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DOMAIN-SPECIFIC ENGLISH

Insight into Health-Care Setting

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The manual comprehensively presents a number of key topics and contexts within the area of Academic English for healthcare and medical purposes and discusses the origins and evolution of some of the major field-specific concepts. The manual is designed to develop such academic skills as speaking, reading, writing and translating through thematic reading. The practical tasks, concise research questions and discussion points included, will add to the enhancement of the communicative competencies of the learners. Aimed at upper intermediate and advanced postgraduate students of English, this manual can also serve as a useful reference resource for medical students studying domain-specific English, students of translation studies, teachers of Academic English for Specific Purposes, as well as professional language course designers at various universities.

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PREFACE

The present manual is designed to offer insight into the English language used in a health-care and medical setting. This kind of language practice serves specific academic purposes and is viewed as domain-driven English integrated in a broader field of study known as ESP - *English for Specific Purposes*. From this perspective, by targeting the medical and health-care domain in both teaching and learning, the English is tailored to meet particular needs of the medical community, members of which are doctors, clinicians, nurses, paramedical staff and other medical and health-care personnel.

In the broad sense, this manual presents Academic English from a variety of medical fields and provides in-depth background information into major medical and health-care concepts. *In the narrow sense*, the manual is specifically designed to develop targeted range of such academic skills as speaking, reading, writing and translating (from English into Armenian and vice versa, where needed).

In addition, self-conducted research is referenced throughout the manual with the ultimate goal of advancing both research and communicative skills through thematic textual reading, vocabulary analysis and discussion points. The manual teaches students specialist health-care and medical terminology for effective language practice through the medium of seven units on the *History of Medicine, Human Anatomy, Emergency Medicine, Medical Specialities, Surgery, Dermatology, Mental Health and Disorders.*

Each unit comprises two sections; the first consisting of the *'READING COMPREHENSION and DISCUSSION'* parts, while the second section comprising *'ADVANCED READING and*

VOCABULARY ANALYSIS' parts. The texts for reading comprehension are specifically chosen and designed to cover the basic and major concepts, terms and expressions pertaining to the theme of the unit. Each section allows for practice through a variety of thematic assignments and discussion points aimed at promoting the mastery of topical vocabulary and unknown concepts of the reading text and the unit, accordingly.

The manual is intended for students, studying Academic English for Specific Purposes at upper-intermediate to advanced level and can be useful in various real-life situations. It is also a helpful reference when instructing Academic English at medical schools, as well as students of translation studies. It can also be applicable when designing professional language courses for health professionals who plan to work in English-speaking countries. The manual is suitable for larger circles of scholarly community interested in language studies, generally, and for professional language use in health-care industry and medical setting, in particular.

The references list all the academic and specialized literature sources used to compile this manual. The texts and relevant lexis are adapted and abridged from a wide selection of authentic print sources and data available online. The materials are chosen taking account of developments in health-care industry and medicine.

The authors

INTRODUCTION

Medical science has always embraced and is currently 'soaked with' ever-changing realities and perceptions. State-of-the-art technologies, new advancements and novel socio-cognitive perceptions have penetrated every branch of medicine thus transforming the conventional thought and clinical practices. In light of these changes, the English language has assumed a specific importance, becoming presumably the major interface ensuring the communication between the public, research community and health-care professionals. It should however, be mentioned, that the anglicization of medicine happened not in one night. The turn to English in medicine and its progressive internationalization has taken place at various speeds throughout the history. It should also be mentioned, that long before the emergence of English and its subsequent prevalence in medicine, *Greek* and *Latin* were the sole linguistic "proprietors" in medical science.

It has been estimated that the three-fourths of the internationally acknowledged medical terminology stems from Greek. This is largely explained by the fact that foundation of rational medicine was then attributed to Greeks and the input of the Hippocratic School of medical thought. This major influence was felt up to the beginning of the 18th century (Banay 1948). The second major reason for importing significantly large number of Greek terms has a linguistically-specific explanation: the Greek language enables easy word-building with the Greek roots, prefixes, suffixes and compounds. The Greek legacy is felt in medical nomenclature comprising names of the anatomical parts of human body, diseases, symptoms, as, for instance, *trauma* as wound, *stomachos* as stomach, *mania* as madness, *neuron* as nerve, *nausea* as seasickness, *hygieia* as health, etc. (Banay 1948).

This feature of the Greek language of easy word-construction allowed a Roman aristocrat - Aulus Cornelius Celsus (c. 25 BC – c. 50 AD) - believed to be a practicing physician himself, write *De Medicina* - a medical treatise, an encyclopaedic work in Latin. This happened in a time when the Romans embraced the Greek tradition of medicine and the Greek as the major language of medicine. Thus, when making reference to Greek sources, Celsus was faced with a challenging task of finding the Latin equivalents to Greek medical terms. Since most terms lacked any equivalents at all, Celsus resorted to interesting linguistic maneuvers. In his work many Greek words were imported in Latin "dress", *i.e.,* in Latin spelling. Also, he replaced Greek endings by Latin ones, *e.g. stomachus, bronchus, thrombus*. Most notably, when translating Greek terms into Latin, Celsus was able to retain word-per-word imagery encoded in the Greek anatomical terminology, that is, likening the shape of anatomical structures to various phenomena of the real-life world. For instance, these could be musical instruments, such as *tuba* likened to *trumpet, tibia* to *flute;* plants, fruits, such as *uvea* likened to *grape,* animals such as *helix* likened to *snail* and other terms (Wulff 2004).

As the Roman Empire grew, Latin gradually ousted the influence of Greek (Andrews 1947). The era of Medical Latin is considered to have started in the period of Renaissance, when the anatomy was reborn as a science and many works of medicine were translated into Latin (Wulff 2004). The Encyclopædia Britannica provides details about this process mentioning that in the 16th century, Andreas Vesalius, a Flemish physician (1514–1564), revolutionized the practice of medicine with his seminal work "*De humani corporis fabrica libri septem"* (known as "The Seven Books on the Structure of the Human Body") which he wrote almost exclusively in Latin and introduced accurate descriptions of human anatomy based on findings upon dissection

of cadavers (further information is available at https://www.britannica.com/topic/autopsy#ref190171.).

During the subsequent periods every important medical work on anatomy or other branch of medicine were written and published in Latin. These include major writings by the English physicians William Harvey and Thomas Sydenham. William Harvey wrote his landmark work *"Exercitatio Anatomica de Motu Cordis et Sanguinis in Animalibus* ("An Anatomical Study of the Movement of Heart and Blood in Animals", published in 1628). It has been translated into English in subsequent centuries, yet the original language is Latin.

There are numerous authors, who have successfully produced medical works in Latin. However, of particular importance is Thomas Sydenham's (1624-1689) legacy, who is recognized as the founder of clinical medicine and epidemiology. Sydenham has been called "the English Hippocrates" due to his accurate descriptions of medical phenomena and disease, and his ability to draw the truth from bedside experience of observations (https://www.britannica.com/biography/Thomas-Sydenham). In his most important work *"Observationes medicae circa morborum acutorum historiam et curationem"* ("Medical observations on the history and cure of acute diseases", published in 1676) Sydenham recorded early history of medicine, health and disease in Latin (Cunningham 1989:166). From these and other medical works many Latin root words have through centuries migrated and grounded themselves into the English medical terminology. To quote a few as examples: *aqua* as water, *cancer* as crab, *caput* as head, *caries* as decay, *cerebrum* as brain, *corpus* as body, *oculus* as eye, *tunica* as garment, *virus* as poison, and many other words from Latin (Banay 1948). In addition to incorporation of roots and words of Latin and Greek origin, the medical terminology in English has

been and is nowadays constantly enriched through such means of word-formation as *derivation, compounding, abbreviation, metaphoric transfer of word meaning,* and through many other ways (Džuganová 2013).

Derivation leads to term formation in medicine through a prefix, combined with one or two word roots, and a suffix. For instance, the term *endocarditis* is composed of the *"endo"* as the prefix, combined with *"card"* as the root and *"itis"* serving as the suffix (Džuganová 2013). The ***compounding*** allows a fixed expression (of more than one word) enter the medical terminology, such as *breastbone, blood pressure, central nervous system, lifespan* etc. Through ***abbreviation*** a long medical word or phrase is shortened. To note, abbreviations may appear in a graphic form as *g* for *gram*, *i* for *1 tablet*, or both a graphic and phonetic one, such as *n/a* for *not applicable*, *G.P.* for *general practitioner.* There may also be ***initialisms*** which are very popular in medicine and appear as a group of letters taken from long specialist terms, such as ***ANNA*** (anti-neuronal nuclear antibody*),* ***COLD*** (chronic obstructive lung disease), ***FISH*** (fluorescence in situ hybridization), ***HELLP*** (hemolysis, elevated liver enzymes, low platelets), ***PET*** (positron emission tomography), ***SAD*** (seasonal affective disorder), ***SARS*** (severe acute respiratory syndrome), etc. (Taber's Medical Dictionary).

Loanwords, also called borrowings, stem from languages other than English and may be of Latin, Greek, French, Germanic or other etymology. For instance, such medical terms as *disease, degeneration, denture, delivery, diphtheria, malaise*, etc. are of French origin; of German origin are such medical words as *nose, chin, hand, wrist*, etc.

Medicine concerns every human being in terms of diagnosis, treatment or prevention of a disease. On pathway of these clinical activities it may often become necessary to convey complex

technical information in more understandable and simple terms. In such instances, medical professionals and also patients resort to the creation and usage of medical ***metaphors***. To note, doctors use metaphoric expressions to explain the clinical situation in simple and comprehensible way; and the patients use metaphors to convey information about their symptoms or what and how they feel. Such metaphoric expressions as *honeymoon period, kissing spines, smart tumor, tower skull, black hairy tongue, coffee-with-milk spots, tiger heart, sunset-eye sign, kangaroo care,* etc., may help in situations where the clinical condition is hard to explain to the patient and the choice of language units is limited to terms or complex and long technical expressions.

Apart from this category of medical terms, there is also a category under which ***eponyms*** and ***toponyms*** are classified. These units are the names of a part of human body, clinical symptom or sign, disease, syndrome, diagnosis, treatment or medical technique, test, laboratory tools or method and are derived from the names of famous physicians, scientists, clinicians, patients who were the first to encounter the disease and geographical names where the disease was first observed. For instance, such terms as *Horner's muscle, Fallopian tube, Alzheimer's Disease, Down's syndrome, Wasserman test, Jacksonian Seizures, Vincent's Infection, Hodgkin's lymphoma, Kocher forceps*, etc., are eponyms since they are named after their discoverers. ***Toponyms*** are terms in which we see geographic names which are used to name a disease, disorder, syndrome, etc. These topographical terms may derive from a name of a country, city, state, river, etc. This means that the disease or clinical symptom was first seen or discovered in a specific location and gave its name to describe that medical condition, such as *Stockholm Syndrome, Amsterdam syndrome, Marburg virus*, etc.

When mastering domain-specific English, one may come across the differences in language variation. In other words,

learners who study medical English, for instance, notice the differences in the medical lexis, use of the terms and grammatical patterns when compared to general language features and characteristics. The grammar, for instance, should be exploited wisely in medical English, for it is a powerful tool to structure strong and direct medical writing. The canons used in general grammar are the same for the medical English. However, there are certain key factors to look out when constructing grammatically literate patterns in medical English. In *"Rules for medical writing"* (Rules for medical writing, https://www.medicinenet.com/script/-main/art.asp?articlekey=10626), compiled by Dr. Les Schoenfield, a professor of medicine, the grammatical constructs decrease from verb to noun, followed by adjective and then placement of an adverb. The author highlights that nouns shall not be substituted for verbs for '*nouns are weaker and less lively than are verbs',* e.g. use the verb as in *'by absorbing glucose'* instead of using the noun as in *'by the absorption of glucose'* (Rules for medical writing, https://www.medicinenet.com/script/main/art.asp?articlekey=1062 6). Dr. Les Schoenfield also warns against converting certain nouns, such as *ultrasound or insulin* into verbs (Rules for medical writing, https://www.medicinenet.com/script/main/art.asp?article-key=10626). In addition, adjectives and adverbs have the least power in conveying precise and accurate specialised information and should be used only when their usage is duly justified.

Furthermore, the subject and predicate of a sentence shall be kept as closer to each other as possible. The same concerns a verb construction where the components of a verb shall not be split up. According to Dr. Les Schoenfield, in the sentence *"The purpose of the treatment is to, as mentioned previously for this potentially fatal disease, prevent recurrences,"* the infinitive, *to prevent,* should not have been split, or the sentence *"The brothers have both on several occasions by different doctors been erroneously*

diagnosed" should be written *"Both brothers have been diagnosed erroneously by different doctors on several occasions."* (Rules for medical writing, https://www.medicinenet.com/script/main/art.-asp?articlekey=10626).

Given what said above, it is obvious that the grammar and the English terminology of medicine may seem challenging in certain instances. However, the English is globally prevalent in medical science and there are certain objective reasons for this. First, the medical terminology was extensively advanced as a natural consequence of the American economic, political and healthcare influential reforms *de facto* making the United States a global superpower, particularly in medicine. This position of leadership brought about various changes in medical science, and language domination was accordingly achieved. The importance of English is also assessed against its "functional or 'vehicular' load."[1] (Maher 1986:206). In this regard, Wulff states the following: *"We have entered the era of medical English, which resembles the era of medical Latin in that, once again, medical doctors have chosen a single language for international communication."* (2004:188). In Encyclopedia of Language and Linguistics, Maclean and Maher claim that English has predominantly served as *lingua franca* of medicine since the second half of the twentieth century (Maclean, Maher 1994). Recent claims by various scholars also acknowledge the importance of the English language in medicine. In this regard, Charpy and Carnet state the following: *"There is no doubt that English is now firmly established as the lingua franca of medical studies and practice, and that the command of English has become a key pre-requisite for doing clinical or theoretical research and*

[1] This means that researchers examine the extent to which English is a medium for science.

taking part in international biomedical communication." (Charpy, Carnet 2014:4).

The ability to communicate thoughts and interact in English has become a powerful socio-cognitive tool and a major predictor in a healthcare professional's career (Ferguson 2013, Parkinson 2000, Ribes et al. 2010, Taylor 2005). From the socio-linguistic perspective, the English is imperative to modern healthcare professional development, since medicine and clinical practice have long transgressed the boundaries of the conventional word-stock and term database stemming from Greco-Latin roots or other etymology. The English language has filled the vacuum for a new communicative language medium to globally embrace scientific discoveries in medicine, diagnosis, therapeutic interventions, state-of-the-art technology and many more aspects pertaining to health industry. As Baethge explains, the turn towards acknowledging English as lingua franca of medicine since 1950s was a major step in ending the linguistic confusion across health professionals of multinational backgrounds (Baethge 2008).

The penetration of English in medicine is also seen as a positive effect of globalization considering how overwhelmingly English is embraced among scientific circles of various national and linguistic backgrounds. Research shows that the English language is nowadays omnipresent in medical course-books, clinical journals and evidence-based metadata (see National Library of Medicine, National Center for Biotechnology Information, MayoClinic, PubMed, MEDLINE, etc.). Notwithstanding the truth that healthcare specialists outside the English-speaking world use their mother tongue in everyday professional practice both in writing and speaking, nevertheless; English has transformed itself into a language of choice within international medical community, clinical research and meetings. The spread and maintenance of the English language has well been

illustrated in supplanting other languages, which are the medium of instruction in medical schools around the world. Nowadays, English is taught as part of the medical education curriculum not only in Britain or the US, but also in a number of universities in Spain, Poland, Russia, Czech Republic, and many other medical schools around the world (further information is available at https://www.medicaldoctor-studies.com/foreign-medical-schools-that-teach-courses-in-english/.). English also forms integral part of the medical education curriculum at Yerevan State Medical University in Armenia.

In addition, many doctors, clinicians and allied healthcare specialists, irrespective of their national background, study English to fulfill major personal and professional goals. For instance, they may need to master English to engage in professional practice abroad or in a setting where the medical communication is in English. This may involve, for instance, running patients and managing clinical cases in English or communicating with colleagues and conducting clinical research in English. Most probably, the strongest motivating factor for excelling in English may be the aspiration to maintain professional quality. For this purpose, doctors and other medical specialists regularly enroll in continuing medical education mainly at English-medium medical schools or medical faculties abroad. But before doing so, they develop the English language skills required by foreign medical school or faculty for successful communication in their study and, later, in their work.

Shedding Light on Medical Terms: What does "DOCTOR" mean?

Fildes, L. (1887). *The Doctor.* [Oil on canvas]. The Tate Britain, London.

The usage of the word ***doctor*** dates back to 1300s to describe eminent scholars who were accorded a lot of respect and prestige.

According to a dictionary definition, this word was also used to refer to *"a small group of theologians who had approval from the Church to speak on religious matters."*(The history of 'doctor', Merriam-Webster). If we trace the word ***doctor*** back to Latin etymology, it comes from a verb ***docēre,*** meaning *"to teach"* (Asfour, Winter, 2018). The meaning *"medical professional, person duly licensed to practice medicine"* was gradually derived out of this form and by the end of the 14th century, the word *doctor* was being applied to denote *"accomplished academics and medical practitioners."* (The history of 'doctor', Merriam-Webster). Hence, its usage is reflected not only in medicine, but also in every scientific field to acknowledge the respective accomplishments of a scholar or scientist.

UNIT 1: DOCTORS AND MEDICINE

SECTION 1.
READING COMPREHENSION and DISCUSSION

1.1 READING COMPREHENSION.

The following text is a reflection by a doctor on the qualities that a physician should embrace. Before you start the reading, discuss in pairs or small groups what being a doctor involves and highlight which quality you value most about doctors.

"DOCTORS SHOULD BE GOOD COMPANIONS FOR PEOPLE"

"Imagine waking tomorrow to find a magic lamp by your bed, and the genie tells you that there is only one wish left. You decide to devote it to making good doctors. What kind of people would these good doctors be?

We ask this question often among ourselves—a doctor embarking on his career, an active **researcher** approaching his peak, and a retired **clinician** needing **geriatric care.** We sometimes ask other people too. Despite the disparate vantage points, the wish lists are amazingly similar. We all want doctors who will:

- Respect people, healthy or ill, regardless of who they are
- Support **patients** and their loved ones when and where they are needed
- **Promote health** as well as **treat disease**
- Embrace the power of information and communication technologies to support people with the best available information, while respecting their individual values and preferences

- Always ask courteous questions, let people talk, and listen to them carefully
- Give unbiased advice, let people participate actively in all decisions related to their health and **health care,** assess each situation carefully, and help whatever the situation
- Use evidence as a tool, not as a determinant of practice; humbly accept death as an important part of life; and help people make the best possible arrangements when death is close
- Work cooperatively with other members of the **healthcare team**
- Be proactive advocates for their patients, mentors for other **health professionals**, and ready to learn from others, regardless of their age, role, or status

Finally, we want doctors to have a balanced life and to care for themselves and their families as well as for others. In sum, we want doctors to be happy and healthy, caring and competent, and good travel companions for people through the journey we call life. Unfortunately, we do not have a magic lamp, and there is no genie. We must use our own skills and endeavours to make the good doctors we want and need. It is an awesome responsibility."

(Rizo, C.A., et al, 2002, p. 711**)**

TOPICAL VOCABULARY

clinician – կլինիցիստ, կլինիկայում աշխատող և հետազոտող բժիշկ

geriatric care – ծերունական խնամք

health care – առողջապահական խնամք

health professional – առողջապահության մասնագետ

healthcare team – առողջապահության մասնագետների թիմ

patient – հիվանդ (պացիենտ)

promote health – բարելավել առողջությունը

researcher – հետազոտող

treat disease – բուժել հիվանդությունը, բժշկել

Task 1. Translate the following English expressions into Armenian:

1. make good doctors _____
2. embark on a career _____
3. embrace the power of technologies _____
4. respect individual values/preferences _____
5. courteous questions _____
6. unbiased advice _____
7. evidence as a tool _____
8. proactive advocates _____

Task 2. Translate the sentences into Armenian. Where needed, refer to the Topical Vocabulary, Section 1.

1. Nowadays doctors are supposed to be highly qualified in their field of specialisation and also be competent in the art of communication with patients.
2. Whatever the doctor suggests, it is the patient who shall take the ultimate responsibility for decisions related to his health.
3. The art of medicine, clinical knowledge and skills are taught and trained at the medical schools and universities. However, not many medical schools teach such patient-centred skills as taking time to explain the medical information the hundredth time, if needed, and understand each and every patient where needed.

4. Patience is a quality which shall be embedded in medicine. It is critical that healthcare professionals develop an abundance of patience especially when working with uncooperative and aggressive patients.
5. Patients have the right to be well informed of every detail about the medicines prescribed by the doctor. It is also equally important that the patient be educated about different kinds of risks and side effects that the chosen treatment may have.
6. Truth lies behind the art of medicine, and medical schools shall teach students to face the reality of illness, pain and death.
7. Doctors collect various pieces of information about the disease through different methods; it is the attention to details and the sum of these individual details that make good doctoring and the best treatment for a patient.
8. The humanization of medicine is a relatively new concept which requires that doctors modify their behaviour and adjust to patient needs and care.

Task 3. Fill in the blanks in the left column with a suitable word from the right column.

1.	_____ is a process whereby specialized and long-term health and wellness services are provided to the elderly with physical and mental problems.	treat disease
2.	The term _____ refers to a physician who ensures the treatment of a patient.	unbiased advice

3.	The expression _____ refers to the process where doctors or clinicians use medicines, various types of therapy, surgery, or other treatments to help lessen and alleviate the symptoms and effects of a disease.	geriatric care
4.	If you seek _____, you are most likely to refer to fair and just people.	researchers
5.	_____ always fight for their patients and act taking due account of the patient's best interests.	proactive advocates
6.	The expression _____ refers to the process of keeping people healthy or improving their overall health.	healthcare team
7.	Proactive advocates argue that the _____ should not comprise just the doctor and the nurses but shall rather involve the patient as an integral part of the group.	promote health
8.	Scientists are often described as _____ due to the fact that they conduct organized and systematic investigation into various key issues.	clinician

Task 4. Complete the research-based task below. Where needed, consult the Cambridge Academic Content Dictionary at https://dictionary.cambridge.org, also surf through the https://scholar.google.com, https://www.google.com/, or other website pages which may contain relevant information. Write down the source you use each time.

1. Try and research who the members of the healthcare team are. Name them and list the responsibilities they have in a medical setting.
2. Explore the concept and etymology of ***Hippocratic Oath.*** What does Hippocratic Oath mean to physicians? Is this Oath relevant in today's world? What do you think - is this oath ever broken? Explore if there are any ethical consequences once the Hippocratic Oath is broken.

1.2 DISCUSSION

1. What can you say about the mission and responsibilities of a doctor?
2. In your opinion, what are the most important qualities that a doctor should possess? Which three qualities below would you choose for a doctor? Explain your decision:
   - *attentive to patient's needs*
   - *communicative, friendly and humorous*
   - *ethical and wise*
   - *good listener, patient and objective*
   - *positive and persuasive*
   - *selfless and trustworthy*
   - *up to date with medical literature and technologies*
3. Have you ever met doctors who embody the qualities that you value most of all? What other important qualities would you add to the list of qualities suggested above?

4. What makes a good doctor - is it something acquired or something person is born with? What is the importance of specialised education and medical training in making a good doctor?
5. Discuss the changes that technologies have made in the education of doctors. Is it nowadays possible to fight all the diseases and death?
6. Do you agree with the statement by psychiatrist[2] and historian Félix Martí-Ibáñez that *"To be a doctor is to be an intermediary between man and GOD"*? (Martí-Ibáñez 1961:197) Do you consider the profession of doctor to be a sacred profession? If yes/no, then explain why.
7. If need be, will you trust your life into the hands of doctors in your country? Explain your decision and give reasons.

[2] A psychiatrist is a doctor who treats people who are mentally ill (HarperCollins Publishers Ltd. (n.d.). *Psychiatrist definition and meaning: Collins English Dictionary*. Psychiatrist definition and meaning | Collins English Dictionary. Retrieved February 23, 2020, from https://www.collinsdictionary.com/dictionary/english/psychiatrist)

SECTION 2.
ADVANCED READING and VOCABULARY ANALYSIS

2.1 ADVANCED READING.

Read and take notes of the major concepts in the following excerpts which offer general insight into history of medicine.

HIGHLIGHTS FROM THE HISTORY OF MEDICINE

1. The **practice of medicine** is one of the oldest professions in the history of mankind. Some of the methods that ancient healers employed in their efforts **to prevent or cure disease** are a source of amusement to modern health care workers. However, it is surprising how many medical ideas, techniques, and medications still used today originated in civilizations hundreds and even thousands of years old.
2. In ancient civilizations, people believed that **illnesses** were caused either by angry gods or evil spirits, so the earliest "cures" were techniques for pacifying the gods or driving away demons. The use of charms, spells, and prayers was common. Specific foods were also **prescribed** - a lion's heart to fortify one's courage, or a leaf that resembled a particular body organ to heal an affliction of the look-alike body part.
3. But prehistoric and ancient peoples also made some medical discoveries of **curative value.** For example, thousands of years ago, people used willow bark (which contained chemicals similar to those in today's aspirin) **to relieve pain.** As far back as 10,000 years ago, prehistoric healers **performed surgery.** The earliest known **surgical procedure** was an **operation** called **trephining,** in which a hole was cut in the patient's **skull** to relieve pressure on the **brain**. This

procedure, discovered in prehistoric skeletal remains, is still in use today!

