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ENGLISH PROFICIENCY FOR PHYSIOTHERAPY STUDENTS

The textbook for applicants for higher education

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The textbook provides materials aimed to develop lexical, grammar and speaking skills in accordance with the work program "Foreign Language in Proficiency " for applicants for higher education of pharmaceutical universities at B2-C1 level.

The manual consists of 9 units and contains lexical exercises, texts and speaking activities in such topics as **“**Physiotherapy and Its Main Branches”, “In a Physiotherapist Office”, “Physiotherapy-Related Professions”, “Parts of The Body, Body Cavities”, “The Musculoskeletal System”, **“**Modern Hospitals”, “Balneotherapy”, “Kinesitherapy”, and “Manual Therapy”.

“English Proficiency for Physiotherapy Students” includes theoretical materials and exercises on the main topics of English grammar.

The textbook is intended for classroom and individual work while studying the discipline "Foreign Language in Proficiency". It can appear helpful for scientists and teachers in their professional activities.

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PREFACE

“English Proficiency for Physiotherapy Students” is unique in that it provides a guide for teaching reading, speaking and grammar skills to physiotherapy students.

The textbook provides materials aimed to develop lexical, grammar and speaking skills in accordance with the work program "Foreign Language in Proficiency " for applicants for higher education of pharmaceutical universities at B2-C1 level.

The manual consists of 9 units and contains lexical exercises, texts and speaking activities in such topics as **“**Physiotherapy and Its Main Branches”, “In a Physiotherapist Office”, “Physiotherapy-Related Professions”, “Parts of The Body, Body Cavities”, “The Musculoskeletal System”, **“**Modern Hospitals”, “Balneotherapy”, “Kinesitherapy”, and “Manual Therapy”.

“English Proficiency for Physiotherapy Students” includes theoretical materials and exercises on the main topics of English grammar.

The goal of the textbook is to help students focus on and develop reading, speaking and grammar skills while teachers provide the necessary assistance with background and interpretation for specific materials need to learn.

The textbook is intended for classroom and individual work while studying the discipline ""Foreign Language in Proficiency". It can appear helpful for scientists and teachers in their professional activities.

UNIT 1

VOCABULARY AND READING	**Physiotherapy and Its Main Branches**
GRAMMAR: THEORY AND PRACTICE	**Modal Verbs**
SPEAKING	**Physiotherapy and Its Main Branches**

PHYSIOTHERAPY AND ITS MAIN BRANCHES

TEXT

Task 1. Read and translate the text.

Physiotherapy is a medical specialty concerned with preventing and treating musculoskeletal disorders. It uses physical approaches to promote, maintain and restore physical, psychological and social well-being. This profession is dedicated to: 1) restoring strength and functions after a disease or injury, 2) improving and maintaining functional independence and physical performance, 3) correcting deformities, 4) preventing and managing pain, physical impairments, disabilities, 5) promoting fitness and health. Physiotherapy is an established, respected and

evidence-based profession, which uses scientifically proven techniques to help many conditions affecting your body, such as: arthritis, back and neck pain, sports injuries, neurological conditions such as stroke, or age related conditions. It uses a variety of treatment methods as i.e. strenghtening and therapeutic exercise programmes, heat treatment, massage, infrared lamps, electric stimulation. The main branches of physiotherapy are:

- *Balneotherapy* – deals with treatment of diseases by batching in hot water or water containing certain chemicals. It is used i.e. to relieve discomfort and joint stiffness, improve blood flow.
- *Hydrotherapy* – promotes the treatment with water; patients are put in hot baths or encouraged to swim. Various techniques are used for relaxation, to stimulate digestion, circulation, the immune system, and to relieve pain.
- *Kinesitherapy* – therapy involving active or passive movement of parts of the body in order to strengthen and stabilize joints. Kinesitherapy is used i.e. in back and limb disorders, prevention of locomotor system disorders.
- *Manual therapy* – these are methods of hand techniques, such as mobilization or manipulation of joints and soft tissue. These methods are used to relieve pain, swelling, increase muscle and joint functional mobility.
- *Massage* – deals with treatment of muscular conditions by means of rubbing, stroking or pressing a patient's body with hands. Usually it is used to relax tight and tense muscles, improve circulation, and reduce stress.

Task 2. Answer the following questions.

1. What is physiotherapy?
2. What is the aim of physiotherapy in the case of people after injuries?
3. What conditions are most often treated with physiotherapeutical methods?
4. Which branch of physiotherapy uses swimming as a treatment method?

5. Which branch of physiotherapy deals with hand techniques?
6. What is kinesitherapy?
7. Is physiotherapy based on research or is this rather an alternative medicine branch?
8. Is physiotherapy in any way connected with sport?
9. Find adjectives describing physiotherapy in the text.

Task 3. Fill in the gaps using the vocabulary from the text.

1. Cardiology is a medical _____ dealing with study of the heart and its diseases.
2. This course of exercises is supposed to _____ your physical abilities.
3. I've got splitting headache, I must take some analgesics to _____ pain.
4. Physiotherapy, surgery, and pharmacotherapy are different kinds of _____.
5. Doctors and lawyers are among the most respected _____ .
6. The structure at a junction of bones enabling movement is called a _____ .
7. Certain prophylactic methods are to _____ diseases.

Task 4. Discuss in pairs or small groups.

- What does physiotherapy deal with?
- How long have you been interested in psychotherapy and why are you interested in it?
- Is physiotherapy a common method of treatment? What other ways of treatment can you think of?

GRAMMAR: MODAL VERBS

Modal verbs are verbs that show the attitude of a speaker to the action. The following words are modal verbs: Can, Could, May, Might, Must, Shall, Should, Will, Would.

They are verbs that provide additional information about the action verb that follows it. **Modal verbs** are used to express ability, obligation, permission, probability and possibility, requests and offers, and advice. Each modal verb can have more than one meaning which depends on the context of that sentence (or question).

***Rules for using modal verb*s:**

- "not" after the verb is used to make a verb negative
- the model verb comes before the subject in questions
- Modal Verbs do not change their form according to the tense; there is no "s" added to the verb
- infinitives (verb without "to") are used right after the modal verb

English Modal Verbs Table

Modal verb	Usage	Example
can	ability	*I **can** do several things at the same time.*
	permission	*Miracles **can** happen.*
	informal requests	*You **can** go now.*
could	permission	*You **could** go now.*
	informal requests	***Can** you come for a minute?*
	past form of "can"	*She said she **could** pay for us as well.*
may	possibility	*It **may** rain tomorrow.*
	ask or give permission (formal)	***May** I speak?*
might	past form of "may"	*He said he **might** change his mind.*
	possibility	*This **might** fail.*
must	you have to do it	*You **must** obey the law.*
	it's very logical or very likely to happen	*They left so early, they **must** be home by now.*
must not/ mustn't	you are not allowed to do it	*You **mustn't** smoke in here.*
shall	future for "I" and "we"	*I **shall** see him tomorrow.*

	questions and suggestions for "I" and "we"	***Let's*** *continue, shall we?*
should	advice	*You* ***should*** *smoke less.*
would	for polite requests, offers and invitations	*- **Would** you please sit down?* *- **Would** you like some tea?*
ought to	the right thing to do	*You* ***ought to*** *apologize.*
have to	external obligation (you do not want, but you have no choice)	You have to get up early to get to work because you live far away from your workplace.

PRACTISE YOUR GRAMMAR: MODAL VERBS

Task 1. Write negative and interrogative sentences.

1. All pharmacists must be familiar with the action of drugs on the body.

-_____

?_____

2. Carbon dioxide gas may be liquefied or solidified.

-_____

?_____

3. Many of these drugs are toxic and should be given with care.

-_____

?_____

4. A new medicine must undergo extensive testing in the laboratory.

-_____

?_____

5. All vessels, bottles, glass tubes, etc. must be clean and ready for use.

-_____

?_____

Task 2. Read each sentence as it stands then put it in the negative form.

1. She must get to the University before five.

2. You will have to come to this lesson tomorrow.

3. They must leave before dinner.

4. She must wash up all the test tubes.

5. We had to change our goans.

6. You will have to pay him in advance.

7. He had to give it back.

8. You must do the whole exercise again.

9. We shall have to tell them the truth.

10. You must rewrite the test in organic chemistry again.

11. I had to show my passport.

12. You will have to write the test in analytical chemistry.

13. She must wear a raincoat.

14. I had to read it aloud.

15. They must learn the whole text by heart.

Task 3. Choose the correct modal verb.

1. She _____(can/should) carry out a simple experiment with chemical substances.

2. They _____ (must be/may be) a good specialist fore pharmacy.

3. _____ (Can/May) I use your bike for today?

4. Our employees _____(can/must) sign this agreement.

5. He _____(can/may) translate English texts.

Task 4. Choose the correct answer.

1. The exam is next week. So you _____study hard.
   a) can b) may c) must
2. He needs more exercise, he_____ go to a gym.
   a) should b) must c) can
3. Your hair looks awful. You _____get it cut.
   a) can b) must c) should
4. Visitors of our hotel _____use the car park.
   a) may b) can c) must

5._____ I use your mobile phone?

a) Must b) May c) Should

Task 4. Translate the following sentences into English using appropriate modal verbs.

1. Коли я зможу забрати свої ліки?

2. Більше в роботі фармацевта мені подобається те, що я можу допомагати людям зберегти або відновити здоров'я.

3. Щоб стати фармацевтом в США необхідно закінчити акредитований фармацевтичний коледж чи університет, а потім отримати ліцензію.

4. Які предмети слід вивчати студенту фармацевту?

5. Не могли б Ви порадити що-небудь від болю в животі?

6. Ви можете замовити ліки від артриту он-лайн або по телефону.

7. Фармацевт повинен володіти хорошими навичками мовлення.

8. Чи можу я купити ці ліки без рецепта?

UNIT 2

VOCABULARY AND READING	**In a Physiotherapist Office**
GRAMMAR: THEORY AND PRACTICE	**Present Continuous Tense**
SPEAKING	**In a Physiotherapist Office**

IN A PHYSIOTHERAPIST'S OFFICE

TEXT

Task 1. Read and translate the text.

The physiotherapist office or surgery should cater for such services as: assessment, treatment, prevention, advice, education, and thus it should contain the following rooms, or be spacious enough to hold the following: the reception, the waiting area, the consulting – treatment area. The reception is where the secretary answers the patients' phones and makes appointments. This can also be the place for storing patient's cards. The patients wait for their turn in the waiting room or area. The consulting room is where the physiotherapist takes the patients' history, examines, gives advice and educates patients; the treatment area is where a specialist

assessment and treatment service is offered - patients get treatment/exercise programmes, undergo personal rehabilitation with the use of latest specialized equipment.

The equipment designed for examination and treatment includes for example:

- The examination/treatment couch, which can be wooden or electrical (the latter offers variable height, is divided into two or three sections and is suitable for all treatments, including manipulation. Both ends elevate so that the back or legs can be raised without turning the patient. One end also lowers for some postural drainage & manipulation techniques and more comfortable sitting);
- The tilt table (manual or electrical) – contains wide straps to hold the patient from horizontal to standing position, utility tray and gripping handles for ADL activities;
- Suspension frame and a coach for suspension activities – equipped with ropes, slings, hooks and straps;
- Mattress – protects body during exercises, ideal for aerobic and light exer- cises.

Equipment used for shoulder, arm and hand exercises include:

- Shoulder wheel (smoothly revolving wheel, with resistance mechanisms, at- tached to wall at a desired height);
- Shoulder – elbow cycle - A versatile exerciser that provides an upper body workout while seated in a comfortable position. The balanced front flywheel provides a smooth, fluid motion. The padded, adjustable removable fore- head rest minimizes neck and shoulder strain;
- Axial shoulder exerciser - for shoulder & supination-pronation exercises. Used in the same way as a conventional shoulder wheel & wrist machine;
- Shoulder ladder or wall mounting – for progressive range of shoulder mo- tion;

- Rowing machine, wall bars, hand exercise table, rotary wrist machine, grip exerciser, exercise board, pulley set, medical balls.

Equipment used for leg, knee ad foot exercises include:

- Static exercise bicycle;
- Pedocycle - For reactivation and mobilization of the joints and for strengthening the leg muscles. Suitable for patients unable to sit on a regular exercise bicycle;
- Quadriceps exercise table - designed for effective administration of progressive resistance exercise to the knee joints muscle groups;
- Foot exerciser, heel exerciser, ankle exerciser;
- Parallel walking bars, exercise staircase – for improving walking abilities;
- Traction sets and tables. Additional equipment includes:
- Rahabilitation aids: walkers, rollators, walking sticks, wheelchairs, crutches;
- Electrotherapy sets (for example muscle stimulator unit);
- Various charts and models (muscular system, spine, joints, nervous system);
- Bandages, tapes and straps;
- Cushions, pillows, collars, braces for support and body stabilization.

