

54 Health: illness and disease

A Common problems



She's sneezing.



She's coughing.



She's got a
a sore throat.



She's blowing
her nose.



She's got
a temperature.

What's the matter?

I've got a cold

I've got **flu** (U) (more
serious than a cold)

I've got **hay fever** (U)

How do you know? (the symptoms)

a sore throat, sneezing, a cough

symptoms for a cold + aching
muscles and a temperature, e.g. 39.5

sneezing, runny nose, sore eyes

Cause of illness

a virus

a virus

allergic reaction to
pollen from grass

often food, or a virus

many e.g. food, alcohol
too much alcohol

I've got **diarrhoea** (U)

I feel sick

I've got a **hangover**

I keep going to the toilet

I want to vomit (= be sick)

headache, feeling sick

Note: For these **illnesses**, you can either buy something from the **chemist**, or go to your doctor, who may give you a **prescription** (= a piece of paper with an order for some medicine) that you get from the chemist.

B Aches and pains

Nouns: We only use **ache** with the following: I've got **toothache** (U), a **stomach-ache**, **backache** (U), **earache** (U) and a **headache**. For other parts of the body we use **pain**, e.g. I woke up in the night with a **terrible pain** in my chest.

Verbs: You can use **ache** for some things, e.g. my back **aches**; but **hurt** is more common to describe real pain, and it can be used with or without a direct object:

She **hurt** her foot when she jumped off the bus and fell over. (also **injured** here) *or*

She **hurt** herself when she jumped off the bus and fell over.

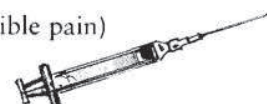
I hit my leg against the table and it **really hurts**. (= gives me a terrible pain)

Adjectives: The only common adjective is **painful** (≠ **painless**):

I had an **injection** yesterday and it was very **painful**.

A: Did it hurt when you had your filling? (= when the dentist fills a hole/cavity in the tooth)

B: No, it was **painless**.



C Serious illnesses

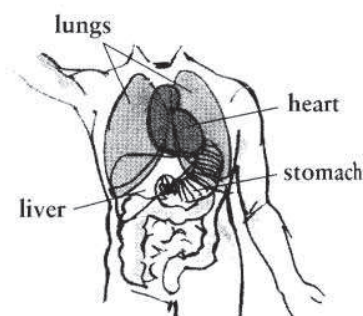
Doctors believe smoking is the major cause of **lung cancer**.

He had a **heart attack** and died almost immediately.

Hepatitis is a liver disease.

Asthma (chest illness causing **breathing** problems) has become more common.

Note: **Illness** and **disease** are often used in the same way, but **disease** is used for a serious condition caused by an infection e.g. a liver disease. **Illness** is a more general word.



Exercises

54.1 Write down the main symptom or symptoms for these conditions.

- 1 a cold:
- 2 flu:
- 3 hay fever:
- 4 a hangover:
- 5 diarrhoea:
- 6 asthma:

54.2 Look at the underlined letters in these pairs of words. Is the pronunciation the same or different? Look at the examples first.

- Examples: ache pain same
 constipated stomach different
- 1 disease diarrhoea 4 virus illness
 - 2 chemist ache 5 flu muscle
 - 3 hurt allergic 6 cough enough

54.3 Look at the pictures and write what happened in the space below. Try to use at least three or four words or phrases from the opposite page.



I had

54.4 Fill the gaps with a suitable word.

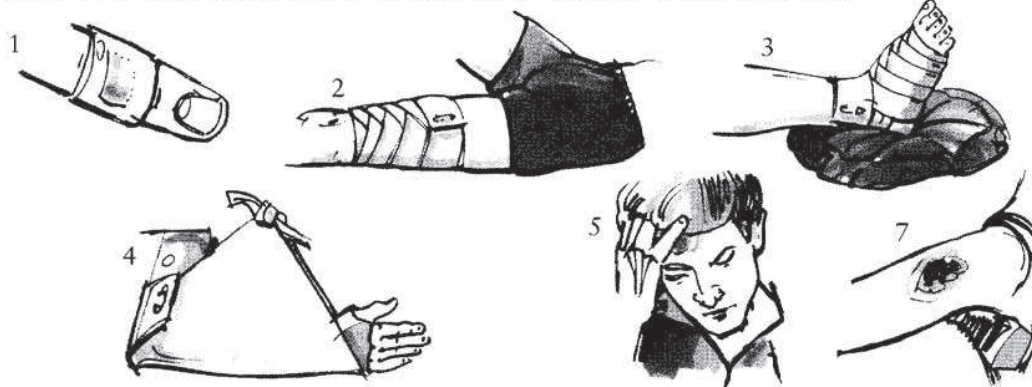
- 1 I hit my hand on the desk and it really
- 2 They say she died of a heart
- 3 She had some apples that weren't ready to eat and now she's got stomache-.....
- 4 I've got this terrible in my neck from sleeping in the wrong position.
- 5 He died of cancer even though he never smoked a cigarette in his life.
- 6 I went to the doctor, and she gave me a for some tablets.
- 7 Pollution makes her worse and it's difficult for her to breathe.
- 8 There are different forms of hepatitis; one is a more serious than the other.
- 9 I hurt when I fell off that chair.
- 10 My back from sitting at that computer all day.

54.5 Look at the opposite page again. Have you had any of these illnesses recently? Have you had any aches and pains recently? Make a list of the ones you have had. Are there any other illnesses you have had or still have? If so, find the name for it/them in English.

55 Health: injuries

A Common injuries

An **injury** is damage to part of your body, usually caused by an accident in the home, on the roads, or during a game, e.g. of football. Here are some common injuries:



<i>What's the problem?</i>	<i>How did it happen?</i>	<i>Result</i>	<i>Solution</i>
1 I cut (v, n) my finger	using a knife	it's bleeding a bit	a plaster
2 I cut my leg quite badly	I fell over	it's bleeding quite a lot	a bandage (n, v)
3 I twisted my ankle	running for a bus	I can't walk on it easily	rest
4 I broke my arm	I fell off my bike	I can't use it	plaster (U) and a sling
5 I've got concussion	playing football	I'm confused; don't know where I am	rest
6 I burnt my hand	taking something out of a hot oven	it's very painful	special cream
7 I've got a bruise (n, v) on my arm	I hit it on the side of my desk	it's swollen and blue/black in colour	ice pack

B Hospital treatment

Look carefully at the key words in these texts.

John fell off a chair, hit his head on the floor, and **knocked himself unconscious**. His wife called an **ambulance** but John was still **unconscious** when it arrived. He was **rushed** to hospital (= taken very quickly) where they kept him for two days for **blood tests**.

I jumped for the ball and **collided** with another player (= we ran into / hit each other). We both had **cuts** on our head, but I had to go to hospital for eight **stitches**.



C Wounds and injuries

Wound (n, v) and **injury** are both used to describe damage to the body, but a wound is generally caused by a **weapon** (e.g. gun or knife) and it is usually intentional.

He **shot** the man in the chest. (= a **bullet wound** in the chest) [from a gun]

He **stabbed** the boy in the back. (= a **knife wound** in the back)

He **got into a fight** and got **beaten up**. He had a **black eye** and two **broken ribs**.

Exercises

55.1 Complete the table with the correct verb forms.

Noun	Verb	Noun	Verb
cut wound injury shot		blood bandage bruise treatment	

55.2 Look at the pictures and write the story.



Now compare your story with the model answer in the key.

55.3 Complete these conversations in a suitable way.

- A: ... bleeding quite a bit, so I had to put a plaster on it before I could finish.
 B: How did you do it, anyway?
 A: Oh, I was
- A: ... the next day the eye was really swollen and he had bruises down both his arms.
 B: My goodness. What did he tell his parents?
 A: More or less the truth. He said
- A: ... tried to get up again but I couldn't move. It was incredibly painful, but fortunately there were a few pedestrians around to help me.
 B: That's lucky. But what were you doing?
 A:
- A: ... my face was cut and he had a terrible bruise on his head.
 B: Sounds very unpleasant. How did it happen exactly?
 A:

55.4 Answer these questions about yourself. If possible, ask another person the same questions.

- Have you ever broken your arm or leg?
- Have you ever needed stitches?
- Have you ever had concussion?
- Have you ever been unconscious?
- Have you ever had a blood test?
- Have you ever been in an ambulance?

UNIT TWO

I

SPEECH PATTERNS

- 1a. *It would have been natural if the boy had gone to sleep.*

It would have been natural if you had punished the child for his behaviour yesterday.

It wouldn't have been so cold in the morning if the wind had stopped blowing.

It would have been strange if he hadn't called on me when he was here last summer.

It would have been quite dark in the forest if we hadn't made a good fire.

- 1b. *The father wouldn't have called the doctor if the boy had been quite well.*

Grant would have accepted Mario's invitation if he hadn't made up his plans for the summer.

Anne would have taken her spring exams if she hadn't fallen ill.

We shouldn't have made friends with them if we hadn't stayed in the same camp.

We should have finished our work yesterday if you had helped us.

- 1c. *The boy would have behaved in a different way if he were selfish.*

They wouldn't have quarrelled if they both were less nervous.

You would have improved your spelling long ago if you were more diligent.

We should have invited him to our party if we knew him better.

She wouldn't have forgiven him if she didn't love him so much.

2. He *seemed to know* all about influenza.

The children seem to like each other very much.

You don't seem to understand me.

She seemed to know grammar much better than we thought.

They didn't seem to have met before.

3. I can't *keep from thinking*.

Can't you keep from talking all the time?

Try and keep from gossiping about other people.

She couldn't keep from scolding the child, though she knew she shouldn't do it.

We can't keep from laughing when we look at him.

EXERCISES

1. Change these sentences, using Patterns 1a and 1b:

Example: We should meet a lot of tourists if we went to a tourist camp next summer.

We should have met a lot of tourists if we had gone to a tourist camp last year (last summer, when we had our holiday, etc.).