4. Fragments of pre-Christian Egyptian writings describe a routine still followed by most doctors - moving from patient's **symptoms** to **physical examination** and then to suggested **therapy** and **prognosis.**
5. Ancient medical advances in the Far East were also significant. In India, early medical marvels included the discovery of the relationship between malaria and mosquitos, the discovery of more than 700 medicinal plants, and the invention of more than 100 surgical instruments. In the fifth century A.D., the great Indian physician Susruta was treating **fractures**, removing **tumors**, and **delivering babies** by **Caesarean section**.
6. In the second century A.D., the Greek physician Galen revolutionized medicine by his insistence upon the **study of anatomy** as a basis for medical facts. The only problem was that his anatomical research was done on nonhuman animals, and he sometimes mistakenly assumed greater similarity than was correct between the animals he **dissected** and the human body.
7. The period called Renaissance (which began in the 14th century in Italy and spread throughout Europe) was characterized by a great revival in learning. During this period, medical knowledge increased rapidly, aided greatly by the development of printing. Laws forbidding the dissection of **cadavers** were relaxed, and as a result, the first accurate textbook on **human anatomy** was published, correcting Galen's errors.
8. The microscope (which greatly enlarges very small objects) was invented in 1590. This tool has since become

indispensable in the **diagnosis** of disease. Laboratory technicians use it regularly to analyze **specimens of blood, urine** and **tissue.** Their reports provide physicians with valuable information which could not otherwise be known.

9. In the early 1600s, the English physician William Harvey discovered how **blood circulates** in the body and published the first medical book describing the circulation and the role of the heart in producing it. In 1667, the first blood **transfusion** was performed.
10. In the 19th century, modern surgery was made possible by two revolutionary discoveries: the invention of safe methods of **anesthesia** and the control of **wound infection** by the use of antiseptics and sterile equipment**.** Also in this century, a set diagnostic procedure - requiring a complete **case history** and a thorough **physical examination** - became common medical practice. Finally, in 1895, came Roentgen's discovery of the **X-ray.**
11. The 20th century has brought amazing medical advances in nearly every area of medicine. **Open-heart surgery** has been developed. **Organ transplants** are often successful. **Vaccines** (infectious agents given to patient **to establish resistance** to particular diseases) have virtually eliminated the threat of poliomyelitis (an infectious disease that can cause paralysis). The electrocardiogram (EKG) and electroencephalogram (EEG) help physicians **detect heart and brain malfunctions,** respectively. Due to earlier diagnoses and more effective treatment, more and more **cancer victims** are surviving. Sophisticated x-ray techniques allow more effective diagnoses and more effective treatment. Lasers (powerful beams of light) make many surgical procedures faster and easier.

(Abridged from
Tiersky and Tiersky, 1992, pp. 2-4)

2.2 VOCABULARY ANALYSIS[3]

The vocabulary units are grouped thematically and describe *body parts, everyday clinical activities* and *medical conditions* that patients may experience.

Human Body

brain – The major organ of the *nervous system,* located in the *cranium* (skull). The brain receives, sorts, and interprets sensations from the nerves that extend from the central nervous system to the rest of the body; it initiates and coordinates nerve signals involved in activities such as speech, movement, thought, and emotion.

specimen – A sample of tissue, body fluids, waste products, or an infective organism taken for analysis, identification, and/or diagnosis.

skull – the bones of the head that surround the brain and give the head its shape.

tissue – A group of cells that have similar structure and that function together as a unit.

urine – The yellowish liquid waste that is released from the body when you urinate.

Physician Vocabulary

anesthesia[4] – absence of all sensation; insensibility. The term most commonly refers to anaesthesia that is induced artificially for

[3] Definitions of terms and terminological expressions under this section are from the Dorling Kindersley, the British Medical Association Illustrated Medical Dictionary; the Cambridge Advanced Learner's Dictionary & Thesaurus; MedicineNet.

[4] the US spelling of the UK 'anaesthesia', for further information on British/-American spelling differences visit https://www.oxfordreference.com/view/-10.1093/acref/9780199545155.001.0001/acref-9780199545155-appendix-010

medical purposes. Two types of anaesthesia are used: local and general.

cadaver – a dead human body used as a source of transplant organs or for anatomical study and dissection. It may be used by physicians and other scientists to study anatomy, identify disease sites, determine causes of death, and provide tissue to repair a defect in a living human being. Students in medical schools study and dissect cadavers as part of their education.

Caesarean section – an operation to deliver a baby from the uterus through a horizontal or, less commonly, a vertical incision in the abdomen.

case history – a record of a person's health, development, or behaviour, kept by an official such as a doctor.

diagnosis – the process of finding the nature of a disorder. The doctor listens to a patient's account of his/her illness and a physical examination is usually involved.

dissection – cutting of body tissues during surgery or for the purposes of anatomical study.

open-heart surgery – a medical operation in which the body is cut open and the heart is repaired, while the body's blood is kept flowing by a machine.

physical examination – the part of a medical consultation in which the doctor looks, feels, and listens to various parts of the patient's body to assess the patient's condition or to gather information to help make a *diagnosis.*

prognosis – an assessment of the probable course and outcome of a disease.

therapy – the treatment of any disease or abnormal physical or mental condition.

transfusion – the infusion of large volumes of blood or blood products directly into the bloodstream to remedy severe blood loss.

x-ray – A form of electromagnetic radiation of short wavelength and high energy. X-rays are widely used in medicine for diagnosis and treatment because they can be used to image bones, organs, and internal tissues.

Patient Vocabulary

fracture – a break in a bone, usually across its width. There are 2 main types: closed (simple) or open (compound) fractures.
illness – perception by a person that he or she is not well. Illness is a subjective sensation; it may have physical or psychological causes. The term is also used to mean disease or disorder.
symptom – an indication of a disease or disorder that is noticed by the sufferer. By contrast, the indications that a doctor notes are called *signs.*
tumor – a term that describes any swelling but which is generally used to refer to an abnormal mass of tissue that forms when cells in a specific area reproduce at an increased rate.
wound – any damage to the skin and/or underlying tissues caused by an accident, act of violence, or surgery.
wound infection – any type of wound is susceptible to the entry of bacteria; the resultant infection can delay healing, result in disability, and may even cause death. Infection of a wound is indicated by redness, swelling, warmth, pain, etc.

Task 1. Consulting the dictionary, try and suggest the Armenian equivalent to the following terms and word combinations:

1. practice of medicine _____
2. to prevent disease _____
3. to cure disease _____
4. to prescribe _____
5. curative value _____

6. to relieve pain _____
7. to perform surgery _____
8. surgical procedure _____
9. to deliver baby _____
10. study of anatomy _____
11. human anatomy _____
12. blood circulation _____
13. vaccine _____
14. to establish resistance _____
15. detect heart and brain malfunctions _____
16. cancer victims _____

Task 2. Refer to the text to write the noun for each verb below. Consult the dictionary where needed.

1. dissect _____
2. practice _____
3. prevent _____
4. cause _____
5. perform _____
6. treat _____
7. remove _____
8. deliver _____
9. establish _____
10. detect _____

Task 3. Work in pairs. Match the words in column A with their synonyms in column B. Consult the dictionary where needed.

A	B
physician	operation
examine	prediction
surgery	doctor

A	B
illness	inspect
prognosis	ailment
specimen	treatment
prescribe	immunity
resistance	administer
therapy	sample

Task 4. Try and match the medical definitions in the right column to their respective terms.

1. wound	A. a dead human body used for the study of human anatomy, observation and dissection.
2. dissection	B. artificially created insensibility which is done for medical purposes and is felt locally or generally.
3. cadaver	C. any damage or injury to the skin caused by an accident, surgical intervention, or other acts.
4. urine	D. the bones of the head that surround the brain and give the head its shape.
5. tissue	E. the yellowish liquid waste that is released from the body when you urinate.
6. anesthesia	F. the process of cutting of body parts or tissues for the purposes of anatomical study.
7. skull	G. a collection of cells which perform a particular function.

Task 5. Translate the sentences into English. Where needed, refer to the Vocabulary Analysis, Section 2.

1. Բժշկական ուսումնառության ընթացքում ուսանողները ուսումնասիրում և հերձում են դիեր։
2. Բժշկական խորհրդատվության ընթացքում բժիշկը զննում և շոշափում է հիվանդի մարմնի տարբեր մասերը, որպեսզի գնահատի հիվանդի առողջական վիճակը կամ գրի առնի տվյալներ՝ ախտորոշում կայացնելու նպատակով։
3. Բժիշկներն առանձնացնում են կոտրվածքների երկու հիմնական տեսակ՝ փակ և բաց։
4. Գլխուղեղը ստանում, տեսակավորում և մեկնաբանում է նյարդերից ստացվող զգացողությունները։ Գլխուղեղը նաև համակարգում է այն նյարդային ազդակները, որոնք մասնակցում են խոսքի, շարժումների, մտածողության և հույզերի ձևավորմանը։
5. Հիվանդության ախտորոշումից զատ՝ գնահատվում է նաև, թե ինչպիսի ընթացք և ելք կունենա հիվանդությունը։
6. Ռենտգենյան ճառագայթները լայնորեն օգտագործվում են բժշկության մեջ ախտորոշման և բուժման նպատակով, քանի որ դրանց շնորհիվ հնարավոր է լինում պատկերել ոսկրերը, տարբեր օրգաններ և ներքին հյուսվածքներ։
7. Անզգայացումը զգացողության մասնակի կամ լրիվ վերացումն է, որը կատարվում է արհեստականորեն և դեղանյութերի ազդեցությամբ։ Անզգայացումը լինում է ընդհանուր և տեղային։

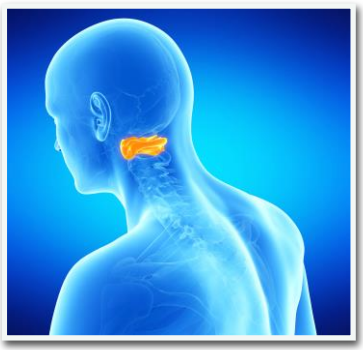
8. Արյան փոխներարկումը բուժման մեթոդ է, որի ընթացքում հիվանդի օրգանիզմ է ներարկվում արյան մեծ քանակություն կամ արյան բաղադրամասեր՝ արյան կորուստը վերականգնելու նպատակով։
9. Աշխարհի տարբեր կլինիկաներում ներկայումս լայնորեն կատարվում է կեսարյան հատում։ Այն վիրահատական միջամտություն է, որի ընթացքում երեխան արգանդից դուրս է բերվում որովայնին արված հորիզոնական կամ ուղղահայաց կտրվածքի միջով։
10. Հիվանդի քարտը բժշկահիրավաբանական փաստաթուղթ է, որի մեջ նշվում են հիվանդի անձնագրային տվյալները, առողջական վիճակի, հիվանդության մասին տեղեկատվությունը և այլ տվյալներ։

Task 6. Discussion questions and tasks.

1. How do you understand the expression "*practice of medicine*"? Discuss with other students the system through which you get to practice medicine in Armenia.
2. Explain if there is any difference between the expressions '*to prevent disease'* and '*cure disease'*. Why is it important to use the correct medical words and expressions in a doctor-patient relationship?
3. How would you describe the relationship between patients and doctors or other health professionals in Armenia? In general, what are the major factors that help make doctor-patient relationship successful? What damages this relationship?
4. Explain if there is any difference between an examination taken by a student within a classroom setting and an examination performed by a physician in a clinical setting.

5. Make reference to the basic activity involved in *'prescribing medicine'* and *'studying medicine',* and explain their difference.
6. What is the societal attitude towards vaccines in Armenia? Name diseases that you know have been completely eliminated by vaccines. Do you know diseases, which cannot be cured or prevented either by vaccines or medications? If so, what you think can be eventually done to eradicate them?

Shedding Light on Medical Terms: What is ATLAS?



Location of Atlas
Source: Miller Chiropractic Clinic,
https://millerchiropracticclinic.com/hows-your-atlas/

The top bone of the human neck is commonly called the ***Atlas*** - one of the most important bones in the spine. It is an oval shaped bone with a hole in the middle and it is through this hole that the human brain passes through. The atlas allows a great range of motion enabling the nodding and rotation movements of the head and plays vital role in the support of the skull.

The atlas is named for the Greek god Atlas who was one of the Titans to take part in the war against Zeus. As a punishment, Atlas was condemned to support the heavens or the celestial globe over his shoulders for eternity. In similar fashion, the atlas in anatomy, supports the 'globe' of the human body - the head.

UNIT 2: HUMAN BODY

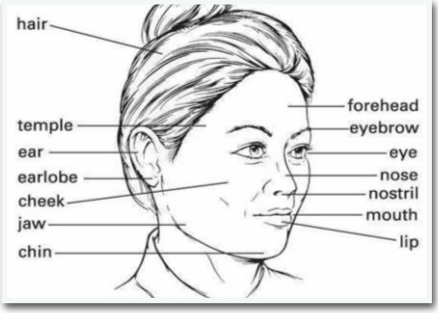
SECTION 1.
READING COMPREHENSION and DISCUSSION

1.1 READING COMPREHENSION.

HUMAN BODY in EXTERNAL DIMENSION

The human body is a remarkably complex phenomenon. The principal parts of the body are the **head** (covered with hair)**,** the **trunk** and the **limbs** or extremities and covering almost the entire mass of the body is the **skin,** the largest organ of the body. The head is a complex structure which houses the **brain** - the 'boss' of the human body. The most anterior region of the head is the **face.** The human face is a unique aspect of each individual. The anatomy of the face can divide into three main regions: **upper face, middle face,** and **lower face.** The entire face is covered by skin superficially, while the deep anatomy contains **muscles, fat pads, nerves, vessels,** and **bones.**

The region that is considered the **upper face** starts from the hairline and ends just under the lower **eyelid.** The lateral borders of the upper face terminate around the temporal region. The upper face region contains the **forehead, eyebrows, eyes,** and **temporal region** with **temples.**



The **middle face** region starts at the lower eyelid and

terminates just above the upper lip. The central face region contains the **nose, cheeks,** and **ears** (the latter culminating in **earlobes**).

The **lower face** starts at the upper lip and ends at the lower border of the chin. The lower face region contains the **lips, chin,** and **jaws.** The lips divide into the upper and lower lips. The function of the lips is for the articulation of speech, eating, kissing, and sensory structures. The **chin** refers to the forward pointed lower portion below the lower lip, and the **jaw** is the lower part of human **skull.**

The **neck** is the part of the body that connects the head with the trunk. **Trunk** or torso is an anatomical term for the central part of the human body - below the neck and above the **waist** - from which extend the neck and limbs. The trunk includes the **chest** (the Latin name is thorax) and **abdomen.** The **chest** is a house to many organs including the heart and the lungs and is situated between the neck and the abdomen. The **abdomen** (also called the belly) is the body space that separates the chest from the waist. The abdomen contains many vital organs such as **the stomach**, **the small intestine, the large intestine** (known also as colon), **the liver, the spleen, the gallbladder, the pancreas, the uterus, the ovaries, the kidneys** and many **blood vessels** (arteries and veins).

The human body consists of **upper** and **lower extremities** or limbs. The **upper extremity** or **arm** consists of three sections: the **upper arm, forearm,** and **hand.** It extends from the **shoulder** to the **fingers** and contains many bones, nerves, **blood vessels** (arteries and veins), and muscles. The lower extremity refers to the part of the body from the **hip** to the **toes** and includes the **hip, knee,** and **ankle joints,** and the bones of the **thigh, leg,** and **foot.**

(Adapted from Nguyen and Duong, 2021)

TOPICAL VOCABULARY

abdomen – որովայնախոռոչ, որովայն, փոր

ankle joint – կոճ, սրունքթաթային հոդ

artery – զարկերակ

blood vessels – արյունատար անոթներ

bone – ոսկոր

brain – գլխուղեղ

chest (thorax) – կրծքախոռոչ, կրծքավանդակ, կուրծք

chin – կզակ

eyelid – կոպ

extremity (limb) – վերջույթ

fat pads – ճարպային շերտ

forearm – նախաբազուկ

foot – ոտնաթաթ

forehead – ճակատ

gallbladder – լեղապարկ

hip – կոնքազդրի կողմնային երես

jaw – ծնոտ

kidney – երիկամ

knee – ծունկ

large intestine (colon) – հաստ աղիք

leg – ոտք, սրունք

liver – լյարդ

muscle – մկան

neck – վիզ, պարանոց

nerve – նյարդ

ovary – ձվարան

pancreas – ենթաստամոքսային գեղձ, պանկրեաս

shoulder – ուս

skull – գանգ

small intestine – բարակ աղիք, նրբաղիք

spleen – փայծաղ

stomach – ստամոքս

temporal region – քունքային հատված

thigh – ազդր, զիստ

trunk – իրան

upper arm – բազուկ՝ վերին վերջույթի հատված՝ իրանից մինչև արմունկ

upper/lower extremity – վերին/ստորին վերջույթ

uterus – արգանդ

vein – երակ

vessel – անոթ

waist – գոտկատեղ

Task 1. Consulting the dictionary, try and suggest the Armenian equivalent to the following terms and word combinations:

1. complex phenomenon _____
2. to house the brain _____
3. upper face / lower face _____
4. covered by skin _____
5. deep anatomy _____
6. lateral borders _____
7. articulation of speech _____
8. forward pointed lower portion _____
9. human skull _____
10. house to many organs _____
11. vital organs _____

Task 2. Translate the sentences into Armenian. Where needed, refer to the Topical Vocabulary, Section 1.

1. The skin acts as a ‘shield’ and prevents harmful substances from entering the human body. In other words, the skin is the primary wall which protects the muscles, nerves, and everything else inside the human body.
2. The skin helps control body temperature through sweating. It has multiple nerve cells without which humans cannot feel warmth or cold.
3. The face comprises three major parts which are the upper face, middle face, and lower face. Superficially, the face is covered by skin.
4. The nose protrudes from the face in the middle section and the cheeks are lateral to the nose.
5. The skull has bones which protect the brain and other bones that make up the structure of the face.
6. The liver has an essential role since it helps to digest the food and remove toxic substances from the human body.
7. The kidneys help clean the blood and remove waste and not useful fluid from the body.
8. The spleen is the ‘security guard ’for the human body. It contains white blood cells which fight infections.

Task 3. Fill in the blanks in the left column with a suitable word from the right column.

1.	The patient had a large scar on his _____, just below his left eye.	forehead
2.	You cannot diagnose that he has a cold just because his _____ is running.	jaw

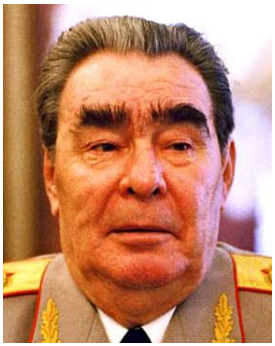
3.	The _____ is on the _____ located just below your lower lip.	ear
4.	Mothers usually feel child's _____ to see if he has a fever.	pancreas
5.	The wax in the _____ can hinder proper hearing.	stomach
6.	The _____ ensures protection for the eye by covering it.	trunk
7.	The _____ is a house to small and large intestines.	face
8.	The patient had an ulcer in the upper region of the _____.	temple
9.	You could see the pain in her _____.	abdomen
10.	On each side of the forehead there is a flattened space called _____.	eyelid
11.	The bony case which houses and protects the brain is called the _____.	chin
12.	Arms, legs and the head are not included in the _____.	cheek
13.	She had a slim _____, as if made just for tiny belts and jeans.	skull
14.	_____ is located behind the stomach. It helps out with digestion and makes the hormone known as insulin.	waist
		nose

Task 4. Complete the research-based task below. Where needed, consult the Cambridge Academic Content Dictionary at https://dictionary.cambridge.org, also surf through the https://scholar.google.com, https://www.google.com/, or other website pages which may contain relevant information. Write down the source you use each time.

1. One of the things human eye is responsible for is ***depth perception*****.** Explore what *depth perception* is and say why it is important for activities like driving and sports.
2. Try and explore what ***astigmatism*** and ***color blindness*** are. Identify the possible ways to help correct or improve these vision problems. Think of and explore what surgery offers, how glasses, medications, vitamins can work in this case, etc.
3. What is ***earwax*** and what functions does it have? Explore the medical concept ***swimmer's ear.*** What causes swimmer's ear in children and adults? Describe its symptoms and treatment options. Will earwax be useful in a case of a swimmer's ear? If yes, explore in what way exactly.

1.2 DISCUSSION

1. Do you like your face? Is the face the most important feature for a person? Explain if yes/no and give reasons. Can you recall the most famous face in history or the most famous facial feature? Consider the images below. Which facial feature (e.g. moles, dimples, the nose, wrinkles, etc.) makes them recognizable and memorable?






2. Could we do without the skin and how do you think the skin protects us? What kind of problems may occur on the skin's surface?
3. What are some of the problems that the eye can have? Think of the possible ways vision problems can be corrected.
4. What parts of our bodies help us to hear and understand sound? What kinds of things can damage human's hearing? Do you think listening and hearing are different? How would you explain the usage of expression *"Are you listening?"*

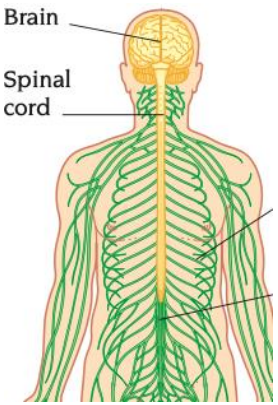
SECTION 2.
ADVANCED READING and VOCABULARY ANALYSIS

2.1 ADVANCED READING

THE COMPLEX MACHINE OF BODY SYSTEMS

1. The human body has various parts called organs and all of these organs perform different functions in the body. There are several organs in the body which form a group and perform one major function as a system. Some of the major systems of the human body are the **nervous system, musculoskeletal system, cardiovascular** (circulatory) **system, digestive system, respiratory system,** and other systems which allow the human body and its organs function properly.
2. The **nervous system** consists of the **brain,** the **spinal cord** (see Figure 1) and the **nerves** and controls the functions of the human body. The *brain* - the 'boss' of human body - looks like a gray wrinkled sponge and controls the magic machine called human body. The brain consists of multiple *nerves* and controls thinking, reasoning, hearing, taste, smell, touch and vision, short-term memory and long-term memory, balance, movement and coordination, involuntary actions

Figure 1.
Location of Brain and Spinal Cord

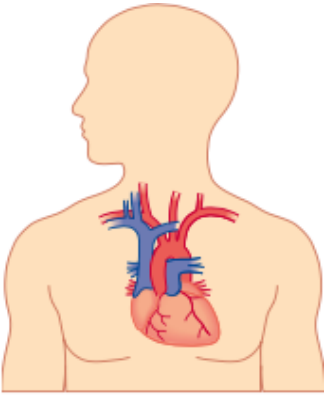


Source: Dorling Kindersley, 2002, p. 520

such as the breathing and *heart beat*. The brain connects with the rest of the body through *spinal cord* - long bundle of nerves inside the spinal column. The nerves of the spinal cord branch out to the anatomical network of every organ and part in the body. The spinal cord and nerves act as 'messengers' transporting information back and forth from the brain to different recipients; i.e., parts of the body.

3. The **musculoskeletal system** consists of the **skeleton** and **muscles.** The human *skeleton* is made up of many bones which give the body its structure, let move in many ways, protect human's internal organs. The muscular part of the musculoskeletal system consists of *muscles* and controls movement of body parts. Muscles are found all over the human body — in arms, in legs, in the back. The bones that make up the skeleton grow and change similar to other parts of the human body. One major part of the skeleton is the **spine.** The spine protects the spinal cord, an organ made of nerves which sends information from the brain to the rest of the body. The human body is hold upright through the spine which is made of numerous ring-shaped bones called **vertebrae.**
4. The **cardiovascular** or **circulatory system** consists of the **heart** (see Figure 2), **blood vessels** and **blood.** The *heart* is a muscle about the size of a human fist and is located a little to the

Figure 2.
Location of Heart

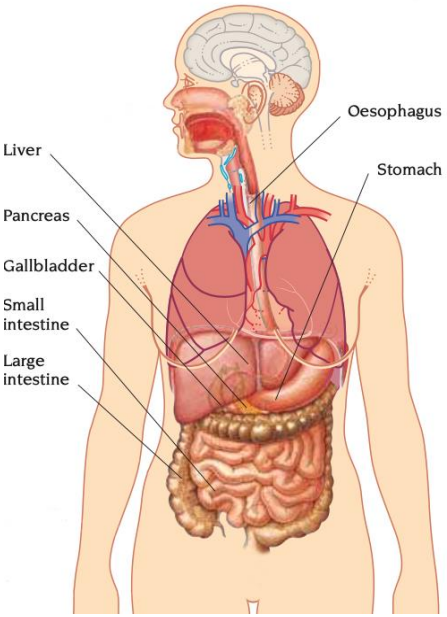


Source: Dorling Kindersley, 2002, p. 271

left of the middle of chest. The heart circulates *blood* around the human body and it is the blood that provides the body with the oxygen and nutrients it needs. The blood moves through many tubes in the body which are called *blood vessels.* The blood vessels that carry blood away from the heart are called *arteries.* The ones that carry blood back to the heart are called *veins.* The movement of the blood through the heart and around the body is called **circulation.**

5. The **digestive system** (see Figure 3) consists of the **mouth, stomach, the small** and **large intestines.** The human body needs energy to survive and the food is the major source of energy. It is the food that provides nutrients and substances to the body to work properly. To derive energy from food and absorb nutrients, the food is broken down into simpler form through digestion and the digestive system. Generally, the digestion begins in *mouth*; the **teeth, saliva** and the **tongue** take part in the processing of the food, which is then pushed to stomach through **oesophagus** - the 'food pipe'. The *stomach* then

Figure 3. Digestive System

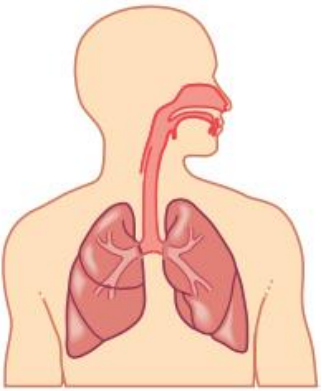


Source: Dorling Kindersley, 2002, p. 174

produces digestive juices which convert the food into watery liquid. Digestion is completed in the *small* and *large intestines.* The **liver,** the **gallbladder** and the **pancreas** secrete juices into the small intestine to help convert the food into a substance to pass through the walls of the intestine into the blood and be transported throughout the whole body. The leftover undigested food and water travel from the small intestine to the large intestine which then removes water and forms solid waste to be excreted in the form of feces (poop) out of the body.