Task 2. Answer the following questions.

1. What is the surgery of a physiotherapist composed of?
2. What is the consulting area for?
3. What is a couch used for?
4. What is used for shoulder exercises or rehabilitation?
5. What is used for ensuring patients' stabilization while they are walking?

6. What helps patients to strengthen their leg muscles?

7. What is wall mounting used for?

Task 3. Discuss the following points in pairs or small groups.

- Have you ever been to a psychotherapist surgery? What did it contain?
- In what way was it similar to and different from a typical doctor's surgery?
- What is the cost of equipping a physiotherapist's surgery nowadays? Which things are the most expensive and necessary? Where would you buy them?

Task 4. Match the words from the columns below to make correct expressions.

waiting	assessment
make	position
specialist	rest
examination	machine
comfortable	table
shoulder	appointments
rowing	area
walking	couch
tilt	strain
forehead	abilities

Task 5. Complete the text below with the correct words from the box.

equipped	available	prevent	blood	ability
skilled	treatment	variety	massage	diagnose

Physiotherapy Department

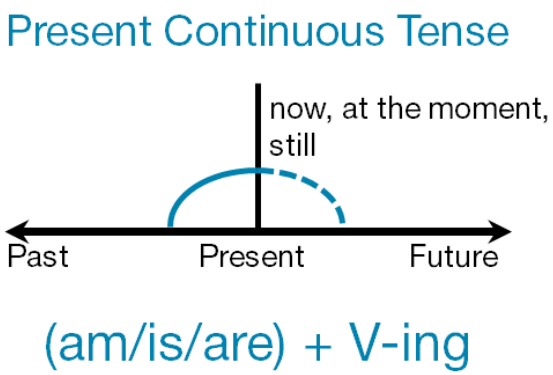
Our hospital's Physiotherapy Department has the _____ to treat people who have to be admitted due to an injury or an operation which leaves someone with a need of this professional help. Physiotherapy Department is without being referred by a Doctor, even if you are not this hospital's patient.

Our Physiotherapists are highly trained and _____ in this chosen field such that in discussion with someone suffering from a problem, they can _____ the problem and decide what _____ to give. Timely and appropriate physiotherapy treatment can _____ further problems and get your back to your normal activities such as sports and work more quickly than just rest.

Most people think physiotherapy consists only of _____. Nothing could be further from the truth but machines can also be used to help to stimulate nerves or use sound waves to heal tissues and to stimulate _____ flow far below the surface of the skin.

Indeed, two patients treatments are rarely the same, the beauty of physiotherapy and reason that a physiotherapist is so highly trained, that's why the Physiotherapy Department is best _____and has full time staff. We believe that the service provided has few equals but we have advantage of dealing everyday with wide_____of illnesses and injuries.

GRAMMAR: PRESENT CONTINUOUS TENSE



The present continuous is made from the present tense of the verb be and the –ing form of a verb:

I am working

You are working

He is working

She is working

It is working

We are working

You are working

They are working

We use **the present continuous** to talk about:

- **activities at the moment of speaking**:

  I'm just leaving work. I'll be home in an hour.

  Please be quiet. The students are studying.

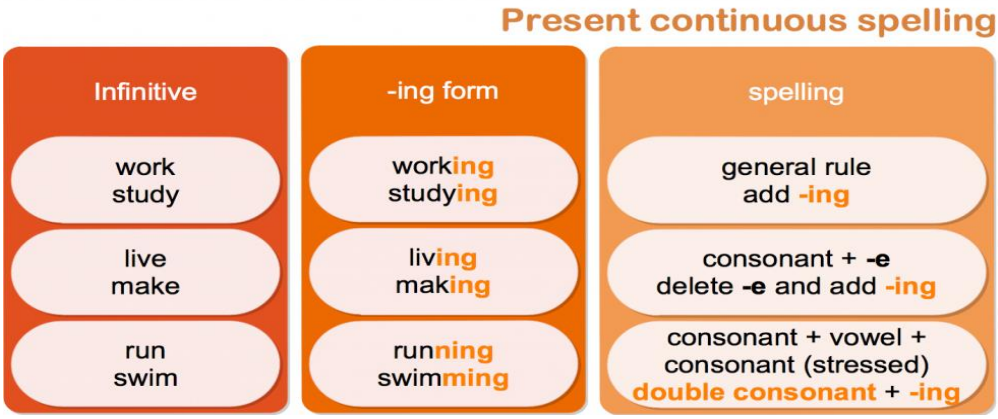
- **to describe an action that is going on during this period of time or a trend:**

  Are you still working for the same pharmaceutical company?
  More and more people are becoming vegetarian.

- **future plans or arrangements:**

  Mary is going to the University next term.

  What are you doing next week?



PRACTISE YOUR GRAMMAR: PRESENT CONTINUOUS TENSE

Task 1. Write negative and interrogative sentences.

1.I am studying English language now.

- _____

? _____

2. My best friend is reading a medical book at the moment.

- _____

? _____

3.She is reading about the National University of Pharmacy now.

- _____

? _____

4.They are studying organic chemistry at the moment.

- _____

? _____

5.My best friend is living in a hostel this week.

- _____

? _____

Task 2. Add the –ing to the verbs.

1. study _____

2. swim _____

3. travel_____

4. walk _____

5. make _____

6. write _____

7. cook _____

8. shop _____

9. cut _____

10, carry out _____

1. live _____
2. play _____
3. dance _____
4. study _____
5. put _____

Task 3. Complete the sentences with the correct verb forms of Present Continuous.

1. His sister and brother _____(study) chemistry now.
2. We _____ (not carry out) experiments this week.
3. I _____ (read) an interesting medical book at the moment.
4. She _____ (not watch) TV now, because she _____(study).
5. He _____(leave) his home for the University in 5 minutes.
6. Sasha _____ (stay) at home today.

7. What _____ you _____ (do) right now?

8. _____ your groupmate _____ (talk) to the dean at the moment?

9. _____ you _____(speak) to the dean now?

10. When _____ you _____(arrive) to the conference next Wednesday?

Task 4. Write the correct form of the verb using Present Indefinite or Present Continuous.

1. He _____(read) a scientific report in the library now.
2. I_____(wear) my sunglasses today because the sun is very strong.
3. Where _____ your groupmate _____(come) from?
4. I can't have the biology book now because my groupmate _____(read) it.
5. _____ you _____ (like) reading books?
6. Excuse me. I _____ (look) for a phone.
7. How _____ you_____ (get) to the University as a rule?
8. I'm sorry, but I _____(not\ understand) you at all.
9. _____ you _____ (talk) to the group monitor at the moment?
10. Why _____ she _____ (speak) so loud?

Task 5. Complete the sentences with the correct form of the verb in brackets.

Choose either Present Simple or Present Continuous.

1. At the moment I _____ (work) as a shop assistant but I will stop when I go back to university in October.

2. I _____ (study) now, but I think I'll go to the library later.

3. My friends and I often _____ (have) organic chemistry on Mondays.

4. I _____(not understand) what you are saying.

5. We _____ (have) a very interesting conversation right now.

6. I'd love to know what ____ you _____ (learn) at the lessons of biochemistry the moment?

7. I _____(live) in Canada at the moment and _____ (study) at the pharmacy school.

8. Are you _____ (do) anything tomorrow?

9. Please be quiet! The doctor _____ (examine) the patient.

10. He ____(get) all the information about this topic in analytical chemistry on the Internet.

11. My brother usually _____(wear) jeans and a sweater but he ____ a suit today.

12. We _____(think) of moving from this area.

13. What are you_____ (do) next evening? – I _____ (go) to the conference of microbiology.

14. Where do ____ your friends usually _____ (stay) when they are abroad?

15. "_____ your friends (talk) about the inorganic chemistry?" "No, they aren't."

UNIT 3

VOCABULARY AND READING	**Physiotherapy-Related Professions**
GRAMMAR: THEORY AND PRACTICE	**Past Continuous Tense**
SPEAKING	**Physiotherapy- Related Professions**

PHYSIOTHERAPY- RELATED PROFESSIONS

TEXT

Task 1. Read and translate the text.

Apart from physiotherapists, there are other professions concerned with helping people with their physical disabilities, taking care of their physical well being and relieving their suffering by means of natural methods and rehabilitation rather than surgical treatment. Here are few examples of such professionals:

Occupational therapists (OTs) help people of all ages who have physical, mental health or social problems (resulting from birth, an accident, an operation, illness, etc.) to adapt to any aspect of their life with more independence, confidence and control. OTs assess patients' abilities to perform activities and design treatment programmes to increase their capability to deal with difficulties. Generally, the interventions supported by OTs may cover e.g. everyday activities, such as washing, preparing and eating meals, shopping or transport; the use of equipment to help with daily living or getting around inside and outside the home. In most cases the patients are: people suffering from a physical condition (stroke or heart disease); people recovering from operations; physically and mentally disabled people.

Osteopaths / chiropractors are concerned with the diagnosis, treatment and prevention of mechanical disorders of the musculoskeletal system, and the effect of these disorders on the functioning of the nervous system and general health. They work with their hands and use a range of techniques to treat conditions like back pain, migraine, sports injuries, repetitive strain injury, and asthma.

The underlying philosophy is that the body has a natural tendency to heal itself but this can be disrupted by abnormalities in the skeleton, soft tissue, or the relationship between them. The profession takes a holistic approach to the needs of patients, considering their physical, psychological and social factors. An osteopath investigates a patient's symptoms, assesses him/her on a mechanical, functional and postural basis. Manual methods of treatment (gentle stretching, mobilising techniques) are combined with lifestyle and dietary recommendations, such as advice on posture, eating, exercise and relaxation.

Reflexologists are concerned with treating patients' disorders by applying specific pressure to reflex areas found in the feet and sometimes the hands. According to them, every part of the body is reflected in a precise area (or reflex point) on the feet and hands. It is believed that illness, or injury can result in granules accumulated around these reflex points, which then block vital energy pathways.

Treatment aims to break down these deposits in order to free the body's natural energy flow, to open blocked nerve pathways and to improve the blood supply in order to get rid of toxins. Reflexology helps to treat such conditions as: migraine, hormonal imbalances, circulatory problems, digestive problems, back problems, insomnia and stress-related disorders.

Task 2. Answer the following questions.

1. In what situations do OTs help their patients?
2. Who usually needs the help of OTs?
3. What disorders do osteopaths / chiropractors deal with?
4. What treatment methods do they usually use?
5. What is a ‘holistic approach’?
6. What is the idea of reflexology based on?
7. What conditions do reflexologists treat?

Task 3. Match the words from the columns to make correct expressions.

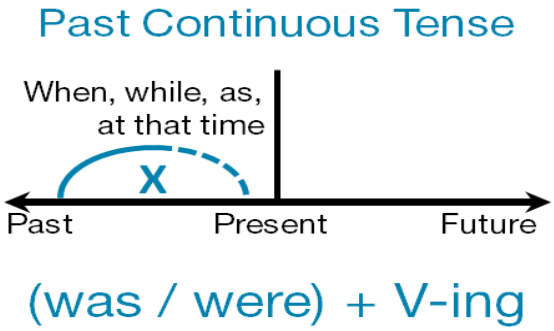
dietary	flow
sports	treatment
energy	approach
hormonal	disorders
natural	disabled
mentally	injuries
mechanical	recommendations
surgical	imbalance

holistic tendency

Task 4. Discussion. Talk about the following points in pairs

- Which profession from the text seems to be most interesting for you? Why?
- Which one seems to be the most difficult? Why?
- What does one need to become a chiropractor, an occupational therapist, and a reflexologist (education, personal qualities, etc.)?
- Do you know any other jobs related to physiotherapy? What / who do these people deal with?

GRAMMAR: PAST CONTINUOUS TENSE



The past continuous (also called past progressive) is a verb tense, which is used to show that a past action was happening at a specific time or the moment of interruption in the past, or that two past actions were happening at the same time.

Examples:

*I **was doing** my English homework, when she called.*

*When the phone rang, she **was writing** her task in organic chemistry.*

*While the teacher **was delivering** the lecture in analytical chemistry, the dean came to check the attendence.*

*While Ivan **was reading** the book, his friend **was doing** his English homework.*

The past continuous is formed using **was/were + V-ing**. Questions are indicated by inverting the subject and was/were. Negatives are made with not.

*Statement: You **were studying** English when she called.*

*Question: **Were** you **studying** English when she called?*

*Negative: You **were not studying** English when she called.*

MARKERS OF
PAST CONTINUOUS

WHEN
WHILE
AS
AT THE TIME OF

PRACTISE YOUR GRAMMAR: PAST CONTINUOUS TENSE

Task 1. Write negative and interrogative sentences.