1. Mario wouldn't come to England if John didn't invite him. 2. Peter would accept your invitation if he were not ill. 3. It wouldn't be a hardship for the children to sweep and clean the rooms, would it? 4. If the weather were fine we should go to a holiday camp next summer. 5. We would live in a hotel if the rates were not very high. 6. It would be natural if they didn't meet after their quarrel. 7. My friend and I would go to the cinema after this lesson if the rest of the students agreed to go with us. 8. If the weather didn't change we should go to the country tonight.

II. Combine the following sentences into one, using speech Pattern 1c:

E x a m p l e: They quarrelled. They both are very nervous.
They wouldn't have quarrelled if they both were not very nervous.

1. Bob recovered. The doctors that had treated him are very experienced. 2. Mary passed her exams. She is industrious. 3. We invited John Brown to our tea-party. We are acquainted with him. 4. I didn't leave the children alone. They are naughty. 5. She didn't agree to teach us French. She doesn't know the language well. 6. Martha understood the German delegates, she is a German. 7. I gave you this book because it's very interesting. 8. I advised my friends to have a walking tour because I myself am fond of walking tours.

III. Make up sentences after Patterns 2 and 3, using the following words and phrases:

a) Pattern 2: to be busy, to know a lot, to understand each other, to hate (smb. or smth.), to love music, e. g. Ann seems to love children, I often see her playing with little boys and girls in our yard.

b) Pattern 3: to scold each other, to argue (about smth.), to meet (with), to write a letter, to dream (of smth), e. g. She can't keep from crying when she reads sentimental poetry.

IV. Translate these sentences into English, using the patterns from Units One and Two:

1. Не беспокойся, ребенок не был бы таким веселым, если бы он был серьезно болен. 2. Тебе не пошло бы, если бы ты носил бороду и усы, ты бы выглядел гораздо старше своих лет. 3. Было бы лучше, если бы они не позволяли детям смотреть телевизор так поздно. 4. Было бы естественно, если бы дети спросили меня об их новой учительнице, но никто не задал этого вопроса. 5. На твоём месте я ела бы поменьше сладкого, ты располнеешь. 6. Было бы естественно, если бы он стал ученым, ему хорошо давались точные науки в школе, но он стал актером. 7. Ты бы давно закончила этот перевод, если бы не болтала по телефону. 8. Ты бы не забыла мне позвонить, если бы не была такой рассеянной.

V. Make up a dialogue, using the patterns from Units One and Two.

E x a m p l e: A.: If my mother hadn't been ill I should have gone to the South last summer.

B.: You had bad luck. And what are your plans for the coming winter holidays?
A.: I haven't made any plans so far.
B.: Wouldn't you like to stay with me at my aunt's in the country?
A.: But would it be convenient to her?
B.: Certainly.
A.: Well, that's very nice of you to invite me.

TEXT. A DAY'S WAIT

by Ernest Hemingway

Hemingway, Ernest (1899 – 1961): a prominent American novelist and short-story writer. He began to write fiction about 1923, his first books being the reflection of his war experience. "The Sun Also Rises" (1926) belongs to this period as well as "A Farewell to Arms" (1929) in which the antiwar protest is particularly powerful.

During the Civil War Hemingway visited Spain as a war correspondent. His impressions of the period and his sympathies with the Republicans found reflection in his famous play "The Fifth Column" (1937), the novel "For Whom the Bell Tolls" (1940) and a number of short stories.

His later works are "Across the River and into the Trees" (1950) and "The Old Man and the Sea" (1952) and the very last novel "Islands in the Stream" (1970) published after the author's death. In 1954 he was awarded a Nobel Prize for literature.

Hemingway's manner is characterized by deep psychological insight into the human nature. He early established himself as the master of a new style: laconic and somewhat dry.

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move. "What's the matter, Schatz?"¹

"I've got a headache."

"You'd better go back to bed."

"No, I'm all right."

"You go to bed. I'll see you when I'm dressed."

¹ Schatz (*Germ.*): darling

2. Practise your "Classroom English".

Play the part of the teacher and get your pupils to write a spelling test on the board.

a) Prepare a test on the vocabulary of Unit Two at home.

b) Ask several pupils to write the words on the board.

c) Make sure that the board is properly prepared for writing on it: the writing is eligible; all the mistakes are corrected; the whole class is involved. (See "Classroom English", Sections IV, VIII, IX.)

LABORATORY EXERCISES (I)

1. Listen to the text "A Day's Wait", mark the stresses and tunes, repeat the text following the model.

2. Paraphrase the following sentences, combining them into one conditional sentence. Make all necessary changes. Remember that both clauses become negative.

3. Respond to the following sentences according to the model. Use the inverted form of conditional sentences in your responses.

4. Extend the following sentences according to the model. Use the verbs suggested.

5. Write a spelling-translation test: a) translate the phrases into English; b) check them with the key.

6. Translate the sentences into English and check them with the key. Repeat the key aloud.

7. Listen to the text "Patients Needed". Find English equivalents of the Russian phrases in the text. Retell the text in indirect speech.

II

T O P I C: ILLNESSES AND THEIR TREATMENT

**T E X T A. A VICTIM TO ONE HUNDRED AND SEVEN
FATAL MALADIES**

From "Three Men in a Boat" by Jerome K. Jerome

I remember going to the British Museum one day to read up the treatment for some slight ailment. I got down the book and read all I came to read; and then, in an unthinking moment, I idly turned the leaves and began to study diseases-

es, generally. I forgot which was the first, and before I had glanced half down the list of "premonitory symptoms", I was sure that I had got it.

I sat for a while frozen with horror; and then in despair I again turned over the pages. I came to typhoid fever — read the symptoms — discovered that I had typhoid fever — began to get interested in my case, and so started alphabetically.

Cholera I had, with severe complications; and diphtheria I seemed to have been born with. I looked through the twenty-six letters, and the only disease I had not got was housemaid's knee.

I sat and thought what an interesting case I must be from a medical point of view. Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I patted myself all over my front, from what I call my waist up to my head but I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye and tried to examine it with the other. I could only see the tip, but I felt more certain than before that I had scarlet fever.

I had walked into the reading-room a happy, healthy man. I crawled out a miserable wreck.

I went to my medical man. He is an old chum of mine and feels my pulse, and looks at my tongue, and talks about the weather, all for nothing, when I fancy I'm ill. So I went straight up and saw him, and he said:

"Well, what's the matter with you?"

I said:

"I will not take up your time, dear boy, with telling you what is the matter with me. Life is short and you might pass

away before I had finished. But I will tell you what is *not* the matter with me. Everything else, however, I *have* got."

And I told him how I came to discover it all.

Then he opened me and looked down me, and took hold of my wrist, and then he hit me over the chest when I wasn't expecting it — a cowardly thing to do, I call it. After that, he sat down and wrote out a prescription, and folded it up and gave it me, and I put it in my pocket and went out.

I did not open it, I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back. He said he didn't keep it.

I said:

"You are a chemist?"

He said:

"I am a chemist. If I was a co-operative stores and family hotel combined, I might be able to oblige you."

I read the prescription. It ran:

"1 lb.¹ beefsteak, with

1 pt.² bitter beer

every six hours.

1 ten-mile walk every morning.

1 bed at 11 sharp every night.

And don't stuff up your head with things you don't understand."

I followed the directions with the happy result that my life was preserved and is still going on.

NOTES ON SYNONYMS

1. (See Note 1 on p. 18.) Synonyms may also differ by the degree or intensity of the phenomenon described or by certain additional implications conveyed by their meanings. *E. g.* *malady* describes a more dangerous illness than *disease*, sometimes a fatal one, whereas *ailment* mostly refers to a

¹ lb. (pound) a measure of weight = 453.6 g

² pt (pint) [paint]: a measure for liquids = 0.57 l

slight disorder. *Malady* implies a lasting, sometimes a chronic illness, whereas *ailment* is short and temporary. *Illness* is the most general word in the group (the synonymic dominant).

2. Synonyms may differ by their stylistic characteristics. E. g. *chum* is a colloquial synonym of *friend*, *to fancy* sounds less formal than *to imagine*. *To pass away* is a bookish synonym of *to die*. (See Note A on p. 52.)

TEXT B. A VISIT TO THE DOCTOR

— Well, what's the matter with you, Mr. Walker?

— You'd better ask me what is not the matter with me, doctor. I seem to be suffering from all the illnesses imaginable: insomnia, headaches, backache, indigestion, constipation and pains in the stomach. To make things still worse, I've caught a cold, I've got a sore throat and I'm constantly sneezing and coughing. To crown it all, I had an accident the other day, hurt my right shoulder, leg and knee, and nearly broke my neck. If I take a long walk, I get short of breath. In fact, feel more dead than alive.

— I'm sorry to hear that. Anyhow, I hope things aren't as bad as you imagine. Let me examine you. Your heart, chest and lungs seem to be all right. Now open your mouth and show me your tongue. Now breathe in deeply, through the nose... There doesn't seem to be anything radically wrong with you, but it's quite clear that you're run down, and if you don't take care of yourself, you may have a nervous breakdown and have to go to hospital. I advise you, first of all, to stop worrying. Take a long rest, have regular meals, keep to a diet of salads and fruit, and very little meat. Keep off alcohol. If possible, give up smoking, at least for a time. Have this tonic made up and take two tablespoonfuls three times a day before meals. If you do this, I can promise you full recovery within two or three months.

— And if I don't, doctor?

— Then you'd better make your will, if you haven't yet done so.

— I see. Well, thank you, doctor. I shall have to think it over and decide which is the lesser evil: to follow your advice or prepare for a better world.

TEXT C. AT THE DENTIST'S

Nell: Hello, is that you Bert? Nell here. I'm so glad I've found you in.

Bert: Hello, Nell. How's things?

N.: Fine. Listen, Bert. I'm bursting with news. Just imagine: yesterday I had the first real patient of my own.

B.: You don't say! Who was it?

N.: A nice old dear with a lot of teeth to be pulled out. It's such wonderful practice for me!

B.: Are you quite sure that some of his teeth couldn't be filled?

N.: None of them! I sent him to have his teeth X-rayed, so it's all right.

B.: How did you manage to get such a marvellous patient, I wonder?

N.: He came with a bad toothache. It had been bothering him for a day or two already.