6. The **respiratory system** allows humans to breathe and includes the **nose, mouth, throat** (*pharynx* in Latin) and the **lungs** (see Figure 4). All these organs bring oxygen into the body (which is called inspiration or inhalation) and send carbon dioxide out (the process of expiration or exhalation) of the body. This exchange of oxygen and carbon dioxide is called **respiration**. Air enters the respiratory system through the **nostrils** of the *nose.* The two openings of the airway (the nasal cavity and the mouth) meet at the *throat*, at the back of the nose and mouth. The throat is an actor both in the digestive system and the respiratory system because it carries both food and air. *Lungs* are located in the chest cavity, or *thorax* (the Latin name for chest cavity).

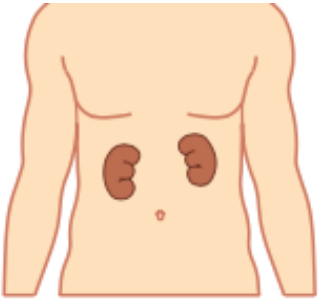
Figure 4. Location of Lungs



Source: Dorling Kindersley, 2002, p. 347

7. Other major systems in human body are the **male and female reproductive system** which consists of different **genital organs** in men and women and enable reproduction; the **urinary system** which is responsible for removing waste and excess water from the body in a liquid form called **urine** and where one of the major actors are **kidneys** (see Figure 5); the **integumentary system** comprising the **skin -** the largest organ in the human body. (Based on information and data available at US National Library of Medicine, 2021, https://medlineplus.gov/anatomy.html)

Figure 5. Location of Kidneys



Source: Dorling Kindersley, 2002, p. 327

2.2 VOCABULARY ANALYSIS

Major Systems of the Body

cardiovascular (circulatory) system – the system that carries blood to various parts of the body.

digestive system – the set of organs such as the stomach, liver and pancreas, which are associated with the digestion of food.

integumentary system – the skin and its associated structures, including hair and nails.

musculoskeletal system – the system that protects and supports the internal organs and helps the body move. The musculoskeletal system is the skeleton and the muscles attached to it.

nervous system – the body system that gathers and stores information and is in overall control of the body.

respiratory system – The organs responsible for carrying oxygen from the air to the blood and expelling carbon dioxide.
urinary system – The set of organs which separates waste liquids from the body in the form of urine.

Task 1. Making reference to the reading, translate the following specialist terms and word combinations into English:

1. ողնաշար, ողնասյուն _____
2. ողնուղեղ _____
3. ողն _____
4. շրջանառություն _____
5. թուք _____
6. լեզու _____
7. կերակրափող _____
8. կոկորդ _____
9. թոք _____
10. քթանցք, ռունգ _____
11. իգական/արական վերարտադրողական համակարգ _____
12. արտաքին ծածկույթային/մաշկային համակարգ _____
13. շնչառություն _____
14. սեռական օրգաններ _____

Task 2. Refer to the text to write the verb for each noun below. Consult the dictionary where needed.

1. digestion _____
2. respiration _____

3. urine_____
4. blood _____
5. circulation _____
6. excretion _____
7. inspiration _____
8. inhalation _____
9. expiration _____
10. exhalation _____

Task 3. Read the following statements and decide if they are true (mark T for true) or false (mark F for false). Refer to the reading and correct the sentences that are false.

1. _____The small and large intestines are located in the nervous system.
2. _____ The nerves act as ‘messengers’ transporting information back and forth from the brain to different recipients.
3. _____ Lungs are part of the skeleton.
4. _____ The skin forms part of the integumentary system.
5. _____ The throat is located just beneath the stomach.
6. _____ The urinary system is responsible for removing waste and excess water from the body.
7. _____ The stomach is the most essential organ in human body.
8. _____ The blood vessels produce digestive juices which convert the food into watery liquid.

Task 4. Translate the sentences into English. Where needed, refer to the Vocabulary Analysis, Section 2.

1. Գլխուղեղը մոխրագույն կնճռոտ սպունգանման զանգված է, որը կառավարում է մարդու օրգանիզմում ընթացող բոլոր գործընթացները, նույնիսկ՝ քնի ընթացքում։
2. Ստամոքսի միջոցով մարսողական հյութ է արտադրվում, որի ազդեցությամբ սնունդը փոխակերպվում է հեղուկային զանգվածի։
3. Թոքերը տեղակայված են կրծքավանդակում/կրծքախոռոչում և կարևորագույն դերակատարում ունեն շնչառության գործընթացում։
4. Շնչառությունը գործընթաց է, որի շնորհիվ օդն արտաքին միջավայրից թափանցում է թոքեր և որի ընթացքում օրգանիզմը թթվածին է ստանում։
5. Վերարտադրողական համակարգը ներառում է արական և իգական սեռական օրգաններ։
6. Գոյատևելու համար՝ մարմնին անհրաժեշտ է էներգիա, որի հիմնական աղբյուրը սնունդն է։ Սննդի միջոցով օրգանիզմը ստանում է բնականոն կենսագործունեության համար անհրաժեշտ բոլոր նյութերը։
7. Արտաքին ծածկույթային համակարգը կազմված է մաշկից, որն ունի պաշտպանական մի շարք գործառույթներ։

Task 5. Discussion questions and tasks.

1. How do you understand the expression *“magic machine”* in relation to the human body? In what sense is this analogy true?

2. Explain if there is any difference between the words *inspiration* and *expiration.* What other usage does the word *'inspiration'* have?
3. What is the major difference between *internal human organs* and *external human* organs? Can you name some external and internal organs that come in pairs?
4. What parts of the body help to move? Do you know what body parts underneath your skin you use to move?
5. What is the name of the system in the human body that transports blood? Why is it so important to try to keep the cardiovascular system healthy? What problems can people have if they do not maintain good heart health? Do you agree that heart disease may be prevented through healthy lifestyle choices? Can you identify certain risk factors for heart disease (consider, for instance, tobacco use, genetics, high blood pressure, poor diet, etc.)?
6. In addition to the organs of the digestive system, what role do chemicals play in digestion? Can the food be absorbed without the digestive juices?
7. What kind of problems can affect the respiratory system? Consider runny nose, sneezing, having cold. What can humans do to help keep the respiratory system healthy?
8. Name certain parts of the nervous system and identify their functions. Brainstorm other body parts and identify related bodily functions.

Shedding Light on Medical Terms: What is IRIS and what is PUPIL?

Petrosyan, A.H. (2021). *Ashot Davayan.* [Photograph] (A. Petrosyan's private collection).

In the above image the blue-colored circular area in the eye is called the ***iris*** - from Greek ἶρις, which means *rainbow.* In Greek ἶρις was used for *"any bright-coloured circle surrounding another body"* (Liddell et al., 1996:1194) and for this particularly close resemblance the eye region was called *iris.*

The opening in the centre of the iris that looks like a tiny black circle is the ***pupil.*** In Latin, the word *pūpillus* was used to designate *a little boy*, and its feminine counterpart - meaning *a little girl* or *doll* - was named *pūpilla* (Valpy 1828:381). This meaning was instrumental in shaping the name of this anatomical part within the eye. When looking into another person's eye from a close-up, we spot our own tiny - doll-like reflection in the dark opening of the iris. The part of the eye that reflects this petit image was thus called *pupilla* - literally meaning *'little doll'* in Latin. Through linguistic changes in later periods of the English development, the form *pupilla* 'transformed' into *pupil* and cemented its place in modern medical lexis.

UNIT 3: EMERGENCY MEDICINE

SECTION 1.
READING COMPREHENSION and DISCUSSION

1.1 READING COMPREHENSION.

MEDICAL EMERGENCIES

This is the VOA Special English Health Report.

Would you recognize a **medical emergency**? The American College of Emergency Physicians says is it is important for everyone to know the **warning signs.** This group is a professional organization for doctors who work in hospital emergency departments.

It says one of the warning signs to **seek medical treatment** is a sudden or **severe pain** that does not go away. This includes pain in the stomach, chest or head. Doctors say to seek treatment if you feel as though you have the worst headache you have ever had. It could mean internal bleeding from a broken artery in the head.

Severe stomach pain could be a sign of **appendicitis**. Severe chest or back pain could be a sign of a **heart attack.**

Another warning sign of a medical emergency is difficulty breathing. This could mean a **heart condition**, or a hole or **blockage** in a lung.

Still another sign is a change in mental ability. A person who suddenly is confused, loses memory or cannot be awakened from sleep should be taken to a hospital immediately. These can be signs of a **stroke** or infection.

The doctors say uncontrolled bleeding from any kind of wound calls for professional care. So does **coughing** or **vomiting blood**. Bringing up blood into the mouth suggests bleeding within

the body. Extremely dark **bowel movements** can also be a sign of internal bleeding.

Other signs of a medical emergency include **losing consciousness** or **becoming dizzy** and weak. These can mean a person is suffering a stroke or damage from a head injury. Another sign of a possible stroke is a sudden change in vision or speech.

The emergency physicians group says if you or someone you know develops any of these signs, go to a hospital as soon as possible. In the words of its information, "Seconds Save Lives."

The group also offers some suggestions about ways to **prevent medical emergencies**. One is to always use a seat belt in motor vehicles, or a helmet when bicycling. Another suggestion is to not smoke cigarettes. The doctors also suggest a sensible diet of healthy foods and not much alcohol. The American College of Emergency Physicians has other health advice on its Web site. The address is www.acep.org.

(English, V.O.A.L., 2003,
Health Report: Medical emergencies)

TOPICAL VOCABULARY

appendicitis – ապենդիցիտ՝ կույր աղու որդանման ելունի բորբոքում

becoming dizzy – գլխապտույտ ունենալ, ճոճվել

blockage – խցանում

bowel movements – արտաթորանք, կղկղում, արտաթորում

coughing blood – արյուն՝ հազի ժամանակ, արյուն հազալ

heart attack – սրտամկանի ինֆարկտ

heart condition – սրտի հետ կապված խնդիր

losing consciousness – գիտակցությունը կորցնելը

medical emergency – իրավիճակ, որը պահանջում է շտապ բժշկական օգնություն կամ սպասարկում

seek medical treatment – դիմել բուժօգնության

severe pain – սուր ցավ

stroke – կաթված

vomiting blood – արյուն՝ փսխման զանգվածի մեջ

warning signs – նախազգուշական նշաններ

Task 1. Consulting the dictionary, try and suggest the Armenian equivalent to the following expressions:

1. hospital emergency department _____
2. sudden pain that does not go away _____
3. the worst headache _____
4. internal bleeding _____
5. broken artery _____
6. difficulty breathing _____
7. change in mental ability _____
8. to lose memory _____
9. uncontrolled bleeding _____
10. professional care _____
11. bleeding within the body _____
12. suffer a stroke _____
13. sensible diet of healthy foods _____

Task 2. Complete the research-based task below. Where needed, consult the Cambridge Academic Content Dictionary at https://dictionary.cambridge.org, also surf through the https://scholar.google.com, https://www.google.com/, or other website pages which may contain relevant information. Write down the source you use each time.

1. Try and research the difference between the medical concepts ***stroke*** and ***attack*.** What are the symptoms of a ***stroke*?** What

is the specialist medical term for ***heart attack*****?** When the symptoms of a heart attack or stroke appear, will you know how to tell the difference between the two conditions?

2. What is an ***appendix?*** Is there any difference between the ***appendix*** as a specialist medical term and the ***appendix*** to a book?
3. Who is a ***paramedic?*** Research and identify the basic responsibilities of a paramedic.
4. What is a ***conventional ambulance*** and what is the role of a conventional ambulance in times of accidents?

1.2 DISCUSSION

1. Work in pairs and try to identify the type of rapid response shown in the photos.

2. Which type of rapid response is common and available in Armenia/in your country?

3. Describe what an accident is. Give some examples of medical emergencies. Can you think of/recall places where accidents commonly take place? Try and think of ways of preventing accidents at home, on the way to school/university/workplace, at school/university/workplace.
4. When there has been a road traffic accident, who is responsible for giving first aid - *the physician, the paramedic, the police officer, people who witness the accident?* Who needs to be specifically trained in first aid in Armenia/in your country? Do you think that everyone shall be trained in first aid? Why or why not?

SECTION 2.
ADVANCED READING and VOCABULARY ANALYSIS

2.1 ADVANCED READING

Read the following excerpts, which explain what *first aid* is in *medical emergencies.* Take notes on major components of this service.

FIRST AID IN MEDICAL EMERGENCIES

1. Medical problems do not always develop slowly. Sometimes there are emergencies. An emergency is a situation that requires immediate care to prevent greater harm to the patient. However, it is not always possible to get professional medical help right away, so it is important for everyone to be familiar with **first-aid** procedures.
2. One of the most serious emergencies occurs when an individual has stopped breathing. This may be the result of **asphyxiation, electrocution, drowning, a heart attack,** or some other cause. After only four minutes without oxygen, brain damage is likely. To prevent brain damage or death, *artificial respiration* must be started immediately.
3. Before **resuscitation** is begun, the **victim** should be placed face-up on a hard, flat surface. Rough handling should be avoided due to possible **fractures, which** could cause spine injury, **paralysis,** or other internal injuries. The primary considerations include restoration of breathing and heartbeat. Clothing should be loosened and foreign matter or **vomit** cleared from the mouth.
4. **Cardiopulmonary resuscitation** (CPR) of a patient involves two procedures. The first is getting oxygen into the blood by

blowing air into the lungs. Mouth-to-mouth breathing is the most effective form of artificial respiration. In this method, the rescuer breathes into the victim's mouth and nose in a regular rhythm, about 12 to 15 times per minute for an adult and 20 times for a child. As the air enters the lungs, the chest will expand. The second procedure is the application of chest pressure to compress the heart and force blood into the circulatory system. Pressure is applied with the heels of the hands on the victim's chest in a rocking motion, about 60 times a minute. This routine should not be stopped for longer than a beat or two. Even if one is fatigued, it is important to continue resuscitation efforts until help arrives. If one is alone with a victim, breathing and massage must be alternated, but CPR is much easier and far more effective if performed by a team of two.

5. After **cardiac** and/or **pulmonary arrest**, the most critical emergency is *severe bleeding (hemorrhaging)*, especially from a main artery. Pressure must be placed at the site of the bleeding, or a **tourniquet** must be applied. Care must be taken, however, to loosen the pressure from time to time to prevent **gangrene** (death of body cells caused by insufficient blood supply).
6. Another common emergency is **choking on food.** Since the victim cannot talk because of the blocked **trachea**, it is important that others recognize the danger of the situation and act promptly. A procedure known as the *Heimlich maneuver* is commonly used to unblock the trachea. The victim is clutched from behind, and the rescuer sharply presses with his clutched hands on the victim's chest until the foreign object is impelled out of the trachea, and the victim is able to breathe.

7. A condition that accompanies many medical emergencies is **shock.** When a victim is in shock, the bodily tissues are not receiving an adequate supply of oxygen-containing blood. To identify a state of shock, touch the skin and note its color. Shock victims feel sweaty and look very pale. Test the **pulse.** Someone in shock has a weak, rapid pulse. Also, shock victims may be **nauseous** or even vomiting. Shock is always serious and can be fatal. The victim should be made to lie flat with the feet raised. No food or drink should be given. External bleeding should be controlled, and the victim should be kept warm and comfortable until help arrives. These measures will usually minimize the most severe effects of shock.
8. Severe injuries to the head rank among the most serious emergencies. If the skull is fractured or a victim suffers a **concussion,** the brain can be irreparably damaged. Warning signs of damage include unconsciousness, excessive sleepiness, vomiting, severe headaches, paralysis, bleeding, irregular breathing, confusion, extremely low pulse rate, dilated **eye pupils,** and memory loss. No **sedatives,** alcohol, or pain medications should be given. Food and fluids should be kept to a minimum. The victim should be moved as little as possible until a physician determines that there is no injury to the spine. A physician should be consulted in all cases, even if the victim has apparently **recovered.**
9. A very common but usually less serious emergency is a broken bone. A bone may be broken (or fractured) in a variety of ways. In a **simple** or **closed fracture,** the bone fragments do not pierce the skin. If the bone ends come through the skin, the break is known as a **compound** or **open fracture**, and there is a greater risk of infection.

10. If a fracture is suspected, it is best not to have the victim test it by putting pressure on it - by walking, for example. Assume that the bone is fractured, and immobilize it until medical help is available.
11. Small **lacerations** (cuts) and simple **hematomas** (bruises) are not usually serious, but some **blood clots** (also called hematomas) can be very serious. There are several kinds of cuts and bruises. A **contusion** is a **bruise** to the tissue under the skin. An **abrasion** is a skin wound caused by rubbing or scraping. A **puncture** is a deep wound made by a piercing object. Whenever the skin is broken, the wound should be cleaned well with soap and water to remove foreign objects and dirt. Then it should be **disinfected** with an **antiseptic.** If a cut is extensive, a doctor will use **stitches** (sutures) to close it. Even if a wound is treated and heals properly, it may still leave a *permanent scar.* Increasing pain, tenderness, swelling, **pus,** or red streaks around a wound are all signs of infection, which should be treated with medication. An infection can also cause fever.
12. Burns can be as trivial as a simple cut or can be cause for real concern. Burns are classified as first, second, or third degree, depending on their severity. A first-degree burn, such as a mild sunburn, involves just the outer surface of the skin; second- and third-degree burns, indicated by swelling, **blistering,** and a charred black color, involve the tissue below the skin and occasionally even underlying organs. Third-degree burns destroy the ability of the affected **epidermis** layer to **regenerate,** and treatment may require **skin grafting.** A first-degree burn can be treated with a cooling lotion or cream, but more serious burns require prompt medical attention and possibly hospitalization to avoid shock and **dehydration** and to relieve severe pain.

13. Many household chemicals such as *ammonia, bleach,* and *dishwasher detergent* furnish the potential for serious crises. The ingestion of these and other poisonous substances frequently create emergencies, especially among young children. The **antidote** for each substance is different, so instructions on the container should be followed closely.
14. Because speed is important in an emergency, it is helpful to have the emergency equipment and medications readily available in a first-aid kit. This kit should contain, at a minimum, a **thermometer, antiseptic solution,** an **Ace bandage,** equipment for making a **splint,** clean rags for a tourniquet, sterile absorbent cotton for cleaning wounds, and **gauze** pads with adhesive tape for bandaging them.
15. In any medical emergency, first aid is critical, but it is only the first step. Expert advice should be obtained while these measures are being taken. Many communities have mobile emergency medical vehicles, operated by trained *paramedics,* who can render first aid beyond what the *layman* can do until the patient can be seen by a physician.

(Abridged from Tiersky and Tiersky, 1992, pp. 96-100)

2.2 VOCABULARY ANALYSIS[5]

The vocabulary units are grouped thematically and describe concepts related to *emergency conditions and signs, first-aid procedures, tools and treatment.*

[5] Definitions of terms and terminological expressions under this section are from Dorling Kindersley, the British Medical Association Illustrated Medical Dictionary; Cambridge Advanced Learner's Dictionary & Thesaurus; US National Library of Medicine, MedlinePlus; A.D.A.M. Medical Encyclopedia; Tiersky, E., & Tiersky, M., the language of medicine in English; Cleveland Clinic; MyHealth.Alberta.ca Government of Alberta Personal Health Portal

Emergency Conditions and Signs

arrest – the stopping of a bodily function. **Cardiac arrest** is a condition in which the heart muscle stops beating. **Pulmonary arrest** refers to the cessation of breathing.

asphyxiation – loss of consciousness caused by insufficient oxygen in the blood. If the condition continues, permanent damage may result to the brain, heart, and other organs, and death may occur.

attack – a sudden occurrence of an illness. **Heart attack** is the sudden death of part of the heart muscle due to a blockage in the blood supply to the heart. It is usually characterized by severe, unremitting chest pain.

blister – a collection of fluid beneath the outer layer of the skin that forms a raised area.

blood clot – a mass of dried blood that stops the flow of blood in the body and that can cause serious health problems.

choking – partial or complete inability to breathe due to an obstruction of the airways. Choking is often due to food or drink entering the *trachea* (the air passage, also called the windpipe, in Armenian translated as "շնչափող") and *bronchi* (a large air passage in a lung, in Armenian translated as "բրոնխ") instead of passing from the pharynx into the oesophagus.

concussion – loss of consciousness for a short period, caused by a blow to the head.

contusion – the medical term for a bruise. It is the result of a direct blow or an impact, such as a fall. Contusions are common sports injuries.

dehydration – a condition in which a person's water content is at a dangerously low level. Water accounts for about 60 per cent of a man's weight and 50 per cent of a woman's. Dehydration occurs due to inadequate intake of fluids or excessive fluid loss.

drowning – death as a result of inhaling liquid.
electrocution – the action of killing someone by causing electricity to flow through their body.
fracture – a break in a bone, usually across its width. There are 2 main types: closed (simple) or open (compound) fractures. In a closed fracture, the broken bone ends remain beneath the skin and little surrounding tissue is damaged; in an open fracture, 1 or both bone ends project through the skin.
gangrene – death of tissue, usually as a result of loss of blood supply. Gangrene may affect a small area of skin or a substantial portion of a limb. Pain is felt in the dying tissues, but once dead, they become numb. The affected tissue turns black.
hematoma (also written as *haematoma*) – a mass of blood under the skin caused by a blow or by the effects of an operation.
laceration – a wound, which has been cut or torn with rough edges, and is not the result of stabbing or pricking.
nausea – the sensation of needing to vomit. Although nausea may occur without vomiting, the causes are the same.
paralysis – complete or partial loss of controlled movement caused by the inability to contract 1 or more muscles. Paralysis may be temporary or permanent. There may also be loss of feeling in affected areas.
pus – a pale yellow or green, creamy fluid found at the site of bacterial infection.
shock – a dangerous reduction of blood flow throughout the body tissues, which may occur with severe injury or illness.
vomit – partly digested food, which has been brought up from the stomach into the mouth.

First-aid Procedures, Tools and Treatment

ace bandage – **'**Ace' stands for "All Cotton Elastic," bandage is a piece of cloth which is wrapped around a wound or an injured limb.

antidote – a substance that neutralizes or counteracts the effects of a poison.

antiseptic – chemicals applied to the skin in order to destroy bacteria and other microorganisms, thereby preventing infection.

artificial respiration – forced introduction of air into the lungs of someone who has stopped breathing or whose breathing is inadequate. As an emergency first-aid measure, artificial respiration can be given mouth-to-mouth or mouth-to-nose.

cardiopulmonary resuscitation – the administration of life-saving measures to a person who has suffered a cardiac arrest.

disinfect – **t**o make the surface of something or somewhere free from microorganisms.

first-aid – the immediate treatment of any injury or sudden illness before professional medical care can be provided. Most first aid consists of treating minor injuries and burns and fractures. The aims of first-aid treatment in an emergency are to preserve life, to protect the individual from further harm, to provide reassurance, to make the victim comfortable, to arrange for medical help, and to find out as much as possible about the circumstances of the accident or injury.

gauze – an absorbent, open-weave fabric usually made of cotton.

grafting – the process of transplanting healthy tissue from one part of the body to another, from one person to another, or from an animal to a person. Grafting is used to repair or replace diseased, damaged, or defective tissues or organs. The most common operations of this type are *skin graft, bone graft, kidney transplant, heart transplant, liver transplant, heart–lung transplant,* etc.

recover – to get better after an illness, operation or accident.
regenerate – to grow again, or grow something again. In the human body, cells die and new ones replace them; this process is called regeneration.
resuscitation – the act of reviving someone who seems to be dead, by making him or her breathe again and restarting the heart.
sedatives – a drug, which acts on the nervous system to help a person sleep or to relieve stress.
solution – a liquid in which other substances have been mixed and dissolved.
splint – a device used to immobilize a part of the body.
stitches (sutures) – name for a suture to close a wound. Suturing is the closing of a surgical incision or a wound by sutures (stitches) to promote healing.
thermometer – an instrument used to measure temperature.
tourniquet – a device placed around a limb to compress blood vessels.

Parts of Human Body

epidermis – your epidermis (in Armenian translated as "վերնամաշկ, էպիդերմիս") is the outermost layer of skin on your body. It protects your body from harm, keeps your body hydrated, produces new skin cells and contains *melanin*, which *determines the color of your skin.*
eye pupil – the circular opening in the centre of the iris (in Armenian *iris* is translated as "աչքի ծիածանաթաղանթ"). In bright conditions, the pupil (in Armenian *pupil* is translated as "ակնաբիբ, աչքի բիբ") constricts; in dim light, it dilates.
pulse – usually called *'heart rate'*, the number of times your heart beats in one minute (heartbeats per minute).

Task 1. Making reference to the reading, translate the following specialist terms and word combinations into English:

1. սրտի կանգ _____
2. բաց կոտրվածք _____
3. փսխանք _____
4. սրտխառնություն_____
5. ուղեղի ցնցում _____
6. սալջարդ/ծեծվածք _____
7. արյան մակարդուկ _____
8. արյունակույտ/հեմատոմա _____
9. շնչահեղձություն/շնչարգելք _____
10. փտախտ, մեռուկ _____
11. մահացու էլեկտրավնասվածք _____
12. բշտիկ/հեղուկաբուշտ _____
13. թարախ _____
14. հարված/ցնցում/շոկ _____
15. պարալիչ _____
16. ուժեղ արյունահոսություն _____

Task 2. Refer to the text to write the verb for each noun below. Consult the dictionary where needed.

1. dehydration _____
2. suture_____
3. grafting _____
4. resuscitation _____
5. vomit_____
6. drowning_____
7. swelling _____

8. asphyxiation _____
9. paralysis _____
10. electrocution _____

Task 3. Read the following statements and decide if they are true (mark T for true) or false (mark F for false). Refer to the reading and correct the sentences that are false.

1. _____ An antidote is needed to counteract the effect of a poison.
2. _____ When you play volleyball on a hot summer day and perspire a lot, your body may become regenerated.
3. _____ A tourniquet is a device that is used to apply pressure to a limb or arm in order to limit the flow of blood.
4. _____ An antiseptic is needed to cause blood clotting in various parts of the body.
5. _____ Artificial respiration is administered to cause choking or asphyxiation.
6. _____ If someone falls down a flight of stairs, a bone in the upper or lower extremity may become fractured.
7. _____ Nausea is a feeling in your stomach that makes you feel like you are going to vomit.
8. _____ An antiseptic is frequently used in hospitals and other medical settings to stop or slow down the growth of microorganisms.