1.I was studying Latin language.

- _____

? _____

2.My groupmate was reading a medical book.

- _____

? _____

3.She is reading about the National University of Pharmacy now.

- _____

? _____

4.They were studying organic chemistry all evening yesterday.

- _____

? _____

5. My best friend was living in a hostel last year.

- _____

? _____

Task 2. Fill in the blanks with appropriate Past Continuous form of the verb given in the brackets.

1. I _____ TV at eight o'clock yesterday evening.

a) was watching b) watched c) am watching

2. I _____ a medical book all day yesterday.

a) read b) was reading c) had read

3. At the time when it happened, I _____ to the University.

a) was going b) went c) am going

4. As I _____ down the road, I saw my English teacher.

a) were walking b) was walking c) walked

5. The phone rang while I _____ organic chemistry.

a) was studying b) study c) was studiing

6. It happened while I _____ in a hostel last year.

a) lives b) was living c) had living

7. When I entered her room, she _____ the piano.

a) was playing b) played c) were playing

8. Students _____ to the exam all week.

a) was learning b) were learning c) were lear

Task 3. Choose which verb tense (Past Indefinite or Past Continuous) fits better.

1. I _____ - I didn't hear you come in.

a) was sleeping b) slept

2. I _____ to see her twice, but she wasn't home.

a) was coming b) came

3. What _____ yesterday evening? – I was doing my English homework.

a) did you do b) were you doing

4. Last month I decided to buy a pharmaceutical encyclopedia, and yesterday I finally _____ it.

a) bought b) was buying

5. Hey, did you talk to the head of the department? – Yes, I _____ to her.

a) was talking b) talked

6. _____ the flu last year?

a) did you have b) were you having

7. We _____ breakfast when she walked into the canteen.

a) had b) were having

Task 4. Open the brackets and write the correct form of the verbs – Past Indefinite or Past Continuous.

1. A: What _____ (you, do) when you heard that noise?

B: I (make) _____ a project for my English lesson.

2. The doctor said that Brian (be) _____ too weak to go to work and that he (need) _____ to stay at home for a couple of days.

3. My groupmate (arrive) _____ at my house a little before 9:00 pm, but I (be, not) _____ there. I (study) _____ at the library for my final examination in chemistry.

Task 5. Complete the sentences with the past Simple or the past Continuous.

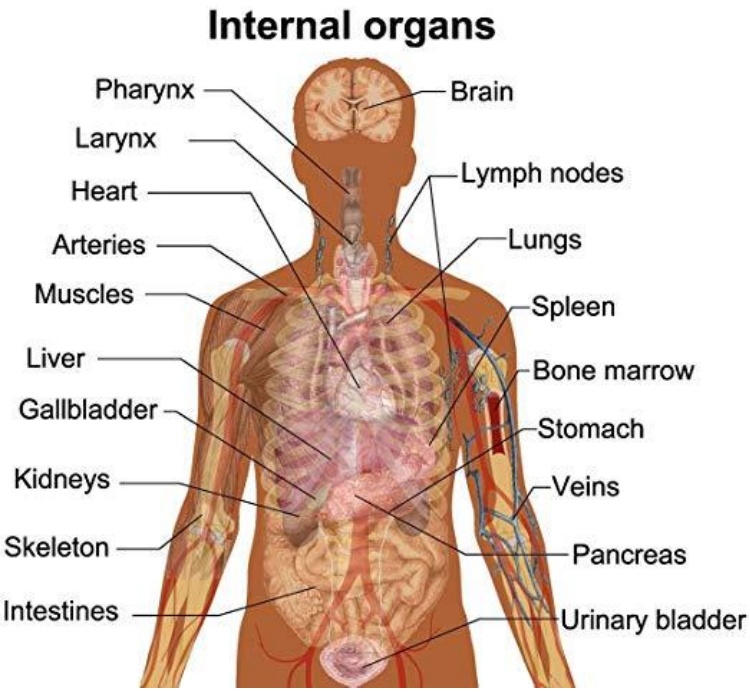
1. I (break) ____ my leg once while I (play) _____ football for the university team.
2. I (have)_____ a terrible headache yesterday.
3. Nobody (help)____ him. He (do)___ it himself.
4. At nine o'clock last night, I (make)____ a report.
5. I (read)____ a book while you (do)____ the washing up.
6. Penny _____ (do) he tasks in organic chemistry all evening yesterday.
7. I _____ (work) on my report at 10.30 last night.
8. It _____(start to rain) as we were just about to leave the house.
9. I _____ (wake up) early yesterday. It ____(to be) a nice morning. The sun _____(to shine).
10. I _____(read) the scientific journal, when the phone rang.

UNIT 4

VOCABULARY AND READING	**Parts Of The Body, Body Cavities**
GRAMMAR: THEORY AND PRACTICE	**Future Continuous Tense**
SPEAKING	**Parts Of The Body, Body Cavities**

PARTS OF THE BODY, BODY CAVITIES

TEXT



Task 1. Read and translate the text.

The smallest structural units of the human body are cells. When they perform similar functions they become tissues, which, in turn combine to form organs and systems.

The human body is divided into the following parts: the head, the neck, the trunk, upper and lower limbs. Anterior part of the head, the face, is composed of the

following elements: the eyes (protected by the eyelids and eyelashes), the nose, the forehead, the cheeks, the mouth (bounded by upper and lower lips), and the chin.

The neck joins the head with the trunk, the largest part of the human body. It is divided into two parts – cavities, separated by a muscle (diaphragm): the thorax (chest) and the abdomen.

Limbs are composed of segments and joints. The upper limb contains the arm, the forearm and the hand. The joints of the upper limb are the shoulder joint, the elbow, and the wrist. The lower limb contains the thigh, the leg, and the foot. The joints are the hip joint, the knee, and the ankle.

There are three main cavities (spaces inside the body containing organs) within the human body. These are the cranial cavity, the thoracic cavity and the abdominopelvic cavity.

The cranial cavity is situated in the head, contains the brain and is surrounded by the skull.

The thoracic cavity is located below the neck and above the diaphragm. It is bounded by the spine and the ribs with the sternum. The cavity contains the heart, the lungs, and the oesophagus.

The biggest cavity – abdominopelvic – lies below the diaphragm and can be divided into two smaller cavities: the abdominal cavity proper and the pelvic cavity. The first one contains the main organs of digestion (e.g. stomach, small and large intestines), the liver, the pancreas, and the spleen. The pelvic cavity, located inferiorly, is bounded by bones. It contains the urinary bladder, the lower part of the large intestine, the rectum and, in females, the reproductive organs.

Task 2. Answer the following questions.

1. What are the main parts of the human body?

2. What are the parts of the face?

3. What are the segments of the upper and lower limbs?

4. What are the joints of the upper and lower limbs?

5. What are body cavities?

6. What are the main cavities in the human body?

7. What is the cranial cavity bounded by?

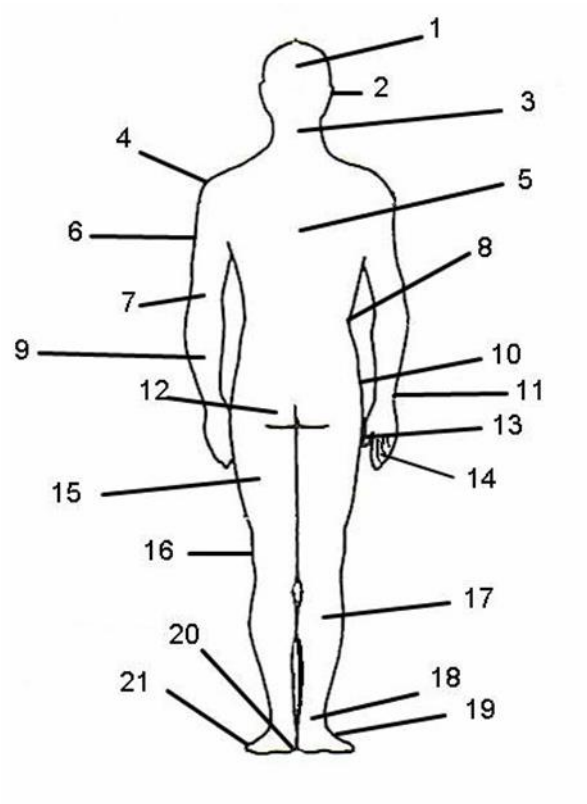
8. What are the contents of the thoracic cavity?

9. What are the contents of the abdominopelvic cavity?

Task 3. Fill in the gaps using the vocabulary from the text.

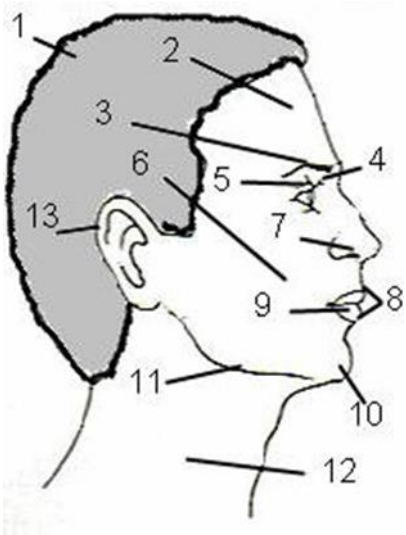
1. Human _____is the study of the _____and form of the human body.
2. The human _____has four _____ (two _____and two legs), a _____and a neck.
3. The body's _____is determined by a strong _____made of bone and_____.
4. _____connect the spinal _____and brain to the rest of the body.
5. Blood _____carry blood throughout the body.
6. Blood is filtered at the _____and_____.
7. The _____sit in the pleural cavity.
8. The intestines, liver, and spleen sit in the _____cavity.
9. Height, _____, shape and other body _____vary individually and with _____and sex.
10. Body_____ is influenced by the distribution of_____ and fat _____.

Task 4. Write the correct numbers next to the words below. Mark with 'x' the parts which are not marked on the diagram.



forehead ____	chest ____	toe ____	knee ____
cheek ____	palm ____	ear ____	back ____
thigh ____	thumb ____	abdomen ____	mouth ____
head ____	ankle ____	hip ____	eyelid ____
elbow ____	neck ____	waist ____	chin ____
throat ____	finger ____	shoulder ____	arm ____
breast ____	foot ____	wrist ____	armpit ____
groin ____	calf ____	bottom ____	forearm ____
jaw ____	nose ____	heel ____	

Task 5. Complete the names of the indicated parts of the head.



1. _ _ _ _
2. _ _ _ e _ _ _ _
3. _ _ _ b _ _ _
4. _ _ _ _ _ s _
5. _ _ e _ _ _
6. _ _ _ e _
7. _ _ _ t _ _ _
8. _ _ u _ _
9. _ _ _
10. _ h _ _
11. _ a _
12. _ _ c _
13. _ _ _

Task 6. Choose the correct answer.

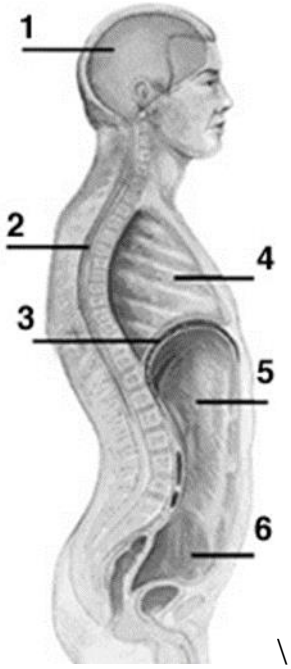
1. The calf is part of the … .
   a) leg b) arm c)eye d) ear
2. The shin is part of the … .
   a) arm b) leg c) head d) breast
3. The nipple is part of the … .
   a) hand b) foot c) ear d) breast
4. The heel is part of the … .
   a) hand b) foot c) eye d) ear
5. The thumb is part of the … .
   a) hand b) foot c) ear d) breast
6. This man must be terribly strong! Look at his…
   a) skin b) limbs c) muscles d) nerves
7. His shoes were so old that his … were sticking out of them.
   a) fingers b) thumbs c) tips d) toes

Task 7. Match the cavities with their contents.

