent to you from Moscow are very interesting.
2. The film which we saw yesterday is not a very interesting one.
3. Grammar which you do not like very much can help you to speak and write good English.
4. The man who made a report at the meeting is our teacher.
5. The girl whom I was speaking about has left for Moscow.

TESTS

Düzgün tərcüməni seçin:

1. Məcburi
a) attendance b) compulsory c) private
2. İmtahan
a) examination b) to enter c) holiday

Cümləni tamamlayın:

3. We take medicine
a) if we wanted to see a doctor.
b) because we feel fine.
c) when we are ill.
d) when we caught cold.

4. I am a stranger here
 - a) I lived in this house.
 - b) I have always lived here.
 - c) it is my first visit to this place.
 - d) I was born here.

5. I gave the umbrella to my sister
 - a) is standing over there
 - b) who are waiting
 - c) when it is raining
 - d) that she has lost
 - e) as she had lost hers

Laughter is the Best Medicine

A visiter asks a little girl: "What will you do, my dear, when you are as big as your mother?"

"Keep a diet," says the child.

ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. Л.Г.Козырева, Т.В.Шадская "Английский язык для медицинских колледжей и училищ."
Ростов-на-Дону - 2002, page 169.
2. А.М.Маслова, З.И.Винештейн, Л.С.Плебейская
«Essential English for medical Students.»
Москва-1983, pages 27-29.

MÖVZU 36

MEDICAL EDUCATION IN THE USA. GRAMMATICAL PRACTICE: Adverbial Clauses.

MÖVZUNUN ÖYRƏNİLMƏ PLANI

S №	MÖVZUNUN BÖLGÜSÜ	AYRILAN VAXT
1.	Tələbələrin universitetdəki üç yaxud dördillik təhsili haqqında	10 dəq.
2.	Hansı tələbələr ali tibbi təhsil ala bilərlər	13 dəq.
3.	Ali tibbi təhsilin I və II ilində keçilən fənlər haqda mə'lumat	10 dəq.
4.	Tələbələrin təcrübə dərsləri haqqında mə'lumat	11 dəq.

Tələbə bilməlidir:

- Gündəlik həyat haqqında söhbətin aparılmasını, nitq etiketini;

Tələbə bacarmalıdır:

- Xarici həmkarları və pasientləri ilə peşə ünsiyyətində olması.

Text: **MEDICAL EDUCATION IN THE UNITED STATES**

In the USA the young man who has the secondary education must pass through seven or eight

years of hard study before he begins his work as a doctor.

First he has three or four years of premedical training at a university. Here he learns the main sciences. Only those students who show good results in their premedical training can become candidates for higher medical education. Those who do not continue their education can work as nurses.

The higher medical education is difficult. The students must study four years in the faculty of the university. During the first two years the student masters laboratory sciences. To learn the structure of the human body the student studies Anatomy. The student must get deep knowledge of biological chemistry because it is the basis for clinical laboratory diagnosis and therapy.

The student learns the functions of the body theoretically from books and by laboratory experiments in classes of Physiology.

In the USA the curriculum of medical faculties has such a subject as Psychology which teaches the student to deal with patients and understand human behaviour.

The student learns all other theoretical subjects such as Pharmacology and Pathologic Physiology before he begins to treat a patient.

In his third and fourth years the student gets instruction and practical experience in the treatment and care of patient. During these years the student has the possibility to work at the hospital and learn much of main medical procedures and different diseases to be well prepared for his work.

NOTES

The secondary education - *orta təhsil*

Curriculum - *tədris planı (institutun, universitetin)*

To deal with patients - *xəstələrlə keçinmək*

SORĞU SUALLARI

1. How many years must the young man pass through before he begins his work as a doctor?
2. What does he learn first?
3. Who can become candidates for higher medical education?
4. Is the higher medical education difficult?
5. What do the student master during the first two years in the medical faculty of the university?
6. What other subjects does the student learn before he begins to treat a patient?

Free reading.

The Late Middle Ages in Western Europe:
13th to 16th Centuries.

The Medical Universities made no contributions to medical knowledge, for no subject was less adapted to their prevailing method of verbal and syllogistic dogmatism. During the thirteenth and fourteenth centuries, the medical curriculum continued to be on the writings of the ancient Roman and Greek authors translated into rude Latin. There was no clinical teaching of any kind and, until the fourteenth century, no dissection.

When the medieval student had completed his medical studies satisfactorily, he was awarded a cane with gold knob and allowed out into the world to earn his living. The medicine he practised was of the most primitive kind. For example, diagnosis based solely on study of the patient's urine, or uroscopy, became so popular that observation of the patient was not considered necessary. The physician studied a sample of urine and rendered an opinion and prescribed a course of treatment.

EXERCISE 1

Suallara cavab verin:

1. A person who takes care of patients?
2. A doctor who operates on patients?
3. A doctor who treats patients with different medicines and remedies?
4. A person who discovers something new in the field of science?
5. A house where the students live?
6. A grown up person?
7. The organ which pumps blood through the arteries and veins?
8. A fixed period of time during which the students study?

EXERCISE 2

Cümlələri inkar formada deyin:

1. My friend left the town for his summer holidays.
2. They are resting now.
3. He feels tired after his classes.
4. It was Friday yesterday.

5. He was helping the nurse.

EXERCISE 3

Cümlələri Azərbaycan dilinə tərcümə edin:

1. This textbook is experimental.
2. Many experiments are carried out by students.
3. He is happy because he studies at the Medical Institute.
4. Interesting lectures are delivered by Prof. Aliyev.
5. Physiology is taught at the Medical Institute

EXERCISE 4

Fə'li sifətləri məcdər formada yazın:

Formed; located; published; called; connected; found;
made; said; seen; chosen; taken; kept; spent.

TESTS

I. Yer budaq cümlələrini seçin:

1. Do you know where he has gone?
2. We found him where he usually worked.
3. I stopped where he had been a moment before.
4. Where they are is quite a secret.
5. Late in the evening we reached the place where they stood waiting for us.

a) 2, 5 b) 4, 5 c) 1, 3 d) 3, 4 e) 2, 3

II. Şərt budaq cümlələrini seçin:

1. If your sister had been in Baki, I should have called on her.
2. Though the work was difficult, it was finished in time.
3. It is good that he has passed all his exams.

4. The book which I am reading now is very interesting.
5. If I were you I should work hard at my English.
a) 1, 3 b) 2, 3 c) 1, 5 d) 2, 4 e) 4, 5

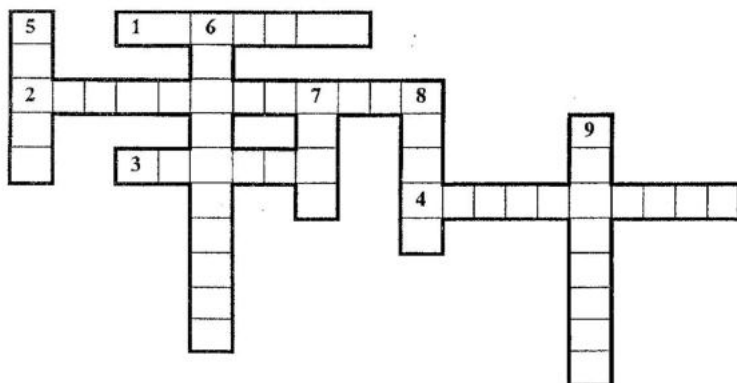
ƏYANİ VƏSAİT: Audio material

ƏDƏBİYYAT

1. В.В.Мухина, Н.С.Мухина, П.Н.Скрипников
«Английский язык для медицинских училищ»
Москва-2003, page 92.
2. А.М.Маслова, З.И.Винештейн, Л.С.Плебейская
«Essential English for medical Students.»
Москва-1983, pages 50-52.