Task 4. Translate the sentences into English. Where needed, refer to the Vocabulary Analysis, Section 2.

1. Ծիածանաթաղանթի կենտրոնում գտնվում է ակնաբիբը։ Ակնաբիբը կարող է լայնանալ կամ նեղանալ՝ պայմանավորված լույսի ճառագայթների քանակով։

2. Թունավորում կասկածելու կամ թունավորման նախանշաններ նկատելու դեպքում տուժածին հարկավոր է հակաթույն տալ։
3. Փոխպատվաստումը ներկայումս ամենապահանջված բժշկական գործընթացներից է։ Մաշկի փոխպատվաստումն, օրինակ, թույլ է տալիս վերականգնել մաշկի վնասված հատվածը։
4. Ջրազրկման հետևանքով օրգանիզմում դիտվում է ջրի ընդհանուր քանակի պակաս։ Այն առաջանում է, երբ օրգանիզմը կորցնում է ավելի մեծ քանակությամբ հեղուկ, քան ստանում է։ Ջրազրկումն առաջանում է նաև ոչ բավարար հեղուկ ընդունելու հետևանքով։
5. Փտախտը հյուսվածքի մահվան տեսակ է, որի ախտանիշները ներառում են մաշկի գույնի փոփոխություն, թմրածություն, այտուցվածություն, ցավ և մի շարք այլ կլինիկական դրսևորումներ։
6. Առաջին օգնությունն արտակարգ իրավիճակում նպատակ ունի օգնել տուժածին կամ տուժածներին այնքան ժամանակ, մինչև որ մասնագիտական օգնությունը կժամանի։
7. Սրտի կանգի դեպքում դադարում է արյան շրջանառությունը, որի հետևանքով ուղեղը թթվածին չի ստանում և տուժածը մի քանի րոպեի ընթացքում մահանում է։

Task 5. Discussion questions and tasks.

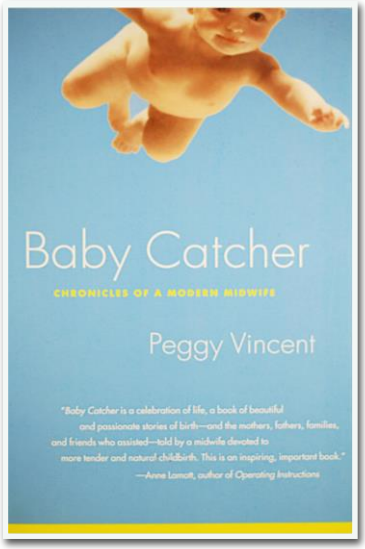
1. When somebody falls down and scrapes the epidermis of the skin on the arm, what would you do? Would you use antiseptic

or antidote on the affected area of the skin? Explain your choice.

2. Which groups of society (children, youth, adults, etc.) are more prone to accidents? Give reasons when you choose a specific age-group.
3. Do you agree with the statement that everyone should take a course to learn how to administer first aid in case of emergency? If yes/no, give reasons to explain your choice.
4. In which type of injury the break in your bone is visible through the skin? What is the type of bone fracture that is not readily visible? What would you do if you suspect a bone fracture?
5. Do you think it necessary to have a first-aid kit at home/at work? What would you place in the kit as the most important items?

Shedding Light on Medical Terms: Who is a BABY CATCHER?

The image to the right is the cover of a book written by Peggy Vincent - a California midwife, who has chronicled a collection of birth stories and details about midwives' job in the United States.



The title on the book cover suggests that physicians and other healthcare staff frequently resort to metaphors and slang expressions to illuminate many facets of medical thought and understanding. The term ***baby catcher,*** which has metaphorical basis, comes to denominate the medical specialty *obstetrician/ midwife*[6]. The idea behind the term *baby catcher* is that the *obstetrician/midwife* is there to take - 'catch' the baby at the childbirth. The obstetrician/midwife is the first person the newborn baby sees after the birth - after being 'caught'. This and many other slang or metaphoric terms sometimes make way to the specialized dictionaries of medicine and thus form part of the 'legitimate' and fixed medical word-stock used across various branches of medicine.

[6] Though the term *baby catcher* denominates both *obstetrician* and *midwife*, there exist certain differences between the job responsibilities and educational background required for these medical specialties. Thorough information on these details can be found at The University of Utah, Health, WHAT IS THE DIFFERENCE BETWEEN AN OB/GYN AND A MIDWIFE? https://health-care.utah.edu/healthfeed/postings/2016/10/ob_midwife.php; Boston University, Obstetrics and Gynecology https://www.bumc.bu.edu/obgyn/midwifery/what-is-a-midwife/

UNIT 4: MEDICAL SPECIALITIES IN HEALTH CARE

SECTION 1.
READING COMPREHENSION and DISCUSSION

1.1 READING COMPREHENSION.

The following text offers a broad coverage of various *medical specialties* and lists some of the major responsibilities held within these jobs. Before you read it, name medical specialties or health care professionals you know and try to identify what their responsibilities are.

WHAT'S A PRIMARY CARE PHYSICIAN (PCP)?

A **primary care physician** (PCP), or **primary care provider,** is a health care professional who practices **general medicine**. PCPs are our first stop for medical care. Most PCPs are doctors, but nurse practitioners and physician assistants can sometimes also be PCPs.

A PCP is the person your child should see for a **routine checkup** or non-emergency medical care. If your child has a mild fever, cough, or **rash**, or is short of breath or nauseated, a PCP usually can find the cause and decide what to do about it.

Usually, PCPs can treat conditions in their own offices. If they can't, they can refer you and your child to a trusted specialist. If your child needs ongoing treatment or is admitted to a hospital, the PCP may oversee the care, help you make decisions related to treatment, or refer you to other specialists if needed.

One of a PCP's most important jobs is to help keep kids from getting sick in the first place. This is called **preventive care.** The best preventive care means:

- forming a relationship with a PCP you like and trust
- taking your child for scheduled checkups and vaccines
- following the PCP's advice for establishing a healthy lifestyle, managing weight, and getting the right amount of exercise

What Are the Types of PCPs?

Different types of PCPs treat kids and teens. Which is right for you depends on your family's needs:

- **Family doctors**, or **family physicians**, care for patients of all ages, from infants, kids and teens, to adults and the elderly.
- **Pediatricians** care for babies, kids, and teens.
- **Internists**, or **internal medicine doctors,** care for adults, but some see patients who are in their late teens.
- Combined internal medicine and pediatric specialists have training in both pediatrics and internal medicine.
- **Obstetrician-gynecologists** (OB-GYNs) specialize in women's health issues and are sometimes PCPs for girls who have started **menstruating.**
- Nurse practitioners or physician assistants sometimes are the main providers a child or teen sees at a doctor's office.

When to Go to the PCP

Call your PCP first about any health-related questions or concerns that are not an emergency. These can include:

- a high fever
- ear pain
- belly pain
- a headache that does not go away
- a rash
- mild wheezing
- a lasting cough

When in doubt, call the PCP. Even if the PCP is not available, someone else in the office can talk with you and decide whether your child should go to the ER. On weekends and at night, PCPs often have answering services that let them get in touch with you if you leave a message.

When to Go to an Emergency Room

Go to the ER if your child:

- has trouble breathing or is short of breath
- has a change in mental status, such as suddenly becoming unusually sleepy or hard to wake, disoriented, or confused
- has a cut in the skin that won't stop bleeding
- has a **stiff neck** along with a fever
- has a rapid heartbeat that does not slow down
- ingests a poisonous substance or too much medicine
- has had more than minor head **trauma**

(Abridged from Ben-Joseph (Ed.), 2020, "What's a Primary Care Physician (PCP)?)

TOPICAL VOCABULARY

family doctor / family physician – ընտանեկան բժիշկ

general medicine – ընդհանուր բժշկություն

internist / internal medicine doctor – ներքին հիվանդությունների գծով բժիշկ-մասնագետ

menstruation – դաշտան, մենստրուացիա

obstetrician-gynecologist – մանկաբարձ-գինեկոլոգ

pediatrician – մանկաբույժ

preventive care – կանխարգելիչ բուժխնամք

primary care physician / primary care provider – բուժող բժիշկ, տեղամասային թերապևտ, առաջնային բուժօգնության օղակի մասնագետ, բժիշկ-թերապևտ

rash – ցան, ցանավորում

routine checkup – պլանային բուժստուգում

stiff neck – փայտացած պարանոց

trauma – վնասվածք, ախտահարում, տրավմա, ցնցում

wheezing – ծանր շնչառություն, խզզոց, խռխռոց

Task 1. Consulting the dictionary, try and suggest the Armenian equivalent to the following expressions:

1. to practice general medicine _____
2. lasting cough _____
3. physician assistant _____
4. non-emergency medical care _____
5. mild fever _____
6. treat conditions _____
7. ongoing treatment _____
8. admitted to a hospital _____
9. oversee the care _____
10. refer you to other specialists _____
11. scheduled checkups and vaccines _____
12. rapid heartbeat _____
13. ingest a poisonous substance _____

Task 2. Complete the research-based task below. Where needed, consult the Cambridge Academic Content Dictionary at https://dictionary.cambridge.org, also surf through the https://scholar.google.com, https://www.google.com/, or other website pages which may contain relevant information. Write down the source you use each time.

1. Try and research the difference between a ***registered nurse*** and a ***nurse practitioner*.** What is the educational background

of a ***registered nurse***? What is the educational background of a ***nurse practitioner***? Is the scope of practice different or similar for these two?

2. What is ***General Medicine?*** Explore and name some major differences between the fields ***General Medicine*** and ***Internal Medicine?*** What is the scope of practice for a physician who ***practices general medicine*** and the physician who is ***specialized in internal medicine?***
3. What is ***Preventive Medicine*** and what it is used for? Explore and see if ***vaccinations*** are involved in preventive medicine. What is the difference between ***vaccination*** and ***medication?***

1.2 DISCUSSION

1. At what age do people usually begin to work in your country/in Armenia? At what age would you like to work? What job would you most like to do? Explain and give reasons.
2. Which do you think are some of the more demanding and least demanding jobs? Which job are more popular in Armenia and why? Would you rather be a doctor or a lawyer? How much do you think a doctor should be paid a month and why?

SECTION 2.
ADVANCED READING and VOCABULARY ANALYSIS

2.1 ADVANCED READING

Before you read, try and think of *medical specialties* you know. Name them and try to describe major responsibilities required for those specialties.

PHYSICIANS AND MEDICAL SPECIALITIES

1. Modern medical care, especially in a hospital, is administered by a whole team of technically trained personnel. At the head of the team - supervising, making decisions, and writing the orders - is the physician.
2. The professional life of a physician is not a dramatic tale of miraculous success and glory, as movies and TV often suggest. It is a rewarding and interesting life, but it is also physically and mentally exhausting, stressful, and full of great responsibility. In most countries, physicians enjoy at least a comfortable living as well as respect. However, they may also struggle through a 60– to 70–hour workweek and then be awakened at 4 a.m. to deal with a sudden emergency.
3. In the United States, the training of a physician actually begins with what are called “pre-med” courses, the science and math classes required during undergraduate training for all who intend to apply to medical school. The curriculum includes biology and mathematics, biochemistry, organic and inorganic chemistry, and histology. Most students complete four years of undergraduate work before entering medical school, which takes another three or four years. After graduating from medical school, the student has earned the title *M.D. (doctor of medicine).*

4. Most young physicians in the United States today choose to specialize. To become a specialist, a doctor must first receive training in an accredited program called **residency.** This training takes from three to seven years, depending upon the field of specialization. Residency training takes place in a hospital or ambulatory care setting, where the specialist-in-training (called a **resident)** cares for patients under the supervision of experienced teacher-specialists. After completing the training, specialists may then take an examination given by the specialty board they are applying to. Those who pass are called board-certified specialists.
5. Some specialists later choose to subspecialize, which generally requires an additional two or more years of training. Two fields in which there are a number of subspecialties are internal medicine and pediatrics. General internists provide nonsurgical care for adolescents and adults. Internists may become subspecialists in thirteen different areas. Among these are cardiovascular medicine, **gastroenterology, geriatric medicine** (treatment of the elderly), **hematology** (diseases of the blood, spleen, and **lymph glands**), **infectious diseases, nephrology** (diseases of the kidney), **pulmonary diseases, rheumatology** (diseases of the joints, muscles, bones, and **tendons**), **medical oncology** (cancer), and **allergy** and **immunology.** Pediatricians (who treat children from birth to young adulthood) can subspecialize in seven different areas including **cardiology, endocrinology, hematology-oncology,** and **neonatal-perinatal medicine.**
6. What characteristics must good **surgeons** have? Surgeons need good eye-hand coordination, manual dexterity, and (in some surgical specialties) the physical stamina to operate for several hours without rest. In addition to the specialty of

general surgery, many other specialists do surgery on the part(s) of the body or type(s) of conditions they are trained to treat. **Urologists,** for instance, operate on the **genitourinary system. Orthopedic surgeons** (specialists in the skeletal-muscular system) operate on bones, muscles, and tendons. **Thoracic surgeons** operate on the chest.

7. A physician choosing a specialty must also consider this question: How willing am I to handle emergencies that interrupt my personal life? Some specialists such as **dermatologists** (skin doctors) and **ophthalmologists** (eye doctors), have relatively few emergency calls. At the other end of the scale are allergists, obstetricians, pediatricians, and **orthopedic surgeons,** who must get used to middle-of-the-night phone calls due to **asthma attacks, labor** pains, high fevers, or broken bones. Many physicians will put up with the inconvenience of providing emergency care in order to work with basically healthy patients.
8. Even in a medical specialty, the kinds of cases are often quite varied, involving both minor problems and major ones, both routine care and emergency treatment. Ophthalmologists, for example, may spend a lot of time in the office, seeing patient of all ages, doing routine vision and **glaucoma** tests. But they also deal with many older patients who have **degenerative conditions** and severe loss of vision. Ophthalmologists perform surgery for a wide variety of reasons, including **"crossed" eyes, cataracts, detached retinas,** and accidental injuries.
9. Clearly, even in this age of specialization, patients need one physician following their general health and keeping track of all the medical problems and medications being taken. When there is any question about the cause of a symptom, that

primary physician is the one the patient should see first. For children, the primary physician is often the pediatrician. For adults, it might be a general practitioner (GP), an internist, or a specialist in family practice.

10. All physicians, specialists or not, find that there can be no end to their education. They must keep up with new developments by reading journals, attending meetings, and sometimes learning to perform new types of operations or diagnostic procedures. The life of a physician has many rewards, but it is not easy. Anyone who chooses to enter the profession must be prepared to accept the drawbacks and hardships along with the benefits.

(Abridged from
Tiersky and Tiersky, 1992, pp. 53-59)

2.2 VOCABULARY ANALYSIS[7]

The vocabulary units are grouped thematically and describe *medical specialties*, various *surgical interventions* and other related medical concepts.

[7] Definitions of terms and terminological expressions under this section are from Dorling Kindersley, the British Medical Association Illustrated Medical Dictionary; Cambridge Advanced Learner's Dictionary & Thesaurus; A.D.A.M. Medical Encyclopedia; Tiersky, E., & Tiersky, M., the language of medicine in English; Allen et al.; Society for Endocrinology; American Board of Surgery; American Society of Clinical Oncology; American College of Physicians; Association of American Medical Colleges; Jacksonville Orthopaedic Institute; American Academy of Ophthalmology; Encyclopedia Britannica; Cleveland Clinic; National Library of Medicine, MedlinePlus

Medical specialties and medical specialists

allergy and immunology – the area of medicine dedicated to the care and treatment of health concerns and conditions of the immune system, including allergic disease and related symptoms and reactions.

cardiology – the study of the function of the heart and the investigation, diagnosis, and medical treatment of disorders of the heart and blood vessels.

dermatologist – a doctor who specialises in the study and treatment of the skin and its diseases.

endocrinology – the study of *hormones.* Hormones are essential for our every-day survival. They control our temperature, sleep, mood, stress, growth and more. An **endocrinologist** is a doctor that treats diseases related to problems with hormones.

gastroenterology – the study of the digestive system and the diseases and disorders affecting it.

general surgery – the field of general surgery comprises the performance of operations and procedures relevant to abdomen and its contents (for instance, esophagus, stomach, small intestine, large intestine, liver, pancreas, gallbladder, appendix), breast, skin, soft tissue, etc.

geriatric medicine – the medical specialty concerned with care of the elderly. Elderly people require specialist medical treatment because they respond differently from younger people to illness and its treatment.

hematology – the study of blood and its formation, as well as the investigation and treatment of disorders that affect the blood.

infectious diseases – the subspecialty of internal medicine that focuses on diagnosing and managing infections.

nephrology – the medical speciality concerned with the normal functioning of the kidneys and with the causes, diagnosis, and treatment of kidney disease.

neonatal-perinatal medicine – a subspecialty of pediatrics concerned with the care of critically ill newborn and premature infants.

oncology – the study of the causes, development, characteristics, and treatment of tumours, particularly cancers. An oncologist (also called a cancer specialist) is a doctor who treats cancer and provides medical care for a person diagnosed with cancer.

ophthalmologist – someone who specializes in eye and vision care. An ophthalmologist diagnoses and treats all eye diseases, performs eye surgery and prescribes and fits eyeglasses and contact lenses to correct vision problems.

orthopedic surgeon – a physician who is trained in diagnosis, treatment, prevention and rehabilitation of disorders, injuries and diseases of the musculoskeletal system of the body (for instance, spinal disorders, sports injuries, trauma, fractures, etc.).

Rheumatology – the branch of medicine concerned with the causes, development, diagnosis, and treatment of diseases that affect the joints, muscles, etc.

surgery – branch of medicine that is concerned with the treatment of injuries, diseases, and other disorders by manual and instrumental means. Surgery can involve cutting, abrading, suturing, or otherwise physically changing body tissues and organs.

thoracic surgeon – a surgeon who has special training in operating on organs inside the chest, including the heart and lungs.

urologist – a doctor specializing in conditions that affect the urinary tract in men, women and children, and diseases that affect the reproductive system. These conditions range from peeing too much or too little to being unable to father a child.

Medical conditions and care

asthma attack – asthma is a condition that affects your airways (the tubes that carry air in and out of lungs). When you have an asthma attack, you may find it very hard to breathe.

cataract – clouding of the lens of your eye, which is normally clear. Most cataracts develop slowly over time, causing symptoms such as blurry vision.

"crossed" eyes – a condition in which one eye is turned in a direction that is different from the other eye.

degenerative condition – type of condition in which there is progressive impairment of the structure and function of part of the body.

detached retina – a serious eye condition that affects your vision and can lead to blindness if not treated. It happens to a layer of tissue called the *retina* that lines the back of the eye. Symptoms include flashes of light, floaters or seeing a shadow in your vision.

Glaucoma – a general term used to describe a group of eye disorders that damage the *optic nerve.* It is the most common form of optic nerve damage leading to vision loss.

labor – the last stage of pregnancy from the time when the muscles of the womb start to push the baby out of the body until the baby appears.

postoperative care – the care you receive after a surgical procedure. The type of postoperative care you need depends on the type of surgery you have, as well as your health history. Postoperative care begins immediately after surgery.

pulmonary disease – a type of disease that affects the lungs and other parts of the respiratory system. Pulmonary diseases may be caused by infection, by smoking tobacco, or by breathing in secondhand tobacco smoke, radon, asbestos, or other forms of air pollution.

Task 1. Making reference to the reading, translate the following specialist terms and word combinations into English:

1. հորմոն _____
2. կենսաքիմիա _____

3. օրգանական քիմիա _____
4. հյուսվածաբանություն _____
5. ռեզիդենտուրա_____
6. ռեզիդենտ _____
7. հետվիրահատական խնամք _____
8. ծննդաբերություն _____
9. ցանցաթաղանթի շերտազատում _____
10. շլություն _____
11. ուռուցք _____
12. կոնտակտային ոսպնյակներ _____
13. տեսողության մշուշապատում_____
14. թոքային հիվանդություն _____

Task 2. Use the words in the box to complete the definitions of these medical specialities and specialists.

cardiology **immunology** **orthopedic surgeon**	**ophthalmologist** **oncology** **gastroeneterology**	**endocrinology** **hematology** **dermatologist**	**geriatric medicine** **nephrology** **thoracic surgeon**

1. If someone has a skin rash or an itching of the skin, or certain medical and cosmetic problems of the skin, he should see a _____.
2. The heart, its functions and also heart-related problems are thoroughly studied in the field of _____.
3. The medical specialty which deals with treatment of cancer is called _____.

4. The medical field that focuses on digestive issues is _____.
5. _____ deals with hormones.
6. _____ is the medical specialty where disorders of the blood are studied, diagnosed and treated.
7. _____ is the field of medicine dealing with the elderly people, their care and related issues.
8. _____ is focused on the study and health of kidneys.
9. A _____ is specifically trained in performing heart surgeries.
10. An _____ is trained in eye-related diseases and disorders.
11. _____ treats musculoskeletal disorders and operates on bones of the human body.
12. _____ is concerned with the human immune system, its overall health and related disorders.

Task 3. Read the following statements and decide if they are true (mark T for true) or false (mark F for false). Refer to the reading and correct the sentences that are false.

1. _____ A physician choosing a specialty must concentrate on how his patients look and what they wear at their visits to the doctor.
2. _____ Surgeons need good eye-hand coordination in performing complicated operations.
3. _____ Residency training takes place at home, where the specialist-in-training, that is, the resident, reads novels, various detective books and journals about a doctor's life.
4. _____ All physicians are the most skillful specialists after studying the "pre-med" courses or earning their MD title.

5. _____ In glaucoma the optic nerve is damaged which leads to vision loss.
6. _____ Cataract is a specialist term to describe the clouding of the eye lens.
7. _____ Asthma is an oncological disease, which should be treated by an experienced ophthalmologist.
8. _____ Endocrinology is the study of hormones which control human body temperature, mood, stress, growth and more.

Task 4. Translate the sentences into English. Where needed, refer to the Vocabulary Analysis, Section 2.

1. Ուռուցքաբանները, կամ, ինչպես ընդունված է անվանել այս մասնագետներին միջազգային բժշկական բառապաշարով՝ օնկոլոգները, ուսումնասիրում են ուռուցքների և քաղցկեղի առաջացման և զարգացման պատճառները, կայացնում են համապատասխան ախտորոշում և բուժում նշանակում։
2. Հորմոնները կարևորագույն դերակատարում ունեն մարդու կյանքում։ Օրինակ՝ հորմոնների շնորհիվ կարգավորվում է մարդու մարմնի ջերմաստիճանը, մարդու քունը, տրամադրությունը և այլն։ Հորմոնների հետ կապված խնդիրների դեպքում անհրաժեշտ է դիմել և ստանալ ներզատաբանի՝ էնդոկրինոլոգի խորհրդատվություն։
3. Նեֆրոլոգիան ուսումնասիրում է երիկամների բնականոն գործունեությունը, երիկամների հիվանդության պատճառները, ինչպես նաև երիկամների հետ կապված բազմաթիվ այլ հարցեր։

4. Հետվիրահատական խնամքը սկսվում է վիրահատությունից անմիջապես հետո և պայմանավորված է նրանով, թե ինչ վիրահատություն է կատարվել և թե առողջական ինչ վիճակում է հիվանդը։
5. Գլաուկոման աչքի հիվանդություն է, որը վնասում է տեսանյարդը՝ հանգեցնելով տեսողության կորստի։
6. Բժշկական մասնագիտացում ստանալու համար ուսանողները կարող են շարունակել կրթությունը ռեզիդենտուրայում, որը հնարավորություն է տալիս ձեռք բերել տվյալ ոլորտի խորացված գիտելիքներ և հմտություններ։

Task 5. Discussion questions and tasks.

1. What are the pros and cons of a medical specialization? What are the advantages of being a physician? What other disadvantages can you think of in addition to the ones mentioned in the text? Have you ever aspired to become a physician? If yes, what medical specialty would you choose and why?
2. What is the system of higher education in Armenia? How many years of study are required in undergraduate and graduate levels in order to become a specialist in any field? Which one is more important in a medical specialty - higher education and training or the years of practice? Perhaps both? Whichever you choose, give reasons.

3. Have you ever turned to ***"Dr. Google"*** and practiced *self-medication*[8] for your health conditions? Or have you ever decided to treat self-diagnosed conditions based on your own knowledge? Is this a safe practice and in what cases do people do this? What are the benefits and risks that associate with practicing self-treatment? Consider such factors as *free access to medicines, incorrect self-diagnosis, not seeking adequate medical advice, ineffective medicines, incorrect dosage*[9]*, addiction and overdose, dangerous combinations and interactions of medicines,* etc.
4. Have you ever consulted a physician about a health issue? Have you adhered to the physician's advice or have ignored it afterwards? Do you think that people ignore physician's advice? If so, can you think of the possible reasons? Consider such factors as *preference for self-treatment, knowing more than the doctor, distrust of the physicians, fear of medical treatments, huge costs, fear of being told about a serious diagnosis,* etc.

[8] According to the World Health Organization's definition, self-medication is *"the selection and use of medicines by individuals to treat self-recognized illnesses or symptoms".* World Health Organization. (1998, January 1). *The role of the pharmacist in self-care and self-medication: Report of the 4th WHO Consultative Group on the Role of the Pharmacist, The Hague, the Netherlands, 26-28 August 1998.* World Health Organization. Retrieved January 14, 2021, from https://apps.who.int/iris/handle/10665/65860

[9] The amount of medicine that you should take at one time; a measured amount of a medicine.

Shedding Light on Medical Terms: What is VITILIGO?

Winnie Harlow at an event during the 2017 Cannes Film Festival
(Vitiligo, Yale Medicine, 2019).

The young woman in the above image is Winnie Harlow - a fashion model, who rose to fame despite having a skin condition known as ***vitiligo.*** This is a disease that causes skin lose its colouring (otherwise known as *pigment).* And when this happens, milk-white irregular patches or oval spots appear on various parts of the skin (Vitiligo, Yale Medicine, 2019). In some instances, these patches may be widespread causing most or all of the skin become white. Regarding the etymology of the specialist term *vitiligo*, it derives either from the Latin word *'vitium',* meaning *"blemish", "defect",* or from the Latin word for 'veal' ('*vitulus*'*)* because the depigmentation of human skin resembles the white glistening flesh of a calf (Valpy 1828:514).