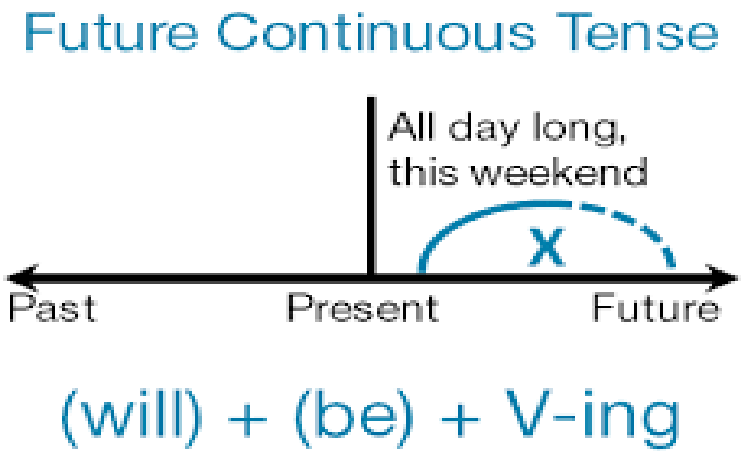
Spinal cavity	Urinary bladder, sex organs, part of the large intestine, appendix, and rectum

Cranial cavity	One lung in each
Thoracic cavity	Stomach, liver, spleen, pancreas, most of the small and large intestines, kidneys
Pelvic cavity	Heart
Abdominal cavity	Spinal cord
Pleural cavities	Brain and pituitary gland
Pericardial cavity	Trachea, oesophagus, bronchi, ends of the venae cavae, beginning of the aorta

Task 8. Label the diagram.



GRAMMAR: FUTURE CONTINUOUS TENSE



The future continuous tense, sometimes also referred to as the future progressive tense, is a verb tense that indicates that something will occur in the future and continue for an expected length of time. It is formed using the construction "will + be + verb -ing".

these example sentences with the future continuous tense

	subject	auxiliary verb		auxiliary verb	main verb	
+	I	will		be	working	at 10am.
+	You	will		be	lying	on a beach tomorrow.
-	She	will	not	be	using	the car.
-	We	will	not	be	having	dinner at home.
?	Will	you		be	playing	football?
?	Will	they		be	watching	TV?

Examples:

*This time next week I **will be studying** analytical chemistry.*

*Just think, next Monday you **will be working** in your new job.*

*What **will you be doing** this time next week?*

*She **will not be going** to the University this time next week.*

PRACTISE YOUR GRAMMAR: FUTURE CONTINUOUS TENSE

Task 1. Write negative and interrogative sentences.

1. I will be studying English language next year.

   - _____

   ? _____

2. I will be coming back here very soon.

   - _____

   ? _____

3. She will be studying at 10 a.m. tomorrow.

   - _____

   ? _____

4. They will be reading organic chemistry at this time tomorrow.

   - _____

   ? _____

5. My best friend will be living in a hostel next year.

   - _____

   ? _____

Task 2. Open the brackets and write the correct form of the verbs – Future Continuous.

1. This time next Monday, I _____ at the National University of Pharmacy. (study)
2. It is mid-autumn, the leaves _____ soon . (fall)
3. Don't make noise after midnight – I _____, I hope. (sleep)
4. Irina _____ to a conference in clinical pharmacy tomorrow at this time. (fly)
5. Claire _____ copies while Oleg _____the report. (make/ finish)
6. I_____ in my library at 6 p.m. tomorrow. (read).
7. From 7 till 12 I _____ classes. (have)
8. What _____you _____ tomorrow evening? (to do)
9. _____you _____ late tomorrow night? (to work)
10. _____you _____ your this evening? (use)

Task 3. Open the brackets and write the correct form of the verbs past, present or future.

1. _____ you _____(see) your dentist this time next Friday? Can you ask him a question?
2. They _____ (go) to the University this time tomorrow because they will have practice at the chemist's shop.
3. Last Monday our group monitor _____ (to be) ill.
4. We _____ (wait) for him next Wednesday at the usual place.
5. He _____(read) a scientific report in the library now.

6. Can we come at seven o'clock? I _____ (teach) biology to my son this time.
7. This is my friend Victor, he _____ (to be) a pharmaceutical student.
8. _____ you _____ (study) Latin language last year.

Task 4. Open the brackets and write the correct form of the verbs – Future Continuous.

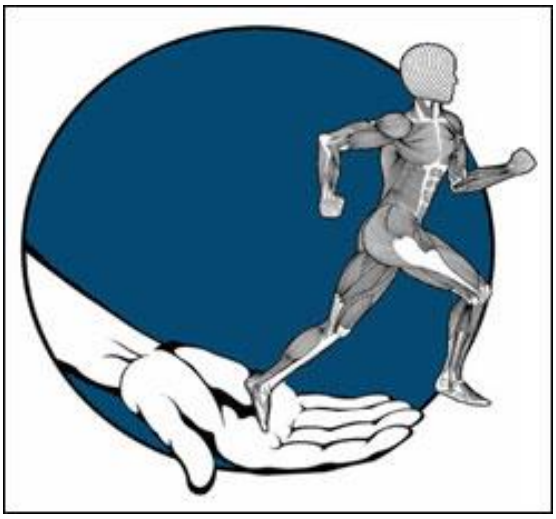
1. This time next week Helen _____(travel) to the conference with her husband.
2. My aunt _____(open) her new chemist's shop in Kiev.
3. They _____ (study) this topic before the end of the month.
4. _____ your friend _____ (wait) for you at the airport?
5. My grandmother _____(have) an operation very soon.
6. Masha _____ (interview) the candidates for the postition.
7. Why _____ you _____ (write) these tests in a short period of time?
8. Next Saturday night Sonia _____ (have) dinner with some colleagues from the University.

UNIT 5

VOCABULARY AND READING	**The Musculoskeletal System**
GRAMMAR: THEORY AND PRACTICE	**Present Perfect Tense**
SPEAKING	**The Musculoskeletal System**

THE MUSCULOSKELETAL SYSTEM

TEXT



Task 1. Read and translate the text.

The musculoskeletal system consists of the skeletal system (made up of: bones; joints - union of two or more bones, classified into immovable, slightly movable, freely movable; ligaments – fibrous tissue attaching bone to bone; cartilages - protective gel-like substance lining the joints and intervertebral discs) and the skeletal muscle system (skeletal muscles - attached to bones responsible for skeletal movements, controlled by the peripheral portion of the nervous system, these muscles are under conscious, or voluntary, control; tendons – connective tissue attaching muscle to bone). These two systems work together to provide basic

functions that are essential to life, including: protection of the brain and internal organs, supporting upright posture, blood cell formation (red bone marrow), storage of fat and minerals, movement. The average human adult skeleton consists of 206 bones, attached to the muscles by tendons. Babies are born with 270 soft bones - about 64 more than an adult. These will fuse together by the age of twenty or twenty-five into the 206 hard, permanent bones. The skeleton has two main parts: the axial skeleton and the appendicular skeleton.

The axial skeleton includes 80 bones and consists of the skull (cranium and the facial portion), the ribs and the sternum (breastbone) - comprising the thoracic cage, protecting the heart and lungs and the spine (vertebral column). The spine is made up of 33 irregularly shaped bones, vertebrae, and is divided into: seven cervical vertebrae, twelve thoracic, five lumbar, five sacral – fused together forming the sacrum, and four or five terminal bones fused together to form the coccyx.

The appendicular skeleton, consisting of 126 bones, includes the bones of upper and lower limbs and two limb girdles (the shoulders and pelvis). The bones of the upper limb include: the shoulder girdle (made up of the clavicle and the scapula), the humerus in the arm, the ulna and the radius in the forearm, eight carpals in each wrist, five metacarpals in each palm, three phalanges in each finger, and two phalanges in each thumb. The bones of the lower limb include: the pelvic girdle, which is composed of two hip bones, the femur in the thigh, the patella, the tibia and fibula in the leg, seven tarsals in the ankle, five metatarsals in the middle of each foot, two phalanges in each big toe, and three phalanges in each other toe.

Bones are usually classified into: long bones (for example: humerus, ulna, femur – they provide support and allow us to create movement); short bones (for example: carpals and tarsals – they allow movement, provide elasticity, flexibility, and shock absorption); flat bones (ribs, sternum and scapula - they protect and provide attachment sites for muscles) irregular bones (skull, pelvis, vertebrae – they support weight, protect the spinal cord, contribute to movement and provide sites for

muscle attachment); sesamoid bones (for example patella – it alters the angle of insertion of the muscle).

Task 2. Answer the following questions.

1. What is the musculoskeletal system composed of?
2. What are cartilages?
3. What information does the text provide about skeletal muscles?
4. What are the functions of the musculoskeletal system?
5. What does the axial skeleton consist of?
6. What is the spine composed of?
7. What are the bones of the upper limb?
8. How many tarsals are in each ankle?
9. What are the main types of bones?

Task 3. Finish the sentences.

1. The skull is ____ and its function is to _____.
2. The human skeleton consists _____.
3. The limb girdles attach _____ to _____.
4. The thorax or the rib cage includes _____.
5. The humerus is _____.
6. Babies have _____ which is _____.
7. The skeletal system and the skeletal muscle system _____.
8. The forearm _____.

9. The sacrum is _____.

Task 4. Complete the following sentences.

1. My brother feels a sharp pain in his _____ and he cannot bend down.

2. Last winter I broke my _____ and I had it in plaster for five weeks.

3. An elderly man slipped, fell and sprained his _____.

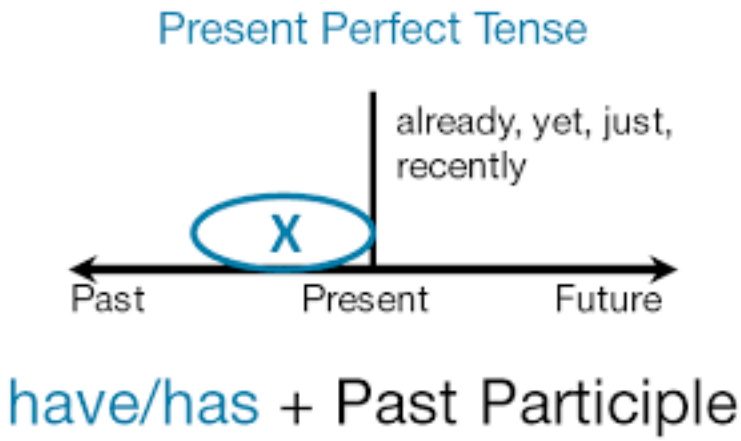
4. Chris fell from the stairs yesterday and broke three of his_____.

5. I had to carry heavy boxes and now my _____ is painful and swollen.

6. When he plays volleyball he feels pain in his _____and cannot straighten his _____.

GRAMMAR: THE PRESENT PERFECT TENSE

The present perfect is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in **the result** than in the action itself.



The Present Perfect is used to describe:

1. Actions started in the past and continuing in the present

Examples:

- *They **haven't lived** here **for years.***
- *She **has worked** in the bank **for five years.***
- *We **have had** the same car **for ten years.***
- ***Have** you **played** the piano **since you were a child**?*

2. When the time period referred to has not finished

Examples:

- *I **have worked** hard **this week.***
- *It **has rained** a lot **this year.***
- *We **haven't seen** her **today.***

3. Actions repeated in an unspecified period between the past and now.

Examples:

- *They **have seen** that film **six times***
- *It **has happened** several times already.*
- *She **has visited** them **frequently.***
- *We **have eaten** at that restaurant **many times.***

4. Actions completed in the very recent past **(+just)**

Examples:

- ***Have you just** finished work?*
- *I **have just eaten.***
- *We **have just seen** her.*
- ***Has** he **just left**?*

5. When the precise time of the action is not important or not known

Examples:

- *Someone **has eaten** my soup!*
- ***Have** you **seen** 'Gone with the Wind'?*
- *She'**s studied** Japanese, Russian, and English.*

Forming the Present Perfect

The present perfect of any verb is composed of two elements: the appropriate form of the auxiliary verb ***to have*** (present tense), plus the past participle of the main verb. The past participle of a regular verb is ***base*+ed**, e.g. *played, arrived, looked*. For irregular verbs, see the **Table of irregular verbs**

Affirmative	Negative	Interrogative
I have walked	I haven't walked	Have I walked?
You have walked	You haven't walked.	Have you walked?
He, she, it has walked	He, she, hasn't walked	Has he, she, it walked?
We have walked	We haven't walked	Have we walked?
You have walked	You haven't walked	Have you walked?
They have walked	They haven't walked	Have they walked?

PRACTISE YOUR GRAMMAR: THE PRESENT PERFECT TENSE

Task 1. Write negative and interrogative sentences.

1. We have learnt new words at our English lessons this week.

- _____

?_____

2. Chemistry has changed the world around us.

- _____

?_____

3. I have already passed my exams.

- _____

?_____

4. He has made two experiments today.

- _____

? _____

5. We have gathered many medicinal plants this season.

- _____

?_____

Task 2. Open the brackets and write the correct form of the verbs – Present Perfect.