B.: Were there no other dentists in the surgery?

N.: No, I was the only one. It was Sunday.

B.: Poor old thing! I hope you didn't try to pull out all his teeth at once, did you?

N.: Don't be silly. I just chose the easiest one to begin with.

B.: I see... And how did you get along?

N.: Wonderfully. I tested his blood pressure and gave him a couple of injections, though he said that my smile worked better than any injection.

B.: Oh, he did, did he? And he didn't have heart attack after the tooth was taken out? It would have been natural for an old man.

N.: No, he just felt a bit sick and giddy. I gave him a tonic and told him to stay in bed for a while and take his temperature.

B.: Perhaps I'd better drop in and check his heart? I'm on sick leave now and can do it at any time.

N.: You needn't. I'll ring him up and in case he's running a high temperature I'll let you know. But I do hope he won't. The day after tomorrow he's coming again.

B.: Are you sure he's not going to make an appointment with some other dentist?

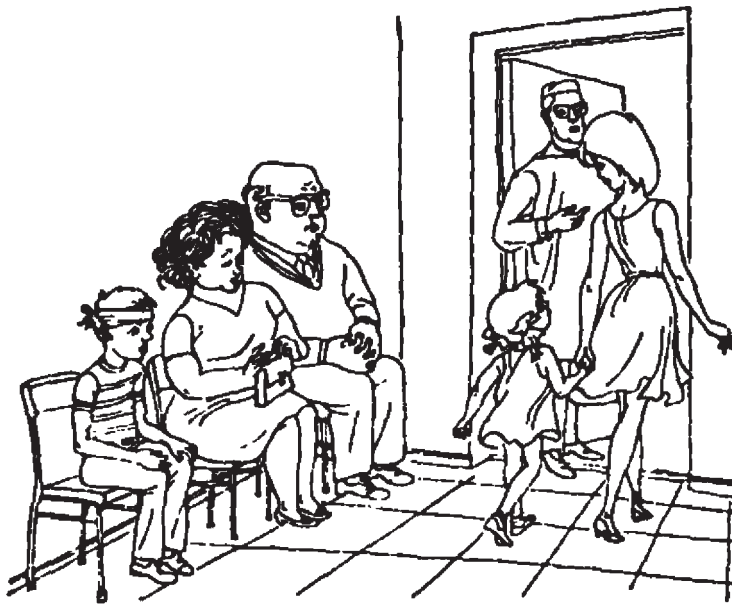
N.: I don't think he will. When he was leaving he said he looked forward to having all his teeth pulled out and he would keep them all as souvenirs to remember me by.

B.: Well, I wish you good luck. Hope to hear from you soon. Bye for now, Nell.

N.: Good-bye, Bert. I'll let you know how things are going on.

Memory Work

For every evil under the sun.
There is a remedy, or there is none.
If there be one, try to find it.
If there be none, never mind it.



ESSENTIAL VOCABULARY (II)

Words

appendicitis <i>n</i>	insomnia <i>n</i>
attack (of smth.) <i>n</i>	prescription <i>n</i>
case (of a disease) <i>n</i>	recover (from a disease) <i>v</i>
cholera <i>n</i>	remedy <i>n</i>
complication <i>n</i>	scarlet fever <i>n</i>
cough <i>v, n</i>	sneeze <i>v</i>
cure of <i>v</i>	sore (throat, eye, finger, etc.) <i>adj</i>
cure for <i>n</i>	surgery <i>n</i>
die of <i>v</i>	symptom <i>n</i>
diphtheria <i>n</i>	tonic <i>n</i>
disease <i>n</i>	treat <i>v</i> (smb. for a disease)
indigestion <i>n</i>	treatment (for smth.) <i>n</i>
injection <i>n</i>	typhoid fever <i>n</i>

Word Combinations

to feel smb.'s (one's) pulse
to write out a prescription (for pills, etc.)
to go to a chemist's (drugstore)
to follow the doctor's directions
to catch (a) cold
to have an accident
to be short of breath
to examine a patient (smb.'s throat, etc.)
to breathe in deeply
to consult (see) a doctor
to have a nervous breakdown
to keep to a diet (of ...); to be on (go on), follow a diet
to have a prescription (medicine, mixture, tonic, etc.) made up
to take medicine (a spoonful of, etc.)
to be wrong with (one's heart, lungs, etc.); to have smth.
wrong with
to be taken ill (to fall ill) with
to be laid up with
to feel sick (and giddy)

to fill smb.'s tooth
to have one's tooth filled, to have a filling
to pull (take) out a tooth = to have an extraction
to have one's tooth pulled out (taken out), extracted
to be (have one's teeth, chest, heart, etc.) X-rayed
to test smb.'s blood
to have one's blood tested
to test smb.'s blood pressure
to have one's blood pressure tested
to have, get (give) an injection (a needle)
to have a heart attack
to check smb.'s heart, lungs, etc.; to sound smb.'s heart,
lungs, etc.
to be on sick leave; to get sick leave
to make an appointment with a doctor

Examples

He was taken to hospital and operated on (underwent an operation) for appendicitis.

After I've had some injections of tonic I feel quite cured of all my ailments.

The child is ill (laid up) with chicken pox (ветрянка). He'll soon recover if no complications set in.

Smallpox (оспа) is a catching (заразная) disease marked by fever and small red spots on the body and often leaves permanent marks.

I've been on sick leave for a fortnight already, but I don't feel any better so far.

The doctor diagnosed the illness as tuberculosis (t. b.).

A doctor who performs (carries out) operations is called a surgeon. Nowadays operations may be performed almost on any part of the body.

When people have pain in their teeth they go to a dentist to have the holes in their teeth filled (stopped). When necessary they may have their teeth taken (pulled) out.

People who are treated in health centres (policlinics) are called out-patients, those who stay in hospital are called in-patients.



Something is wrong with my legs: all my joints ache and when I bend my knee it hurts me.

The old man's sight is getting dim (слабее), his eyes are sore, swollen and itching.

Note: Don't say "He wrote me a prescription out", but "He wrote out a prescription for me".

EXERCISES

I. Study Text A and explain the meaning of the words and phrases listed below:

in an unthinking moment, idly turn the leaves, a fatal malady, premonitory symptoms, complication, to walk the hospitals, to time the pulse, all for nothing, the prescription ran, a family hotel, to follow the directions, his life was preserved.

II. a) Write English equivalents of the following words and phrases. Use them in sentences of your own:

1. застыв от ужаса; 2. заинтересоваться чем-л.; 3. интересный случай с медицинской точки зрения; 4. защищать диплом; 5. отни-

мать у кого-л. время; 6. каждые шесть часов; 7. забивать голову непонятными вещами.

b) Write these words in English and transcribe them:

болезнь, симптом, отчаяние, тиф, алфавит, дифтерит, холера, талия, скарлатина, аптекарь.

c) Find in the text synonyms of the following words and phrases and explain how they differ:¹

illness (4 words), friend, doctor, look quickly, imagine, do a favour to smb., die.

III. Write 10 questions to Text A covering the main points. Prepare to discuss the text using the words and phrases from Ex. II.

IV. Study Texts B and C and translate these sentences into English:

1. Я страдаю от бессонницы. 2. Я все время чихаю и кашляю. 3. У меня болит горло. 4. В довершение ко всему я простудился. 5. Я задыхаюсь. 6. С легкими у вас все в порядке. 7. Глубоко вдохните через нос. 8. У вас может быть нервное расстройство. 9. Регулярно питайтесь и придерживайтесь овощной диеты. 10. По столовой ложке три раза в день. 11. Обещаю полное выздоровление в течение трех месяцев. 12. Я это обдумую. 13. Я рада, что застала тебя дома. 14. У меня уйма новостей. 15. Ни одного! 16. Она досаждала ему уже два дня. 17. Я была единственным врачом в приемной. 18. Бедняжка! 19. Не говори глупостей! 20. Для начала я как раз выбрала самый легкий зуб. 21. Ну, и как у тебя пошли дела? 22. Я сделала ему пару уколов. 23. Может быть, мне лучше забежать...? 24. Он их сохранит на память обо мне.

V. Reproduce Text B so that a question is asked about each sentence said by the patient or the doctor. Recite the dialogue in class.

Example: Patient: You'd better ask me what is not the matter with me, doctor.

Doctor: Is it really as bad as that? What are you complaining of?

Patient: Insomnia ... and pains in the stomach.

Doctor: Oh, dear, isn't it too much for one man?

¹ See Notes on Synonyms and Antonyms on p. 18.

VI. Retell Text C in indirect speech: a) speaking on the part of the old man; b) reproducing Nell's talk with Bert over the telephone. You may find the following phrases useful:

a) to look a miserable wreck, to suffer from, to cheer smb. up, to be in despair, to be in high spirits; b) to be afraid that, to be sorry for, to doubt smb.'s skill, to wonder if..., to feel hurt, to suggest that one should...

VII. Study Essential Vocabulary (II) and

a) translate the illustrative examples into Russian;

b) express in writing the suggested idea using *do* for emphasis. Add a sentence to show that the emphasis is necessary:

E x a m p l e s: Your brother did go to the chemist's to have your prescription made up though he was pressed for time. Mother told you to put on your coat but you wouldn't and you did catch a cold.

1. to have a nervous breakdown; 2. to keep to a diet; 3. to try to make an appointment with; 4. to give (get) an injection; 5. to get sick leave; 6. to set in (about complications); 7. to prescribe pills for; 8. to undergo a treatment; 9. to recover from; 10. to diagnose smb.'s illness (as); 11. to have one's tooth filled; 12. to need the services of a surgeon.

VIII. a) Supply prepositions where necessary:

Scarlet fever is an infectious fever. marked .. the appearance ... the second day ... a bright red rash consisting ... closely-set red spots. Shortly after the patient develops a high temperature and suffers ... painful sore throat. ... the third or fourth day the rash starts to fade and ... favourable cases the temperature falls and the patient feels better. ... the end ... a week the rash usually disappears. Complete recovery may be expected ... the following month. The complications ... scarlet fever are very serious, the commonest being inflammation ... the ear. Scarlet fever is essentially a disease ... children and young persons.

b) Give a short description of some other disease using a few phrases from the text above.