UNIT 5: DERMATOLOGY

SECTION 1.
READING COMPREHENSION and DISCUSSION

1.1 READING COMPREHENSION.

The science of *Dermatology* is the study of skin and skin-related diseases and problems. Throughout the centuries, Dermatology has undergone through various transformational stages and the following text provides a succinct historical synthesis of these developments.

HISTORY OF DERMATOLOGY:
THE STUDY OF SKIN DISEASES OVER THE CENTURIES

1. Skin disorders are a significant portion of the global total of diseases, affecting millions of people worldwide. **Dermatology** is the medical specialty responsible for the study of more than 4,000 diseases of skin**,** accounting for 15% to 30% of outpatient medical care in health systems, incorporating a wide arsenal of diagnostic, therapeutic, and **aesthetic** resources.
2. Skin diseases have been known to mankind since its origin, considering that the essentially visual component of these conditions allowed their early recognition. From the Egyptian papyrus emerges the first skin hygiene measures, the handling of wounds, and the use of medicinal plants. From the postulates of Hippocrates, the father of medicine, physical inspection and clinical reasoning are established as pillars of medical diagnosis. Romans, Arabs, and Byzantines protected and contributed to the development of medicine for centuries,

with marked advances in the light of the Renaissance and the Illuminism.

3. The study of skin diseases has been linked to general medicine for centuries. Only in the 18th century, driven by the advancement of science and taxonomy in the fields of knowledge, did the first texts and works dedicated specifically to the study of skin diseases emerge. From this pioneering period, the contributions of the great European schools of dermatology – Austrian, British, and French – stand out; through the discoveries, theories, classifications, and works of their renowned dermatologists, they allowed the consolidation of this important field of study and medical specialty.
4. The expansion of scientific knowledge throughout the 20th century and the development of new diagnostic and therapeutic resources led to several advances in dermatological practice.
5. Throughout the history of medicine, patients' clinical cases, diagnoses, and treatments were recorded in writing through notes and medical records, as well as shared among professionals through oral discussions and communications. However, images – fundamental for care and teaching in dermatology – relied exclusively on visual memory.
6. The visual documentation of **cutaneous** diseases began with wood engravings, which evolved into woodcuts, multicolored copper engravings, and wax **moulages,** until reaching photographic records, with the invention of photography in 1840. Years later, in 1865, Alexander John Balmanno Squire (1836–1908) was the first dermatologist to apply photography to record skin diseases. Three years later, Alfred Louis Philippe Hardy, head of the dermatology department at L'h*ôpital Saint-Louis*, published the book *Clinique photographique de L'hôpital Saint-Louis*, a photographic

series of the institution's dermatological clinical cases. Since then, several atlases and textbooks have been published with image records of skin **lesions**, providing knowledge to several generations of dermatologists.

7. The expansion of scientific knowledge throughout the 20th century and the development of new diagnostic and therapeutic resources led to several advances in dermatological practice. Some of the most important innovations of that period are highlighted:
    - **Lasers.** The use of lasers in dermatological treatments was pioneered by dermatologist Leon Goldman (1906-1997), who in 1963 reported the selective destruction of **pigmented** structures of the skin – **nevi, melanomas,** and tattoos – through the use of pulsed ruby laser.
    - **Cryosurgery.** British physician James Arnott (1797–1883) was the pioneer in the application of freezing techniques as a therapeutic resource. From 1845 to 1851, Arnott froze **breast** and skin tumors using saline solutions with crushed ice (-18°C / -24°C), noting the **shrinkage** of the lesions, as well as the **analgesia** provided by ice. In the following decades, other forms of freezing were developed, with emphasis on the use of freezing liquids and liquefied gases.
    - **Dermatological surgery.** Until the mid-20th century, the practice of dermatology was essentially clinical, and most of the therapeutic modalities were restricted to the use of medications; skin **biopsy** was not a common resource and the **excision** of skin lesions was exceptional. In the 1950s and 1960s, dermatologists learned surgical procedures, developed techniques, publications, and technological resources that definitively transformed dermatology into a clinical-surgical specialty.

8. Since the late 1990s and early 2000s, information and communication technologies (ICTs) have revolutionized social interactions and content sharing. As well as having an impact on forms of communication, these technologies can also contribute immensely to expanding access to health services and to fostering scientific research. In addition to ICTs, **nanoscience** – the study of particles on an atomic or molecular scale – has provided new perspectives on the use of substances and drugs on a nanoscale, providing greater specificity, half-life, and ability to penetrate tissues. Thus, ICTs and nanoscience represent new perspectives relevant to dermatological practice.

(Adapted from Ferreira et al., 2021, https://doi.org/10.1016/j.abd.2020.09.006)

TOPICAL VOCABULARY

aesthetic – գեղագիտական, էսթետիկական

analgesia – անցավազգայություն, ցավի զգայության բացակայություն

breast – կրծքագեղձ, կուրծք

biopsy – կենսազննում, բիոպսիա՝ գործողություն, որի ժամանակ օրգանիզմի ախտահարված օջախից վերցվում է նմուշ հետագա հետազոտության նպատակով

clinical case – կլինիկական դեպք

cryosurgery – կրիովիրաբուժություն՝ բուժման մեթոդ, որի ժամանակ քաղցկեղի բջիջները ոչնչացվում են սառեցման հաշվին

cutaneous – մաշկային

dermatology – մաշկաբանություն, դերմատոլոգիա

excision – էքսցիզիա՝ մաշկի կամ հյուսվածքի մի կտորի հեռացում

laser – լազեր՝ լույսի աղբյուր՝ լուսային ճառագայթի բարձր ուղղորդվածությամբ

lesion – վնասվածք, ախտահարում, ախտաբանական փոփոխություն

melanoma – սև ուռուցք՝ մաշկային քաղցկեղ, մելանոմա

moulage – մուլյաժ, կաղապար, կաղապարվածք մոմից, գիպսից կամ որևէ այլ նյութից

nanoscience – նանոգիտություն՝ գիտություն, որը զբաղվում է ծայրահեղ փոքր մասնիկների առանձնահատկությունների ուսումնասիրությամբ

nevus (հոգնակին՝ **nevi)** – խալ, բիծ

pigment – գունանյութ, պիգմենտ՝ գունավոր նյութ, որով պայմանավորված է, օրինակ, մաշկի, մազերի կամ աչքերի գույնը

shrinkage – կրճատում, սեղմվելը, կծկվելը

Task 1. Consulting the dictionary, try and suggest the Armenian equivalent to the following expressions:

1. study of particles on molecular scale _____
2. wide arsenal of diagnostic resources _____
3. skin hygiene measures _____
4. physical inspection _____
5. clinical reasoning _____
6. pillars of medical diagnosis _____
7. clinical cases _____
8. medical records _____
9. visual memory _____
10. cutaneous diseases _____

11. wax moulages _____
12. selective destruction _____
13. freezing techniques _____
14. skin biopsy_____

Task 2. Complete the research-based task below. Where needed, consult the Cambridge Academic Content Dictionary at https://dictionary.cambridge.org, also surf through the https://scholar.google.com, https://www.google.com/, or other website pages which may contain relevant information. Write down the source you use each time.

1. Try and research what ***pigment*** and ***melanin*** are. What role does ***melanin*** play in creating skin colour? Where is ***melanin*** obtained from? Identify the difference between a ***skin tone*** and ***skin undertone.*** Based on your findings, identify the skin tone and skin undertone you have.
2. What is ***acne*** and how does it affect the confidence of people who have it? Can it cause emotional pain, psychological stress or none of these? Why does a clean skin matter at all?
3. Can you identify some of the measures which can protect the skin in different weather conditions? Consider such factors as ***sunscreen products, wearing protective clothing, not smoking, eating a healthy diet, avoiding strong soaps, shaving carefully, moisturizing dry skin,*** etc. Which of these or other steps do you take to prevent various skin problems, reduce skin cancer risk and also delay natural aging? Explain your choice and give reasons.
4. What natural means do you know to enhance the overall health and beauty of the skin?

1.2 DISCUSSION

1. At what age do people usually begin to take care of their skin in your country/in Armenia? What is the most common facial problem that people in your country experience and how do they overcome it?
2. Why do people nowadays pay huge money for their skin rejuvenation and facial skin care? Is this done merely for aesthetics or out of health concerns? What are some lifestyle choices that can affect your overall skin health?
3. Would you rather choose to be forever young or you better embrace natural aging? Explain your choice and give reasons.

SECTION 2.
ADVANCED READING and VOCABULARY ANALYSIS

2.1 ADVANCED READING

The skin covers the human body superficially and forms part of the *integumentary* (outer covering of the human body) *system*.

SKIN, HAIR AND NAILS

What Does Skin Do?

Skin, our largest organ, has many jobs. It:

- protects the network of muscles, bones, nerves, blood vessels, and everything else inside our bodies
- forms a barrier that prevents harmful substances and germs from entering the body
- protects body tissues against injury
- helps control body temperature through sweating when we're hot and by helping keep heat in the body when we're cold

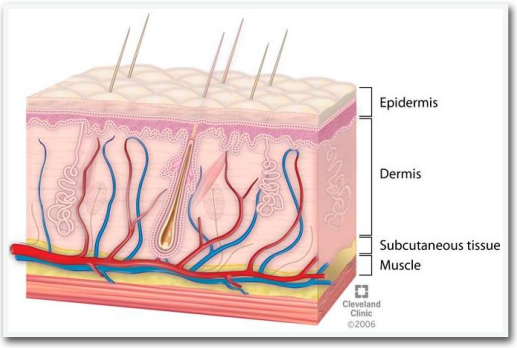
Without the nerve cells in skin, people couldn't feel warmth, cold, or other sensations. Every square inch of skin contains thousands of cells and hundreds of **sweat glands, oil glands,** nerve endings, and blood vessels.

What Are the Parts of Skin?

Skin has three layers: the **epidermis**, **dermis**, and the **subcutaneous tissue** (see Figure 6).

The ***epidermis*** is the upper layer of skin. This tough, protective outer layer is thin in some areas and thick in others. The epidermis has layers of cells that constantly flake off and are renewed. Because the cells in the epidermis are completely replaced about every 28 days, cuts and scrapes heal quickly.

Figure 6. The three layers of skin on top of muscle tissue.



Source: Cleveland Clinic, https://my.clevelandclinic.org/health/articles/10978-skin

Below the epidermis is the ***dermis.*** This is where our blood vessels, nerve endings, sweat glands, and **hair follicles** are. The dermis **nourishes** the epidermis.

The bottom layer of skin is the ***subcutaneous tissue.*** This layer helps protect the body from blows and other injuries and helps hold in body heat.

What Does Hair Do?

The hair on our heads does not just look nice. It keeps us warm by preserving heat. Hair in the nose, ears, and around the eyes protects these sensitive areas from dust and other small particles. Eyebrows and **eyelashes** protect eyes by decreasing the amount of light and particles that go into them.

The fine hair that covers the body provides warmth and protects the skin.

What Are the Parts of Hair?

Human hair consists of:

- the **hair shaft**, the part that sticks out from the skin's surface
- the **root**, a soft thickened bulb at the base of the hair
- the **follicle,** a sac-like pit in the skin from which the hair grows

Hair grows all over the human body except the **palms** of the hands, **soles** of the feet, and lips. Hair grows faster in summer than winter, and slower at night than during the day.

What Do Nails Do?

Nails protect the sensitive tips of fingers and toes. We do not need our nails to survive, but they do support the tips of our fingers and toes, protect them from injury, and help us pick up small objects. Without them, we'd have a hard time scratching an itch or untying a knot.

Nails can be an indicator of a person's general health, and illness often affects their growth.

What Are the Parts of Nails?

Nails grow out of deep folds in the skin of the fingers and toes. The skin below the nail is the **matrix**. The larger part of the nail, the **nail plate**, looks pink because of the network of tiny blood vessels in the underlying dermis. The whitish crescent-shaped area at the base of the nail is the **lunula.**

Fingernails grow faster than toenails. Like hair, nails grow faster in summer than in winter. A nail that's torn off will regrow if the matrix is not severely injured.

(Adapted from *Skin, hair, and nails*. (n.d.). *Nemours KidsHealth.)*

2.2 VOCABULARY ANALYSIS[10]

eyelashes – any of the short hairs that grow along the edges of the eye; eyelashes are arranged in two rows at the front edge of the eyelid and normally curve outwards.

gland – an organ in the body containing cells that secrete substances such as hormones, sweat or saliva which act elsewhere. ***Sweat glands,*** for instance, are *'structures deep within the skin that produce sweat, which is mainly water with some dissolved substances, including salt.'* ***Oil glands*** create oil that keeps the skin moist and helps prevent infection.

nourish – to promote healthy growth; to do or provide what's needed for someone or something to be healthy and to grow and develop.

palms – the inner surface of the hand, extending from the bases of the fingers to the wrist *(see the image to the left).*

sole – the bottom part of the foot that touches the ground when you stand or walk, or the bottom part of a shoe that touches the ground, usually not including the heel *(see the image on the right).*

[10] Definitions of terms and terminological expressions under this section are from Dorling Kindersley, the British Medical Association Illustrated Medical Dictionary; Cambridge Advanced Learner's Dictionary & Thesaurus; MedicineNet; A.D.A.M. Medical Encyclopedia; Cleveland Clinic

Task 1. Making reference to the reading, translate the following specialist terms and word combinations into English:

1. քրտնագեղձեր _____
2. ճարպագեղձեր_____
3. վերնամաշկ, էպիդերմիս _____
4. դերմա, բուն մաշկ _____
5. ենթամաշկային շերտ _____
6. մազային ֆոլիկուլ, մազապարկ _____
7. ձեռքի ափ _____
8. լուսնաշերտ _____
9. ոտնաթաթի ներբան _____
10. լուսնաձև շերտ _____

Task 2. Use the words in the box to complete the statements below. You may need to use some words more than once. Where necessary, refer to the Topical vocabulary and your research findings you completed in Task 2, Section 1.

dermis **melanin** **acne**	**hair** **pigment** **nail matrix**	**melanoma** **hair shaft** **nevi**	**melanin** **cryosurgey** **nanoscience**

1. _____ are very common and typically appear as small brown, tan, or pink spots.
2. The _____ is the layer of skin that contains blood vessels and also sweat glands.
3. _____ is intensely coloured substance and is used to colour other materials.
4. The part of hair exposed at the skin's surface is called _____.

5. The palms of the hands and also soles of the feet are parts of the human body where no _____ grows.
6. _____ gives skin its color; in addition, the hair and eye color mostly depend on the type and amount of _____.
7. When your skin pores become plugged with oil, and you have blackheads, you are said to have _____.
8. The _____ is the area where your fingernails and toenails start to grow.
9. _____ is a treatment on a targeted region of your body and uses extreme cold, for instance, to destroy cancer cells.
10. _____ is the study of structures and/or phenomena on an ultra-small scale.
11. _____, which means "black tumour", is a form of skin cancer.

Task 3. Read the following statements and decide if they are true (mark T for true) or false (mark F for false). Refer to the reading and correct the sentences that are false.

1. _____ Skin is the largest organ in the human body.
2. _____ The outermost layer of skin is called subcutaneous layer.
3. _____ Each hair on the human body grows out of a follicle in the skin.
4. _____ Sweat glands produce the skin's natural oil.
5. _____ The epidermis has a function of making new skin cells.
6. _____ The dermis contains nerve endings and sends signals to the brain when you have touched something.
7. _____ Subcutaneous layer of the skin has a specific function to help the body stay warm.

Task 4. Translate the sentences into English. Where needed, refer to the Topical Vocabulary, Section 1 and Vocabulary Analysis, Section 2.

1. Մաշկի մեջ կան հազարավոր բջիջներ, հարյուրավոր նյարդային վերջույթներ, քրտնագեղձեր, ճարպագեղձեր և արյունատար անոթներ։
2. Մաշկը ծածկում է մարդու ողջ մարմինը և օրգանիզմը պաշտպանում քիմիական նյութերի վնասակար ներգործությունից, ինչպես նաև վարակիչ հիվանդություններից։
3. Մաշկը բաղկացած է երեք հիմնական շերտերից։ Արտաքին շերտը վերնամաշկն է (էպիդերմիս)։ Վերնամաշկի գույնը կարող է տարբեր լինել՝ պայմանավորված դրա մեջ պարունակվող մելանին գունակով։
4. Վերնամաշկի տակ գտնվում է բուն մաշկը (դերմա)։ Մաշկի այս շերտում տեղակայված են արյունատար անոթները, նյարդային վերջույթները, քրտնագեղձերը և մազապարկերը։
5. Բուն մաշկի տակ երրորդ՝ ենթամաշկային շերտն է, որի շնորհիվ օրգանիզմը պաշտպանվում է տարատեսակ վնասվածքներից։
6. Եղունգների հիմքում, որպես կանոն, նկատելի է լինում լուսնաձև սպիտակավուն շերտ, որը մաշկի տակ գտնվող մատրիքսի մի մասն է։
7. Մարմնի ամբողջ մակերեսը, բացառությամբ շրթունքների, ձեռքերի ափերի և ոտքերի ներբանների, ծածկված է մազերով։

8. Տեխնոլոգիական առաջընթացին զուգահեռ՝ հրատարակվել են գրքեր մաշկի ախտահարումների և վնասվածքների պատկերներով՝ այդպիսով նպաստելով մաշկաբանների գիտելիքների խորացմանը:

Task 5. Discussion questions and tasks.

1. **What is integumentary system? What is the primary organ of the integumentary system?**
   A. skin
   B. nerve
   C. sweat glands
   D. melanin
2. **Based on your findings for Task 2 in Section 1, name the pigment that gives colour to human skin:**
   A. Vitiligo
   B. Melanin
   C. Follicle
   D. Glands
3. **What is the primary function of hair? Based on your knowledge from the Advanced Reading Text above, choose the word that is part of hair:**
   A. hair shaft
   B. matrix
   C. sole
   D. muscle

Shedding Light on Medical Terms:
What is an OPERATING THEATRE?

Operating theatre at Boston City Hospital by Augustine H. Folsom, c. 1890. Harvard Medical Library (Folsom c. 1890)

The image above from the collection at Harvard Medical Library is a real-life illustration of what early *operation* or *surgery rooms* looked like. Previously - when no modern technologies existed - rooms for surgical procedures were called '***operating theatres'*** because they were built in a gallery style and their construction resembled theatres to enable public observation and demonstration. Such operation theaters were found throughout Europe as early as in the 16th century, such as the anatomy theaters in Padua and Bologna. These anatomy theatres were used for purposes of medical teaching and demonstration.

UNIT 6: SURGERY

SECTION 1.
READING COMPREHENSION and DISCUSSION

1.1 READING COMPREHENSION.

Cosmetic surgery[11] aesthetically enhances or reshapes parts of the face or body. This means that cosmetic surgery procedures can, for instance, smooth wrinkles on face, reshape certain facial features or lift the skin. But just how far are people ready to go to alter or improve their appearance and give themselves the perfect face or body? Cosmetic surgery can boost confidence and improve self-esteem. But it can be risky and sometimes cost a fortune. Read this report about cosmetic surgeries and try to 'shape' an answer to this question: *"What is the reason of today's increased demand for cosmetic surgery procedures?".*

COSMETIC SURGERIES RISE IN SOUTH KOREA DURING PANDEMIC

South Korean demand for **cosmetic surgery** operations sharply increased in 2020. Last year, the industry in South Korea was

[11] According to ***University of Missouri Health Care,*** Cosmetic Surgery is a branch of **Plastic Surgery** - a broad field that encompasses both *cosmetic surgery* and *reconstructive surgery. Cosmetic surgery* is performed to improve a person's appearance to help their self-esteem and patients are usually healthy before they have the surgery (*Cosmetic vs. plastic surgery: What's the difference?* University of Missouri Health Care. (n.d.).
According to ***Stanford Health Care,*** *Reconstructive surgery* is performed to correct facial and body abnormalities caused by birth defects, trauma, disease, or aging (*Reconstructive plastic surgery*. Stanford Health Care (SHC) - Stanford Medical Center. (2017, September 12).

worth about $10.7 billion dollars. That was an increase of around nine percent from 2019. South Koreans are expected to spend around $11.8 billion this year, says Gangnam Unni, the country's largest online cosmetic surgery website.

Ryu Han-na is a 20-year-old university student. She got an operation on her nose in December. Ryu took her classes online throughout 2020. She said the abilities to rest at home and to wear a face covering in public were important for her. "*I always wanted to get a nose job...I thought it would be the best to get it now before people start taking off* ***masks*** *when vaccines become available in 2021,"* she said as she prepared for the operation, which cost around $4,000. "*There will be* ***bruises*** *and* ***swelling*** *from the surgery but since we'll all be wearing masks I think that should help,"* she added.

That thinking is leading to an increased demand for such operations in South Korea. Gangnam Unni data showed its users grew to about 2.6 million last year, an increase of 63 percent from a year earlier. However, the **pandemic** made it nearly impossible to sell cosmetic services to foreign patients. As a result, the industry has tried to promote its services more to people in the country and nearby. Promote means to make something more popular or well-known. Cosmetic surgeons say patients are interested in operations on all parts of the face. Some want operations on parts of the face that are easily hidden under coverings, such as the nose and lips. But others want operations in places that face coverings do not hide.

Park Cheol-woo is a surgeon at WooAhIn Plastic Surgery Clinic. Park was responsible for Ryu's operation. "*Both surgical and non-surgical* ***inquiries*** *about eyes, eyebrows,* ***nose bridge*** *and foreheads - the only visible parts - certainly increased,"* Park said.

Surgeon Shin Sang-ho runs Krismas Plastic Surgery Clinic. Shin said many people have spent their emergency payment from the government at hospitals and surgical centers. "*I felt like it's sort of a* ***revenge*** *spending. I've sensed that* ***customers*** *were expressing their pent-up emotions (from the coronavirus) by getting* ***cosmetic procedures****,"* Shin said. Pent-up emotions are feelings that have been held back or not expressed. Government data shows that of about $13 billion in government payments, 10.6 percent was used in hospitals and drug stores. That was the third-largest area of spending behind supermarkets and restaurants. However, details of spending at hospitals were not provided. A third wave of coronavirus remains a concern in South Korea as the country reports more daily cases. "*We've seen growing numbers of cancellations... recently as people* ***refrain*** *more from going outside..."* Park said.

(English, V.O.A.L., 2021,
Cosmetic surgeries rise in South Korea during pandemic.)

TOPICAL VOCABULARY

bruise – կապտուկ

cosmetic procedures – կոսմետիկական պրոցեդուրաներ

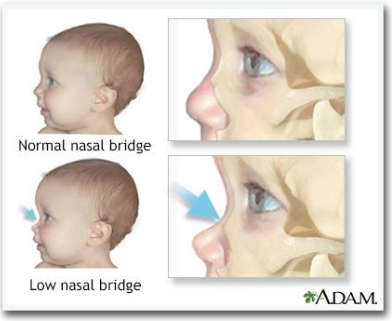
customer – հաճախորդ

inquiries /եզակի ձևը՝ **inquiry**/ – հարցում, տեղեկանք, տեղեկություններ հավաքելը

mask – դիմակ

nose bridge – քթային կամուրջ (see Figure 7)

Figure 7. Low nasal bridge



pandemic – համավարակ, համավարակային, պանդեմիա
refrain – իրեն զսպել, խուսափել, ձեռնպահ մնալ
revenge – վրեժ, վիրժառություն, ռևանշ
swelling – այտուց, այտուցվածություն

Task 1. Consulting the dictionary, try and suggest the Armenian equivalent to the following expressions:

1. cosmetic surgery operations _____
2. nose job _____
3. increased demand _____
4. cosmetic services _____
5. promote its services _____
6. cosmetic surgeons _____
7. non-surgical inquiries _____
8. emergency payment _____
9. revenge spending _____
10. express pent-up emotions _____
11. drug stores _____
12. refrain from going outside _____

Task 2. Complete the research-based task below. Where needed, consult the Cambridge Academic Content Dictionary at https://dictionary.cambridge.org, also surf through the https://scholar.google.com, https://www.google.com/, or other website pages which may contain relevant information. Write down the source you use each time.

1. What is the major difference between ***epidemic*** and ***pandemic*****?** How would you describe the coronavirus disease - an ***epidemic*** or ***pandemic***?

2. What is ***emergency payment*** and in which cases is it used? Is ***emergency payment*** a common practice in Armenia/your country? Do you think it right to spend ***emergency payment*** on cosmetic surgery in times of pandemics?
3. Explore the types of cosmetic surgery procedures below and write their English synonyms and the Armenian equivalents. Write down your findings in the column under "What do I know?" heading. Comment if you would ever try them in "Would I try it?" column.

Type of cosmetic procedure	**What do I know?**	**Would I try it?**
facelift		
nose surgery		
cheek fillers		
brow lift		
eyelid lift		
external ear correction surgery		
breast augmentation		
abdominoplasty		
liposuction		

1.2 DISCUSSION

1. Do you think the development of cosmetic surgery is a positive or negative trend? Is cosmetic surgery popular in Armenia/your country? If yes, what types of cosmetic surgery procedures are in demand?
2. Do you know anyone who has had cosmetic surgery? If yes, what did they have done and were they happy with the results?
3. Has anyone ever suggested that you consider having cosmetic surgery? If so, how did that make you feel?
4. Why do you think famous celebrities go ‘under the knife’? Can you recall celebrities who have had cosmetic surgery procedures? Did their appearance improve following the procedure? Look at the woman in the images. She is Jocelyn Wildenstein, an American socialite known for undergoing extensive cosmetic surgery procedures. Can you identify some of the procedures shown in the images?

SECTION 2.
ADVANCED READING and VOCABULARY ANALYSIS

2.1 ADVANCED READING

This text describes how a *surgery procedure* takes place in general. Take notes on unknown words and expressions as you read it.