1. He _____ (finish) training.
2. That's amazing! She _____ (run) fifteen kilometers this morning!
3. Oh, no! I _____ (lose) my money!
4. My mum _____ (write) shopping list. It's on the kitchen table.
5. Our son _____(learn) how to read.

Task 3. Choose the correct answer.

1. This week we_____ one lecture in biology.

a) had had b) has had c) have had

2. We____ already____ our home work in English together.

a) have/ prepare b) has/ prepared c) have /prepared

3. I_____ just_____ out the experiments.

a) have/ carried b) has/ carried c) have / carry

4. Today my friend_____ the class of organic chemistry.

a) have has b) has has c) has had

5. They _____ already _____the quality of these drugs

a) have tested b) has tested c) has test

Task 4. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I _____ (never/ be) to the USA. I _____ (want) to go there last summer but I couldn't.
2. He _____ (live) in this street all his life.
3. His father _____ (come back) to London last Sunday.
4. Jack _____ (write) a letter to Nick two days ago.
5. He _____ (send) his letter yesterday.

UNIT 6

VOCABULARY AND READING	**Modern Hospitals**
GRAMMAR: THEORY AND PRACTICE	**Past Perfect Tense**
SPEAKING	**Modern Hospitals**

MODERN HOSPITALS

TEXT

Task 1. Read and translate the text.

The modern hospital is defined as a complex institution providing health care to sick or injured people. Hospitals can be divided into types according to their function or services they offer, and according to their economic status. Thus, there are general hospitals, which deal with a wide variety of diseases and conditions including various wards for patients of different age groups and complaints, such as:

medical, surgical, pediatric, ophthalmic, gynecological, orthopedic, etc. Specialist hospitals are concerned with a specific type of patients (children's hospital, geriatric hospital, maternity hospital) or certain types of diseases (psychiatric hospital, infectious diseases hospital). On the other hand, there are public hospitals, which are maintained by the government and which provide free services to people, whereas private hospitals are run by individual persons or a company and the patients have to pay for hospitalization, laboratory tests and any treatment procedures. Public hospitals are sometimes attached to medical universities, then they provide clinical practice for students and training for postgraduates, are involved in scientific research carried out by a university. Modern hospitals have various rooms or departments designed for specific purposes. Here are some examples:

- The Out-Patient Department is a place where patients are treated without staying in hospital. It provides diagnostic and therapeutic services such as: X- ray, lab tests or physiotherapy.
- The Emergency Department is where accident victims, injured people are taken (by an ambulance) and treated at first.
- The Intensive Care Unit (ICU) or Intensive Therapy Unit (ITU) is where seriously ill patients are constantly monitored e.g. after heart attack or serious operations.
- The Dispensary is where the drugs are stored and issued to patients or medical workers.
- The Operating Theatre is a place where surgeons carry out operations.
- Wards are rooms or sets of rooms in a hospital, with beds for patients.
- The Blood Bank is a place where blood is stored.
- The Laboratory is where blood and urine tests are made and scientists can do research.
- The Recovery Room is where a patient who has had an operation is kept until he/she can be moved into an ordinary ward.

- Medical Records is where the information about patients (charts) is stored.
- The X-ray Department is where X-ray pictures are made.
- Mortuary is where dead bodies are kept until they are removed for burial.

Task 2. Answer the following questions.

1. What are general hospitals?
2. What or who do specialist hospitals deal with?
3. What is the difference between public and private hospitals?
4. Where can the blood for transfusion be found?
5. Where are patients after operations taken?
6. Where are blood tests made?
7. Who is taken to ICU?
8. Where can patients' charts be found?

Task 3. Where should these patients go or be taken?

1. A six-year-old boy with a broken leg.
2. An elderly woman with schizophrenia.
3. A 27-year-old woman expecting her baby soon.
4. A young man in a serious condition after a chest operation.
5. A 84-year-old person with acute pneumonia.
6. A person with symptoms of an infection.
7. A retired teacher with hernia.
8. A young woman who wants to do chest X-ray.

Task 4. Match the descriptions with the members of para-medical staff working in a hospital.

physiotherapists	ambulance people	nurses	radiographer

dieticians	midwives	laboratory technicians

……. - they care for and support pregnant women, their partners and new babies, before, during and after the birth.

……. – they treat people by means of massage, electrotherapy, corrective exercises.

……. - they are experts on food and health, able to explain scientific in- formation in a way that everyone can understand.

……. – person specially trained to operate a machine to take X- ray pho- tographs.

……. - they work in hospital pathology laboratories, which are concerned with analysing samples of body tissue and fluids taken from patients.

……. - they are part of the crew dealing with emergency calls. They give patients urgent care and take them quickly to hospital.

……. - they work in hospitals helping sick and injured adults get back to health. Their tasks include i.e. assisting doctors while physical ex- aminations, giving drugs, injections.

GRAMMAR: THE PAST PERFECT TENSE

Functions of the past perfect

The past perfect refers to a time **earlier than before now**. It is used to make it clear that **one event happened before another** in the past. It does not matter which event is mentioned first - the tense makes it clear which one happened first.

In these examples, Event A is the event that happened first and Event B is the second or more recent event:

Event A	**Event B**
John **had gone** out	when I arrived in the office.
Event A	**Event B**
I **had saved** my document	before the computer crashed.
Event B	**Event A**
When they arrived	we **had already started** cooking.
Event B	**Event A**
He was very tired	because he **hadn't slept** well.

Forming the past perfect

The Past Perfect tense in English is composed of two parts: the past tense of the verb "*to have*"- ***had*** **+ the past participle of the main verb**

Affirmative	Negative	Interrogative
I had decided	I hadn't decided	Had I decided?
You had decided	You hadn't decided	Had you decided?
She had decided	She hadn't decided	Had she decided?
We had decided	We hadn't decided	Had we decided?
They had decided	They hadn't decided	Had they decided?

Past perfect + just

'Just' is used with the past perfect to refer to an event that was only a short time earlier than before now, e.g.

- *The train **had just left** when I arrived at the station.*
- *She **had just left** the room when the police arrived.*
- *I **had just put** the washing out when it started to rain.*

PRACTISE YOUR GRAMMAR: THE PAST PERFECT TENSE

Task 1. Write negative and interrogative sentences.

1. A student had prepared the equipment before the experiment started.

-_____

?_____

2. I had synthesized a new compound by 5 o'clock yesterday.

-_____

?_____

3. Mendeleyev had predicted the properties of some elements before their discovery.

-_____

?_____

4. Kristine had never been to an opera before last night.

-_____

?_____

5. We had had that car for ten years before it broke down.

-_____

?_____

Task 2. Open the brackets and write the correct form of the verbs in Past Perfect.

1. Before I came home I _____(buy) some bread.
2. When we reached the theatre the performance _____(already/start).
3. I knew I _____(see) the man somewhere.
4. She _____(write) a letter to him by that time yesterday.
5. My friend _____ (never/travel) before.

Task 3. Choose the correct answer.

1. He_____ school before he went to a camp.
   a) has finished b) had finish c) had finished
2. She_____ her friend before she went to meet her.

a) had phoned b) have phoned c) has phoned

3. I read the book after I_____ the film.

a) had seen b) had seen c) has seen

4. I_____ my room before I invited my friends home.
   a) had clean b) have cleaned c) had cleaned
5. He entered the university after he_____ school.
   a) had b) has finished c) had finished

Task 4. Put the verbs in brackets in the Past Simple or in the Past Perfect.

1. A student _____(finish) the test before the bell _____(ring).
2. When our mother _____(come) to say good-night, we already ____ (fall asleep).
3. She already _____ (prepare) the dinner when her husband _____ (get) home from work.
4. When my parents _____ (get married), they _____(know) each other for 3 years.
5. She _____ (not enjoy) the film because she _____(read) the book before.

UNIT 7

VOCABULARY AND READING	**Balneotherapy**
GRAMMAR: THEORY AND PRACTICE	**Future Perfect Tense**
SPEAKING	**Balneotherapy**

BALNEOTHERAPY

TEXT

Task 1. Read and translate the text.

Balneotherapy is one of the oldest therapies and medical procedures known, widely regarded and used for many centuries throughout Europe and Asia, where people have historically flocked to luxury spas for recreation and treatment. By original definition, balneotherapy is a 'treatment by bathing or soaking in mineral waters of hot springs'. In Japan, the traditional form of balneotherapy is hot water springs bathing; in Europe, mineral bathing. Both are characterized by repeated immersion of the whole body in hot water, that is stimulating to the body.

Balneotherapy is a natural therapy which makes the best use of natural elements, such as hot springs, climatic factors, biological and circadian rhythmic phases and natural herbal substances. It is also called spa therapy, the water used in it has minerals added or naturally occurring. For centuries the benefits of therapeutic bathing have been recognized for the ability to relieve pain and improve the general well being of the body and the spirit. Today, soaking or bathing in special salts is an accepted way of relieving musculoskeletal and arthritic pain and discomfort, swelling and joint stiffness, improving blood flow and overall mobility, relaxing and relieving tension and stress. Salts - bath salts - can be added to bath tubs and jacuzzis for a satisfying, soothing, relaxing and/or refreshing soak at the end of the busy day. Therapeutic effects of 'dry' mineral salts are dependent upon their chemical composition, which is closely related to the sedimentation conditions of the deposit formation. The salts most commonly occurring in the natural mineral deposits are sodium, potassium and magnesium salts - individually (mono) or as mixed salts (poly mineral). Although seldom practiced in the United States, balneotherapy is very much a part of routine medical care throughout Europe and Asia. Medical prescriptions are given there by licensed doctors for the treatment of a wide range of conditions (also in the post injury and post operative rehabilitation of the locomotor apparatus), and utilizing mineral waters as a part of preventive medicine is widely recognized and encouraged.

Balneologists generally classify mineral springs into: cold (temperatures below 25°C), tepid (ranging from 25°-34°C), warm (34° - 42°C), hot (above 42°C). Waters may also be classified as acidic, basic / alkaline, or neutral, according to the balance of hydro- gen in the water (Ph scale). The legal classification of a hot springs mineral content varies in different parts of the world. Generally speaking a mineral spring contains greater than 1000 mg/l of naturally dissolved solids.

Research carried out by European medical doctors has found that hot springs bathing (thermal therapy): increases hydrostatic pressure in the body, increases

blood circulation and cell oxygenation, stimulates body metabolism, digestion, elimination of toxins, regulates secretion of some hormones, relieves chronic pain associated with inflammation. However, not everyone should utilize high-temperature hot springs for therapeutic use since there are numerous contraindications, such as e.g. high fever, hypertension, cancerous conditions, liver, kidney, or circulatory disorders, pregnancy, anaemia. When any contraindicated condition exists, soaking in mineral waters should not be done at excessively high temperatures without medical consultation.

Task 2. Answer the following questions.

1. What is balneotherapy?
2. In what way are Japanese and European concepts of balneotherapy different?
3. What does balneotherapy make use of?
4. In which situations is balneotherapy applied nowadays?
5. What do therapeutic effects of mineral salts depend on?
6. How are mineral springs classified?
7. What are the effects of thermal therapy on the body?
8. Who should avoid hot springs bathing?

Task 3. Complete the sentences using the information from the text or your own ideas.

1. The original definition of balneotherapy _____
2. Cold , tepid, warm, and hot are _____
3. People suffering from hypertension _____
4. Medical doctors prescribe _____ postoperative rehabilitation.

5. Musculoskeletal pain is _____ special salts.

6. In Europe _____than in the United States.

7. A mineral spring contains _____ solids.

8. Thermal therapy _____ for example: _____ .

Task 4. Find the terms in the text that match the definitions below.

1. _____ - a large, indoor bath that makes hot water move in strong currents around your body.

2. _____- a list of chemicals that make up a substance

3. _____ - a substance which is produced by one part of the body and is carried to another part by the bloodstream where it has particular effect or functions.

4. _____- a layer of mineral, metal, that is left in soil, rocks, or water

in a natural process.

5. _____ - a state of expecting a baby by a woman.

6. _____ - long-term, lasting for a long time (of a disease)

7. _____ - the act of putting someone or something into a liquid so that it is completely covered.

8. _____ - an inner part of someone that includes their thoughts and

feelings.

9. _____ - chemical processes which are continually taking place in

the human body that are essential to life.

10._____ - to go to a place in large numbers because something in-

teresting is happening there.

GRAMMAR: FUTURE PERFECT TENSE

Future perfect tense definition:

The future perfect tense expresses action that will be finished at some point in the future. The future perfect tense indicates actions that are complete, or finished. These actions have not yet occurred but will occur and be finished in the future.