IX. Correct the following statements, beginning each sentence with one of the following phrases:

You're wrong. You're mistaken. I can't agree with you. Nothing of the kind. But ... (it is, they don't, etc.). I don't think you're right. Of course not. Just the other way round. On the contrary. Surely not! By no means!

E x a m p l e: — You never take your temperature when you are ill.

— Oh, yes (of course), I do. I always take my temperature when I'm ill.

1. Sick people never stay in bed while they are ill. 2. You were laid up with flu last week, I believe. 3. It is not dangerous to take care of a person who has got a catching disease. 4. People often feel sick and giddy when they are quite well. 5. We seldom sneeze and cough when we have a cold. 6. You never have a sore throat when you have tonsillitis. 7. She doesn't feel any pain in her heart when she has a heart attack. 8. Children have swollen eyes when they have been laughing too much. 9. People need the services of the doctor when they are well, I think. 10. Probably you consult a dentist when you have a stomach-ache.

X. Read the text. Summarize it in 5-6 sentences without using direct speech:

Hob sat in the doctor's waiting-room. On the chairs at the wall other patients were sitting. They all looked sad except Hob who was reading an exciting story in a magazine. Just then the doctor came in to say that he was ready to see the next person. Hob got up and went into the consulting room.

Before Hob could say a word the doctor said, "Now what's the trouble? Sit down there and we'll have a look at you. Unfasten your jacket and your shirt, please. I'll listen to your heart." Hob tried to speak, but the doctor interrupted him and ordered him to say "ninety-nine". Hob said it. "Now let me see your throat, open your mouth wide." The doctor had a good look and then he said, "Well, there's nothing wrong with you." "I know there isn't," said Hob, "I just came to get a bottle of medicine for my uncle."

(From Essential English for foreign students
by C. E. Eckersley, Lnd., 1977)

XI. Write 10 sentences to go with each of the pictures on pp. 68, 71.

XII. Answer the following questions:

1. What are the symptoms of flu (tonsillitis, measles, mumps, scarlet fever, etc.)? 2. Who is treated at the polyclinic, and who is treated at the hospital? 3. What do you do when you fall ill? 4. What does the doctor do when he comes to examine you? 5. What do you feel when you have flu? 6. How does a sick person look? 7. How should we translate into Russian "He is ill" and "He has ill manners"? 8. What catching diseases do you know? 9. Do people in this country get their pay when they are ill?

XIII. Translate the following sentences into English:

1. Я, должно быть, схватил грипп. 2. Вам лучше обратиться к врачу. 3. Врач пощупал мой пульс, прослушал сердце и легкие и измерил температуру. 4. Она не в состоянии разговаривать, у нее ужасно болит зуб. 5. Я вся дрожу. Должно быть, я простудилась. 6. Я не могу читать вслух, у меня болит горло. 7. Беспокоиться не о чем, его успешно прооперировали. 8. Я, пожалуй, приму эти пилюли от головной боли. 9. Почему ты ходишь в такую погоду без шляпы? Ты ведь недавно серьезно болел. У тебя могут быть осложнения. 10. Вам сделали рентген? 11. Вот рецепт. По столовой ложке микстуры три раза в день. 12. Вы послали за доктором? 13. У вас два больных зуба. Вам нужно обратиться к зубному врачу. 14. Врач попросил пациента раздеться до пояса и выслушал его. 15. Кто пойдет в аптеку заказать лекарство? 16. Если бы ты не следовала советам врача, ты бы не поправилась так скоро. 17. На вашем месте я придерживалась бы диеты, у вас ведь не в порядке желудок. 18. Как жаль, доктор забыл выписать мне лекарство от насморка. 19. Почему у вас одышка — у вас высокое давление или что-нибудь с сердцем? 20. Ребенок болен скарлатиной. Придется ему дней десять полежать в постели.

XIV. Make up stories and dialogues through mime¹.

Have the students to prepare a mime and perform it twice (for tasks A and B). The performed actions should be rather slow to allow the other students to tell the story or speak for the mimes.

¹ The noun **mime** has two meanings: 1 a performance without words (пантомима); 2. an actor in such a performance (мим).

A. Describe the actions of the mimes using the Present Indefinite, Continuous or Perfect tenses. (for one or two students)

B. Speak for each mime. (for two students)

C. Tell the story in reported speech orally or in writing. (for one student)

Suggested topics and stages for actions:

1. At the Doctor's

a) A patient enters the room and tells the doctor what he (she) is suffering from.

b) The doctor asks the patient to strip to the waist and examines him (her).

c) The patient asks the doctor what's wrong with him. He seems to be worried.

d) The doctor tries to comfort the patient and writes out a prescription.

2. At the Dentist's

a) A patient complains of a bad toothache.

b) The dentist asks him to sit down and examines his mouth. One of his teeth should be pulled out.

c) The patient is afraid. He feels sick and giddy.

d) The dentist pulls out his tooth and shows it to the patient who brightens up and looks happy.

3. At the Bedside

a) A boy complains of a sore throat.

b) His mother is worried. She takes his temperature. It's normal. His throat is all right.

c) Then the boy pretends to have a stomach-ache and a headache, to be sick and giddy.

d) His mother understands his tricks and orders him to go to school.

XV. Try your hand at teaching.

Find a picture on a medical subject and ask your "pupils" to describe it.

A. Preparation. a) Make up a list of new words (in spelling and transcription) that might be needed to discuss it.

b) Write questions about the picture, using the phrases *in the picture, in the foreground (background), in the right (left-) hand corner, to the right (left) of.*

c) Look up the words and phrases you may need to discuss the picture in class in "Classroom English", Section V.

B. Work in Class. Show the picture to the members of your group; write the new words on the blackboard, translate them (or explain their meaning) and make the students repeat them in chorus; ask your questions.¹

XVI. a) Give the idea of the text in English:

Сколько стоит аппендицит?

Бумажка была счетом за удаление у «мистера Стрельникова» аппендицита. Одному из нас с подобного рода бумагой пришлось столкнуться впервые, и было очень интересно читать: «Анализ крови — 25 долларов. Плата хирургу за операцию — 200 долларов. Анестезия — 35 долларов. Плата за каждый день пребывания в госпитале — 200 долларов. Плата за телевизор — 3 доллара в день». И так далее. Всего расставание с аппендицитом мистеру Стрельникову стоило 1112 долларов! Сюда входит плата врачу за постановку диагноза, за удаление ниток из шва...

Если бы мистер Стрельников пожелал продлить пребывание в госпитале до существующей у нас нормы (семь дней), бумажка счета стала бы вполтину длиннее. Как гражданин страны, где медицинское обслуживание бесплатное, денег из своего жалованья мистер Стрельников не платил. Уплатило за него государство. А в больнице он был столько, сколько бывают американцы, — три дня.

(Стрельников В., Песков Б.
Земля за океаном. М., 1975)

P r o m p t s: bill, anaesthesia, to take out the stitch, twice longer.

b) Say what you know about the cost of health service in Russia and in other countries nowadays.

XVII. a) Read and translate the texts below:

1. In Great Britain primary health care is in the hands of family practitioners who work within the National Health Service. The family practitioner services are those given to patients by doctors, dentists, opticians and pharmacists of their own choice. Family doctors who are under contract to the National Health Service have an average about 2,250 patients. They provide the first diagnosis in the case of illness

¹ The first picture should be discussed with the whole group under the teacher's guidance; the other pictures may be discussed in pairs.

and either prescribe a suitable course of treatment or refer a patient to the more specialized services and hospital consultants.

A large proportion of the hospitals in the National Health Service were built in the nineteenth century; some trace their origin to much earlier charitable foundations, such as the famous St. Bartholomew's and St. Thomas' hospitals in London.

About 85 per cent of the cost of the health services is paid for through general taxation. The rest is met from the National Health Service contribution and from the charges for prescriptions, dental treatment, dentures and spectacles. Health authorities may raise funds from voluntary sources.

(See: "Britain 1983". Lnd., 1983)

2. Nobody pretends that the National Health Service in Britain is perfect. Many doctors complain that they waste hours filling in National Insurance forms, and that they have so many patients that they do not have enough time to look after any of them properly. Nurses complain that they are overworked and underpaid.

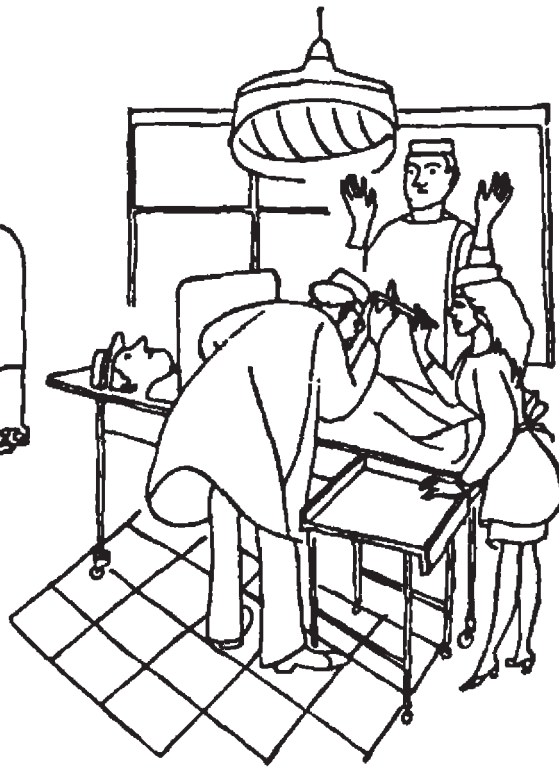
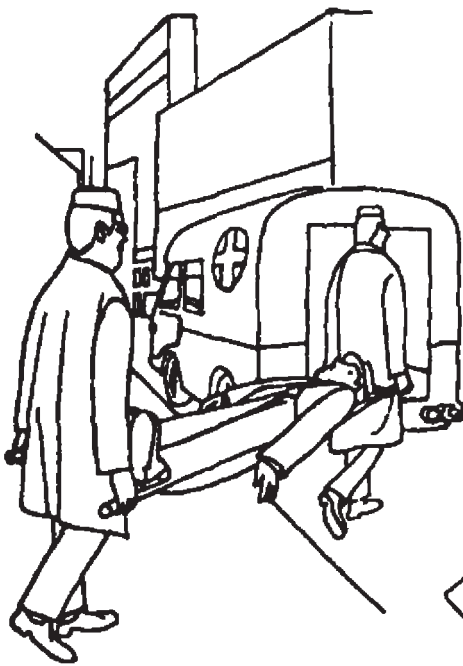
3. Many Health Service hospitals are old-fashioned and overcrowded, and, because of the shortage of beds, patients often have to wait a long time for operations. Rich people prefer to go to private doctors, or to see specialists in Harley Street, the famous "doctors" street in London. When these people are ill they go to a private nursing-home, for which they may pay as much as £ 100 a week. Alternatively, they may hire a private room in an ordinary hospital, for which they will pay about £ 10 a day.