SURGERY

1. One of the most dramatic medical procedures is surgery. Ever since ancient times, people have tried to cure medical problems by cutting into the body. Surgical operations are depicted on the tombs of the Egyptian Pharaohs, dating from 3000 B.C. These early operations were painful and **hazardous.** If an **amputation** was necessary, for example, alcohol was often used **to dull** the pain somewhat, but the patient did not have the benefit of an effective anesthetic drug. And after the surgery was performed, there was great risk of infection because the use of antiseptics was unknown.
2. Today, operations are performed under **sterile** conditions, and great care is taken during and after each operation **to avoid** infection. A variety of anesthetic drugs are available to make the patient pain-free during the operation, and highly trained medical specialists **(anesthesiologists)** can determine the proper drug and **dosage** to use. Many operations which used to require lengthy hospital stays are now performed under **local anesthetic,** often **on an outpatient basis.**
3. A patient about to undergo surgery is instructed not to eat or drink anything for several hours prior to the operation in order to make it easier for the surgeon to operate and to avoid complications from the anesthetic.

4. The surgeon is assisted by a large staff. The **chief operating-room nurse** supervises the operating-room **nursing staff,** which includes a **scrub nurse** in charge of surgical supplies and equipment; a **circulating nurse,** not dressed in a sterile gown, who is in charge of activities outside the sterile theater; and an **orderly** to help move the patient.
5. An important member of the surgical team is the **anesthesiologist.** This specialist is responsible for **administering** the anesthetic that renders the patient **insensible** of pain during the operation. Great care must be taken to provide enough anesthetic to keep the patient **unconscious,** yet not so much that it will dangerously lower the patient's respiration, pulse, or blood pressure. The patient's history of allergies must also be considered in determining the type of anesthetic that is to be used.
6. Surgery requires a large variety of specialized equipment. In addition to the special operating table, there are high-intensity lights and the **anesthesia machine.** A main instrument table is covered with a large collection of **scalpels, forceps, suture needles, retractors,** and other instruments. There are vacuum machines to suck out **excess** blood and other fluids from the part of the body being operated upon.
7. An operation may be completed in less than an hour, or it may last for several hours. Before the patient **is sewn up,** the used **sponges** and the instruments are always counted by the circulating nurse and one other person to ensure that none have been left inside the patient's body. Once surgery is completed, careful postoperative care is begun. The wound is carefully **bandaged,** and the **dressings** are changed frequently. The patient is **wheeled** into a **recovery room** and kept there until awakening from the anesthetic. Often, the patient is then taken

to an **intensive care unit,** where the **vital signs** are carefully monitored. Once out of the danger, the patient is taken to a hospital room or **ward.** Early **ambulation** is prescribed to prevent blood clots **or bed sores.**

8. Although modern surgery can produce amazing results with minimum risk, the benefits are likely to carry a huge price tag. Despite a substantial reduction in the number of days one spends in a hospital for an operation, even the simplest surgery is likely to cost many thousands of dollars when taking into account the cost of the hospital room, the operating room, the anesthesiologist's charge, and the surgeon's fee, along with the expenses for drugs and equipment. People not covered by medical insurance can have their savings wiped out by the costs of surgery and related medical care.

(Abridged from
Tiersky and Tiersky, 1992, pp. 72-76)

2.2 VOCABULARY ANALYSIS[12]

Surgical procedures, medicines, equipment and instruments

amputation – surgical removal of a limb or part of a limb.

anesthesia machine – the apparatus used to deliver general anesthesia to patients as they undergo a medical procedure.

dressing – a covering or bandage applied to a wound to protect it.

dosage – **t**he amount of medicine that you should take at one time; a measured amount of a medicine.

[12] Definitions of terms and terminological expressions under this section are from Dorling Kindersley, the British Medical Association Illustrated Medical Dictionary; Cambridge Advanced Learner's Dictionary & Thesaurus; Collins English Dictionary; A.D.A.M. Medical Encyclopedia; WebMD; Merriam-Webster; National Library of Medicine, MedlinePlus; healthinsurance.org

forceps – a surgical instrument with handles like a pair of scissors, made in different sizes and with differently shaped ends, used for holding and pulling.
local anesthetic[13] – local anaesthesia involves numbing an area of the body using a type of medication called *a local anaesthetic*. These medicines can be used to treat painful conditions, prevent pain during a procedure or operation, or relieve pain after surgery. Local anaesthetics do not cause you to lose consciousness.
needle – a thin metal instrument with a sharp point at one end and a hole at the other for attaching a thread.
retractor – a surgical instrument for holding back the edges of a wound; used to hold the surgical site open during an operation.
scalpel – a small sharp-pointed knife used in surgery.
sponge – an absorbent pad made of gauze and cotton, commonly used in surgery to absorb blood.

Hospital departments and healthcare facilities

intensive care unit – a special ward found in most hospitals to provide intensive care (treatment and monitoring) following surgery, after an accident, or during severe illness.
on an outpatient basis – if the patient receives healthcare services (such as surgery) *on an outpatient basis*, it means that he/she does not stay overnight in a hospital or clinic.
recovery room – a room in a hospital where patients are placed after they have had an operation under anesthesia, so that they can be monitored while they recover.
ward – a room or set of rooms in a hospital, with beds for the patients; a large room in a hospital where a number of patients often requiring similar treatment are accommodated.

[13] Local anaesthesia. (n.d.). *Health A to Z, National Health Service.* Retrieved February 04, 2022, from https://www.nhs.uk/conditions/local-anaesthesia/

Other medical vocabulary

administer – to give someone medicine or a treatment.

ambulation – walking; ***'early ambulation is recommended'*** - patients should try to get out of bed and walk about as soon as possible after the operation.

avoid – to stay away from someone or something, or prevent something from happening, or not allow yourself to do something.

bandage *(verb)* – to tie a bandage around an injury or part of someone's body, or put bandages on someone or something.

Bed sores – sore places on a person's skin, caused by having to lie in bed for a long time without changing position.

blood clots – for the definition see Paragraph 11 and Vocabulary Analysis for *'blood clots'* under SECTION 2, UNIT 3 "EMERGENCY MEDICINE".

dull *(verb)* – to make something less severe.

excess – an amount that is more than is needed, expected, or acceptable.

hazardous – dangerous and involving risk, especially to someone's health.

insensible – lacking feeling or consciousness; lacking sensation.

sew something up – to close or repair something by sewing the edges together.

sterile – with no harmful microorganisms present.

unconscious – in the state of not being awake and not aware of things around you.

vital signs – your vital signs show how well your body is functioning. They include: *blood pressure*, *heart rate* or *pulse* (which measures how fast your heart is beating), *respiratory rate* (which measures your breathing), *temperature* (which measures how hot your body is).

wheel *(verb)* – to push an object that has wheels so that it moves in a particular direction.

Task 1. Making reference to the reading, translate the following specialist terms and word combinations into English:

1. ցավը բթացնել _____
2. կատարել վիրահատություն _____
3. մանրէազերծ միջավայր _____
4. տեղային անզգայացման (անեսթեզիայի) համար նախատեսված դեղամիջոց _____
5. դեղաչափ _____
6. ամբուլատոր պայմաններում_____
7. պառկելախոց _____
8. հերձաղանակ, վիրաղանակ _____
9. նրբունելի, աքցան _____
10. վիրաբուժական ասեղ _____
11. վերքալայնիչ _____
12. ինտենսիվ թերապիայի բաժանմունք _____
13. հիվանդասենյակ _____

Task 2. Use the words in the box to complete the statements below. You may need to use some words more than once. Where necessary, refer to the Topical vocabulary and your research findings you completed in Task 2, Section 1.

facelift **recovery room** **on an outpatient basis** **breast augmentation**	**vital signs** **liposuction** **retractor** **ambulation**	**bedsores** **abdominoplasty** **anaesthesiologist**

1. _____ is the ability to walk independently, without use of any assistive devices.

2. _____ are open wounds on the skin and happen when one lies or sits in one position too long.
3. _____ are measurements which tell you, for example, the number of breaths you take per minute.
4. Once surgery is over, patient is transported to the _____ for anesthesia recovery and post-operative care.
5. Surgical _____ help surgeons hold the wound open during the surgery.
6. _____ gives certain medicine to patients that may put the patient to sleep during surgery.
7. If you receive medical care _____, it means that there is no need for an overnight stay in the hospital.
8. _____ is a surgical intervention to improve the appearance of the abdomen.
9. _____ is a type of cosmetic surgery on the face to remove imperfections, such as wrinkles.
10. If you cannot get rid of some belly fat through dietary choices and exercise, you may resort to _____.
11. _____ is a technique in cosmetic surgery which uses breast-implants to increase breast size.

Task 3. Read the following statements and decide if they are true (mark T for true) or false (mark F for false). Refer to the reading and correct the sentences that are false.

1. _____ In ancient times, when the use of anesthetics was unknown, alcohol was often used to bring on the pain.
2. _____ At slightly higher doses of anesthetics a patient is considered unconscious.
3. _____ In early ambulation surgeons remove a part of human body.

4. _____ Amputation happens after operation as a form of postoperative care in which a patient gets engages in sitting or walking.
5. _____ The local anaesthetic is an injection of certain medicine to numb specific area of the human body.
6. _____ The scrub nurse works in the operating theatre and assists the surgeon.
7. _____ An orderly ensures the safety and comfort of patients.
8. _____ A circulating nurse puts on sterile gown and gloves and handles to the surgeon only sterile instruments and material, and also counts the surgical instruments once the surgery is over.

Task 4. Translate the sentences into English. Where needed, refer to the Vocabulary Analysis, Section 2.

1. Համավարակի ժամանակահատվածում կտրուկ աճել է դեմքի կոսմետիկ վիրահատությունների պահանջարկը։
2. Ես մշտապես ցանկացել եմ վիրահատել քիթս, պարզապես հիմա առավել քան հարմար պահ է, քանի որ կապտուկները և այտուցը կկարողանամ թաքցնել դիմակի տակ։
3. Հին ժամանակներում եթե անդամահատության անհրաժեշտություն էր առաջանում, ցավը մեղմելու նպատակով օգտագործում էին ալկոհոլ։
4. Չնայած որ վիրահատությունները կատարվում էին մանրէազերծ պայմաններում, այդուհանդերձ, մեծ էր լինում վարակվելու վտանգը, քանի որ այդ ժամանակներում դեռևս անհայտ էր հականեխիչ (անտիսեպտիկ) միջոցների կիրառությունը։

5. Անեսթեզիոլոգներն են որոշում տեղային անզգայացում կատարելու համար դեղի անհրաժեշտ չափաբաժինը։
6. Նախքան հիվանդի վերքը կարելը, բուժքույրերը հաշվում են օգտագործված վիրաբուժական սպունգները և գործիքները՝ համոզվելու համար, որ որևէ գործիք չի մնացել հիվանդի մարմնի ներսում։
7. Քթի հետվիրահատական շրջանում հիվանդների մեծ մասի մոտ կարող է դիտվել կարմրություն, կապտուկներ, այտուց, ինչպես նաև արյունահոսություն։
8. Վիրահատությունն ավարտելուն պես սկսվում է հիվանդի հետվիրահատական խնամքը։ Տեղադրվում և հաճախակի փոխվում են վիրակապերը, հիվանդը տեղափոխվում է հիվանդասենյակ, ստուգվում է հիվանդի արյան ճնշումը, անոթազարկը, և այլն։
9. Հետվիրահատական բարդություններից, օրինակ՝ պառկելախոցերից խուսափելու նպատակով, խորհուրդ է տրվում քայլել կամ հնարավորինս հաճախ շարժման մեջ լինել։
10. Անզգայացում կատարելուց և դեղն ընտրելուց առաջ պարտադիր կերպով հաշվի է առնվում, թե արդյոք հիվանդն ունի ալերգիա դեղերի նկատմամբ։
11. Վիրաբուժական գործիքների հավաքածուն ներառում է նրբունելիներ, վիրադանակներ, վիրաբուժական ասեղներ, կարանյութ և մի շարք այլ գործիքներ։ Կան նաև վակուումային սարքեր, որոնց միջոցով վիրահատության ընթացքում հեռացվում է ավելորդ արյունը և այլ հեղուկներ։

Task 5. Discussion questions and tasks.

1. What things or objects in an operating room must be sterile? How do you understand the concept "*sterile*" in terms of reproductive health? Try and find the Armenian equivalent of *"sterile"* as *"free from microorganisms"* and *"sterile"* as *"infertile"*.
2. What are the major *vital signs* essential to human life that must be carefully checked?
3. Explain if there is any difference between the terms ***"ambulation"*** and ***"amputation".*** Which one is a surgical procedure?
4. What is the difference between the ***"administration of a hospital"*** and ***"administration of an anaesthetic drug"***?
5. What springs to mind when you hear the word *"operation"* or *"surgery"?* If you had the chance, would you choose to be awake during surgery or rather be asleep? Choose your ideal option and explain.
6. What difference do anaesthetic drugs make nowadays to the work of surgeons? What is the major advantage of undergoing a surgery under an anaesthetic drug?

Shedding Light on Medical Terms: What is MÜNCHHAUSEN syndrome?

According to a clinical definition, ***Münchhausen syndrome*** is *"when someone tries to get attention and sympathy by falsifying, inducing, and/or exaggerating an illness."* (Weber et al. 2021).

Such people may not have symptoms of a disease, but they lie and claim they have; they may even harm themselves to induce various symptoms. In other words, people with this syndrome will intentionally eat spoiled food, cut or burn themselves, overdose on medicines, poison themselves, etc. In doing so, they wish to get the care rendered to truly ill people; they wish to be the centre of special attention (Munchausen syndrome, https://my.clevelandclinic.org/-health/diseases/9833-munchausen-syndrome-factitious-disorder-imposed-on-self).

Richard Asher - an eminent English physician - described and named the disorder in 1951 after an eighteenth century German cavalry officer known as Baron von Munchhausen who travelled widely and was well-known for his dramatic stories of his life experiences. However, his stories were quite ridiculous and untruthful and eventually garnered him a reputation as an inveterate liar. Most probably, this mapping onto Munchhausen's personage and the clinical manifestation of the disorder were the major reason for naming the disorder 'Münchhausen syndrome.'

UNIT 7: MENTAL HEALTH

SECTION 1.
READING COMPREHENSION and DISCUSSION

1.1 READING COMPREHENSION.

Mental health is a broad field which encompasses a range of elements indispensable to human's emotional and psychological health (Mental health, https://medlineplus.gov/mentalhealth.html). Mental health problems and issues may disrupt person's social well-being and overall health. The following text is about *mental health issues* that may happen following the coronavirus disease.

STUDY: COVID-19 SURVIVORS MAY BE AT GREATER MENTAL HEALTH RISK

Researchers say COVID-19 survivors may be at greater risk of developing **mental health** issues than other people. That information comes from a large study published earlier this week. The study found that 20 percent of those infected with the novel coronavirus are diagnosed with a **psychiatric disorder** within 90 days.

Researchers from Britain's Oxford University studied **recovered** COVID-19 patients who developed mental health problems. They found that the most common issues were **anxiety, depression,** and **insomnia** - the inability to sleep. They also noted a much higher risk of **dementia,** a condition that weakens the brain.

Paul Harrison, a professor of **psychiatry** at Oxford, is one of the researchers. He told Reuters news agency, "*People have been worried that COVID-19 survivors will be at greater risk of mental*

health problems, and our findings ... show this to be likely." Harrison urged doctors and scientists around the world to urgently **investigate** the causes of mental conditions after COVID-19. And he wants them to find new treatments for the disease. Health services need to be ready to provide care, Harrison warned. This is especially true, he said, because the estimates from the study are probably on the low side.

The Oxford researchers looked at electronic **health records** of 69 million people in the United States. This number included more than 62,000 cases of COVID-19. The researchers said the findings are likely to be the same for those infected by COVID-19 worldwide. In the three months following a positive test result for COVID-19, one in five survivors said they experienced a first-time diagnosis of anxiety, depression or insomnia. The researchers said that COVID-19 survivors were twice as likely to be diagnosed with these conditions than other groups of patients in the same three-month period.

The study also found that people with a **pre-existing** mental condition were 65 percent more likely to be diagnosed with COVID-19 than those without. A report on the study appeared in The Lancet Psychiatry journal. Mental health specialists not directly involved with the study said its findings add to growing evidence that COVID-19 **affects** the brain. They said that the disease also can increase the risk of many **psychiatric disorders.** "*This is likely due to a combination of the **psychological stressors** associated with this particular pandemic and the physical effects of the illness,"* noted Michael Bloomfield. He is a psychiatrist with University College London.

The fact that people with **mental health disorders** are at higher risk of getting COVID-19 confirms similar findings in other **infectious disease outbreaks,** said Simon Wessely. He is a

professor of psychiatry at King's College London. "*COVID-19 affects the* ***central nervous system,****"* Wessely said, "*and so might directly increase"* other disorders. But he added that the study confirms there is more going on. The risk, he said, is increased by pre-existing health conditions.

Marjorie Wallace is chief of the mental health aid group SANE. She said the study looks like her organization's experience during the coronavirus health crisis. Wallace said that SANE's telephone helpline is dealing with an increasing number of first-time callers who are having mental health issues. Others are **relapsing,** she said, because their fear and anxiety have become unbearable.

(English, V.O.A.L., 2020,
Study: Covid-19 survivors may be at Greater Mental Health Risk.)

TOPICAL VOCABULARY

affect – ախտահարել, ազդել

anxiety – տագնապ, սարսափ, վախ

central nervous system – կենտրոնական նյարդային համակարգ

COVID-19 – կորոնավիրուս կամ ՔՈՎԻԴ-19՝ վիրուս, որն առաջացնում է տարատեսակ հիվանդություններ (Covid-19, https://www.unhcr.org/am/ինչ-ենք-մենք-անում/covid-19)

dementia – դեմենցիա, թուլամտություն, մտագարություն, որը բացասաբար է անդրադառնում մարդու մտածողության, առօրյա խնդիրները լուծելու ունակության վրա. դժվարանում կամ անհնարին է դառնում նոր գիտելիքների և պրակտիկ հմտությունների ձեռքբերումը

depression – ընկճվածություն, ընկճախտ, դեպրեսիա, ճնշվածություն
health record – հիվանդի բժշկական քարտ
infectious disease outbreak – վարակիչ հիվանդության բռնկում
insomnia – անքնություն, ինսոմնիա
investigate – հետազոտել, ուսումնասիրել, քննել
mental health – հոգեկան առողջություն
mental health disorder – հոգեկան առողջության խնդիր
pre-existing – նախապես գոյություն ունեցող
psychiatric disorder – հոգեկան խանգարում
psychiatry – հոգեբուժություն, հոգեկան հիվանդությունների ախտորոշում և բուժում
psychological stressor – հոգեբանական սթրեսոր
Recover – ապաքինվել, առողջանալ
Relapsing – սրացող, կրկնվելու միտում ունեցող, կրկնվող

Task 1. Consulting the dictionary, try and suggest the Armenian equivalent to the following expressions:

1. a large study _____
2. infected with the novel coronavirus _____
3. mental health problems _____
4. most common issues _____
5. weaken the brain _____
6. professor of psychiatry _____
7. provide care _____
8. estimates from the study _____
9. positive test result _____
10. to be diagnosed with COVID-19 _____
11. growing evidence _____
12. similar findings _____

Task 2. Complete the research-based task below. Where needed, consult the Cambridge Academic Content Dictionary at https://dictionary.cambridge.org, also surf through the https://scholar.google.com, https://www.google.com/, https://www.mayoclinic.org/ or other website pages which may contain relevant information. Write down the source you use each time.

1. Try and research the concept ***stigma*** and ***discrimination.*** Are these concepts in any way related? How do they apply to mental health? Can you think of any health conditions or social status/issues that have been stigmatized throughout history? Consider, for instance, ***divorce, AIDS (Acquired immunodeficiency syndrome), unwed motherhood,*** etc.
2. Try and research the concepts ***stereotype*** and ***prejudice.*** What are these concepts about and how do they affect an individual's self-esteem?

Task 3. Translate the sentences into English. Where needed, refer to the Topical Vocabulary, Section 1.

1. Համաձայն գիտական տարբեր հետազոտությունների՝ կորոնավիրուսը հաղթահարածների շրջանում առավել մեծ է հոգեկան խնդիրներ զարգանալու վտանգը։ Ուսումնասիրությունը ցույց է տվել, որ կորոնավիրուսով վարակված անձանց քսան տոկոսի մոտ հիվանդությունից որոշ ժամանակ անց ախտորոշվում է հոգեկան խանգարում։
2. Օքսֆորդի համալսարանի հետազոտական խումբն ուսումնասիրել է դեմենցիայի և անքնության զարգաց-

ման ռիսկերը կորոնավիրուսը հաղթահարած հիվանդների շրջանում։

3. Անհրաժեշտ է անհապաղ պարզել, թե որն է կորոնավիրուսից հետո հոգեկան խնդիրների առաջացման պատճառը։
4. Հետազոտությամբ նաև պարզ է դարձել, որ նախկինում հոգեկան խնդիրներ ունեցած անձանց մոտ նոր խնդիրների ախտորոշման հավանականությունն առավել բարձր է։ Հոգեկան առողջության մասնագետները պնդում են, որ բազմաթիվ են ապացույցներն այն մասին, որ կորոնավիրուսն ազդում է գլխուղեղի վրա։
5. Համաձայն հետազոտական վերջին տվյալների՝ կորոնավիրուսն ազդում է կենտրոնական նյարդային համակարգի վրա։ Այս փաստն ապացուցվել է նաև վարակիչ մի շարք հիվանդությունների բռնկումների ժամանակ։
6. Առողջապահական ճգնաժամային իրավիճակներում գործում է տեղեկատվական և խորհրդատվական հեռախոսակապ, որի դեպքում գրանցվում են զանգեր՝ հիմնականում հոգեկան առողջության հարցերի և սրացող/կրկնվող խնդիրների վերաբերյալ։

1.2 DISCUSSION

1. Have you ever had the feeling that performing routine activities felt like a huge task? What do you think is the reason behind this? Can it be an anxiety, depression, feeling physically too tired, or something else? How do you overcome such emotions?

2. Do you think it is important to have someone to talk to about your emotions? When depressed or anxious, do you share your emotions with someone or you prefer not to talk openly about how you feel? Is it important to talk to optimistic people in such cases?
3. Is there anyone you can be honest with when you feel depressed, stressed, etc.? How would you characterize these emotions - are they ‘long-lasting’ or ‘short-term’? Can you identify the negative consequences of the long-lasting emotions and say if they affect your lifestyle?

SECTION 2.
ADVANCED READING and VOCABULARY ANALYSIS

2.1 ADVANCED READING

The online portal of the United States National Library of Medicine describes various *mental disorders* as *"conditions that affect your thinking, feeling, mood, and behavior. They may be occasional or long-lasting (chronic). They can affect your ability to relate to others and function each day."* (Mental disorders, https://medlineplus.gov/mentaldisorders.html). Different types of mental disorders include anxiety disorders, depression, mood disorders, eating disorders, personality disorders, psychotic disorders, etc. (Mental disorders, https://medlineplus.gov/mentaldisorders.html). As you read the texts, take notes on key descriptors of the disorders and try to recall if you have ever encountered any of those disorders in real-life situations.

MENTAL DISORDERS

ANXIETY

Anxiety is a feeling of fear, **dread,** and uneasiness. It might cause you to sweat, feel **restless** and **tense,** and have a rapid heartbeat. It can be a normal reaction to stress. For example, you might feel anxious when faced with a difficult problem at work, before taking a test, or before making an important decision. It can help you to cope. The anxiety may give you a boost of energy or help you focus. But for people with anxiety disorders, the fear is not temporary and can be **overwhelming.**

What causes anxiety disorders?

The cause of anxiety is unknown. Factors such as **genetics,** brain biology and chemistry, stress, and your environment may play a role.

What are the symptoms of anxiety disorders?

The different types of anxiety disorders can have different symptoms. But they all have a combination of:

- Anxious thoughts or beliefs that are hard to control. They make you feel restless and tense and interfere with your daily life. They do not go away and can get worse over time.
- Physical symptoms, such as a **pounding** or rapid heartbeat, unexplained **aches** and pains, **dizziness,** and **shortness of breath.**
- Changes in behavior, such as avoiding everyday activities you used to do.

What are the treatments for anxiety disorders?

The main treatments for anxiety disorders are **psychotherapy (talk therapy)**, medicines, or both.

DEPRESSION

Depression is a serious medical illness. It's more than just a feeling of being sad or **"blue"**for a few days.

Symptoms can include:

- Feeling sad or "empty"
- Loss of interest in favorite activities
- **Overeating,** or not wanting to eat at all
- Not being able to sleep, or sleeping too much
- Feeling very tired
- Feeling hopeless, **irritable,** anxious, or guilty
- Aches or pains, headaches, **cramps,** or digestive problems
- Thoughts of death or **suicide**

Depression is a disorder of the brain. There are a variety of causes, including genetic, biological, environmental, and psychological factors. Depression can happen at any age, but it often begins in teens and young adults. It is much more common in women. There are effective treatments for depression, including **antidepressants,** talk therapy, or both.

MOOD DISORDERS

Most people feel sad or irritable from time to time. They may say they're in a bad mood. A mood disorder is different. It affects a person's everyday emotional state. Nearly one in ten people aged 18 and older have mood disorders. These include depression and **bipolar disorder.** Mood disorders can increase a person's risk for heart disease, **diabetes,** and other diseases. Treatments include medication, psychotherapy, or a combination of both. With treatment, most people with mood disorders can lead productive lives.

BIPOLAR DISORDER

Bipolar disorder is a mood disorder that can cause intense **mood swings:**

- Sometimes you may feel extremely "up", **elated,** irritable, or energized. This is called a *manic episode.*
- Other times you may feel "down," sad, indifferent, or hopeless. This is called a *depressive episode.*
- You may have both manic and depressive symptoms together. This is called a *mixed episode.*

Along with the mood swings, bipolar disorder causes changes in behavior, energy levels, and activity levels.

What are the treatments for bipolar disorder?

Treatment can help many people, including those with the most severe forms of bipolar disorder. The main treatments for bipolar disorder include medicines, psychotherapy, or both.

EATING DISORDERS

Eating disorders are serious mental health disorders. They involve severe problems with your thoughts about food and your eating behaviors. You may eat much less or much more than you need.