To form the future perfect:

Subject + **will have + past participle of verb**

Examples:

- *By the time you finish dinner, I **will have finished** dessert.*
- *Tomorrow, he **will have run** the race.*
- *When my father arrives, I **will have been ready** to leave for twenty minutes.*

How to make the Future Perfect Negative

Making a negative future perfect construction is easy! Just insert **not** between **will** and **have.**

Examples:

- *We **will not have eaten** breakfast before we get to the airport tomorrow morning.*
- *They **will not have finished** decorating the float before the parade.*

You can also use the contraction **won't** in the place of **will not**.

Example:

*They **won't have finished** decorating the float before the parade.*

How to Ask a Question

The formula for asking a question in the future perfect tense is **will + [subject] + have + [past participle].**

Examples:

- ***Will** you **have eaten** lunch already when we arrive?*
- ***Will** they **have finished** decorating the float before the parade?*

Common Regular Verbs in the Future Perfect Tense

Infinitive	Future Perfect	Negative	Question
to ask	will have asked	will not have asked	will you have asked…?
to work	will have worked	will not have worked	will he have worked…?
to call	will have called	will not have called	will I have called…?
to use	will have used	will not have used	will they have used…?

Common Irregular Verbs in the Future Perfect Tense

Infinitive	Future Perfect	Negative	Question
to be*	will have been	will not have been	will I have been…?
to have	will have had	will not have had	will you have had…?
to do	will have done	will not have done	will she have done...?
to say	will have said	will not have said	will we have said…?
to get	will have gotten**	will not have gotten	will they have gotten…?
to make	will have made	will not have made	will you have made…?
to go	will have gone	will not have gone	will he have gone…?
to take	will have taken	will not have taken	will you have taken…?
to see	will have seen	will not have seen	will I have seen…?
to come	will have come	will not have come	will it have come…?

Prepositional Phrases that Often Go With the Future Perfect

- ***By this time*** *next week, Linda will have left for her trip.*
- *Three days* ***from now****, we will have finished our project.*
- ***At*** *midnight, the party will have ended.*
- *Will you have eaten* ***already****?*
- *Chester will not have arrived* ***by the time*** *the parade is over.*
- ***When*** *I travel to France, I will have been to ten countries.*
- *My sister will have cleaned the bathroom* ***before*** *the party.*
- ***As soon as*** *someone buys this chair, I will have sold all the furniture I wanted to get rid of.*

PRACTISE YOUR GRAMMAR: FUTURE PERFECT TENSE

Task 1. Write negative and interrogative sentences.

1. You will have heard the news about my nephew's marriage by next month.

-_____

?_____

2. He will have finished that experiment by next Saturday.

-_____

?_____

3. By Friday, we'll have done this work.

-_____

?_____

4. We'll have come back home by September.

-_____

?_____

5. I'll have finished my work by 5 o'clock.

-_____

?_____

Task 2. Open the brackets and write the correct form of the verbs.

1. I _____my chemistry homework before Jillian comes home. (finish)
2. By Tuesday Jill _____ reading these stories by O'Henry. (finish)
3. Next year is Fred and Kate's 10th wedding anniversary. They _____ happily married for ten years. (be)
4. Molly thinks the film _____ by the time she gets to Fred's. (to start)
5. They _____ the plans by then. (to finish)

Task 3. Choose the correct answer.

1. Michael _____ this report by tomorrow.

a) will have finished b) will has finished c) shall have finished

2. The students_____ the work by 3p.m.

a) will have finished b) will has finished c) will have finish

3. By June, we_____ passed our exams.

a) ’ll has passed b) ’ll passed c) ’ll have passed

4. The builders_____ a school by September.

a) will have built b) will built c) have built

5. I_____ an application by the time the secretary comes.

a) have written b) will have written c) will have write

UNIT 8

VOCABULARY	**Kinesitherapy**
GRAMMAR: THEORY AND PRACTICE	**Passive Voice in Simple Tenses**
SPEAKING	**Kinesitherapy**

KINESITHERAPY

TEXT

Task 1. Read and translate the text.

Kinesitherapy, as a part of physical therapy, represents one of the most important aspects of medical rehabilitation. A common definition of kinesitherapy states that it is a corrective application of passive and active movements, such as massage and exercise. It involves movement of various parts of the body, or the whole body, in order to maintain, establish, develop and change functions of the locomotor apparatus and organs of locomotion. Thus, treatment of diseases / disorders by means of kinesitherapy methods takes advantage of different forms of

exercises. The aim of kinesitherapy is to use all potential of the treated patients, to achieve optimal recovery of the damaged function of locomotion. Main treatment objectives are e.g. to restore painless movements of spine and limbs, improve body efficiency, enhance muscle resistance, form correct movement habits, and achieve controlled weight drop.

Kinesitherapy is used in prevention, rehabilitation and recreation programmes. It is commonly divided into active and passive, depending on the exercises it involves. Active exercises are divided into: active exercises with assistance, without assistance and active exercises with resistance. Kinesitherapy may also be divided into local (concentrates on a diseased organ – treatment involves e.g. application of passive exercises conducted by a physiotherapist or a CPM apparatus, isometric exercises, active-passive exercises, respiration exercises) and general (involves the whole body and includes e.g. overall fitness and relaxation gymnastics, exercises in water, team exercises).

Therapeutic indications in kinesitherapy cover such problems as: disorders of the locomotor system, mobility problems, back pain, discopathy and degenerative changes in backbone and joints, limb paresis, post-injury or neurological changes, faulty posture, chronic cardiologic and respiratory diseases, diabetes, obesity, osteoporosis, it is also used after stroke, heart infarct, abdominal surgeries, etc. The treatment may be given in both pre- and post-operative stages. Kinesitherapy is applied in almost all medical branches in numerous pathological conditions, as well as a method of prevention. Practically, there are no absolute contraindications, and exceptions are extremely rare. Moreover, kinesitherapy can be used as supplementary treatment or as basic treatment form.

The most common methods in kinesitherapy are for example:

- the Bobath Concept – used in the management of adults and children suffer- ing from cerebral palsy;

- the McKenzie Method - used in the examination and treatment of mechanical disorders of the back and neck;
- PNF (Proprioceptive Neuromuscular Facilitation) - originally developed as a form of rehabilitation, also used for increasing flexibility, (and range of move- ment) and improving muscular strength.
- The Mulligan Concept – treating musculoskeletal injuries by the method of mobilisations with movement (MWMS).

Task 2. Answer the following questions.

1. What is kinesitherapy?
2. What is movement needed for?
3. What are the treatment objectives?
4. How can kinesitherapy be divided?
5. What is the difference between local and general kinesitherapy?
6. In which conditions can kinesitherapy be applied?
7. Is it possible to treat disorders only by means of kinesitherapy?
8. What can be treated by the Bobath method?
9. What is the Mulligan method about?

Task 3. Discuss the following points in pairs.

- What are the advantages and disadvantages of individual and group therapy? When is each of these therapies applied?
- Is it better to work only with a specific type of patients (e.g. people after stroke) or to have contact with different people (children, group therapy, etc.). Why?
- Is it very different to work with children and for example elderly people? Why (not)? What is important when dealing with certain types of patients?

Task 4. Complete the sentences with words from the text.

1. Pneumonia and lung cancer are the examples of the _____ system diseases.
2. The process of _____ of the patient after an antibiotic therapy was quite fast.
3. Anaemia is a _____ disease, it can last even several months.
4. Cardiology, neurology and pediatrics are different _____ of medicine.
5. Last year there was a sudden _____ in the number of children born in our country.
6. Massage and yoga are the most common _____ techniques.
7. There's every _____ that the operation has been a success.
8. The operation was performed with the _____ of a well-known anesthesiologist.

Task 5. Ask about the <u>underlined</u> parts of the sentences.

1. Continual work posture, such as over a desk/computer, causes <u>biomechanical disturbances.</u>
2. Susceptibility to disorders can be noticed even <u>a few years in advance</u>.
3. Exercises are performed <u>individually by patient and under the physiotherapist's supervision</u>.
4. Aqua environment <u>relieves man's joints and provides optimal conditions for muscle training.</u>
5. A therapist sticks <u>a few elastic plasters</u> on the patient's body.
6. Thanks to <u>a detailed initial diagnosis</u> it is possible to permanently remove the cause of your problem.

7. Most back and limb disorders (in non-injury cases), are results of biomechanical disturbances.
8. We could not expect good results from the therapy.

GRAMMAR: PASSIVE VOICE IN SIMPLE TENSES

Passive Voice: Definition

In the **active voice**, the subject of the sentence **DOES the action:**

- ***John painted*** *the* ***house*** *last week.*

  Subject / verb / object

In the **passive voice**, the subject of the sentence **RECEIVES the action.**

- *The* ***house was painted*** *last week.*

  Subject / verb

Notice that the **object** of the active sentence (house) became the **subject** of the passive sentence.

Passive Voice: Use

The passive voice is used when:

1. We do not know who did the action

   Example:

   The documents ***were stolen.***

   (we don't know who stole the documents)

2. The receiver of the action is more important

   Example:

*The pyramids **were built** nearly 5,000 years ago by the ancient Egyptians.*

(we want to emphasize "pyramids" more than "ancient Egyptians")

Passive Voice: Form

To change an active voice sentence to a passive voice sentence:

1. Make the object of the active sentence into the subject of the passive sentence.

2. Use the verb "to be" in the same tense as the main verb of the active sentence.

3. Use the past participle of the main verb of the active sentence.

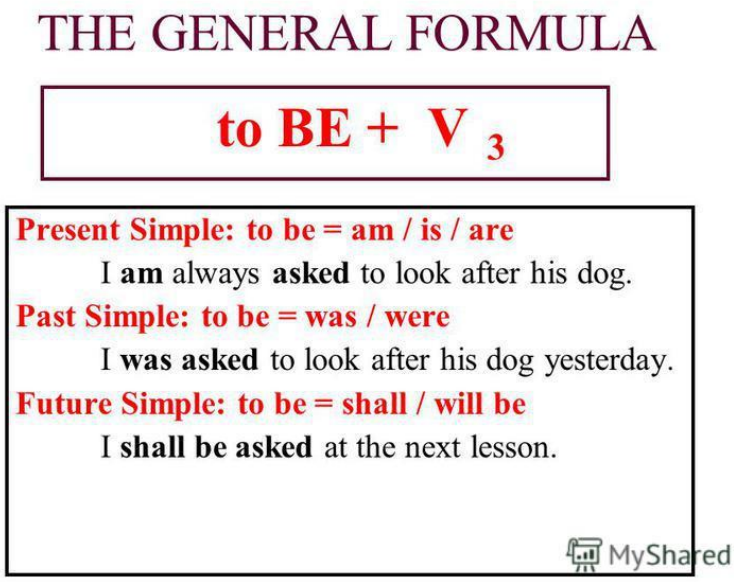
Here are some active and passive voice **examples** to help!

- **Active:** *People **drink** champagne on New Year's Eve*.
  Passive: *Champagne **is drunk** on New Year's Eve.*

- **Active:** *Chefs **use** these machines to mix the ingredients*.
  Passive: *These machines **are used** to mix the ingredients.*

- **Active:** *They **renovated** the restaurant in 2004.*
  Passive: The restaurant **was renovated** in 2004.

- **Active:** *The teachers **informed** the students that the class had been cancelled.*
  Passive: *The students **were informed** that the class had been cancelled.*



Passive Voice: Present Simple

In the present, the passive voice uses the verbs **is** and **are** + **past participle of the main verb.**

The passive voice present is often used to describe:

1. Processes

Example:

*First the apples **are picked**, then they **are cleaned**, and finally they'**re packed** and **shipped** to the market.*

2. General thoughts, opinions, and beliefs

Examples:

*New York **is considered** the most diverse city in the U.S.*

***It is believed** that Amelia Earhart's plane crashed in Pacific Ocean.*

*Hungarian **is seen** as one of the world's most difficult languages to learn.*

*Skin cancers **are thought** to be caused by excessive exposure to the sun.*

Passive Voice: Past Simple

In the past, the passive voice uses the verbs **was** and **were** + **past participle of the main verb.**

The passive voice past is often used to describe:

1. Events in history

Example:

*George Washington **was elected** president in 1788.*

2. Crimes / Accidents

Examples:

*Two people **were killed** in a drive-by shooting on Friday night.*

*Ten children **were injured** when part of the school roof collapsed.*

…as well as in many other situations when the person who did the action is unknown or unimportant.

How To Ask A Question And To Make Negative

Affirmative	Negative	Interrogative	Negative Interrogative
The house **was built** in 1899.	The house **wasn't** built in 1899.	**Was** the house **built** in 1899?	**Wasn't** the house **built** in 1899?

Affirmative	Negative	Interrogative	Negative Interrogative
These houses **were built** in 1899.	These houses **weren't built** in 1899.	**Were** these houses **built** in 1899?	**Weren't** these houses **built** in 1899?