(Musman R. Britain To-day. Lnd., 1974)

b) Write 10 questions about the facts mentioned in the texts that you find interesting and discuss them in class.

XVIII. Find some jokes on a medical subject and tell them to your fellow-students.

XIX. a) Give a very short description of each picture in the Present Tense. Use prompt words and phrases listed in the Note.





- b) Make up a story about the pictures in the Past Tense.
c) Find a short title to the story.

Note: сточная труба — sewer; носилки — stretcher; санитарная машина — ambulance; санитар — ambulance man; операционная — operating-room; гипсовая повязка — plaster-bandage.

XX. Film "Mr. Brown's Holiday". Film segment 2 "Miss Peggy and the Pussy Cats" (Canterbury), a) Watch and listen, b) Do the exercises from the guide to the film.

STUDIES OF WRITTEN ENGLISH

II

This time you will learn more about the smallest thought units that build up writing, beginning with a paragraph and how they work within the paragraph.

Key-words are main words in the passage that help to emphasize the main point and understand the subject you are writing about. That is why key-words are the first elements to choose when setting your mind on writing on a certain subject and there are different ways to use them in a paragraph: repeating them, using synonyms, bringing them in close semantic relation.

E. g. "He read the letter slowly and carefully. It was not the kind of case he wanted, it was not the kind of case he had promised himself. It was not in any sense an important case..." (*From "The Nemean Lion" by A. Christie*). Hercule Poirot, the famous detective of A. Christie's had been dreaming of an unusual case. That one about the kidnapping of a dog was a disappointment. It was not a proper case for him.

The central thought of the paragraph is emphasized by repeating the key-word, otherwise echo-word.

Assignments:

1. Go over the text "A Day's Wait" and pick out the key-words and phrases that indicate the topic of illness and treatment. Arrange them into three groups according to the ways that are commonly used to point out the central thought. Which is the largest group and why?

2. Prepare a list of key-words and phrases before writing a paragraph: a) *describing* how the poor boy looked before the doctor came; b) *telling* a story of his recovery; c) *arguing* about the turning point in his illness; d) *explaining* the difference between miles and kilometers, between the Fahrenheit thermometer and the Centigrade thermometer.

LABORATORY EXERCISES (II)

1. a) Listen to the text "A Victim to One Hundred and Seven Fatal Maladies", mark the stresses and tunes, b) Repeat the text following the model.

2. Listen to the dialogue "A Visit to the Doctor". Repeat the text in the interval and record your version. Compare your version with the original and correct your mistakes.

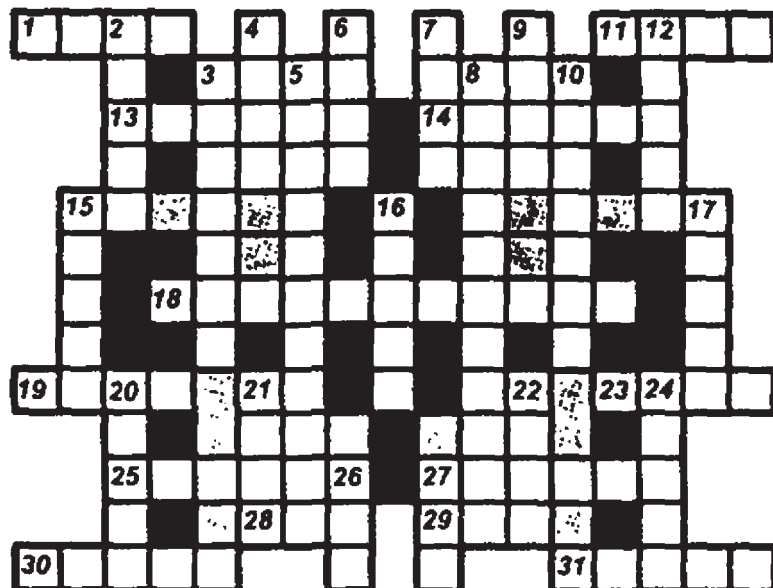
3. Respond to the following suggestions. Begin your sentences with "Hadh't we (he) better...?"

4. Extend the statements. Begin your sentences with "It's time you (he, etc.)" + a verb in the Past Subjunctive.

5. Write a dictation. Check the spelling using a dictionary.
6. Translate the sentences into English. Check them with the key.
7. Listen to the text "Doctor Sally". Get ready to act it out in class.

CURIOSITY QUIZ FOR EAGERS

Crossword Puzzle



Across

1. Stop a hole in a tooth with cement, etc.
3. Seize something with the teeth (also cause a sharp pain).
11. Fill a hole in a tooth with cement, etc.
13. Fibers (волокна) connecting the brain with all other parts of the body and carrying feelings to the brain.
14. Let out the air suddenly through the nose and the mouth (usu. when having a cold).
18. An instrument for measuring temperature.
19. A kind of medicine having good effects on the body.
23. The middle joint of the leg where the leg bends.
25. A hollow in the lungs (каверна).
27. A person who practises medicine and treats people.
28. The drink made by pouring boiling water on dried leaves bearing the same name, often used as a tonic.
29. A coloured liquid used for writing with a pen.
30. Take one's clothes off.
31. Come into two or more parts; crack a bone, joint.

Down

2. Breathing organs found in man and animal. 3. Take air into the body and send it out. 4. Exist. 5. The degree of heat or cold in the air, water, body, etc. 6. Be still, relax after work, efforts, etc. 7. Small spots (red or pink) close together on the skin (usu. a symptom of a disease). 8. Difficulty in digesting food. 9. Be aware through the senses. 10. A catching disease marked by fever and small spots that cover the whole body (common among children). 12. Give medical care to people in order to cure them. 15. A high temperature. 16. The red liquid in the body. 17. The regular beating of the arteries as the blood is forced along them. 20. An open sore (язва, нарыв) on internal organs. 21. A special choice of food ordered by a doctor. 22. Ill, unwell. 24. A person specially trained to look after sick people. 26. A short sleep. 27. Not clearly seen.

You're the doctor!

SPEAKING & VOCABULARY illness and treatment

Read about the two situations and work out the meaning of the highlighted words. Then decide which you think is the correct answer for each one.

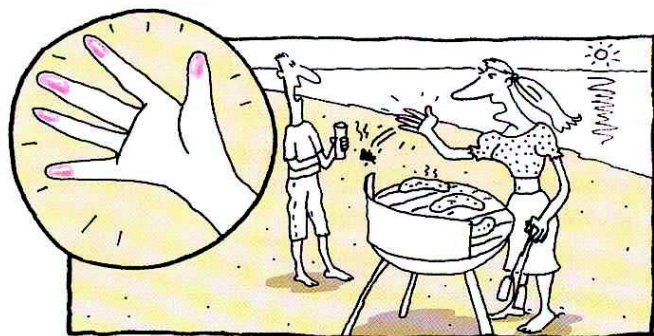
You're the doc!



1 You're at home with some friends watching a football match on TV. In the excitement, one of your friends suddenly starts having a nosebleed.

DO YOU...?

- a get some ice from the freezer and put it on his nose
- b get some toilet paper, tell him to put it in his nose, and suggest that he goes to the doctor to check his blood pressure
- c tell him to pinch the soft part of his nose for five minutes



2 You're having a barbecue with some friends on the beach. One of your friends accidentally picks up a very hot piece of wood and burns her hand. It hurts a lot and she has blisters on her skin.

DO YOU...?

- a pour cold water on the hand and then cover it with a plastic bag
- b cover the burn with suncream
- c break the blisters and put on antiseptic cream

2 PRONUNCIATION consonant and vowel sounds

The phonetic symbols in a dictionary help you check the pronunciation of words which have an irregular sound-spelling relationship.

a **1.13** Use the phonetic symbols to help you pronounce these words. Then listen and check.

- | | |
|------------------|-------------------------|
| 1 cough /kɒf/ | 4 bruise /bru:z/ |
| 2 heart /hɑ:t/ | 5 blood /blʌd/ |
| 3 asthma /'æsmə/ | 6 diarrhoea /,daɪə'riə/ |

b How do you pronounce the sounds below? Write the words from the list in the correct column.

ache infection ankle bandage specialist chemist
choking GP allergy pressure rash check-up
stomach temperature unconscious

c **1.14** Listen and check. Practise saying the words.

d **p.160 Sound Bank.** Look at the typical spellings for these sounds.

e Ask and answer the questions below with a partner.

- 1 What are the main symptoms of...?
 - a a cold
 - b flu
 - c a twisted ankle
 - d a heart attack
 - e an allergic reaction
 - f food poisoning
- 2 What should you do if you have the illnesses or injuries above?

b **Communication** *You're the doc!* p.116. Check your answers.

c **p.147 Vocabulary Bank** *Illness and treatment.*

3 READING & LISTENING

- a You are going to read an article about two people who found themselves involved in life or death situations. Work in pairs. A read the first article and B read the second.

Help! My friend's choking!