Eating disorders are medical conditions; they are not a lifestyle choice. They affect your body's ability to get proper **nutrition.** This can lead to health issues, such as heart and kidney problems, or sometimes even death. But there are treatments that can help.

What are the types of eating disorders?

Common types of eating disorders include:

- *Binge-eating*, which is out-of-control eating. People with binge-eating disorder keep eating even after they are full. They often eat until they feel very uncomfortable. Afterward, they usually have feelings of guilt, shame, and **distress.** Eating too much too often can lead to weight gain and **obesity.**
- *Bulimia nervosa*. People with bulimia nervosa also have periods of binge-eating. But afterwards, they purge, by making themselves **throw up** or using **laxatives.** They may also over-exercise or **fast.** People with bulimia nervosa may be slightly **underweight,** normal weight, or **overweight.**
- *Anorexia nervosa.* People with anorexia nervosa avoid food, severely restrict food, or eat very small quantities of only certain foods. They may see themselves as overweight, even when they are dangerously underweight. Anorexia nervosa is the least common of the three eating disorders, but it is often

the most serious. It has the highest death rate of any mental disorder.

What causes eating disorders?

The exact cause of eating disorders is unknown. Researchers believe that eating disorders are caused by a complex interaction of factors. These include genetic, biological, behavioral, psychological, and social factors.

PERSONALITY DISORDERS

Personality disorders are a group of mental illnesses. They involve long-term patterns of thoughts and behaviors that are unhealthy and inflexible. The behaviors cause serious problems with relationships and work. People with personality disorders have trouble dealing with everyday stresses and problems. They often have stormy relationships with other people.

The cause of personality disorders is unknown. However, genes and childhood experiences may play a role. The symptoms of each personality disorder are different. They can be mild or severe. People with personality disorders may have trouble realizing that they have a problem. To them, their thoughts are normal, and they often blame others for their problems. Treatment usually includes talk therapy and sometimes medicine.

PSYCHOTIC DISORDERS

Psychotic disorders are severe mental disorders that cause abnormal thinking and **perceptions**. People with **psychoses** lose touch with reality. Two of the main symptoms are **delusions** and **hallucinations.** *Delusions* are false beliefs, such as thinking that someone is plotting against you or that the TV is sending you secret messages. *Hallucinations* are false perceptions, such as hearing, seeing, or feeling something that is not there.

Treatment depends on the cause of the psychosis. It might involve drugs to control symptoms and talk therapy. **Hospitalization** is an option for serious cases where a person might be dangerous to himself or others.

(Mental disorders, 2021,
US National Library of Medicine)

2.2 VOCABULARY ANALYSIS[14]

Mental states, health conditions and issues

ache – a continuous pain that is unpleasant but not very strong.

bipolar disorder - a mental health condition that affects someone's moods, so that they can sometimes feel very depressed (= sad and without hope or energy) and at other times very excited and energetic.

chronic – a term describing a disorder or set of symptoms that has persisted for a long time. A ***chronic illness*** implies a continuing disease process with little change in symptoms from day to day.

cramps – a sudden painful tightening in a muscle, often after a lot of exercise that limits movement.

diabetes – a disease in which the body cannot control the level of sugar in the blood.

distress – unhappiness caused by pain or worry.

dizziness – a sensation of unsteadiness and light-headedness; a temporary feeling that your sense of balance is not good and that you may fall down.

[14] Definitions of terms and terminological expressions under this section are from Dorling Kindersley, the British Medical Association Illustrated Medical Dictionary; Cambridge Advanced Learner's Dictionary & Thesaurus; Collins English Dictionary; A.D.A.M. Medical Encyclopedia; WebMD; MedicineNet; Merriam-Webster; National Library of Medicine, MedlinePlus; healthinsurance.org

dread – to feel extremely worried or frightened about something that is going to happen or that might happen.
elated – extremely happy and excited, often because something has happened or been achieved.
irritable – (1) easily able to become inflamed and painful, (2) feeling annoyed and impatient.
mood swing – a very noticeable change in mood.
obesity – a condition in which excess fat has accumulated in the body.
overeating – the action of eating more food than your body needs, especially so that you feel uncomfortably full.
overweight – heavier than is medically advisable.
psychoses (plural of ***psychosis***) – a severe mental disorder in which the individual loses contact with reality.
restless – unwilling or unable to stay still or to be quiet and calm, because you are worried or bored.
shortness of breath – the feeling of not getting enough air when you are breathing.
suicide – the act of killing yourself intentionally.
to be "blue" – feeling or showing sadness.
underweight – weighing less than is medically advisable.

Other medical vocabulary

antidepressant – drugs used in the treatment of depression.
fast – a period of going without food, e.g. to lose weight or for religious reasons.
genetics – the study of genes and of the way characteristics and diseases are inherited through the genes.
hospitalization – the act of taking someone to hospital and keeping them there for treatment.

laxative – a substance that makes it easier for the waste from someone's bowels to come out.
nutrition – the scientific study of food and the processes by which it is digested and assimilated.
occasional – not happening or done often or regularly.
overwhelming – difficult to fight against.
perception – the interpretation of a sensation; an impression formed in the brain as a result of information about the outside world which is passed back by the senses.
pounding – if your heart is pounding, it is beating with an unusually strong and fast rhythm, usually because you are afraid.
psychotherapy (talk therapy) – treatment of mental and emotional problems by psycho- logical methods. Patients talk to a therapist about their symptoms and problems, with the aim of learning about themselves, developing insights into relationships, and changing behaviour patterns.
purge – to get rid of food from your body, for example in order to stop yourself gaining weight, either by making yourself vomit or by using laxatives.
tense – nervous, worried, and unable to relax.
throw up – when someone throws up, they vomit.

Task 1. Making reference to the reading, translate the following specialist terms and word combinations into English:

1. երկբևեռ/բիպոլյար խանգարում _____
2. անհաղթահարելի, ճնշող _____
3. ջղաձգություն, ջղակծկում _____
4. պահք/պաս, ծոմ _____
5. շաքարախտ _____
6. գլխապտույտ _____

7. մանիակալ էպիզոդ _____
8. դեպրեսիվ էպիզոդ _____
9. ինքնասպանություն, սուիցիդ _____
10. տրամադրության տատանում _____
11. փսխել _____
12. լարված _____
13. լուծողական դեղեր _____
14. հոգեթերապիա _____

Task 2. Use the words in the box to complete the statements below. You may need to use some words more than once.

bipolar disorder **diziness** **anorexia nervosa**	**diabetes** **bulimia nervosa** **psychosis**	**obesity** **genetics** **nutrition**	**psychotherapy** **delusions** **binge-eating disorder**

1. Though critically underweight, people with _____ tend to see themselves as overweight.
2. _____ is a type of eating disorder which involves uncontrolled or dangerous overeating. Afterwards, purging follows with such methods as vomiting or using laxatives.
3. When people have _____, they are prone to eating a lot of food within a short period of time.
4. _____ is a health condition resulting from excess body fat.
5. Psychosis affects a person's thoughts and perceptions making him/her have hallucinations and false beliefs, i.e., _____.

6. _____ offers treatment for psychological disorders or mental illnesses by using a range of psychological methods.
7. _____ is a disease that dangerously affects the level of sugar in one's blood.
8. The World Health Organization labels _____ as indispensable to human health and development. In addition, it also studies how the diet, health and disease interrelate within a human body.
9. _____ is a mental illness that noticeably affects human mood. In other words, the person with this mental health condition will often experience extreme emotional ups and downs.
10. Poor diet and lack of physical activity may gradually cause _____.
11. _____ includes feeling a range of unsteady sensations: you may feel lightheaded or as if you are spinning or things around you are spinning.
12. _____ is a branch of biology, and as a science, it studies genes which are fundamental to heredity.
13. _____ is a general term used to describe a range of conditions that negatively affect one's thoughts, mind and perceptions; in this case the person, in addition to many symptoms, is also characterised as having lost touch with reality.

Task 3. Read the following statements and decide if they are true (mark T for true) or false (mark F for false). Refer to the reading and correct the sentences that are false.

1. _____ Treatments for bipolar disorder may include using laxatives or antidepressants.

2. _____ Obesity symptoms are frequently associated with hallucinations.
3. _____ Bipolar disorder causes strange mood swings, shifts in activity levels, and concentration.
4. _____ There are serious cases where a doctor may consider hospitalization as an ideal option for patients behaving dangerously.
5. _____ You fast when you voluntarily refuse to eat or drink, and it may happen especially as a religious duty.
6. _____ When you have a depressive episode, you may feel extremely elated.
7. _____ Depression is effectively treated by means of antidepressants or psychotherapy.
8. _____ Anxiety disorders may develop through such range of factors as genetics, stress, environment, etc.

Task 4. Translate the sentences into English. Where needed, refer to the Topical Vocabulary, Section 1, and Vocabulary Analysis, Section 2.

1. Ընկճախտի դեպքում անձը կորցնում է կյանքի իմաստը, հետաքրքրությունը սիրելի զբաղմունքի նկատմամբ, ի հայտ են գալիս ինքնասպանության մտքեր։ Ընկճախտով տառապող անձի մոտ դրսևորվում են գլխացավեր, ջղակծկումներ, մարսողական համակարգի խնդիրներ։
2. Դեպրեսիան պայմանավորված է տարբեր պատճառներով, այդ թվում՝ գենետիկական, կենսաբանական և հոգեբանական գործոններով։ Դեպրեսիան կարող է

առաջանալ ցանկացած տարիքում, սակայն այն հաճախ դիտվում է դեռահասների և երիտասարդների շրջանում: Հակադեպրեսանտները և հոգեթերապիան համարվում են դեպրեսիայի բուժման արդյունավետ միջոց:

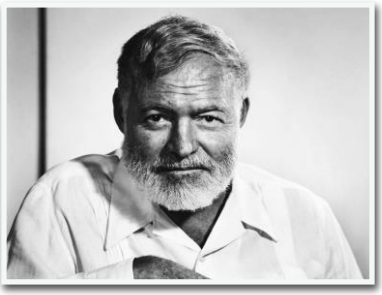
3. Տրամադրության տատանումները կամ խանգարումները կարող են մեծացնել սրտի հիվանդությունների, շաքարախտի և այլ հիվանդությունների ռիսկը: Այդ խանգարումների մեծ մասն ունի կրկնվելու միտում, և հաճախ կարող է կապված լինել սթրեսային իրադարձությունների կամ իրավիճակների հետ:
4. Դեմենցիան բացասաբար է անդրադառնում մարդու մտածողության, ինչպես նաև առօրյա խնդիրները լուծելու ունակության վրա: Դեմենցիայով տառապող անձի համար դժվարանում է նոր գիտելիքների և պրակտիկ հմտությունների ձեռքբերումը:
5. Անձնային խանգարումը հոգեկան խանգարման տեսակ է, որի դեպքում անձն ունենում է մտածողության, իրավիճակին համահունչ գործելու և վարքագծի անառողջ ձևեր:
6. Անձնային խանգարումը կարող է բացասաբար անդրադառնալ մարդկանց հետ փոխհարաբերությունների վրա, խնդիրներ առաջացնել աշխատավայրում, դպրոցում: Հաճախ անձը չի գիտակցում, որ ունի անձնային խանգարում, քանի որ սեփական մտածելակերպը, գործողություններն ու վարվելակերպն իրեն բնականոն են թվում:

7. Տագնապային խանգարումները հոգեկան հիվանդությունների շարքից են, որոնց բնորոշ են անհանգստության և վախի զգացումները: Տագնապային խանգարումների ժամանակ դիտվում է քրտնարտադրություն, անհանգստություն, նաև՝ լարվածություն:
8. Նյարդային բուլիմիան սննդի ընդունման խանգարումներից է, որի դեպքում ծայրահեղ շատ քանակությամբ սնունդ ընդունելուց հետո անձը փորձում է ձերբազատվել օգտագործած սննդից փսխումների միջոցով կամ լուծողականների օգնությամբ:
9. Շատակերության դեպքում անձը չի կարողանում կառավարել իր ախորժակը. անվերահսկելի է դառնում սնունդ ընդունելը: Այս խանգարումն ունեցող անձինք շարունակում են սնունդ ընդունել նույնիսկ սովի զգացումը բավարարելուց հետո, ինչը հաճախ հանգեցնում է ճարպակալման:
10. Զգայախաբությունները (հալյուցինացիաները) աղավաղված, սխալ ընկալումներն են, ինչպես օրինակ՝ լսելը կամ տեսնելը մի բան, որն իրականում գոյություն չունի: Ըստ այդմ, հոգեբույժները տարբերում են, օրինակ, լսողական զգայախաբություն, տեսողական զգայախաբություն, և այլն:

Task 5. Discussion questions and tasks.

1. Have you ever heard negative things about people with mental disorder/disorders? Can you recall some of those things? Consider such opinions as *“people with mental disorder/disorders are violent”, “they have bizarre*

behaviour", "they do not understand how to behave themselves in public", etc.



2. Look at the photos below. Can you name the two writers and two actresses pictured? One of the writers is the author of the book "*The Old Man and the Sea"*, and the other has authored much-loved children's fantasy series, *Harry Potter.* These writers and actresses suffered from a depressive illness at some point in their lives. Some of them have come to the forefront and shared details about their mental disorders with the public. Do you think this helps overcome the stigma or disgrace of mental disorder? Explain how.
3. What do you think shapes and influences public perceptions about mental disorders? Think about *famous people, celebrities, movies, news, newspaper headlines* that feature stories about people with mental disorders and bring them to

the spotlight. In what way can these perceptions evolve and affect the lives of people with mental disorders?

4. What kinds of factors may contribute to changing public attitudes around some of psychiatric disorders? Consider such factors as *education, public policy, scientific research, legislation,* etc.
5. Do you think that a healthy relationship can contribute positively to a person's mental health? Explain how. What difficulties might a person with a mental disorder face in developing healthy interpersonal relationships?

GLOSSARY

A

abdomen *n*	/ˈæb.də.mən/	որովայնախոռոչ, որովայն, փոր
abnormal *adj*	/æbˈnɔː.məl/	ոչ բնականոն, անկանոն. բժշկ.՝ ախտաբանական
abrade *v*	/əˈbreɪd/	սրբել, քերթել (կաշին)
abrasion *n*	/əˈbreɪ.ʒən/	ճանկռվածք, քերծվածք
absence *n*	/ˈæb.səns/	բացակայություն, չներկայանալը
absorb *v*	/əbˈzɔːb/	կլանել, ներծծել
absorbent *adj*	/əbˈzɔː.bənt/	ներծծող, կլանող
abundance *n*	/əˈbʌn.dəns/	առատություն, բազմություն
abuse *v*	/əˈbjuːz/	չարաշահել
accident *n*	ˈæk.sɪ.dənt/	դժբախտ պատահար, վթար
accomplishment *n*	/əˈkʌm.plɪʃ.mənt/	նվաճում, ավարտում
accumulate *v*	/əˈkjuː.mjə.leɪt/	կուտակել, հավաքել, դիզել
ache *n*	/eɪk/	ցավ
acknowledge *v*	/əkˈnɒl.ɪdʒ/	ճանաչել, ընդունել
acne *n*	/ˈæk.ni/	պզուկ, կորյակ, ակնե
act of violence *n*	/ækt əv ˈvaɪə.ləns/	բռնարարք, ահաբեկչական գործողություն
addiction *n*	/əˈdɪk.ʃən/	հակում, սովորույթ

adhesive tape *n*	/ədˈhiː.sɪv teɪp/	ինքնակպչուն ժապավեն, սկոչ
adjust *v*	/əˈdʒʌst/	ճշգրտել, կարգավորել, ուղղել, հարմարվել
administer *v*	/ədˈmɪn.ɪ.stər/	գործերը վարել, կառավարել, նշանակել
adolescence *n*	/ˌæd.əˈles.əns/	պատանեկություն
adulthood *n*	/ˈæd.ʌlt.hʊd/	չափահասություն
advance *n*	/ədˈvɑːns/	առաջխաղացում, զարգացում, հաջողություն
advantage *n*	/ədˈvɑː.n.tɪdʒ/	առավելություն, բարենպաստ դրություն
aesthetic *adj*	/esˈθet.ɪk/	գեղագիտական, էսթետիկական
affect *v*	/əˈfekt/	ախտահարել, ներգործել, ազդել
affliction *n*	/əˈflɪk.ʃən/	դժբախտություն, հիվանդություն
aging *n*	/ˈeɪ.dʒɪŋ/	մեծանալը, ծերացում, ծերանալը
AIDS (Acquired Immunodeficiency Syndrome) *n*	/eɪdz/ (/əˈkwaɪərd ˌɪm.jə.nəʊ.dɪˈfɪʃ.ən.si ˈsɪn.drəʊm/)	ՁԻԱՀ (ձեռքբերովի իմունային անբավարարության համախտանիշ)
allergist *n*	/ˈælədʒɪst/	ալերգաբան
allergy *n*	/ˈæl.ə.dʒi/	ալերգիա, գերզգայունություն

alleviate *v*	/əˈliː.vi.eɪt/	թեթևացնել՝ ցավը, տանջանքները
allow *v*	/əˈlaʊ/	թույլ տալ, իրավունք տալ
alter *v*	/ˈɒl.tər/	փոխել, վերափոխել
amazing *adj*	/əˈmeɪ.zɪŋ/	ապշեցուցիչ, զարմանալի
ambulance service *n*	/ˈæm.bjə.ləns ˈsɜː.vɪs/	շտապ օգնության ծառայություն
ammonia (household ammonia) *n*	/əˈməʊ.ni.ə/	ամոնիակ (անուշադրի սպիրտ)
amputation *n*	/ˌæm·pjəˈteɪ·ʃən/	անդամահատություն
amusement *n*	/əˈmjuːz.mənt/	զվարճություն, զվարճանք, զվարճալիք
analgesia *n*	/ˌænəlˈdʒiːziə/	անցավազգայություն, ցավի զգայության բացակայություն
analyze *v*	/ˈæn.əl.aɪz/	վերլուծել, անալիզի ենթարկել
ancient *adj*	/ˈeɪn.ʃənt/	հին, հնադարյան
anesthesia *n*	/ˌæn.əsˈθiː.zi.ə/ /ˌæn.əsˈθiːʒə/	անզգայացում, անեսթեզիա, ցավազրկում
anesthesiologist *n*	/ˌæn.əsˌθiː.ziˈɒl.ə.dʒɪst/	անեսթեզիոլոգ
ankle joint *n*	/ˈæŋ.kəl dʒɔɪnt/	կոճ, սրունքթաթային հոդ
antidote *n*	/ˈæn.ti.dəʊt/	հակաթույն
antiseptic *n*	/ˌæn.tiˈsep.tɪk/	հականեխիչ միջոց

antiseptic solution *n*	/ˌæn.tiˈsep.tɪk səˈluː.ʃən/	հականեխիչ լուծույթ
anxiety *n*	/æŋˈzaɪ.ə.ti/	տագնապ, սարսափ, վախ
apparently *adv*	/əˈpær.ənt.li/	ըստ երևույթին, հավանաբար
appearance *n*	/əˈpɪə.rəns/	արտաքին տեսք
appendicitis *n*	/əˌpen.dɪˈsaɪ.tɪs/	ապենդիցիտ՝ կույր աղու որդանման ելունի բորբոքում
appendix *n*	/əˈpen.dɪks/	որդանման ելուն, ապենդիքս
apply *v*	/əˈplaɪ/	դիմել, կիրառել
approval *n*	/əˈpruː.vəl/	հավանություն, համաձայնություն
arrangement *n*	/əˈreɪndʒ.mənt/	կարգավորում, դասավորում, համակարգում
arsenal *n*	/ˈɑː.sən.əl/	զինանոց, արսենալ
artery *n*	/ˈɑː.tər.i/	զարկերակ, արտերիա
articulation *n*	/ɑːˌtɪk.jəˈleɪ.ʃən/	հոդաբաշխ արտասանություն, արտաբերում
artificially *adv*	/ˌɑː.tɪˈfɪʃ.əl.i/	արհեստականորեն
asbestos *n*	/æsˈbes.tɒs/	ազբեստ
asphyxiation *n*	/əsˌfɪk.siˈeɪ.ʃən/	շնչահեղձություն, շնչարգելք
assess *v*	/əˈses/	գնահատել

assume *v*	/əˈsjuːm/	հանձն առնել, ստանձնել, ընդունել/ենթադրել
asthma *n*	/ˈæs.mə/	շնչահեղձուկ, շնչարգելք, ասթմա
astigmatism *n*	/əˈstɪg.mə.tɪ.zəm/	տարաբեկություն, ցրված տեսողություն, աստիգմատիզմ
atlas *n*	/ˈæt.ləs/	պարանոցային առաջին ողն, ատլաս
attached *adj*	/əˈtætʃt/	կապված, ամրացրած, նվիրված
avoid *v*	/əˈvɔɪd/	խուսափել, խույս տալ

B

bacteria *n*	/bækˈtɪə.ri.ə/	մանրէներ, բակտերիաներ (եզակի ձևը՝ bacterium)
balance *n*	/ˈbæl.əns/	հավասարակշռություն
bandage *n*	/ˈbæn.dɪdʒ/	վիրակապ
bed sore *n*	/bed sɔːr/	պառկելախոց
behaviour *n*	/bɪˈheɪ.vjər/	վարք, վարքագիծ
belief *n*	/bɪˈliːf/	հավատ, դավանանք, կարծիք, համոզմունք
belly *n*	/ˈbel.i/	փոր
benefit *n*	/ˈben.ɪ.fɪt/	օգուտ, շահ
binge-eating *n*	/ˈbɪndʒ ˌiː.tɪŋ/	շատակերություն
biochemistry *n*	/ˌbaɪ.əʊˈkem.ɪ.stri/	կենսաքիմիա

biopsy *n*	/ˈbaɪ.ɒp.si/	կենսազննում, բիոպսիա
bizarre *adj*	/bɪˈzɑːr/	տարօրինակ, արտառոց
blame *v*	/bleɪm/	մեղադրել, կշտամբել
bleach *n*	/bliːtʃ/	քլորակիր
bleeding *n*	/ˈbliː.dɪŋ/	արյունահոսություն/արնահոսություն, արյան բացթողում
blemish *n*	/ˈblem.ɪʃ/	թերություն, արատ, բիծ
blindness *n*	/ˈblaɪnd.nəs/	կուրություն
blistering *n*	/ˈblɪs.tər.ɪŋ/	բշտիկ, հեղուկաբուշտ
blockage *n*	/ˈblɒk.ɪdʒ/	խցանում
blood *n*	/blʌd/	արյուն
blood clot *n*	/blʌd klɒt/	արյան մակարդուկ
blood pressure *n*	/ˈblʌd ˌpreʃ.ər/	արյան ճնշում
blood vessel *n*	/blʌd ves.əl/	արյունատար անոթ
bloodstream *n*	/ˈblʌd.striːm/	արյան հուն, արյունահոսք
blurry vision	/blɜːr ˈvɪʒ.ən/	տեսողության մշուշապատում
bone *n*	/bəʊn/	1. ոսկր 2. կմախք
bowel movement *n*	/ˈbaʊ.əl ˌmuːv.mənt/	արտաթորանք, կղկղում, արտաթորում
brain *n*	/breɪn/	գլխուղեղ
breast *n*	/brest/	կրծքագեղձ, կուրծք
bruise *n*	/bruːz/	կապտուկ