Passive Voice: Future Simple

Active: Subject + will/shall + first form of the verb + object

Passive: Object of the active sentence + will/shall + be + past participle form of the verb + by + subject of the active sentence

Active: I **will write** a letter.

Passive: A letter **will be written** by me.

Active: She **will help** me.

Passive: I **will be helped** by her.

Active: John **will learn** the lesson.

Passive: The lesson **will be learnt** by John.

Changing a negative sentence into the passive

Active: She **will not help** us.

Passive: We **will not be helped** by her.

Active: We **will not visit** the hill station this year.

Passive: The hill station **will not be visited** by us this year.

Active: We **shall not betray** our country.

Passive: Our country **shall not be betrayed** by us.

Changing an Interrogative sentence into the passive

Active: Will you **help** him?

Passive: Will he **be helped** by you?

Active: Will you **not help** me?

Passive: Shall I **not be helped** by you?

Active: Will they **accept** our invitation?

Passive: Will our invitation **be accepted** by them?

PRACTISE YOUR GRAMMAR: PASSIVE VOICE IN SIMPLE TENSES

Task 1. Write negative and interrogative sentences (Present Simple Passive).

1. English is spoken in many different countries.

- _____

?_____

2. The patients are seen by the doctor.

- _____

?_____

3. Green tea-leaves are used as anti-inflammatory remedy.

- _____

?_____

4. The information is sent to the main computer.

- _____

?_____

5. His articles are published in our medical journal.

- _____

?_____

Task 2. Open the brackets and write the correct form of the verbs.

1. They_____ (to teach) to carry out experiments carefully.

2. A chemistry laboratory_____ (to ventilate) quite well.

3. The goods _____ (to make) with strong metal.

4. Many books_____ (not to translate) from ancient English into Ukrainian.

5. The dictionary_____ (to use) while translating an original text.

Task 3. Complete the following sentences with the right verb in the Present Indefinite Passive or Active.

1. _____ with great attention.

A. Everybody are listened to the lecturer

B. Everybody listens to the lecturer

C. Everybody is listens to the lecturer

2. _____ at home by my relatives.

A. I am always praised

B. I always praise

C. I am always praises

3. _____ in chemist's shops.

A. The pharmacy students have practice

B. The pharmacy students is had practice

C. The pharmacy students are have practice

4. _____ to us by our leader every day?

A. Are anything interesting told

B. Does anything interesting tell

C. Is anything interesting told

5. A very good mark _____.

A. is given to me by the teacher

B. gives to me by the teacher

C. is gived to me by the teacher

Task 4. Write negative and interrogative sentences (Past Simple Passive).

1. The scientific journals were delivered to our office yesterday.

- _____

?_____

2. My question was answered last Monday.

- _____

?_____

3. We were invited to take part in the conference last week.

- _____

?_____

4. The prescription was given to me by our home doctor.

- _____

?_____

5. Very interesting experiments were carried out in our laboratory last years.

- _____

?_____

Task 5. Open the brackets and write the correct form of the verbs.

1. This work_____ (to do) very carefully by the investigators.

2. Yesterday he _____ (to tell) to prepare a speech.

3. The famous scientists _____

(to introduce) to our students a couple of hours ago?

4. The article_____ (not to publish) last week, if I am not mistaken.

5. Classical and modern methods of chemical analysis _____(to use) in the examination of drugs.

6. These pharmacists _____(not to train) at Britain colleges.

Task 6. Complete the following sentences with the correct form of the verb in the Past Indefinite Passive or Active.

1. The rule explained by the teacher last Monday _____

A. was understood by all the students

B. understood by all the students

C. was understand by all the students

2. _____ his students additional literature.

A. The senior lecturer was recommended

B. The senior lecturer recommended

C. The senior lecturer were recommended

3. _____ during the lecture.

A. The professor answered all the questions

B. The professor were answered all the questions

C. The professor was answered all the questions

4. According to our information _____.

A. the letter didn't posted 3 hours ago.

B. the letter wasn't posted 3 hours ago.

C. the letter weren't posted 3 hours ago.

5. _____ early morning yesterday?

A. Did he come to the University

B. Was he come to the University

C. Was he came to the University

Task 7. Supply the correct form of the verb in the Past Indefinite Passive or Present Indefinite Passive in the following sentences.

1. Alkalis … to neutralize acid secretion.

A. was used B. is used C. were used

2. Mineral acids … after meal as a rule.

A. are given B. was given C. is given

3. The action of the drugs on the body … into consideration.

A. wasn't taken B. weren't taken C. aren't taken

4. … the tablets … after meals yesterday?

A. was given B. are given C. were given

5. … vitamins … with the body when you take them?

A. are synthesized B. were synthesized C. is synthesized

Task 8. Write negative and interrogative sentences (Future Simple Passive).

1. This report will be represented next week.

- _____

?_____

2. The patient will be prescribed new medicines by the doctor.

- _____

?_____

3. The work will be done in time.

- _____

?_____

4. The famous lecturer will be greeted warmly.

- _____

?_____

Task 9. Open the brackets and write the correct form of the verbs.

1. This article_____(to translate) from Ukrainian into English next week. 2. The scientific reports _____ (to make) tomorrow. 3. Many interesting facts_____ (to find out) about the action of this drug. 4. The molecules of these gases _____(to see) through the microscope? 5. This subject _____ (not to study) by the students next year.

Task 10. Supply the correct verb form in the Future Indefinite Passive or Active.

1. The doctor … me a complete examination tomorrow.

A. will not give B. will not be given C. will not given

2. The dictionary … when translating Latin words.

A. will used B. will be used C. will use

3. You … without eating much fruit.

A. won't healthy B. won't be healthy C. won't been healthy

4. The student … at the blackboard till the professor says to go back.

A. will stand B. will standed C. will be standed

5. What … if you don't finish your homework tonight?

A. will you do B. will you be done C. will you done

6. As soon as he returns from the University, he … you up.

A. will be rung B. will ring C. will be ring

Task 11. Complete the following sentences with the correct form of the verb in the Future Indefinite Passive or Present Indefinite Passive.

1. _____ in this experiment?

A. Is the drug examined regularly

B. Will the drug examined regularly

C. Are the drug examined regularly

2. _____ by this substance next time.

A. Red colour will not be given

B. Red colour are not be given

C. Red colour isn’t be given

3. _____ by the students every day next month?

A. Are practical classes in chemistry attended

B. Will practical classes in chemistry attended

C. Will practical classes in chemistry be attended

4. Drug constituents _____ soon.

A. will be discovered automatically

B. will discovered automatically

C. are discovered automatically

5. Her knowledge _____.

A. is used in her future work

B. are used in her future work

C. will be used in her future work

6. By what means _____?

A. will headache treated

B. are headache treated

C. is headache treated

UNIT 9

VOCABULARY	**Manual Therapy**
GRAMMAR: THEORY AND PRACTICE	**Passive Voice in Perfect Tenses**
SPEAKING	**Manual Therapy**

MANUAL THERAPY

TEXT

Task 1. Read and translate the text.

Manual physical therapy is a specialized form of physical therapy in which the diagnosis and treatment of the disorders of various etiology is carried out through hands-on intervention, as opposed to a device or machine. In manual therapy, practitioners use their hands to put pressure on muscle tissue and manipulate joints in an attempt to decrease back pain caused by muscle spasm, tension and joint dysfunction. Manual therapy is practiced by people within various health care professions, including Physiotherapists, Massage Therapists, Occupational Therapists, Chiropractors / Osteopaths, and more.

Manual physical therapy techniques are aimed at relaxing tense back muscles and restricted joints in order to decrease back pain and increase flexibility. In general, the following types of movement are employed in MT techniques:

• Soft tissue work, including massage, which applies pressure to the soft tissues of the body, e.g. the muscles. This helps to relax muscles, increase circulation, break up scar tissue, and ease pain in the soft tissues.

• Mobilization/manipulation, which uses measured movements of varying speed (slow to fast), force (gentle to forceful), and distances (called ‘amplitude’) to twist, pull, or push bones and joints into position. This helps to loosen tight tissues around a joint, reduces pain in a joint and surrounding tissue, and increases flexibility.

Such limitations as inadequate joint mobility and range of motion in certain musculo- skeletal conditions can cause discomfort, pain, and an alteration in function, posture, and movement. Manual physical therapy involves restoring mobility to stiff joints and reducing muscle tension in order to return the patient to more natural movement without pain. Thus, manual physical therapy may provide back pain relief both for patients with chronic back pain involving joint problems, such as sacroiliac joint dysfunction, joint dysfunction in lateral, central stenosis and spondylolisthesis, sacroiliac syndrome in post-operative low back pain and acute back pain from soft tissue injuries such as a back muscle strain or a pulled back ligament. Contraindications are e.g. osteopenia, advanced arthropathies, spinal anomalies, using anticoagulant drugs, vascular disorders, pregnancy, neoplastic lesions of the spine, ribs, and pelvis, tuberculosis, osteoporosis, inflammatory conditions (rheumatoid arthritis, ankylosing spondylitis, septic arthritis), healing fracture or dislocation.

Advocates of manual therapy claim that these techniques, when correctly applied, are very effective and most often result in dramatic improvement of the patient's signs and symptoms.

Task 2. Answer the following questions.

1. What is manual therapy?
2. What is the treatment in manual therapy like?
3. Who practices manual therapy?
4. When is the technique of 'soft tissue work' applied?
5. What is used in the mobilization method?
6. What can cause back pain?
7. In which conditions manual therapy is commonly used?

Task 3. Discuss the following points in pairs.

- Is manual therapy commonly applied in Ukraine? Is it a safe method of treatment?
- There are lots of contraindications to this method. How can a physiotherapist know manual therapy should not be used with a given patient?
- Do you think you will be well-prepared to apply manual therapy to your patients after the studies? Do you have any opportunity to learn it at the university? Would you like to learn more?
- What would you say to a patient who is very much afraid of manual therapy he/she is going to have?

Task 4. A role play. Act out a conversation in pairs.

A

You are a patient. You have problems with your back and you come to physiotherapist to help you. Describe your complaint, answer the physiotherapist's questions in detail. Ask several questions about the therapy that will be applied to you.

B

You are a physiotherapist, a specialist in manual therapy. The patient has some back problem. Carry out a detailed interview, take the patient's history. You want to apply manual therapy method to help the patient. Say few words about the therapy and answer the patient's questions.

GRAMMAR: PASSIVE VOICE IN PERFECT TENSES

Forming Present Perfect Passive

Affirmative Form Object + have / has + been + verb3 (past participle)

Question Form Have / has + object + been + verb3 (past participle)

Meaning

Something has been done by someone at sometime up to now.

Examples

Active : *They **have cleaned** the clinic.*

Passive: *The clinic **has been cleaned** by them.*

Active : *Thomas **has written** many books.*

Passive: *Many books **have been written** by Thomas.*

Active : ***Have** the police **caught** the man?*

Passive: ***Has** the man **been caught** by the police?*

Forming Past Perfect Passive

	Active	Passive
Past Perfect Tense (Passive Voice) Auxiliary verb in passive voice: had been	They had completed the assignment.	The assignment **had been** completed by them.
	They had not completed the assignment.	The assignment **had not been** complete by them.
	Had they completed the assignment?	**Had** the assignment **been** completed by them?

Forming Future Perfect Passive

	Active	Passive
Future Perfect Tense (passive Voice) Auxiliary verb in passive voice: will have been	You will have started the job.	The job **will have been** started by you.
	You will have not started the job.	The job **will not have been** started by you.
	Will you have started the job?	**Will** the job **have been** started by you?

PRACTISE YOUR GRAMMAR: PASSIVE VOICE IN PERFECT TENSES

Task 1. Write negative and interrogative sentences (Present Perfect Passive).

1. A solution has just been given to him.

-_____

?_____

2. Look! Wrong telephone numbers have been written down.

-_____

?_____

3. The mail has been sent in time today.

-_____

?_____

4. A lot of time has been spent by this student in the laboratory this week.

-_____

?_____

5. My tests have already been checked by the teacher.

-_____

?_____

Task 2. Open the brackets and write the correct form of the verbs.

1. The experiment_____ (to finish) already by me.
2. The prescription_____ (to give) just by the pharmacist.
3. The medicinal plants_____ (to collect) by my groupmates this week.
4. That movie_____ (not to see) by my friends yet.
5. Another test-tube _____ (to break) just by Peter.

Task 3. Choose the correct form of the verbs.

1. Oh no! My key_____ stolen.

a) has be b) have been c) has been

2. The compounds____ already_____ dissolved.

a) has been b) have be c) have been

3. A great research_____ done by this scientist.

a) have had b) has been c) have be

4. He _____ cured by this medicine.

a) has been b) have be c) have been

5. A new substance _____ tested for antimicrobial activity this month.

a) has be b) has been c) have been

Task 4. Use Present Perfect Active or Passive of the verbs in brackets to complete the sentences.