Library assistant, Mrs. Johnson was having dinner with friends in a restaurant. They were all having steak and Mrs Johnson had just swallowed a piece of meat when she suddenly found that she couldn't breathe. Her friends hit her hard on the back, but the piece of steak remained stuck in her throat. She was starting to panic. One of her friends shouted out desperately, 'Excuse me, can anyone help my friend? She's choking.' At another table in the restaurant Trisha Goddard, a TV chat show presenter, saw what was happening and rushed over to try to help. She stood behind Mrs Johnson and put her arms round her waist, and then pulled hard inwards and upwards three times...



Trisha Goddard



- b Take turns to tell each other your story. Explain...
- 1 what the situation was.
 - 2 what the person who was giving first aid did.
- c Discuss whether you think they did the right thing or not.
- d **1.15** **1.16** Now listen to what happened next and answer the questions.
- 1 What happened to Mrs Johnson in the end? Did Trisha Goddard do the right thing?
 - 2 What happened to Peter in the end? Did his mother do the right thing?

4 SPEAKING

GET IT RIGHT keep going!

Even when you know a lot of vocabulary connected with a topic, you may find that you don't know the exact word or phrase for what you want to say. If this happens, don't freeze! Paraphrase (use other words to say what you mean) and keep going!

Useful language

What I mean is...

I can't remember / I don't know the word, but it's...

She had a sort of / kind of...

Talk to a partner.

Have you ever had to give first aid?

YES

Who to? Why?

What happened?

NO

Has anyone ever had to give you first aid?

YES

What happened?

NO

How much do you know about first aid?

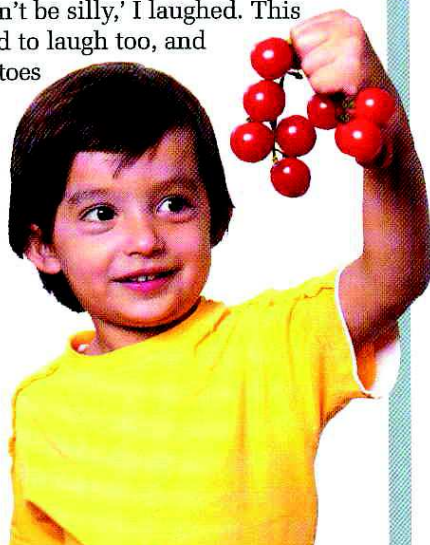
Where did you learn it?

What do you think you should do if...?

- a someone is stung by a wasp
- b someone has too much to drink and loses consciousness
- c someone accidentally takes too many painkillers

The day my little boy swallowed a tomato

'Look at me, Mum,' giggled my three-year-old son. I could hardly understand him, as his mouth was full of cherry tomatoes. He had taken them out of the fridge while I was making lunch. 'Oh Peter, don't be silly,' I laughed. This was a big mistake. Peter tried to laugh too, and as he did so, one of the tomatoes got stuck in his throat. He tried to cough, but nothing happened. He was choking. I hit Peter on the back, but the tomato didn't move. Peter began to turn blue. I ran outside into the street, screaming for help, but the road was completely deserted. I was desperate. I put my whole hand in his mouth and pushed my fingers as far as I could down his throat...



B.: You had bad luck. And what are your plans for the coming winter holidays?
 A.: I haven't made any plans so far.
 B.: Wouldn't you like to stay with me at my aunt's in the country?
 A.: But would it be convenient to her?
 B.: Certainly.
 A.: Well, that's very nice of you to invite me.

TEXT. A DAY'S WAIT

by Ernest Hemingway

Hemingway, Ernest (1899 – 1961): a prominent American novelist and short-story writer. He began to write fiction about 1923, his first books being the reflection of his war experience. "The Sun Also Rises" (1926) belongs to this period as well as "A Farewell to Arms" (1929) in which the antiwar protest is particularly powerful.

During the Civil War Hemingway visited Spain as a war correspondent. His impressions of the period and his sympathies with the Republicans found reflection in his famous play "The Fifth Column" (1937), the novel "For Whom the Bell Tolls" (1940) and a number of short stories.

His later works are "Across the River and into the Trees" (1950) and "The Old Man and the Sea" (1952) and the very last novel "Islands in the Stream" (1970) published after the author's death. In 1954 he was awarded a Nobel Prize for literature.

Hemingway's manner is characterized by deep psychological insight into the human nature. He early established himself as the master of a new style: laconic and somewhat dry.

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move. "What's the matter, Schatz?"¹

"I've got a headache."

"You'd better go back to bed."

"No, I'm all right."

"You go to bed. I'll see you when I'm dressed."

¹ Schatz (*Germ.*): darling

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

"You go up to bed," I said, "you're sick."

"I'm all right," he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."²

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"All right, if you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle's³ *Book of Pirates*, but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

² 102 °F (Fahrenheit) correspond to 38.9 °C (Centigrade). The Fahrenheit thermometer is used throughout the British Commonwealth and in the United States. The boiling point of the Fahrenheit thermometer is 212°, the freezing point — 32°, the normal temperature of a human body is about 99°. The Centigrade thermometer, used in Russia, France and other countries, has 0° (zero) for its freezing point and 100° for the boiling point.

³ Pyle, Howard (1853–1911): an American illustrator, painter and author.

"Just the same, so far," he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

"Why don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little light-headed and after giving him the prescribed capsules at eleven o'clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek.

At the house they said the boy had refused to let any one come into the room.

"You can't come in," he said. "You mustn't get what I have." I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

I took his temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked worried about something.

"Take this with water."

"Do you think it will do any good?"

"Of course, it will."

I sat down and opened the Pirate Book and commenced to read but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk!"

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Schatz," I said. "Poor old Schatz, it's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

1. to shiver *vi* дрожать, *as* shiver with cold

Syn. to tremble, to shudder, to start; to tremble is the most general word; shuddering/starting is generally the result of (great) fear or disgust, *e. g.* He seemed perfectly calm, only a slight trembling of his voice and hands showed he was excited. Keith shuddered at the sight of the dead body. The child was shivering with cold. She started when they came in.

2. ache *n* боль (a continuous, not sharp or sudden, pain). Usually used in compounds: headache, toothache, stomach-ache, earache, backache, *e. g.* I had a bad headache yesterday. Some people have (a) bad earache when the plane is losing height. **But:** to have a sore throat, eye, finger, etc., *e. g.* I can't speak louder, I have a sore throat.

Syn. pain *n* to feel (have) a bad (sharp, slight) pain in ..., *e. g.* I feel a sharp pain in my right knee. My leg gives me much pain.; painful *adj* болезненный, тяжелый

Ant. painless, *e. g.* It was a painful (painless) operation.

to ache *v i/t* болеть (чувствовать боль) — to be in continuous pain, *e. g.* My ear aches. After climbing the mountain he ached all over.

Cf.: hurt *vt/i* причинять боль, *e. g.* It hurts the eyes to look at the sun. My foot hurts (me) when I walk.

3. medicine *n* 1. лекарство, *e. g.* What medicine(s) do you take for your headaches? 2. медицина, *e. g.* He is fond of medicine, he wants to become a surgeon.

medical *adj*, *e. g.* He studies at a Medical Institute. He is a medical student. My medical knowledge leaves much to be desired. You'd better consult your surgeon.

4. condition *n* 1. состояние; to be in (a) good (bad) condition, *e. g.* After the thunderstorm our garden was in a terrible condition, quite a number of trees were broken. Every parcel arrived in good condition (nothing was broken or spoiled).; to be in no condition to do smth., *e. g.* He is in no condition to travel. The ship was in no condition to leave harbour. He can sing very well, but tonight he is in no condition to do it, he has a sore throat.

2. **условие; under good (bad) condition(s)**, e. g. The unemployed live under very hard conditions.; **on condition that = if**, e. g. I will do it on condition that you give me the time I need.; **conditional adj.** e. g. Conditional sentences contain "if" or its synonyms.

5. **foot** *n* (*pl* feet) 1. нога (ниже щиколотки, ступня), e. g. The boy jumped to his feet. A dog's feet are called paws.; 2. фут (около) 30,5 см, *pl* часто без изменений, e. g. The boy was too tall for his age and he was three foot two in his shoes.; 3. подножие, нижняя часть, основание, as the foot of the mountain, at the foot of the page, the foot of the bed, e. g. This boy is at the foot of his class.

Ant. top, head, as the top of the mountain, the top (head) of the page, at the head of the bed, etc. e. g. This boy is at the head of his class.

on foot (= walking, not riding), e. g. When people are having their walking holiday they cover long distances on foot. (Cf.: by train, by bus, etc.)

footnote *n* сноска

6. **prescribe** *vi* прописывать лекарство, e. g. Doctor, will you prescribe a tonic for me? What can you prescribe for my headache (cold, etc.)?

prescription *n* рецепт; to make up a prescription for smb., e. g. Please call in at the chemist's and have this prescription made up for me; to write out a prescription.

7. **bare** *adj* 1. обнаженный, голый, непокрытый (usu. about some part of our body), e. g. His head was bare.

Syn. naked (= having no clothes on), e. g. Victorine was shocked when she learned that she would have to sit for the painter quite naked.

barefoot *adj predic, adv* = with bare feet, without shoes and stockings, e. g. Children like to go (run, walk) barefoot.

barefooted *adj, attr*. Barefooted people were standing on the bank.

bare-legged (-armed) *adj* = with bare legs (arms), e. g. When we speak of bare-legged children we mean children wearing shoes, but no stockings; bare-footed children wear neither shoes nor stockings

bare-headed, *adj* = without a hat, *e. g.* It's already too cold to go bare-headed.

2. пустой, голый, лишенный чего-л., *as* a bare room (with little or no furniture), bare walls (without pictures or wallpaper), bare trees (without leaves), bare facts (only facts; nothing but facts).

Cf.: a bare room (no furniture), an empty room (no people), a vacant room (a room in which either no one is living at present or no one is working; a room which can be occupied), *e. g.* After the piano was taken out, the room seemed quite bare. I thought I heard voices in the next room, but it was empty. "Won't you look for a vacant room in which we could have a consultation?" — "I'm told that all the rooms are occupied."

8. **refuse** *vt/i* отказывать(ся), *e. g.* She refused my offer. She can't refuse her children anything. He refused to do what I asked him.