CROSSWORDS

MÖVZU 1



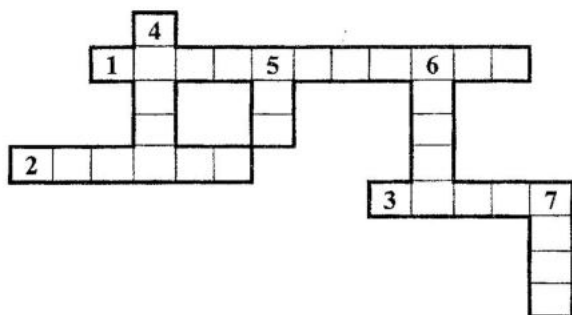
SOLDAN SAĞA:

1. Plastik
2. Mama
3. İş
4. Mürəxəssis

YUXARIDAN AŞAĞIYA:

5. Diş tacı
6. Süni
7. Müalicə
8. Tibb bacısı
9. Məzun

MÖVZU 2



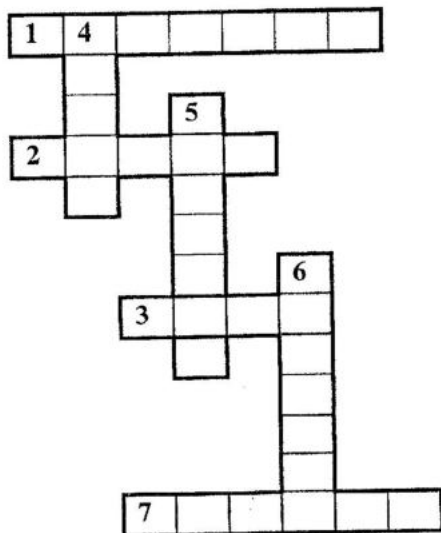
SOLDAN SAĞA:

1. Cavabdeh
2. Ölümcül
3. Soyuqlamaq

YUXARIDAN AŞAĞIYA:

4. Cavab vermək
5. Şəxsi
6. Doğum
7. Həyat

MÖVZU 3



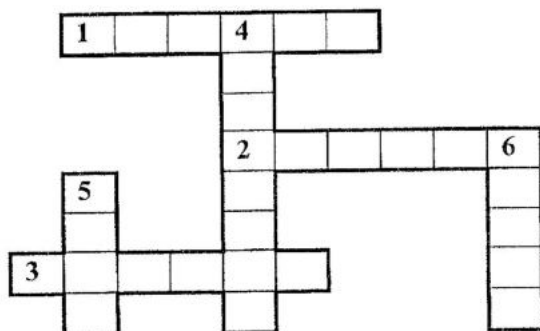
SOLDAN SAĞA:

1. Xəstə
2. Əmr, göstəriş
3. Kobud
7. Barmaq

YUXARIDAN AŞAĞIYA:

4. Acıqlı
5. Əsəbi
6. Döyünmə (ürəyin)

MÖVZU 4



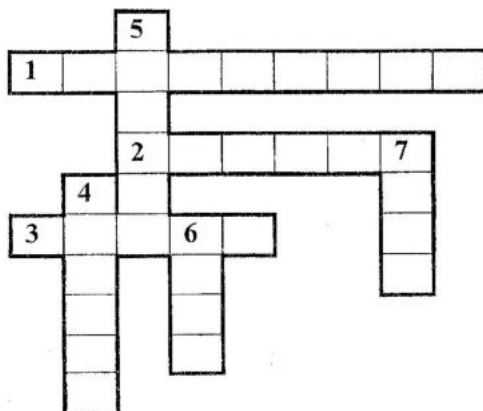
SOLDAN SAĞA:

1. İngiltərənin paytaxtı
2. İngiltərədə ən uzun çay
3. Saray

YUXARIDAN AŞAĞIYA:

4. Rayon
5. Bayraq
6. Müqəddəs

MÖVZU 5



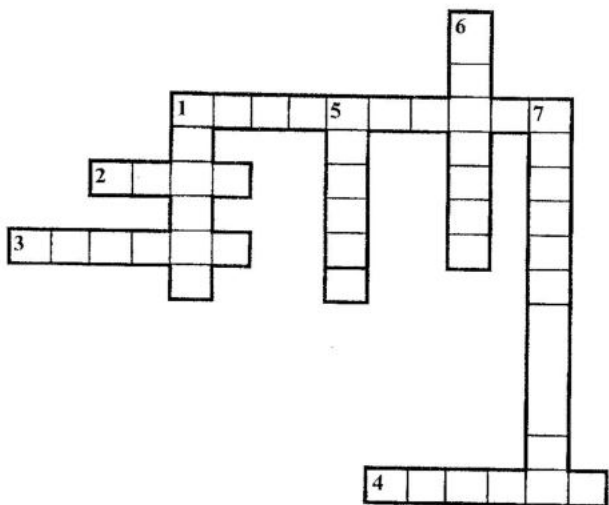
SOLDAN SAĞA:

1. Falanqa
2. Mil sümüyü
3. Bud sümüyü

YUXARIDAN AŞAĞIYA:

4. Çanaq
5. Oma
6. Dirsək sümüyü
7. Baldır

MÖVZU 6



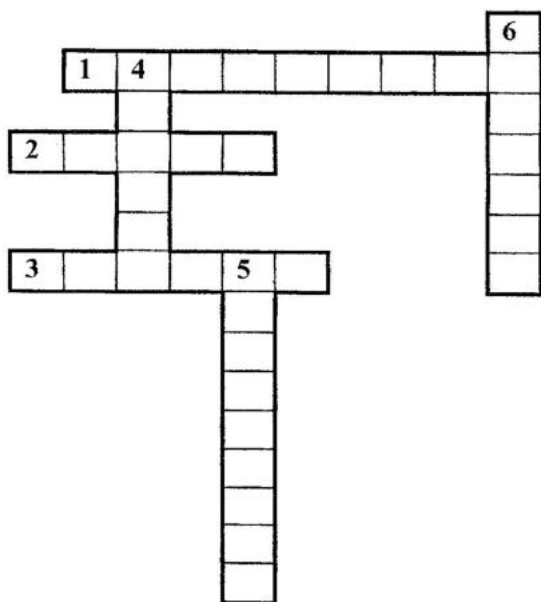
SOLDAN SAĞA:

1. Struktur
2. Birləşmək
3. Axın
4. Damar

YUXARIDAN AŞAĞIYA:

1. Onurğa
5. Ötürmək
6. Hormon
7. Endokrin

MÖVZU 7



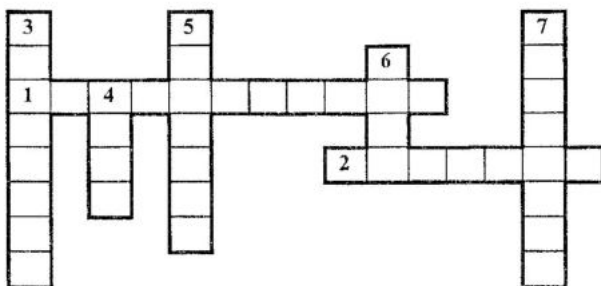
SOLDAN SAĞA:

1. Müşayiət etmək
2. Parotit
3. Aclıq

YUXARIDAN AŞAĞIYA:

4. Ümumi
5. Gözün yorulması
6. Qarın yatalağı

MÖVZU 8



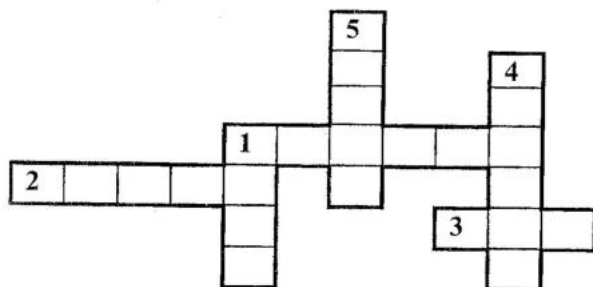
SOLDAN SAĞA:

1. Müəssisə
2. Yüngülləşdirmək

YUXARIDAN AŞAĞIYA:

3. Zəhərli
4. Xəstə
5. İlk
6. Doza
7. Sağalma

MÖVZU 9



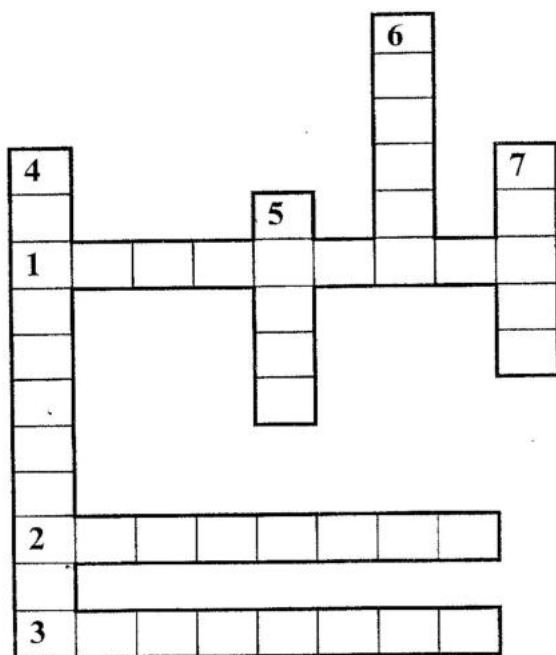
SOLDAN SAĞA:

1. Titrəmək
2. Qurşaq
3. Qrip

YUXARIDAN AŞAĞIYA:

1. Qalmaq
4. Qarqara etmək
5. Soyunmaq, çıxartmaq

MÖVZU 10



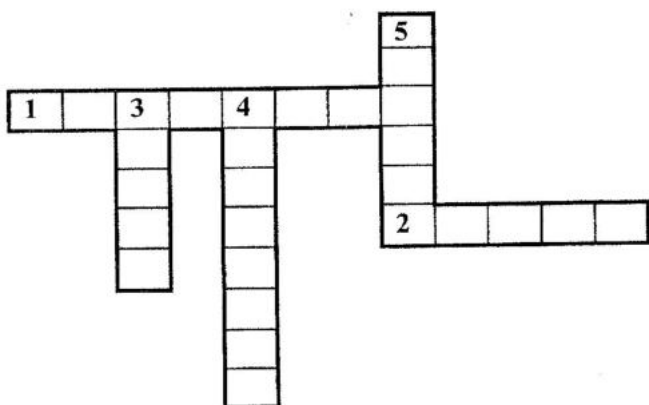
SOLDAN SAĞA:

1. Təcili yardım maşını
2. Çiləmək
3. Boğulma

YUXARIDAN AŞAĞIYA:

4. Ağrısızlaşdırma
5. Əlcək
6. Zəhər
7. İy, qoxu

MÖVZU 11



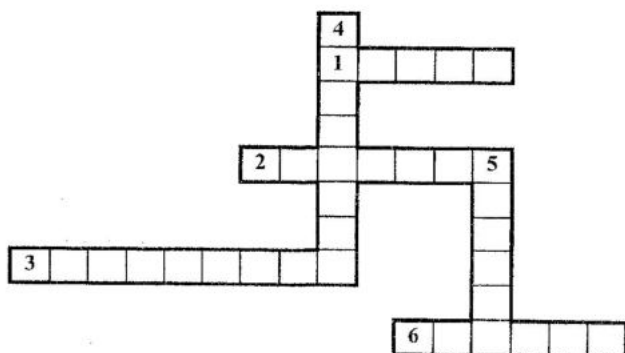
SOLDAN SAĞA:

1. Zirzəmi
2. Düşmən

YUXARIDAN AŞAĞIYA:

3. And içmək
4. Hərbi
5. Döyüş

MÖVZU 12



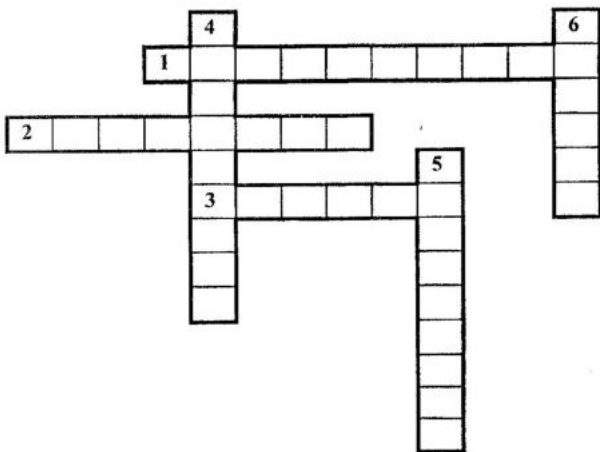
SOLDAN SAĞA:

1. Mükafatlandırmaq
2. Ümidverici
3. Görkəmli
6. Davranmaq, qulluq etmək

YUXARIDAN AŞAĞIYA:

4. İştirak etmək
5. London

MÖVZU 13



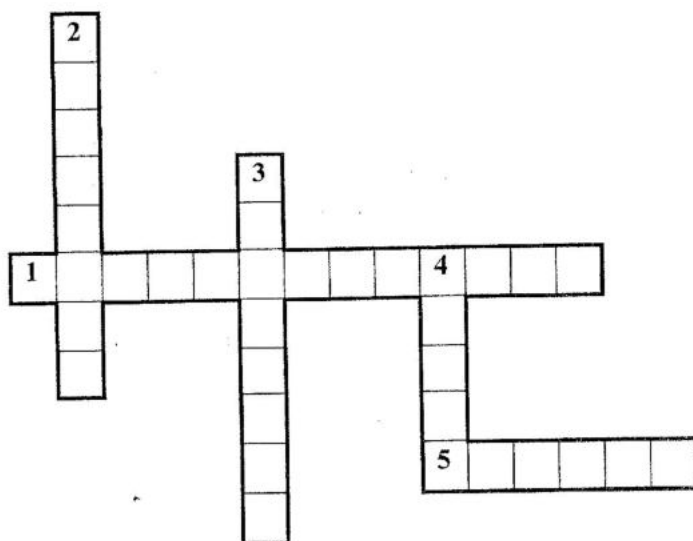
SOLDAN SAĞA:

1. Sürətləndirmək
2. İrinli
3. Dalaq

YUXARIDAN AŞAĞIYA:

4. Tıxanma, boğulma
5. İntensiv
6. Kəskin, ciddi

MÖVZÜ 14



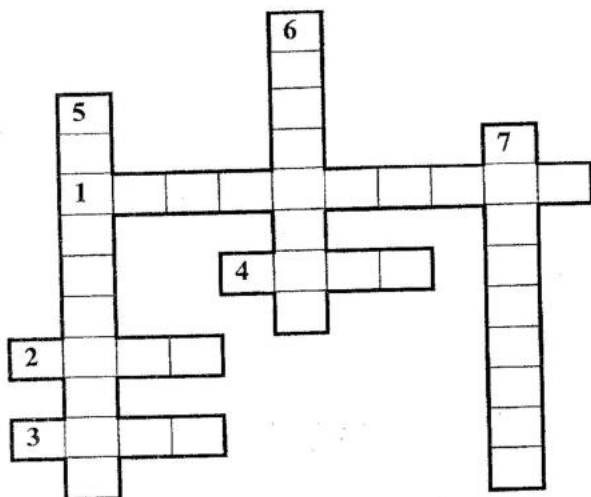
SOLDAN SAĞA:

1. Qavrama, başa düşmə
5. Təmin etmək

YUXARIDAN AŞAĞIYA:

2. Nəql etmək
3. Tələblərə cavab verən
4. Təsdiq etmək

MÖVZU 15



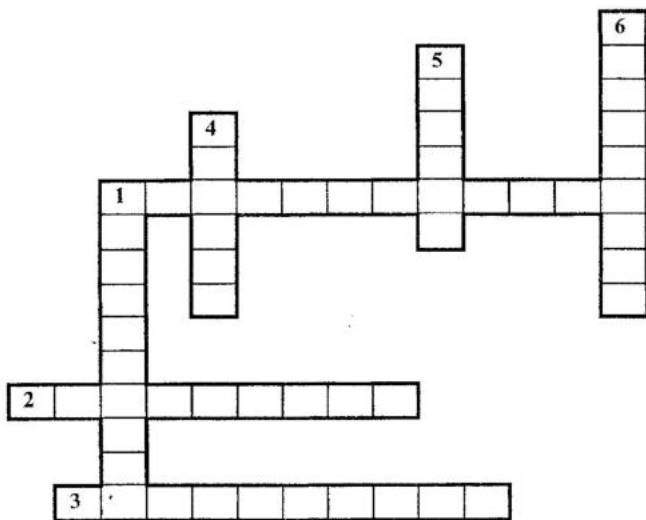
SOLDAN SAĞA:

1. Qidalandırıcı
2. Yüngül
3. Səpgi
4. Soymaq, soyulmaq

YUXARIDAN AŞAĞIYA:

5. Anadangəlmə
6. Qazanılma
7. Qrip

MÖVZU 16



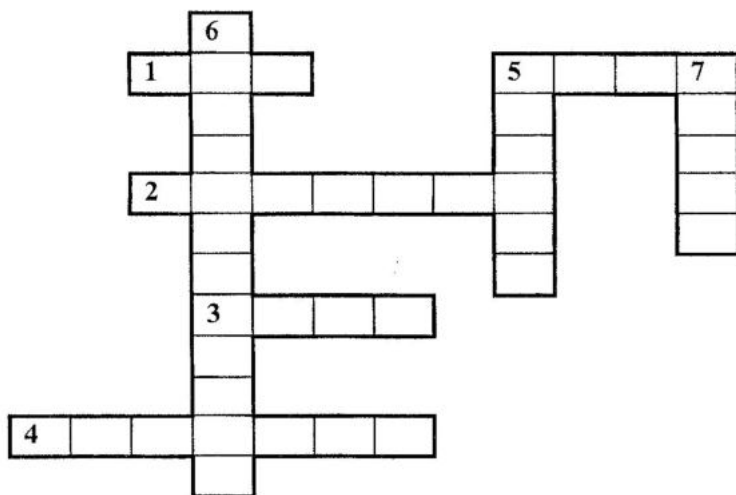
SOLDAN SAĞA:

1. Qulaq asma
2. Palpasiya
3. Sitoskopiya

YUXARIDAN AŞAĞIYA:

1. Etiologiya
4. Görmə
5. Şiş
6. Mexanizm

MÖVZU 17



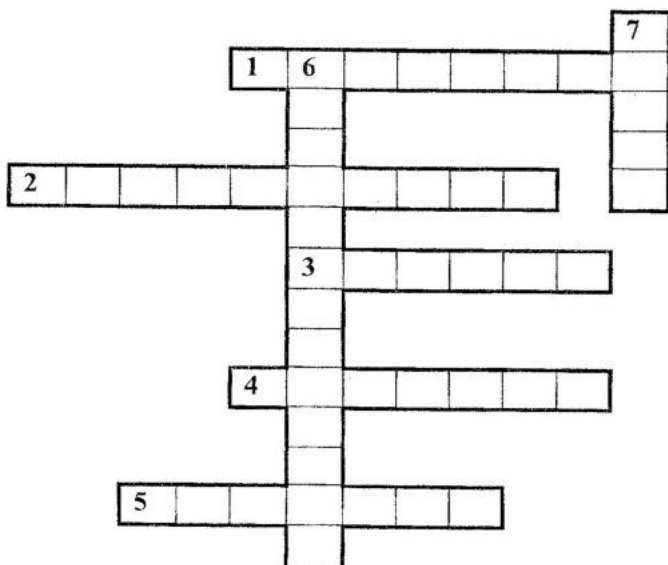
SOLDAN SAĞA:

1. Yağ, piy
2. İbarət olmaq
3. Dieta
4. Zülal
5. Ət

YUXARIDAN AŞAĞIYA:

5. Əqli, zehni
6. Karbohidrat
7. Müalicə etmək

MÖVZU 18



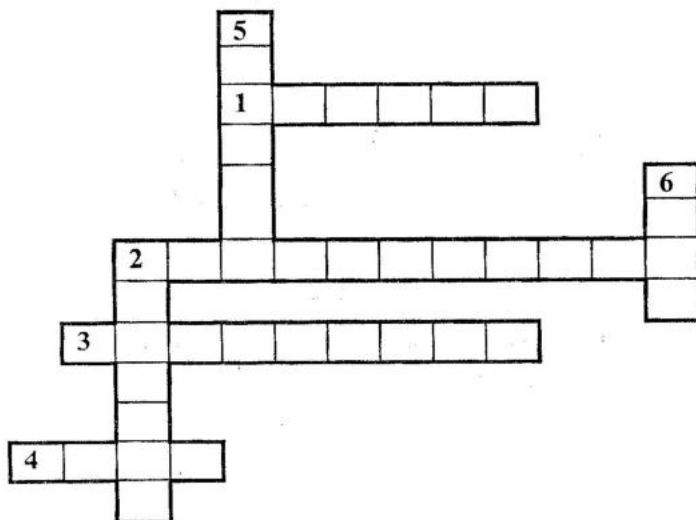
SOLDAN SAĞA:

1. Hesab etmək
2. Elmi
3. Müəllif, yaradan
4. Əsasını qoyan
5. Cərrahiyyə

YUXARIDAN AŞAĞIYA:

6. Oftalmologiya
7. Böyük

MÖVZU 19



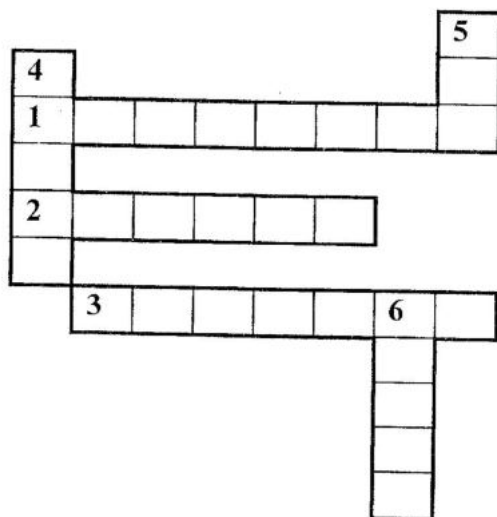
SOLDAN SAĞA:

1. Qan vermək
2. Qırmızı qan kürəcikləri
3. Ağ qan kürəcikləri
4. Kiçik

YUXARIDAN AŞAĞIYA:

7. Element
5. Böyrək
6. Ehtiyacı olmaq

MÖVZU 20



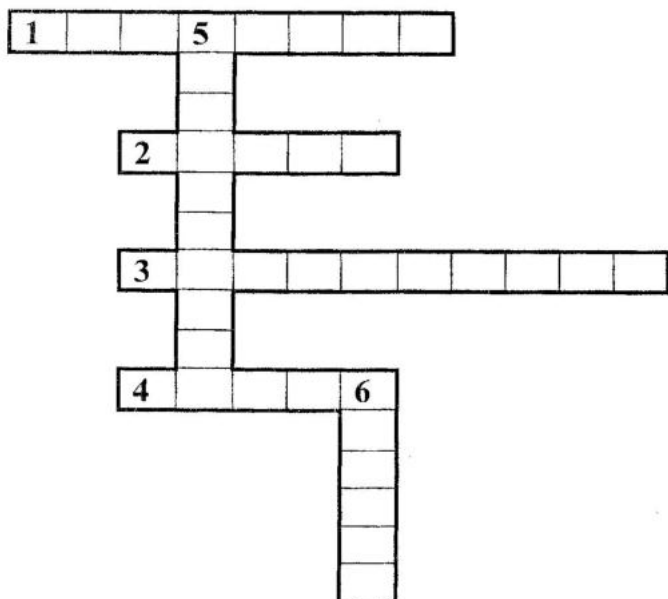
SOLDAN SAĞA:

1. Bədbəxt hadisə
2. Yod
3. Sıyrıntı

YUXARIDAN AŞAĞIYA:

4. Çaxnaşma
5. Yaşlamaq, islatmaq
6. Parça

MÖVZU 21



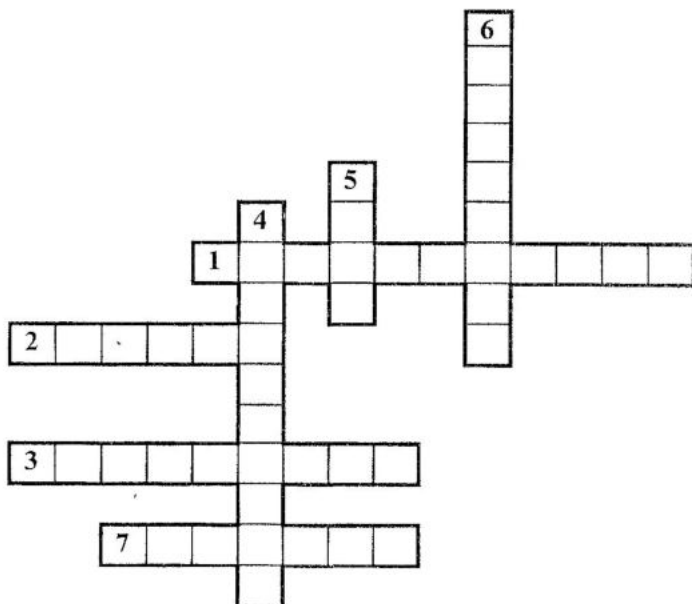
SOLDAN SAĞA:

1. Yaranma
2. Virus
3. Elmi
4. Qan

YUXARIDAN AŞAĞIYA:

5. Süni
6. Xəstəlik

MÖVZU 22



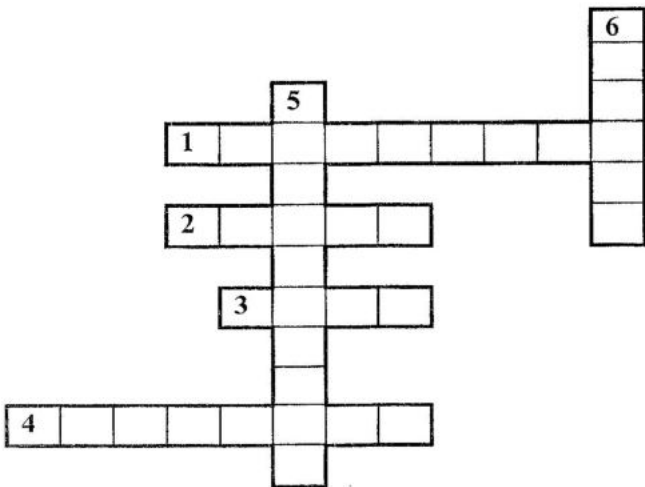
SOLDAN SAĞA:

1. Müstəsna
2. Həcm
3. Mənimləşən bilən
7. Aradan qaldırmaq

YUXARIDAN AŞAĞIYA:

4. Xaricə
5. Öldürmək
6. Göstəriş vermək

MÖVZU 23



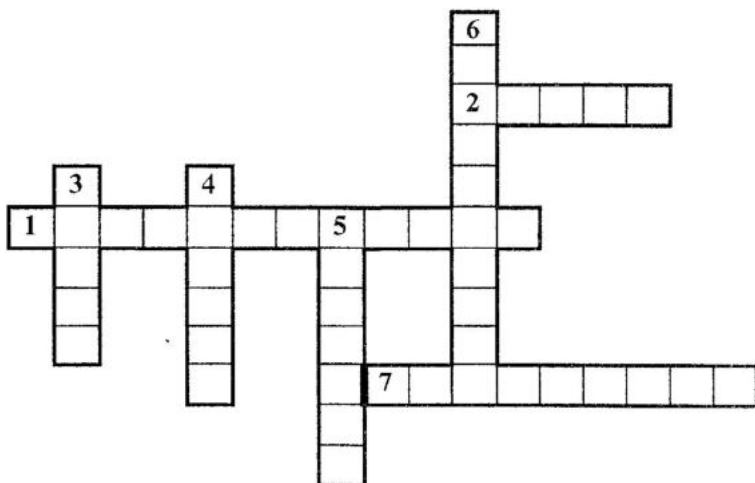
SOLDAN SAĞA:

1. Bilik
2. Təmiz
3. Həb
4. Zəif, yüngül

YUXARIDAN AŞAĞIYA:

5. Həllolma qabiliyyəti
6. Patetnli

MÖVZU 24



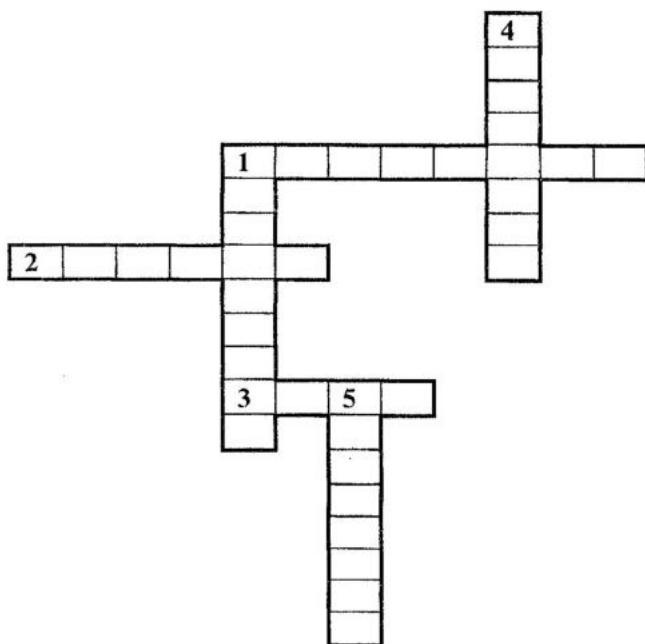
SOLDAN SAĞA:

1. Müstəqillik
2. Ştat
7. Qitə

YUXARIDAN AŞAĞIYA:

3. Vətəndaş
4. Mərkəz
5. ABŞ-da böyük şəhər
6. ABŞ-ın paytaxtı

MÖVZU 25



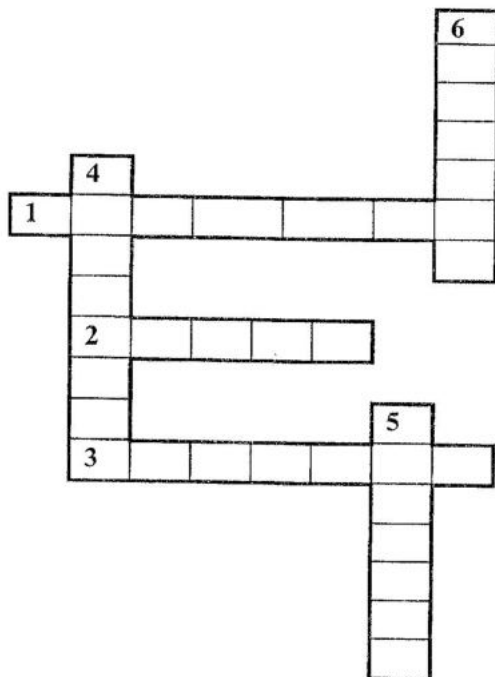
SOLDAN SAĞA:

1. Kompres
2. Günorta
3. Xəstə

YUXARIDAN AŞAĞIYA:

1. Təmizlik
4. Paltar
5. Gigiyenik

MÖVZU 26



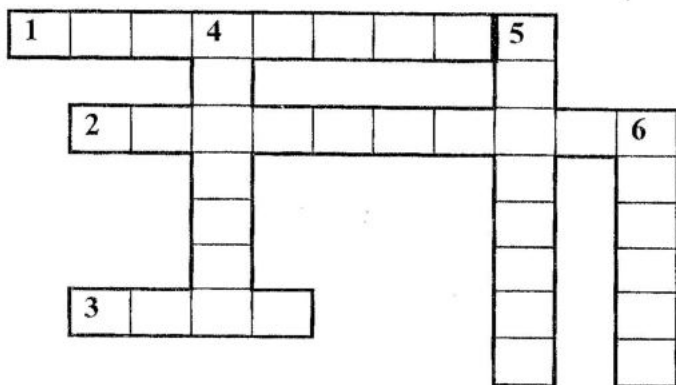
SOLDAN SAĞA:

1. Kəsici
2. İti
3. Skalpel

YUXARIDAN AŞAĞIYA:

4. Qayçı
5. Diş həkimi
6. Şpris

MÖVZU 27



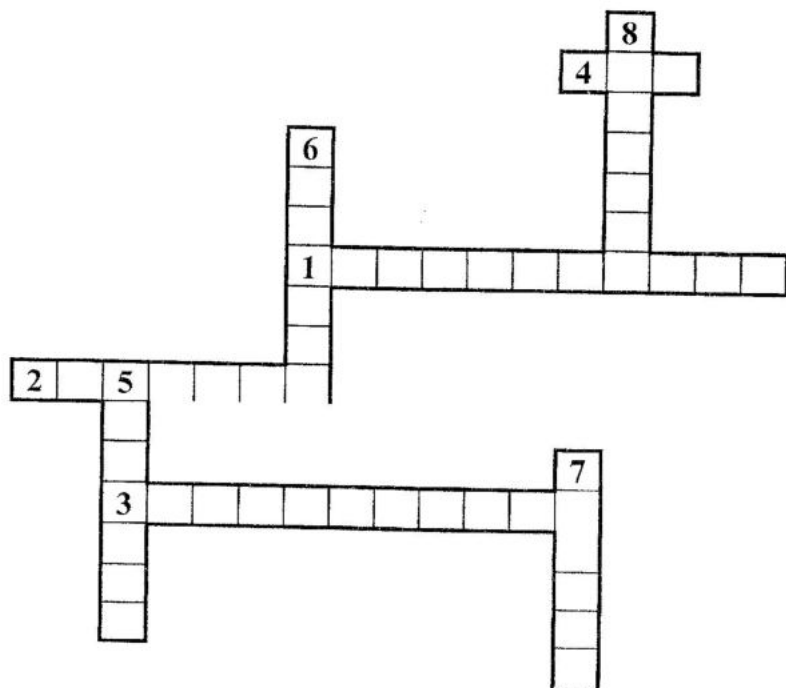
SOLDAN SAĞA:

1. Sınıq
2. Xəstəlik halı
3. Ətraf

YUXARIDAN AŞAĞIYA:

4. Təsdiq etmək
5. Şiş
6. Şina

MÖVZU 28



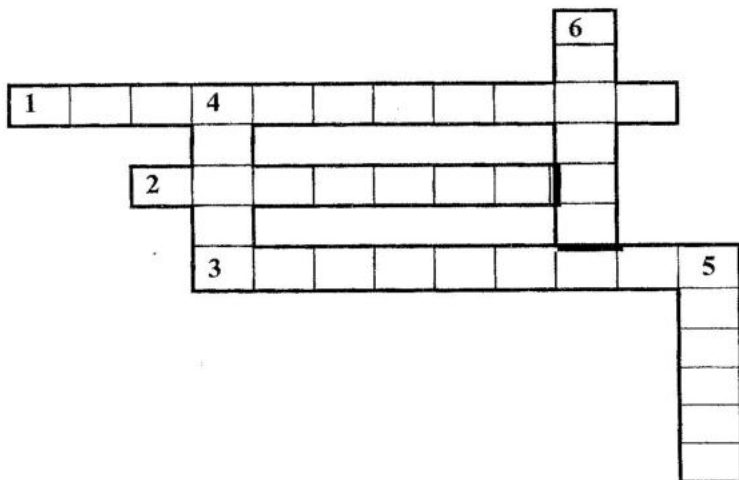
SOLDAN SAĞA:

1. Vaksinasıya
2. Xidmət
3. Müəssisə
4. Ödəmək

YUXARIDAN AŞAĞIYA:

5. Almaq
6. Xüsusi
7. Gəlir, qazanc
8. Xəstə

MÖVZU 29



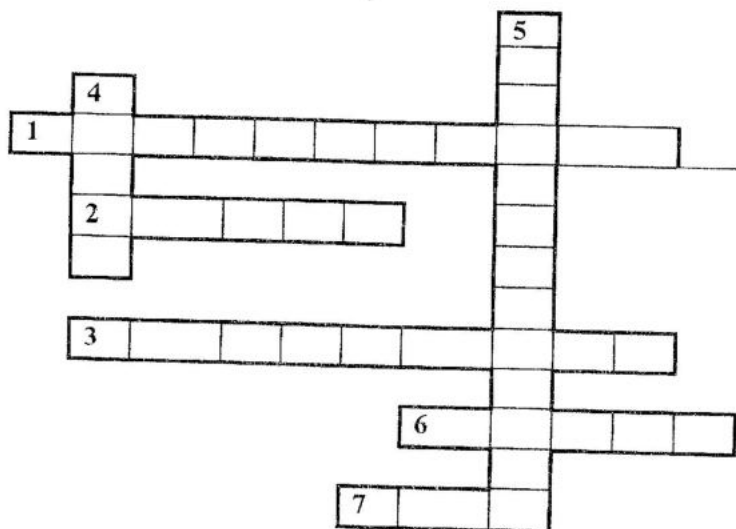
SOLDAN SAĞA:

1. Laboratoriya
2. Rəng
3. Diaqnoz

YUXARIDAN AŞAĞIYA:

4. Qan
5. Nümunə
6. Ekran

MÖVZU 30



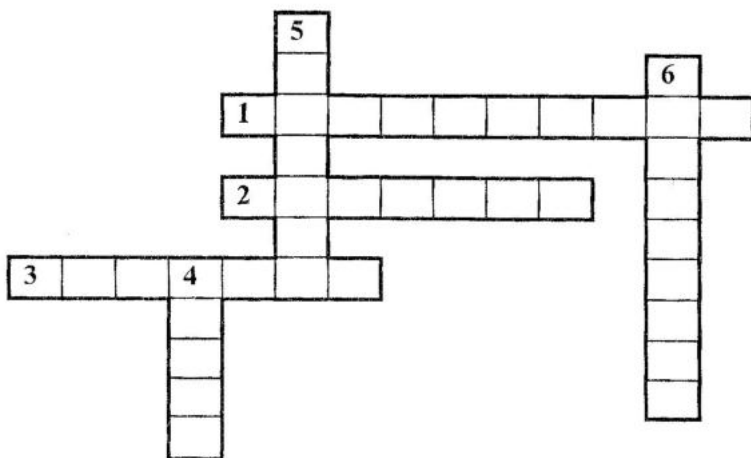
SOLDAN SAĞA:

1. Rəngsiz
2. Selikli
3. Mikrob
6. Çəki
7. İrin

YUXARIDAN AŞAĞIYA:

4. Köpüklü
5. Elastik liflər

MÖVZU 31



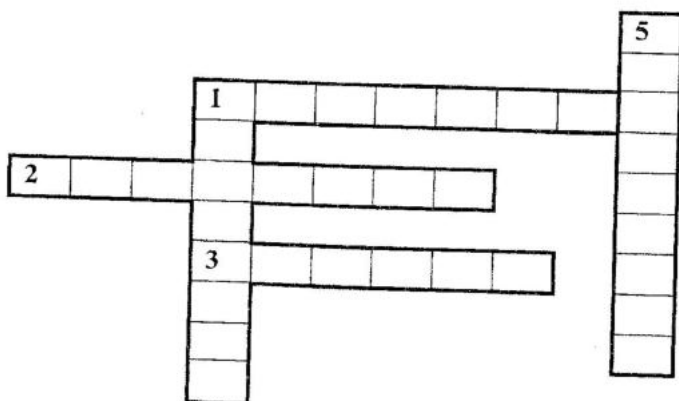
SOLDAN SAĞA:

1. Nəticə
2. Əkmə
3. Nəmləndirmək

YUXARIDAN AŞAĞIYA:

4. Əşya şüşəsi
5. Törmək
6. Örtük şüşəsi

MÖVZU 32



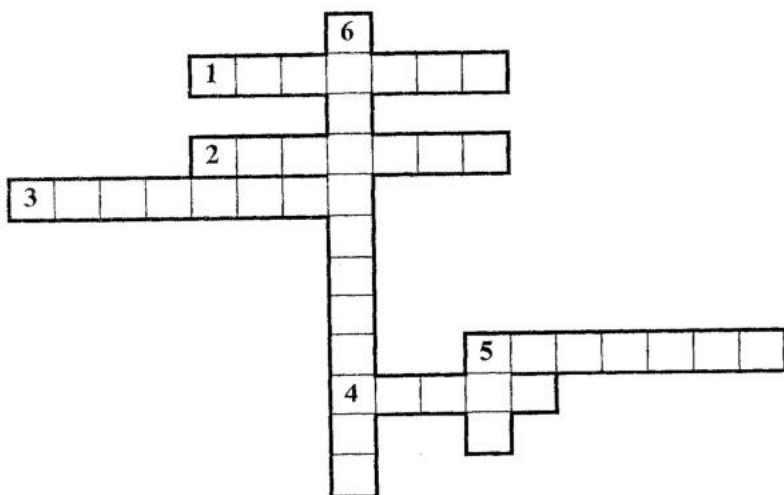
SOLDAN SAĞA:

1. Sıyrıntı
2. Kəşf etmək
3. Təfsilat

YUXARIDAN AŞAĞIYA:

1. Hadisə
4. Həssas

MÖVZU 33



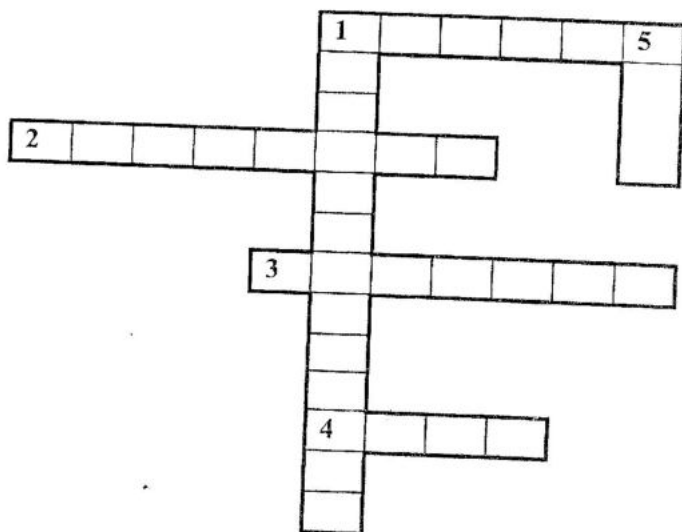
SOLDAN SAĞA:

1. Sağlam
2. Tibbi
3. Xəstəxana
4. Müalicə etmək
5. Xüsusi

YUXARIDAN AŞAĞIYA:

5. Haqqını ödəmək
6. Ailə həkimi

MÖVZU 34



SOLDAN SAĞA:

1. Ünvan
2. Zərf
3. Poçtalyon
4. Poçtla göndərmək

YUXARIDAN AŞAĞIYA:

1. Tərcümeyi hal
5. Sağ salamat

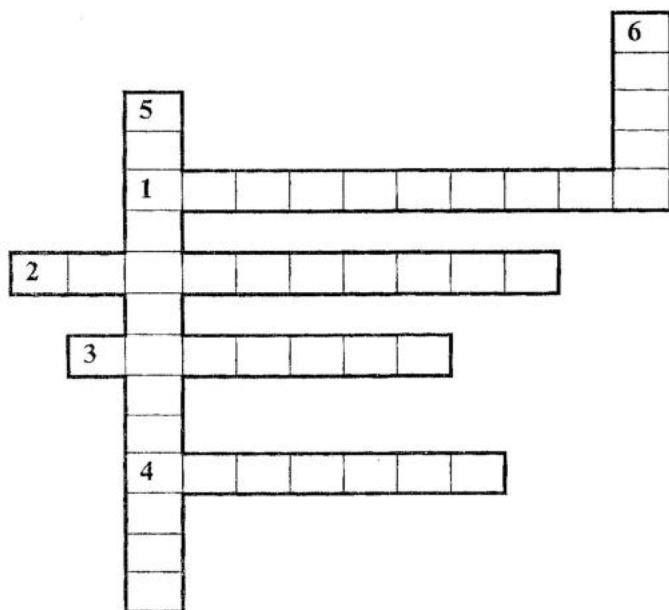
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2. В.В.Мухина, Н.С.Мухина, П.Н.Скрипников «Английский язык» для медицинских училищ. Москва-2003;
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MÜNDƏRİCAT

Modern English language. Objectives	
in studying the medical language	səh. 5
Nursing process. Nursing theories.	
Roles and functions of the nurse	səh. 11
Definitions of values and ethics in nursing	
Grammatical practice: The noun	səh. 17
Countries of the United Kingdom	səh. 24
Anatomical terms	səh. 32
Structural organization of the body.	
Grammatical practice: The article	səh. 41
Common symptoms.	
Grammatical practice: The pronoun	səh. 48
Hospital and other medical services.	
Departments and medical staff of the hospital.	
Grammatical practice: The adjective	səh. 56
Case report. General examination of a patient.	
Grammatical practice: The adverb	səh. 66
Intensive therapy. Resuscitation.	
Complications in anaesthesia.	
Grammatical practice: The numeral	səh. 74
The history of nursing	səh. 84
Florence Nightingale.	
Grammatical practice: The verb, the infinitive, the imperati mood	səh. 90
Common findings on examination.	
Grammatical practice: The auxiliary verbs: to be, to have, to do. Modal verbs.....	səh. 98
Translation skills. The main principles of using special medical dictionaries.	
Grammatical practice: Indefinite tenses. The active voice	səh. 106
Diseases	səh. 112
Diagnosis.	
Grammatical practice: Perfect and perfect continues tenses..	səh. 120
Diet therapy. Managing total parenteral nutrition.	
Managing intravenous fluid therapy.	
Grammatical practice: The passive voice	səh. 126
From the history of medicine N.I.Pirogov	
Grammatical practice: Sequence of tenses	səh. 135
Blood transfusion. Administering blood and blood produc	
Grammatical practice: Particeple I	səh. 141
Managing pain.	
Grammatical practice: Particeple II	səh. 148

MÖVZU 35



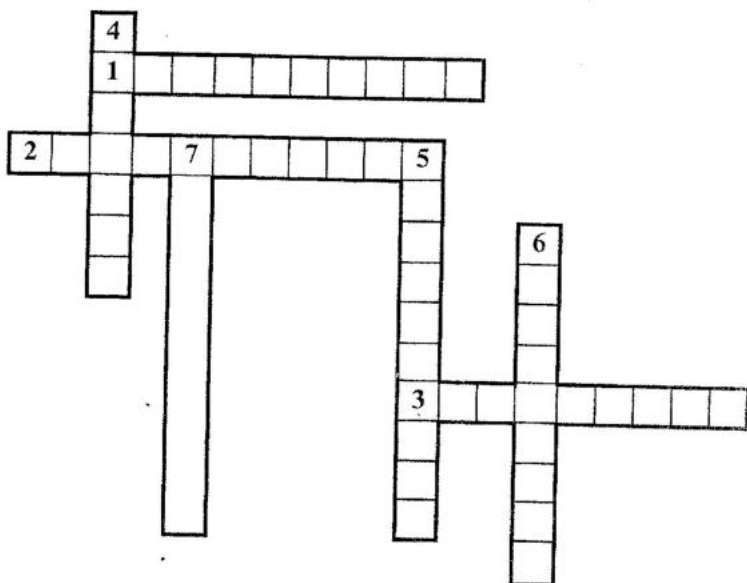
SOLDAN SAĞA:

1. Davamiyyət
2. Məcburi
3. Xüsusi
4. Tarix

YUXARIDAN AŞAĞIYA:

5. İngiltərədə məktəb növü
6. Dövlət

MÖVZU 36



SOLDAN SAĞA:

1. Tədris planı
2. Nəzəri
3. Müalicə

YUXARIDAN AŞAĞIYA:

4. Elm
5. Laboratoriya
6. Təhsil
7. Tədqiqat

Health service in the Russian Federation.	
Grammatical practice: The infinitive	səh. 155
Drug therapy.	
Grammatical practice: The gerund	səh. 162
Care of drugs	səh. 173
The USA: culture, tradition and language	səh. 181
Nursing manipulation.	
Grammatical practice: The subjunctive mood in object clauses and adverbial clauses	səh. 188
General instruments.	
Grammatical practice Conjunctions	səh. 194
Dressings. Managing wounds. Managing decubitus ulcers.	
Grammatical practice: The prepositions	səh. 200
Health service in the USA.	
Grammatical practice: The simple sentence. Types of simple sentence	səh. 207
Laboratory investigations. Blood examination	səh. 214
Sputum examination. Collecting and testing specimens.	
Grammatical practice: The compound sentence	səh. 220
Laboratory investigations. Examination of feces, urine, gastric juice contents. Investigation of duodenal contents. Smear culture and test	səh. 225
Reaction X-ray examination.	
Grammatical practice: The complex sentence	səh. 232
Health service in Great Britain.	
Grammatical practice: The subject and predicate clauses..	səh. 238
Official correspondence. Autobiography.	
The main features of official letter.	
Grammatical practice: The Object clause	səh. 244
Education in Great Britain.	
Grammatical practice: Attributive clauses	səh. 250
Medical education in USA.	
Grammatical practice: Adverbial clauses.....	səh. 255

ƏLAVƏLƏR

Bulmacalar.....	səh. 261
İstifadə olunan ədəbiyyatların siyahısı	səh. 297

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