1. Taras _____ (to break) the window today.
2. The exercise _____already (to write) by these students.
3. The text _____ (not to translate) by me yet.
4. The teacher just _____ (to explain) the new rule.
5. We_____ already (to learn) the Passive Voice.

Task 5. Write negative and interrogative sentences (Past Perfect Passive).

1. A letter had been posted by me by that time yesterday.

-_____

?_____

2. Seven matches had been won by our university team by the end of last year.

-_____

?_____

3. The epidemy of flu had been stopped by March.

-_____

?_____

4. Many articles had been written by these students by the end of last term.

-_____

?_____

5. That drug had been bought by him before he fell ill.

-_____

?_____

Task 6. Open the brackets and write the correct form of the verbs.

1. My eyes _____(to examine) by an oculist before she gave me glasses .
2. Many medicines _____(to take) by him before he recovered .
3. My homework _____(not to finish) by that time yesterday.
4. _____a report _____(write) by her by last Friday?
5. How many lectures_____(to deliver) by him by the end of the year?

Task 7. Choose the correct option.

1. He _____ the intravenous injection before the ambulance came.

a) had been given b) has been given c) had given

2. The symptoms _____ by the doctors before they told him a diagnosis.

a) had discussed b) has been discussed c) had been discussed

3. _____the problems_____ by his parents before he came?

a) Had /been solved b) Had / solved c) Had /been solve

4. Five chemist's shops_____ in our district by 2014.

a) had been open b) had been opened c) had be opened

5. That text _____ by those students by two o'clock yesterday**.**

a) had be read b) had read c) had been read

Task 8. Write negative and interrogative sentences (Future Perfect Passive).

1. The topic will have been learnt by them by next Tuesday.

-_____

?_____

2. That house will have been sold by next month.

-_____

?_____

3. The article will have been written by 7 o'clock.

-_____

?_____

4. The analysis will have been known by the end of next week.

-_____

?_____

5. This experiment will have been finished by that time tomorrow.

-_____

?_____

Task 9. Open the brackets and write the correct form of the verbs.

1. New medicinal equipment _____ (to show) to the specialists by the end of the Congress.
2. This book _____(to read) by him by next week .
3. The test_____(to do) by her by Thursday.
4. The experiment_____(to finish) by January.
5. The classroom _____(to clean) by 2 o'clock.

Task 10. Choose the correct option.

1. It_____ by Sunday.

a) will have been read b) will read c) will have been readed

2. The work_____ by the time they return from Paris.

a) will have been finished b) will have been finish c) will have finished

3. This question_____ for the third time by the time he answers it.

a) will have repeated b) have been repeated c) will have been repeated

4. We _____there by New Year.

a) will have gone b) will have been gone c) will been went

5. Students_____ their exams by next term.

a) will have been passed b) will have passed c) will passed

Appendix 1.

IRREGULAR VERBS

1. arise [ə'raɪz]	arose [ə'rouz]	arisen [ə'rɪzn]	піднімати (ся)
2. be [bi:]	was [wɒz], were [weə]	been [bi:n]	бути
3. bear [bea]	bore [bɔ:]	born [bɔ:n]	нести, народжувати
4. become [bɪ'kʌm]	became [bɪ'keɪm]	become [bɪ'kʌm]	ставати кимось, чимось
5. begin[bɪ'gɪn]	began [bɪ'gen]	begun [bɪ'gʌn]	починати(ся)
6. bend [bend]	bent [bent]	bent [bent]	гнути
7. bind [baɪnd]	bound [baund]	bound [baund]	зв’язувати
8. bite [baɪt]	bit [bɪt]	bitten [bɪtn] (bit [bɪt])	кусати
9. bleed [bli:d]	bled [bled]	bled [bled]	сходити кров’ю
10. blow[blɔu]	blew [blu:]	blown [blɔun]	дути
11. break [breɪk]	broke [brɔuk]	broken ['brɔukn]	ламати, повідомляти (новину)
12. breed [bri:d]	bred [bred]	bred [bred]	вирощувати
13. bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
14. build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
15. burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	горіти, палити
16. buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
17. cast [ka:st]	cast [ka:st]	cast [ka:st]	розкидати

18. catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити
19. choose [tʃu:z]	chose [tʃɔuz]	chosen ['tʃɔuzn]	вибирати
20. come [kʌm]	came [keɪm]	come [kʌm]	приходити
21. cost [kɔst]	cost [kɔst]	cost [kɔst]	коштувати
22. cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
23. dig [dɪg]	dug [dʌg]	dug [dʌg]	рити, копати
24. do [du:]	did [dɪd]	done [dʌn]	робити, виконувати
25. draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати, притягувати
26. dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мріяти, снитися
27. drink [drɪnk]	drank [draeŋk]	drunk [drʌŋk]	пити
28. drive [draɪv]	drove [drɔuv]	driven [drɪvn]	керувати авто
29. eat [i:t]	ate [et]	eaten [i:tn]	їсти
30. fall [fɔ:l]	fell [fel]	fallen [fɔ:ln]	падати
31. feed [fi:d]	fed [fed]	fed [fed]	годувати
32. feel [fi:l]	felt [felt]	felt [felt]	почувати (себе)
33. fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	битися, боротися
34. find [faɪnd]	found [faund]	found [faund]	знаходити
35. flee [fli:]	fled [fled]	fled [fled]	тікати, рятуватися
36. fly [flaɪ]	flew [flu:]	flown [flɔun]	літати
37. forget [fə 'get]	forgot [fə 'gɔt]	forgotten [fə'gɔtn]	забувати
38. get [get]	got [gɔt]	gotten [gɔtn] (got [gɔt])	отримувати, розуміти, добиратися
39. give [gɪv]	gave [geɪv]	given ['gɪvn]	давати

40. go [gɔu]	went [went]	gone [gɔn]	іти, їхати
41. grow [grɔu]	grew [gru:]	grown [grɔun]	виростити
42. hang [hæŋ]	hung[hʌŋ]	hung [hʌŋ]	висіти
43. have[hev]	had [hæd]	had [hæd]	мати (щось)
44. hear [hɪə]	heard [hə:d]	heard [hə:d]	чути
45. hide[haɪd]	hid [hɪd]	hidden ['hɪdn]	ховатися
46. hit [hɪt]	hit [hɪt]	hit [hɪt]	вдарити
47. hold[hɔuld]	held [held]	held [held]	тримати
48. keep [ki:p]	kept [kept]	kept [kept]	тримати, зберігати
49. know [nɔu]	knew [nju:]	known [nɔun]	знати
50. lead [li:d]	led [led]	led [led]	лідирувати, вести за собою
51. learn [lə:n]	learnt [lə:nt]	learnt [lə:nt]	вчити(ся)
52. leave [li:v]	left [left]	left [left]	залишати, покидати
53. lend [lend]	lent [lent]	lent [lent]	позичати
54. let [let]	[let] let	[let] let	дозволяти, здавати в оренду
55. light [laɪt]	lit [lɪt]	lit [lɪt]	світити
56. lose [lu:z]	lost [lɔst]	lost [lɔst]	втрачати
57. make [meɪk]	made [meɪd]	made [meɪd]	робити руками
58. mean [mi:n]	meant [ment]	meant [ment]	означати
59. meet [mi:t]	met [met]	met [met] met	зустрічати, знайомитися
60. put [put]	put [put]	put [put]	класти
61. read [ri:d]	read [red]	read [red]	читати

62. ride [raɪd]	rode [rɔud]	ridden ['rɪdn]	кататися
63. rise [raɪz]	rose [rɔuz]	risen ['rɪzn]	підніматися
64. run [rʌn]	ran [ræn]	run[rʌn]	бігти, їхати (про транспорт)
65. say [seɪ]	said [sed]	said [sed]	сказати
66. see [si:]	saw [sɔ:]	seen [si:n]	бачити
67. sell[sel]	sold [sɔuld]	sold [sɔuld]	продавати
68. send [send]	sent [sent]	sent [sent]	посилати
69. set [set]	set [set]	set [set]	налаштувати, встановити
70. shake [ʃeɪk]	shook [ʃuk]	shaken [ʃeɪkn]	трясти
71. shine [ʃaɪn]	shone [ʃɔn]	shone [ʃɔn]	світити
72. shoot [ʃu:t]	shot [ʃɔt]	shot [ʃɔt]	стріляти
73. shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
74. sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
75. sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	потонути
76. sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
77. sleep [sli:p]	slept [slept]	slept [slept]	спати
78. smell [smel]	smelt [smelt]	smelt [smelt]	пахнути, нюхати
79. speak [spi:k]	spoke [spɔuk]	spoken ['spɔukn]	говорити, розмовляти
80. spend [spend]	spent [spent]	spent [spent]	тратити, проводити (час)
81. spoil [spɔɪl]	spoilt [spɔɪlt]	spoilt [spɔɪlt]	псувати
82. spread [spred]	spread [spred]	spread [spred]	поширювати, намащувати
83. spring [sprɪŋ]	sprang [spræŋ]	sprung [sprʌŋ]	стрибати

84. stand [stænd]	stood [stud]	stood [stud]	стояти
85. steal [sti:l]	stole [stɔul]	stolen ['stɔuln]	красти
86. stick [stɪk]	stuck [stʌk]	stuck [stʌk]	приклеювати, дотримуватись
87. sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]	жалити
88. stride [straɪd]	strode [strɔud]	stridden ['strɪdn]	крокувати
89. strike [straɪk]	struck [strʌk]	struck [strʌk]	бити, страйкувати
90. strive [straɪv]	strove [strɔuv]	striven ['strɪvn]	старатися
91. swear [sweə]	swore [swɔ:]	sworn [swɔ:n]	присягатися
92. sweep [swi:p]	swept [swept]	swept [swept]	підмітати
93. swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
94. swing [swɪŋ]	swung [swʌŋ]	swung [swʌŋ]	гойдатися, мінятися
95. take [teɪk]	took [tuk]	taken ['teɪkn]	брати
96. teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
97. tear [teə]	tore [tɔ:]	torn [tɔ:n]	рвати на шматки
98. tell [tel]	told [tɔuld]	told [tɔuld]	розповідати
99. think [θɪnk]	thought [θɔ:t]	thought [θɔ:t]	думати
100. throw [θrɔu]	threw [θru:]	thrown [θrɔun]	кидати
101. thrust [θrʌst]	thrust [θrʌSt]	thrust [θrʌst]	штовхати
102. tread [tred]	trod [trɔd]	trodden ['trɔdn]	ступати
103. understand [,ʌndə 'staend]	understood [,ʌndə'stu:d]	understood [,ʌndə'stu:d]	розуміти
104. upset [ʌp 'set]	upset [ʌp'set]	upset [ʌp'set]	засмучуватися
105. wake [weɪk]	woke [wɔuk]	woken [wɔukn]	прокидатися

106. wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити, одягатися
107. weave [wi:v]	wove [wɔuv]	woven ['wɔuvn]	ткати
108. weep [wi:p]	wept [wept]	wept [wept]	плакати
109. win [wɪn]	won [wʌn]	won [wʌn]	перемагати, вигравати
110. wind [waɪnd]	wound [waund]	wound [waund]	заводити

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Навчальний посібник містить матеріали для формування міцних знань з лексики, граматики та говоріння в обсязі програми «Іноземна мова (за професійним спрямуванням» для здобувачів вищої освіти медичних і фармацевтичних ВНЗ на рівень В2-С1.

Видання складається з 9 розділів і містить лексичні вправи, тексти та мовленнєві завданя з таких тем, як «Фізіотерапія та її основні галузі», «В кабінеті фізіотерапевта», «Професії, пов'язані з фізіотерапією», «Частини тіла та порожнини», «Опорно-руховий апарат», «Сучасні лікарні», «Бальнеотерапія», «Кінезіотерапія» та «Мануальна терапія».

«Англійська мова за професійним спрямуванням для студентів – фізіотерапевтів» містить теоретичні матеріали та практичні завдання з основних тем англійської граматики.

Даний навчальний посібник призначено для використання під час вивчення дисципліни «Іноземна мова в сфері охорони здоров'я». Видання може бути використано також науковцями та викладачами у їх професійній діяльності.

Навчальне видання

Буданова Ліана Георгіївна, **Журкіна** Світлана Володимирівна
Коляда Ірина Валеріївна

АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ ДЛЯ СТУДЕНТІВ - ФІЗІОТЕРАПЕВТІВ

Навчальний посібник для здобувачів вищих навчальних закладів

Англійською мовою