Note: In the meaning of sacrificing smth., parting with smth., the English verb to give up is used, *e. g.* He gave up the idea of going there. Roger promised to give up smoking, but he didn't keep his promise.

refusal *n*, *e. g.* He answered her invitation, with a cold refusal.

9. **like** *adj* похожий, подобный, *e. g.* They are as like as two peas. What is he like? (= What sort of person is he?) What does he look like? (= What kind of appearance has he got?) How does she look today? (= What is her appearance today?) It looks like gold. (= It has the appearance of gold.) It looks like rain. It was just like him to take the biggest piece of cake. There is nothing like home.

like *prep* or *adv* подобно, как, *e. g.* I can't do it like you. They are behaving like little children, I've never heard him sing like that.

Note: to act like means to do smth. in the same way or in the manner of other people, *e. g.* She can play like a real pianist.; to act as means acting in the capacity of smb., *e. g.* Some of our students act as guides during summer.

alike *adj predic* одинаковый, похожий, подобный, *e. g.* The houses in this street are alike. (*Cf.*: The houses in this street are like those in the next street.)

likeness *n* сходство, *e. g.* I cannot see much likeness between the twins.

unlike *adj* непохожий, *e. g.* She was unlike all other girls.

unlike *prep* в отличие от, *e. g.* Unlike other girls she was not at all talkative.

NOTES ON STYLE

A. The terms **style**, **stylistic** are generally used in two different meanings. In lexicology the term **functional style** is used which may be defined as a system of expressive means peculiar to a specific sphere of communication. Otherwise speaking, the choice of words and of modes of expression depends on the situation in which the process of communication is realized, whether it is a friendly talk, an official letter or report, a poem, a scientific article, etc. According to the situation (or the sphere of communication) we may distinguish formal (bookish, learned) and informal (colloquial) words. The former are peculiar to fiction, scientific prose, lectures, official talks; the latter are used in everyday talks with friends and relatives. One should also keep in mind that there are a great number of words that are independent of the sphere of communication, i. e. that can be used in a lecture, in an informal talk, in a poem, etc. Such words are stylistically neutral (*e. g.* bread, word, book, go, takes, white, etc.).

Students should be warned against taking the term *colloquial* as a kind of encouragement to use words thus marked as much as possible. The term implies that the words called *colloquial* are limited by their sphere of usage and, if used in a wrong situation (*e. g.* in a student's composition, in a conversation with an official acquaintance or with one higher in authority), may produce the impression of impoliteness or even rudeness.

E. g. He is a jolly chap. = Он парень что надо. (**chap** *n. coll.*; **jolly** *adj. coll.*) The stylistically neutral way of putting it is: He is a good (fine) man.

How are the kids? = Как ваши ребята? (**kid** *n, coll.*)

The stylistically neutral way: How are your children?

I'm all right. = Со мной все нормально. (**all right** *coll.*)

The stylistically neutral way: I feel (am) quite well.

Compare:

<i>Neutral</i>	<i>Colloquial</i>	<i>Bookish</i>
begin	start	commence
continue	go on	proceed
end, finish	be over (through)	terminate
buy	get	purchase

Note also that such abbreviations as *I'm, I've, I'll, you'd, you're*, etc. are characteristic of colloquial style. Therefore, students will be well advised to avoid them in their compositions, essays, *précis*, etc.

B. The term **style** may be also used with reference to the manner of writing of some particular author. *E. g.* Hemingway's style is characterized by laconism and lack of detail. The syntax of his sentences is very simple, the dialogues are almost monosyllabic and seemingly unemotional. Yet, through the austere form the author manages sometimes to create a narration of great tension.

ESSENTIAL VOCABULARY (II)

Words

ache <i>v, n</i>	flue <i>n</i>	painful <i>adj</i>
avoid <i>v</i>	foot <i>n</i>	pneumonia <i>n</i>
bare <i>adj</i>	medical <i>adj</i>	prescribe <i>v</i>
barefoot <i>adj predic, adv</i>	medicine <i>n</i>	prescription <i>n</i>
bare-headed <i>adj</i>	miserable <i>adj</i>	shiver <i>v</i>
condition <i>n</i>	naked <i>adj</i>	tremble <i>v</i>
epidemic <i>n</i>	pain <i>n</i>	vacant <i>adj</i>
fever <i>n</i>		

Word Combinations

to have (got) a headache	to give smth. up
to take one's (or smb.'s) temperature	to make a note (notes) of smth. so far
to bring down the fever	at the foot (head) of the bed
to be in (a) good (bad) condition	to read to oneself (aloud)
to live (work) under good (bad) condition (s)	to go to sleep (cf.: to fall asleep)
to be in no condition to do smth.	to stay (be) awake
on condition that	flushed by the fever (anger, excitement, etc.)
to write (put) smth. down	to flush with
	to take smth. easy

EXERCISES

I. Read the text and the Notes on Lexicology and Style and talk on the following points (A. Grammar, B. Word usage, C. Style):

A. 1. Why does the author use or drop the definite article before the word *bed* in the sentences: "We were still in bed." "You'd better go back to bed," "I sat at the foot of the bed."

2. Why is the Infinitive used with or without the particle *to* in the sentences: "Do you want me to read to you?" "I heard him say a hundred and two."

3. In the sentence "It's nothing to worry about" *it* is a personal pronoun. What noun does it stand for? (Note: The English for «Нечего беспокоиться.» would be "There is nothing to worry about.")

4. Tick off the sentences with the Infinitive used as an attribute.

5. Tick off all the complex sentences with clauses joined without the conjunction *that*, e. g. "I know (that) he is ill."

B. 1. What did the father mean when he said "You'd better go back to bed"? (Add some words to show the implication.)

2. Paraphrase the sentences: "I'd rather stay awake" and "just take it easy."

3. What is the difference between the boy's words "...if it bothers you" and "...if it's going to bother you." (Translate the sentences with these phrases into Russian.)

4. How and why did the boy paraphrase his question "about what time... I'm going to die?"

5. The boy lay with his eyes fixed at the foot of the bed. What synonyms and why did the author use to describe the situation? (See Vocabulary Notes in Unit One.)

C. 1. Comment on the choice of words in Hemingway's story from the point of view of their stylistic colouring. What style prevails, formal or informal?

2. What can you say about the dialogues in the story and their stylistic peculiarities?

3. Comment on the syntax of the story and the stylistic effect achieved by it.

4. What is the general atmosphere of the story? Is the tension gradually increased? How is the effect achieved? What is the point of the highest tension (climax)?

II. a) Choose the best translation of each English sentence below (or give your own variant) and reason out your choice:

I. I'd rather stay awake. 1. Я предпочитаю бодрствовать.
2. Я лучше не буду спать.

II. ...as though it ached to move. 1. ...как будто ему было больно двигаться. 2. ...как будто движения причиняли ему боль.

III. He seemed very detached from what was going on.
1. Казалось, окружающее его не интересует. 2. Он казался полностью отрешенным от всего происходящего. 3. Он, казалось, не замечал того, что происходит вокруг.

IV. But his gaze at the foot of the bed relaxed slowly. 1. Его взгляд становился все менее напряженным. 2. Он уже не с таким напряжением смотрел перед собой. 3. Его взгляд, устремленный на спинку кровати, постепенно терял свою напряженность.

V. The hold over himself relaxed too, finally, and the next day it was very slack. 1. Сдержанность его тоже, наконец,

ослабла и на следующий день была очень незначительной. 2. Он перестал держать себя в руках и на следующий день был совсем вялым. 3. В конце концов его контроль над собой тоже стал слабеть, и на следующий день он совсем раскис.

b) Translate the description of the father's walk.

III. a) Copy, transcribe and give Russian equivalents of these words:

ache, fever, medicine, capsule, purgative, germ, acid, influenza, various, pneumonia, area, pirate, natural, bother, prescribe, bush, brush, worry, thermometer, absolutely, relax.

b) Give the four forms of the verbs:

shut, overcome, lie (лежать), lay (класть), wake, freeze, worry, die.

c) Make four columns and write numbers I, II, III and IV at their tops to represent four types of syllables. Then pick out from the list above ('a' and 'b') words with vowel sounds illustrating different types of syllables and place them in right columns.

IV. Try your hand at teaching.

(Look up the words and phrases you may need to do the task in "Classroom English", Sections IV, VIII.)

A. Preparation. a) Pick out from the text and from the introduction to it words with the letter *c* in them. Divide a sheet of paper into ten columns with the following letters at the top of each column: 1) *c + e*, 2) *c + i*, 3) *c + a*, 4) *c + o*, 5) *c + u*, 6) *c + a* consonant, 7) *c* in the ending *-ic*, 8) *c + h = [tʃ]*, 9) *c + h = [k]*, 10) *c + k = [k]*.

Classify the words under each heading.

b) Make up your own list of words to illustrate the same rules.

B. Work in Class. a) Show the table with 10 columns to your fellow-students and explain how *c* should be pronounced in each case.

b) Dictate the words from your list to the students and ask one of them to spell them on the blackboard. Correct the mistakes.

V. Answer the questions:

1. What were the symptoms of the boy's illness? 2. Why did it seem to the father that the doctor knew all about influenza? 3. What worried the boy? Since when? 4. Why did the boy prefer to stay awake? 5. What were the symptoms of the boy's nervous strain that the father took for the symptoms of his illness? 6. Wouldn't it have been more natural if the boy had told his father about his fears? Why? 7. Do you like the boy's behaviour? How does it characterize him? 8. How would you explain the contrasts in the boy's behaviour on the first and the second day of his illness? 9. Why did the author introduce the description of the father's walk? 10. Do you find the situation described in the story true to life? (Give your reasons.) 11. Do you think you would have behaved in the same way in the boy's place? 12. What do you consider to be the point of the story?

Begin when possible your answers with:

I believe; I think; I'd like to say; In my view; As I see it; I don't think it would...; This is my way of looking at it.

VI. Study Vocabulary Notes and a) write derivatives or compounds of:

refuse, prescribe, pain, ache, condition, bare, like.

b) Give the opposite of:

to read aloud, in good condition, at the foot of the bed (mountain, page), the girl had shoes on, the seat is occupied, the trees are covered with leaves, to be asleep.

c) Give English equivalents of these words and use them in sentences of your own:

голый (2 words), дрожать (2 words), отказаться (2 words).

VII. Fill in

a) ache, hurt, pain, painful:

— What... you?

— I can't say I feel any sharp ... in some definite place, I just... all over.

— Does it ... you to move your arms, legs or head?

— My head ... all the time, it ... me to look at the light and each movement is

— Well, I must examine you. Don't be afraid, it won't be

— But, doctor, each touch gives me

— Well, try and take it easy.

b) in, on:

— Your child's health is ... a rather bad condition, he must be thoroughly examined in the polyclinic.

— But, doctor, he is ... no condition to leave the house, he's too weak.

— Perhaps we'd better take him to hospital then.

— Oh, doctor, isn't it possible to keep him at home?

— Well, only ... condition that you follow all my instructions.

c) refuse, give up:

1. In spite of his father's wish he ... to leave the Medical Institute as he was fond of medicine and didn't want to

2. I decided to break with him after he had ... to help me when I was in great need of help.

3. Though she regularly ... his proposals he couldn't ... his dream of marrying her sooner or later.

4. If she asks me for any favour I'll never ... her.

5. If I were you I wouldn't ... my plan so easily.

d) like, as:

1. The children jumped and squealed (визжали) ... little puppies.

2. The girl tried to behave ... a grown-up person.

3. She was invited to this conference ... a specialist in medicine.

4. He works ... a doctor in one of our hospitals.

5. You just listen to him, he speaks ... a real doctor, though he doesn't know anything about medicine.

6. ... your doctor, I don't allow you to get up for some more days.

VIII. Write 5 questions after each pattern below. (Keep to the same word order.) Discuss them in class:

1. Do you think the boy would have worried about his temperature if he had known the difference between the Fahrenheit and the Centigrade thermometers?

2. Why, do you think, the medicines were in different coloured capsules?

IX. Retell the text in reported speech following the outline given below:

1. The boy looks ill.
2. The father calls for a doctor.
3. The doctor diagnoses the illness and leaves instructions.
4. The boy seems detached from what is going on around him.
5. The father goes for a walk.
6. The boy's state troubles his father.
7. The father finds out what worries the boy.
8. The boy relaxes.

Use the vocabulary of the text and the words:

to ask (about, if, why), to wonder (whether, why, what ...), to say (that), to tell smb. (about smth.), to add (that), to answer (that), to reply (that), to inquire after (smb.'s health), to declare (that).

X. Supply articles where necessary:

1. ... clinical thermometer is ... small thermometer for finding ... temperature of ... body. 2. ... boiling point of ... Fahrenheit thermometer is 212°, of ... Centigrade thermometer — 100° and of ... Reamur thermometer — 80°. 3. ... kilometer is ... measure of length as well as ... mile and ... foot; ... kilogram and ... pound are ... measures of weight. 4. His high temperature worried ... boy because he didn't know ... difference between ... Fahrenheit and Centigrade thermometers.

XI. Make up short dialogues starting with the sentences below. Try and argue with each other:

1. The mother to the father: You shouldn't have gone for a walk when the child was ill.
2. The father to the boy: You should have told me what worried you.
3. The mother to the boy: You should have let me in, why didn't you?

4. The mother to the father: You might have guessed that something was worrying the boy.

5. The father to the mother: You might have dropped in to see what state the boy was in.

6. The mother to the father (the next day): I don't like the boy's state. Perhaps we had better call the doctor again?

Use such phrases as:

But why should (shouldn't) I?; Well, I don't (didn't) think...; I wish I could, but...; I really couldn't imagine...; What a silly way to talk!; I wish you wouldn't...; I'm really sorry, but...; I really feel bad about it...; What do you think I should have done...?, etc.

Example: Father: You should go to bed at once.

Son: Why should I? I'm all right.

Father: But you aren't. You're shivering and your face is white.

Son: Well, I just feel a bit cold, I'll sit down by the fire.

Father: You are ill and you have a fever.

Son: How do you know?

Father: I knew it just when I put my hand on your forehead.

XII. Translate into English:

1. В каких условиях вы жили, когда были ребенком? 2. Я записала все его замечания по этому вопросу. 3. Если бы ты вчера приняла эти таблетки, ты сегодня чувствовала бы себя гораздо лучше. 4. У девочек был совсем несчастный вид, когда им сказали о болезни матери. 5. Позволь детям побегать босиком, это не причинит им вреда. 6. Все больные одинаковы: нервничают по пустякам и ведут себя как дети. 7. На вашем месте я бы не записывала все эти данные, они не имеют большого значения. 8. Если ты не будешь спать, ты будешь отвратительно чувствовать себя завтра. 9. Мне нравится этот врач, потому что он не прописывает слишком много лекарств. 10. Он снова отсутствует? Это похоже на него: пропускать уроки, когда у нас письменная контрольная. 11. Я бы не сказала, что между нами большое сходство. 12. Как будто собирается дождь. Думаю, нам лучше посидеть дома.

XIII. a) Fill in prepositions or adverbs where necessary and summarize¹ the passage:

"Well, you'd better let me take your temperature," said Griffiths.

"It's quite unnecessary," answered Philip irritably.

"Come on."

Philip put the thermometer ... his mouth. Griffiths sat ... the side ... the bed and chattered brightly ... a moment, then he took it ... and looked ... it.

"Now, look here, old man, you stay ... bed, and I'll bring old Deacon ... to have a look ... you."

"Nonsense," said Philip. "There's nothing the matter. I wish you wouldn't bother ... me."

"But it isn't any bother. You've got a temperature and you must stay ... bed. You will, won't you?"

"You've got a wonderful bedside manner," Philip murmured, closing his eyes ... a smile.

(From "Of Human Bondage" by Somerset Maugham)

b) Add question tags to the sentences below and answer them. Begin your answers with "Yes, he did/was", "No, he didn't/wasn't" or "But he did/was" and then give full answers:

Example: — Griffiths didn't want Philip to take his temperature, did he?

— Yes, he did. He saw that his friend looked quite sick and miserable.

1. Philip was not irritated at Griffiths' advice, ...? 2. Philip put the thermometer under his arm, ...? 3. Philip's temperature wasn't all right, ...? 4. Griffiths didn't even try to chatter sitting at his friend's bed, ...? 5. Philip thought that there was nothing the matter with him, ...? 6. There was really nothing the matter with Philip, ...? 7. Griffiths didn't want Philip to stay in bed, ...? 8. Philip didn't want his friend to look after him, ...? 9. Griffiths was going to bring a doctor to Philip, ...? 10. Philip smiled because he wanted his friend to think, that he was all right, ...?

¹ to summarize (or to give a summary): to give a short version (usu. in reported speech) of a passage, story, novel, etc. containing its main points only.

XIV. Translate the following text into English:

Мать сидела рядом с кроваткой ребенка, не сводя с него глаз. Ребенок бредил, у него был сильный жар, щеки пылали, а под глазами были темные круги. Зашла соседка, принесла термометр и какое-то лекарство. Она сказала, что это лекарство снизит температуру. Через два часа мать измерила ребенку температуру и увидела, что лекарство не помогло.

Пришел врач и сказал, что у ребенка воспаление легких, но серьезной опасности пока нет. Он спросил, когда мальчик заболел. Мать вспомнила, что еще со вторника он все время говорил, что у него болит голова и ломит все тело.

«Не волнуйтесь. Все будет хорошо, — сказал врач, — но вам бы следовало отвезти ребенка в больницу».

«Я лучше сама присмотрю за ним», — сказала мать.

«Что же, — сказал врач, — не буду настаивать. Не нужно расстраиваться. Если вы будете точно следовать моим указаниям, я уверен, что через несколько дней ему будет лучше».

Врач ушел, но подумал, что было бы все-таки лучше отправить ребенка в больницу.

XV. Make up three short dialogues, using the phrases listed below:

a) to have a headache, to have a fever, to take one's temperature, had better, to have a prescription made up;

b) to consult a doctor, a light epidemic of flu, to prescribe the medicine for, to be light-headed, would rather, to do good;

c) to take smth. easy, to keep from doing smth., there is nothing to worry about, on condition that, to be of no importance.

XVI. Try your hand at teaching.

1. Say what you would do in the teacher's position:

During a music lesson, while the teacher tried to demonstrate the rhythm of a song, Pete took two pencils and proceeded to drum on a book. The teacher stopped playing and demanded to know who was drumming. No reply came forth, so she resumed her playing. This very instant the drumming started again. The teacher, who had been on the alert, caught Pete in the act.

2. Practise your "Classroom English".

Play the part of the teacher and get your pupils to write a spelling test on the board.

a) Prepare a test on the vocabulary of Unit Two at home.

b) Ask several pupils to write the words on the board.

c) Make sure that the board is properly prepared for writing on it: the writing is eligible; all the mistakes are corrected; the whole class is involved. (See "Classroom English", Sections IV, VIII, IX.)

LABORATORY EXERCISES (I)

1. Listen to the text "A Day's Wait", mark the stresses and tunes, repeat the text following the model.

2. Paraphrase the following sentences, combining them into one conditional sentence. Make all necessary changes. Remember that both clauses become negative.

3. Respond to the following sentences according to the model. Use the inverted form of conditional sentences in your responses.

4. Extend the following sentences according to the model. Use the verbs suggested.

5. Write a spelling-translation test: a) translate the phrases into English; b) check them with the key.

6. Translate the sentences into English and check them with the key. Repeat the key aloud.

7. Listen to the text "Patients Needed". Find English equivalents of the Russian phrases in the text. Retell the text in indirect speech.

II

T O P I C: ILLNESSES AND THEIR TREATMENT

**T E X T A. A VICTIM TO ONE HUNDRED AND SEVEN
FATAL MALADIES**

From "Three Men in a Boat" by Jerome K. Jerome

I remember going to the British Museum one day to read up the treatment for some slight ailment. I got down the book and read all I came to read; and then, in an unthinking moment, I idly turned the leaves and began to study diseases-