C

cadaver *n*	/kəˈdæv.ər/	դիակ
caesarean section *n*	/sɪˈzeə.ri.ən ˈsek.ʃən/	կեսարյան հատում
calf *n*	/kɑːf/	հորթ, ձագ / ձկնամկան, սրունքի հետևի մասը
cancer *n*	/ˈkæn.sər/	1. քաղցկեղ 2. չարորակ ուռուցք, չարորակ նորագոյացություն
cane *n*	/keɪn/	ձեռնափայտ
canvas *n*	/ˈkæn.vəs/	կտավ, նկար, քաթան
carbon dioxide *n*	/ˈkɑː.bən daɪˈɒk.saɪd/	ածխածնի երկօքսիդ
cardiac arrest *n*	/ˌkɑː.di.æk əˈrest/	սրտի կանգ
cardiology *n*	/ˌkɑː.diˈɒl.ə.dʒi/	սրտաբանություն, կարդիոլոգիա
cardiopulmonary resuscitation (CPR) *n*	/ˌkɑː.di.əʊˈpʊl.mə.nər.i rɪˌsʌs.ɪˈteɪ.ʃən/	սիրտ-թոքային վերակենդանացում
cardiovascular (circulatory) system *n*	/ˌkɑː.di.əʊˈvæs.kjə.lər (sɜː.kjəˈleɪ.tər.i) ˈsɪs.təm/	սիրտանոթային համակարգ
carefully *adv*	/ˈkeə.fəl.i/	զգույշ, խնամքով, ուշադիր
case history *n*	/ˌkeɪs ˈhɪs.tər.i/	հիվանդության պատմագիր, հիվանդության պատմություն

cataract *n*	/ˈkæt.ə.rækt/	կատարակտ, եղջերնաբորբ (ոսպնյակի պղտորում)
cause *n*	/kɔːz/	պատճառ, հիմք, առիթ
cavalry officer *n*	/ˈkæv.əl.ri ˈɒf.ɪ.sər/	հեծելազորի սպա
celestial globe *n*	/sɪˈles.ti.əl gləʊb/	համաստեղությունների գլոբուս
cell *n*	/sel/	բջիջ
cement *v*	/sɪˈment/	ցեմենտել, պնդացնել, ամրացնել
central nervous system *n*	/ˌsen.trəl ˈnɜː.vəs ˌsɪs.təm/	կենտրոնական նյարդային համակարգ
chemicals *n*	/ˈkem.ɪ.kəl/	քիմիական նյութեր
chest (thorax) *n*	/tʃest/ (/ˈθɔː.ræks/)	կրծքախոռոչ, կրծքավանդակ, կուրծք
childhood *n*	/ˈtʃaɪld.hʊd/	մանկություն
chin *n*	/tʃɪn/	կզակ
choke (on) *v*	/tʃəʊk/	շնչասպառ լինել, խեղդվել
chronicle *v*	/ˈkrɒn.ɪ.kəl/	ժամանակագրական կարգով գրի առնել
church *n*	/tʃɜːtʃ/	եկեղեցի
circular *adj*	/ˈsɜː.kjə.lər/	կլոր, շրջանաձև
circulate *v*	/ˈsɜː.kjə.leɪt/	շրջանառել, պտտվել
circulation *n*	/ˌsɜː.kjəˈleɪ.ʃən/	շրջանառություն
circumstance *n*	/ˈsɜː.kəm.stɑːns/	հանգամանք, պարագա

claim *v*	/kleɪm/	պնդել
clinical case *n*	/ˈklɪn.ɪ.kəl keɪs/	կլինիկական դեպք
clinician *n*	/klɪˈnɪʃ.ən/	կլինիցիստ, կլինիկայում աշխատող և հետազոտող բժիշկ
close-up *n*	/ˈkləʊs.ʌp/	խոշոր պլան
clutch *v*	/klʌtʃ/	ճանկել, բռնել, ամուր սեղմել
communicative *adj*	/kəˈmjuː.nɪ.kə.tɪv/	շփվող, զրուցասեր, մարդամոտ
community *n*	/kəˈmjuː.nə.ti/	համայնք, միություն
competent *adj*	/ˈkɒm.pɪ.tənt/	իրազեկ, գիտակ, հեղինակավոր, իրավասու
complication *n*	/ˌkɒm.plɪˈkeɪ.ʃən/	բարդացում, բարդություն, դժվարություն
compound fracture *n*	/ˌkɒm.paʊnd ˈfræk.tʃər/	բաց կոտրվածք
comprise *v*	/kəmˈpraɪz/	ընդգրկել, բովանդակել, պարունակել
concept *n*	/ˈkɒn.sept/	հասկացություն, գաղափար
concern *n*	/kənˈsɜːn/	հոգս, անհանգստություն
concussion *n*	/kənˈkʌʃ.ən/	ուղեղի ցնցում
condemn *v*	/kənˈdem/	դատապարտել
confidence *n*	/ˈkɒn.fɪ.dəns/	վստահություն
confirm *v*	/kənˈfɜːm/	հաստատել, վավերացնել
confused *adj*	/kənˈfjuːzd/	շփոթված, մոլորված

consciousness *n*	/ˈkɒn.ʃəs.nəs/	գիտակցություն, ըմբռնում
consequence *n*	/ˈkɒn.sɪ.kwəns/	հետևանք
consolidation *n*	/kənˌsɒl.ɪˈdeɪ.ʃən/	ամրացում, միավորում, ձուլում
constantly *adv*	/ˈkɒn.stənt.li/	մշտապես, շարունակ, հաճախակի
consultation *n*	/ˌkɒn.sʌlˈteɪ.ʃən/	խորհրդատվություն, խորհրդակցություն
contact lens *n*	/ˈkɒn.tækt ˌlenz/	կոնտակտային ոսպնյակ
contain *v*	/kənˈteɪn/	պարունակել, բովանդակել
contusion *n*	/kənˈtʃuː.ʒən/	սալջարդ, ծեծվածք
conventional *adj*	/kənˈven.ʃən.əl/	ավանդական
convert *v*	/kənˈvɜːt/	դարձնել, փոխակերպել
cooperatively *adv*	/kəʊˈɒp.ər.ə.tɪv.li/	համատեղ, համագործակցությամբ
coordinate *v*	/kəʊˈɔː.dɪ.neɪt/	համաձայնեցնել, համակարգել, կոորդինացնել
copper *n*	/ˈkɒp.ər/	պղինձ
cough *n / v*	/kɒf/	հազ / հազալ
courage *n*	/ˈkʌr.ɪdʒ/	քաջություն, համարձակություն
courteous *adj*	/ˈkɜː.ti.əs/	քաղաքավարի, բարեկիրթ
cramp *n*	/kræmp/	ջղաձգություն, ջղակծկում
cranium *n*	/ˈkreɪ.ni.əm/	գանգ

crescent-shaped area	/ˈkres.ənt ʃeɪpt ˈeə.ri.ə/	լուսնաձև շերտ
crisis *n*	/ˈkraɪ.sɪs/	ճգնաժամ
critical *adj*	/ˈkrɪt.ɪ.kəl/	քննադատական, վտանգավոր, ճգնաժամային
“crossed” eyes *n*	/krɒst aɪz/	շլություն
cryosurgery *n*	/ˌkraɪ.əʊˈsɜː.dʒər.i/	կրիովիրաբուժություն՝ բուժման մեթոդ, որի ժամանակ քաղցկեղի բջիջները ոչնչացվում են սառեցման հաշվին
curative value	/ˈkjʊə.rə.tɪv ˈvæl.juː/	բուժիչ հատկություն
curriculum *n*	/kəˈrɪk.jə.ləm/	ուսումնական ծրագիր
customer *n*	/ˈkʌs.tə.mər/	գնորդ, հաճախորդ, պատվիրատու
cutaneous *adj*	/kjuˈteɪ.ni.əs/	մաշկային

D

damage *n / v*	/ˈdæm.ɪdʒ/	վնաս, վնասվածք / վնասել, փչացնել, վնաս հասցնել
defect *n*	/ˈdiː.fekt/	պակասություն, թերություն, արատ
degenerative *adj*	/dɪˈdʒen.ər.ə.tɪv/	կազմափոխված, դեգեներատիվ
dehydration *n*	/ˌdiː.haɪˈdreɪ.ʃən/	ջրազրկում

delay *n / v*	/dɪˈleɪ/	հետաձգում, հապաղում, դանդաղում, ուշացում / դանդաղեցնել, կասեցնել, հետաձգվել
delusion *n*	/dɪˈluː.ʒən/	զառանցանք, պատրանք, մոլուցք
dementia *n*	/dɪˈmen.ʃə/	դեմենցիա, թուլամտություն, մտագարություն
demon *n*	/ˈdiː.mən/	դև, սատանա, չար ոգի
denominate *v*	/dɪˈnɒm.ɪ.neɪt/	անվանել, անուն տալ
depression *n*	/dɪˈpreʃ.ən/	ընկճվածություն, ընկճախտ, դեպրեսիա, ճնշվածություն
dermatologist *n*	/ˌdɜː.məˈtɒl.ə.dʒɪst/	մաշկաբան, դերմատոլոգ
dermatology *n*	/ˌdɜː.məˈtɒl.ə.dʒi/	մաշկաբանություն, դերմատոլոգիա
dermis *n*	/ˈdɜː.mɪs/	դերմա, բուն մաշկ
descriptor *n*	/dɪˈskrɪp.tə/	նկարագրիչ (դեսկրիպտոր)
designate *v*	/ˈdez.ɪg.neɪt/	նշել, մատնանշել, նշանակել, անվանել
destroy *v*	/dɪˈstrɔɪ/	քանդել, ոչնչացնել, կործանել
destruction *n*	/dɪˈstrʌk.ʃən/	կործանում, ավերում, քայքայում
detached retina	/dɪˈtætʃt ˈret.ɪ.nə/	ցանցաթաղանթի շերտազատում

detect *v*	/dɪˈtekt/	հայտնաբերել, երևան հանել
determinant *n*	/dɪˈtɜː.mɪ.nənt/	որոշիչ/վճռող գործոն
develop *v*	/dɪˈvel.əp/	զարգանալ, զարգացնել
devote *v*	/dɪˈvəʊt/	նվիրել, նվիրվել, անձնատուր լինել
dexterity *n*	/dekˈster.ə.ti/	ճարպկություն
diabetes *n*	/ˌdaɪ.əˈbiː.tiːz/	շաքարախտ
diagnosis *n*	/ˌdaɪ.əgˈnəʊ.sɪs/	ախտորոշում, դիագնոզ
digestion *n*	/daɪˈdʒes.tʃən/	մարսողություն
digestive juice *n*	/daɪˈdʒes.tɪv dʒuːs/	մարսողական հյութ
digestive system *n*	/daɪˈdʒes.tɪv ˈsɪs.təm/	մարսողական համակարգ
dimple *n*	/ˈdɪm.pəl/	այտափոսիկ
dirt *n*	/dɜːt/	կեղտ, աղբ, կեղտոտություն
discovery *n*	/dɪˈskʌv.ər.i/	հայտնագործություն, գյուտ, բացահայտում
discrimination *n*	/dɪˌskrɪm.ɪˈneɪ.ʃən/	խտրականություն
disease *n*	/dɪˈziːz/	հիվանդություն, ախտ, խանգարում
disinfect *v*	/ˌdɪs.ɪnˈfekt/	վարակազերծել
disorder *n*	/dɪˈsɔː.dər/	խանգարում, խախտում
disparate *adj*	/ˈdɪs.pər.ət/	անհամաչափելի, անհամատեղելի. անհամապատասխան

dissection *n*	/daɪˈsek.ʃən/	հերձում, ճեղքում, հատում
divorce *n*	/dɪˈvɔːs/	ամուսնալուծություն, ապահարզան, բաժանում
donate *v*	/dəʊˈneɪt/	նվիրել, նվիրաբերել
dosage *n*	/ˈdəʊ.sɪdʒ/	դեղաչափ, դեղաքանակ, դոզա
drawback *n*	/ˈdrɔː.bæk/	թերություն, պակասություն
dread *v*	/dred/	սոսկալ, սարսափել
dressing *n*	/ˈdres.ɪŋ/	վիրակապ, վիրակապության նյութ
drowning *n*	/ˈdraʊn.ɪŋ/	խեղդվելը
drug store *n*	/drʌg stɔːr/	դեղատուն
dull the pain	/dʌl ðə peɪn/	ցավը բթացնել
duly licensed	/ˈdʒuː.li ˈlaɪ.sənst/	պատշաճ կերպով արտոնված
dust *n*	/dʌst/	փոշի

E

earwax *n*	/ˈɪə.wæks/	ականջածծումք
edge *n*	/edʒ/	սայր, եզր, ծայր
effort *n*	/ˈef.ət/	ջանք, ճիգ
electrocardiogram *n*	/iˌlek.trəˈkɑː.di.ə.ɡræm/	էլեկտրասրտագիր, էլեկտրակարդիոգրամ
electrocution *n*	/iˌlek.trəˈkjuː.ʃən/	մահացու էլեկտրավնասվածք

electroencephalogram *n*	/iˌlek.trəʊ.enˈsef.ə.lə.græm/	էլեկտրաէնցեֆալոգրամ
eliminate *v*	/iˈlɪm.ɪ.neɪt/	հեռացնել, վերացնել, ոչնչացնել, հանել
embark on/upon something *phrasal verb*	/ɪmˈbɑːk/	փխբ.՝ ձեռնարկել, սկսել
embrace *v*	/ɪmˈbreɪs/	ընդգրկել, ներառել
emerge *v*	/ɪˈmɜːdʒ/	հայտնվել, երևան գալ, առաջանալ
eminent *adj*	/ˈem.ɪ.nənt/	նշանավոր, ականավոր
emphasis *n*	/ˈem.fə.sɪs/	շեշտ, շեշտադրում, արտահայտչականություն
encounter *v*	/ɪnˈkaʊn.tər/	հանդիպել, ընդհարվել
endeavour *n / v*	/enˈdev.ər/	նախաձեռնություն / ջանք թափել, փորձել
endocrinologist *n*	/ˌen.dəʊ.krɪˈnɒl.ə.dʒɪst/	ներզատաբան, էնդոկրինոլոգ
endocrinology *n*	/ˌen.dəʊ.krɪˈnɒl.ə.dʒi/	ներզատաբանություն, էնդոկրինոլոգիա
engraving *n*	/ɪnˈgreɪ.vɪŋ/	փորագրություն, քանդակ, փորագրանկար
enhance *v*	/ɪnˈhɑːns/	մեծացնել, բարձրացնել, ուժեղացնել
ensure *v*	/ɪnˈʃɔːr/	ապահովել, երաշխավորել
entire *adj*	/ɪnˈtaɪər/	լիակատար, ամբողջական, ամբողջ
entry *n*	/ˈen.tri/	մուտք, շքամուտք

environment *n*	/ɪnˈvaɪ.rən.mənt/	շրջակա միջավայր
epidemic *n*	/ˌep.ɪˈdem.ɪk/	համաճարակ
epidermis *n*	/ˌep.ɪˈdɜː.mɪs/	վերնամաշկ, էպիդերմիս
equipment *n*	/ɪˈkwɪp.mənt/	սարքավորում
eradicate *v*	/ɪˈræd.ɪ.keɪt/	արմատախիլ անել, ոչնչացնել
error *n*	/ˈer.ər/	սխալ, մոլորություն
essential *adj*	/ɪˈsen.ʃəl/	էական, կարևոր, հիմնական
establish *v*	/ɪˈstæb.lɪʃ/	հիմնել, հիմնադրել, հաստատել
eternity *n*	/ɪˈtɜː.nə.ti/	հավերժություն, հավիտենականություն
ethical *adj*	/ˈeθ.ɪ.kəl/	բարոյական, բարոյագիտական, էթիկական
etymology *n*	/ˌet.ɪˈmɒl.ə.dʒi/	ստուգաբանություն
evidence *n*	/ˈev.ɪ.dəns/	վկայություն, հիմք, փաստ, տվյալ
exaggerate *v*	/ɪgˈzædʒ.ə.reɪt/	չափազանցնել, խիստ ընդգծել
excerpt *n*	/ˈek.sɜːpt/	հատված, քաղվածք
excess *n*	/ɪkˈses/	ավելցուկ, հավելորդ
excision *n*	/ekˈsɪʒ.ən/	էքսցիզիա՝ մաշկի կամ հյուսվածքի մի կտորի հեռացում

excrete *v*	/ɪkˈskriːt/	արտազատել
exhalation *n*	/ˌeks.həˈleɪ.ʃən/	արտաշնչում
exhausting *adj*	/ɪgˈzɔː.stɪŋ/	հոգնեցնող, ուժասպառ անող, հյուծող, մաշող
expansion *n*	/ɪkˈspæn.ʃən/	ընդլայնում, լայնացում, աճ, զարգացում
expel *v*	/ɪkˈspel/	վտարել, հեռացնել
expiration *n*	/ˌek.spɪˈreɪ.ʃən/	ժամկետի լրանալը, ավարտ, արտաշնչում
extend *v*	/ɪkˈstend/	ձգել, երկարացնել
extensive *adj*	/ɪkˈsten.sɪv/	ընդարձակ, լայնատարած, ծավալուն
extremity (limb) *n*	/ɪkˈstrem.ə.ti/ (/lɪm/)	վերջույթ
eyebrow *n*	/ˈaɪ.braʊ/	հոնք
eyelash *n*	/ˈaɪ.læʃ/	թարթիչ, արտևանունք
eyelid *n*	/ˈaɪ.lɪd/	աչքի կոպ

F

facet *n*	/ˈfæs.ɪt/	ասպեկտ, առանձնահատկություն, երեսակ
falsify *v*	/ˈfɒl.sɪ.faɪ/	կեղծել, խարդախել, աղավաղել
family doctor, family physician *n*	/ˌfæm.əl.i ˈdɒk.tər/ /ˌfæm.əl.i fɪˈzɪʃ.ən/	ընտանեկան բժիշկ
fast *n*	/fɑːst/	պահք/պաս, ծոմ

fat pad *n*	/fæt pæd/	ճարպային շերտ
fatal *adj*	/ˈfeɪ.təl/	ճակատագրական, մահացու
fear *n*	/fɪər/	վախ, ահ, երկյուղ
feces *n*	/ˈfi·siz/	արտաթորանք, կղանք
fever *n*	/ˈfiː.vər/	ջերմ, տենդ
finding *n*	/ˈfaɪn.dɪŋ/	գտածո, ստացված տվյալ, փնտրման արդյունք, բացահայտում, եզրակացություն
first aid *n*	/ˌfɜːst ˈeɪd/	առաջին բուժօգնություն
first-aid kit *n*	/ˌfɜːst ˈeɪd ˌkɪt/	առաջին բժշկական օգնության պայուսակ՝ անհետաձգելի բժշկական օգնության հավաքածուով
fist *n*	/fɪst/	բռունցք
flake off *v*	/fleɪk ɒf/	շերտավորվել, թեփոտվել
flatten *v*	/ˈflæt.ən/	տափակեցնել, հարթեցնել
flesh *n*	/fleʃ/	մարմին, միս
foot *n*	/fʊt/	ոտնաթաթ
forbid *v*	/fəˈbɪd/	արգելել, թույլ չտալ
forceps *n*	/ˈfɔː.seps/	նրբունելի, աքցան
forearm *n*	/ˈfɔː.rɑːm/	նախաբազուկ
forehead *n*	/ˈfɒr.ɪd/	ճակատ
fortify *v*	/ˈfɔː.tɪ.faɪ/	ամրացնել, ամրապնդել

fortune *n*	/ˈfɔː.tʃuːn/	հարստություն
fracture *n / v*	/ˈfræk.tʃər/	կոտրվածք / կոտրել

G

gallbladder *n*	/ˈgɔːl ˌblæd.ər/	լեղապարկ
gangrene *n*	/ˈgæŋ.griːn/	փտախտ, մեռուկ
gauze *n*	/gɔːz/	մառլա
gene *n*	/dʒiːn/	գեն
general medicine *n*	/ˈdʒen.ər.əl ˈmed.ɪ.sən/	ընդհանուր բժշկություն
general surgery *n*	/ˈdʒen.ər.əl ˈsɜː.dʒər.i/	ընդհանուր վիրաբուժություն
generation *n*	/ˌdʒen.əˈreɪ.ʃən/	սերունդ, տոհմ
genetics *n*	/dʒəˈnet.ɪks/	ժառանգաբանություն, ծագումնաբանություն, գենետիկա
genie *n*	/ˈdʒiː.ni/	ջին (ոգի արաբական հեքիաթներում)
genitourinary system *n*	/ˌdʒen.ɪ.təʊˈjʊə.rɪ.nər.i ˈsɪs.təm/	միզասեռական համակարգ
germ *n*	/dʒɜːm/	ախտածին մանրէ
glaucoma *n*	/glɑʊˈkəʊ.mə/	գլաուկոմա
glisten *v*	/ˈglɪs.ən/	շողալ, առկայծել, փայլատակել
glory *n*	/ˈglɔː.ri/	փառք

graduate *n*	/ˈgrædʒ.u.ət/	շրջանավարտ
guilty *adj*	/ˈgɪl.ti/	մեղավոր, հանցավոր

H

hair follicle *n*	/heər ˈfɒl.ɪ.kəl/	մազային ֆոլիկուլ, մազապարկ
hallucination *n*	/həˌluː.sɪˈneɪ.ʃən/	զգայախաբություն, հալյուցինացիա
hardship *n*	/ˈhɑːd.ʃɪp/	դժվարություն, նեղություն, զրկանք, կարիք
harmful *adj*	/ˈhɑːm.fəl/	վնասակար, կորստաբեր
hazardous *adj*	/ˈhæz.ə.dəs/	վտանգավոր
healer *n*	/ˈhɪə.lər/	բուժող, դարմանող, ապաքինող
healing *n*	/ˈhiː.lɪŋ/	բուժական, բուժիչ, բուժարար
health care *n*	/ˈhelθ.keər/	առողջապահություն, առողջապահական խնամք
health professional *n*	/helθ prəˈfeʃ.ən.əl/	առողջապահության մասնագետ
healthy *adj*	/ˈhel.θi/	առողջ, քաջառողջ, առողջության համար օգտակար
heart *n*	/hɑːt/	սիրտ
heart attack *n*	/ˈhɑːt əˌtæk/	սրտամկանի ինֆարկտ
heart condition *n*	/ˈhɑːt kənˈdɪʃ.ən/	սրտի հետ կապված խնդիր

Heimlich maneuver *n*	/ˈhaɪm.lɪk məˌnuː.vɚ/	Հայմլիքի մանևր՝ տուժածի շնչափողի բացման ձևերից մեկը
helmet *n*	/ˈhel.mət/	սաղավարտ
hematology *n*	/ˌhiː.məˈtɒl.ə.dʒi/	արյունաբանություն
hematology-oncology *n*	/ˌhiː.məˈtɒl.ə.dʒi ɒŋˈkɒl.ə.dʒi/	արյունաբանություն-ուռուցքաբանություն
hematoma (haematoma) *n*	/hiː.məˈtəʊ.mə/	արյունակույտ/հեմատոմա
hinder *v*	/ˈhɪn.dər/	խանգարել, խոչընդոտ հանդիսանալ
hip *n*	/hɪp/	կոնքազդրի կողմնային երես
histology *n*	/hɪˈstɒl.ə.dʒi/	հյուսվածաբանություն
hole *n*	/həʊl/	անցք, ճեղք
honesty *n*	/ˈɒn.ə.sti/	ազնվություն, անկեղծություն
hormone *n*	/ˈhɔː.məʊn/	հորմոն
hospitalization *n*	/hɒs.pɪ.təl.aɪˈzeɪ.ʃən/	հոսպիտալացում
however *adv*	/ˌhaʊˈev.ər/	ինչքան էլ/որքան էլ որ, այդուհանդերձ
huge *adj*	/hjuːdʒ/	վիթխարի, հսկայական, ահագին
human *n*	/ˈhjuː.mən/	մարդ, մարդկային էակ
humbly *adv*	/ˈhʌm.bli/	համեստորեն

humorous *adj*	/ˈhjuː.mə.rəs/	երգիծական, զավեշտական, ծիծաղաշարժ
hygiene *n*	/ˈhaɪ.dʒiːn/	հիգիենա

I

identify *v*	/aɪˈden.tɪ.faɪ/	նույնացնել, ճանաչել, ինքնությունը հաստատել
ill *adj*	/ɪl/	հիվանդ, տկար, վնասակար
illness *n*	/ˈɪl.nəs/	հիվանդություն
immediately *adv*	/ɪˈmiː.di.ət.li/	անհապաղ, անմիջապես, անմիջականորեն
immensely *adv*	/ɪˈmens.li/	չափազանց, անսահման
immobilize *v*	/ɪˈməʊ.bəl.aɪz/	անշարժ դարձնել
immunity *n*	/ɪˈmjuː.nə.ti/	իմունիտետ, անվարակելիություն, անընկալունակություն
immunology *n*	/ˌɪm.jəˈnɒl.ə.dʒi/	իմունաբանություն, իմունոլոգիա
impact *n*	/ˈɪm.pækt/	հարված, ազդեցություն
impairment *n*	/ɪmˈpeə.mənt/	արատ
impatient *adj*	/ɪmˈpeɪ.ʃənt/	անհամբեր
improve *v*	/ˈɪm.prɒv/	բարելավ(վ)ել, կատարելագործ(վ)ել
incision *n*	/ɪnˈsɪʒ.ən/	կտրվածք
indispensable *adj*	/ˌɪn.dɪˈspen.sə.bəl/	անհրաժեշտ, անփոխարինելի, պարտադիր

induce *v*	/ɪnˈdjuːs/	դրդել, համոզել, ստիպել
infection *n*	/ɪnˈfek.ʃən/	վարակ
infectious disease *n*	/ɪnˈfek.ʃəs dɪˈziːz/	վարակիչ հիվանդություն
infectious disease outbreak	/ɪnˈfek.ʃəs dɪˈziːz ˈaʊt.breɪk/	վարակիչ հիվանդության բռնկում
infusion *n*	/ɪnˈfjuː.ʒən/	ներարկում
inhalation *n*	/ˌɪn.həˈleɪ.ʃən/	ներշնչում, ներս շնչելը, ինհալացիա
inherit *v*	/ɪnˈher.ɪt/	ժառանգել
initiate *v*	/ɪˈnɪʃ.i.eɪt/	ձեռնամուխ լինել, նախաձեռնել, հիմնադրել
injection *n*	/ɪnˈdʒek.ʃən/	սրսկում, ներարկում
innovation *n*	/ˌɪn.əˈveɪ.ʃən/	նորամուծություն, նորարարություն
inorganic chemistry *n*	/ˌɪn.ɔː.gæn.ɪk ˈkem.ɪ.stri/	անօրգանական քիմիա
inquiries *n*	/ɪnˈkwaɪə.riz/	հարցում, տեղեկանք, տեղեկություններ հավաքելը (եզակի ձևը՝ inquiry)
insensibility *n*	/ɪnˌsen.səˈbɪl.ə.ti/	1. անզգայություն 2. անգիտակից վիճակ
insistence *n*	/ɪnˈsɪs.təns/	հաստատակամություն, համառություն, պնդում
insomnia *n*	/ɪnˈsɒm.ni.ə/	անքնություն, ինսոմնիա
inspiration *n*	/ˌɪn.spɪˈreɪ.ʃən/	ներշնչում, ոգեշնչում

instruct *v*	/ɪnˈstrʌkt/	սովորեցնել, ուսուցանել, հրահանգել
insufficient *adj*	/ˌɪn.səˈfɪʃ.ənt/	անբավականաչափ, անբավարար
integumentary system *n*	/ in-ˌte-gyə-ˈmen-t(ə-)rē ˈsɪs.təm/	արտաքին ծածկույթային/մաշկային համակարգ
intend *v*	/ɪnˈtend/	մտադրվել, ծրագրել, մտադիր լինել
intensive care unit *n*	/ɪnˌten.sɪv ˈkeər ˈjuː.nɪt/	ինտենսիվ թերապիայի բաժանմունք
interaction *n*	/ˌɪn.təˈræk.ʃən/	փոխգործակցություն
interfere *v*	/ˌɪn.təˈfɪər wɪð/	խառնվել, միջամտել, բախվել
intermediary *n*	/ˌɪn.təˈmiː.di.ə.ri/	միջնորդ
internal *adj*	/ɪnˈtɜː.nəl/	ներքին, ներսի
internal bleeding *n*	/ɪnˈtɜː.nəl ˈbliː.dɪŋ/	ներքին արնահոսություն
Internal medicine doctor *n*	/ˈɪn.tɜː.nɪst/ /ɪnˌtɜː.nəl ˈmed.ɪ.sən ˈdɒk.tər/	ներքին հիվանդություն-ների գծով բժիշկ-մասնա-գետ
interrupt *v*	/ˌɪn.təˈrʌpt/	ընդհատել, խանգարել
invention *n*	/ɪnˈven.ʃən/	գյուտ, գյուտարարություն
investigate *v*	/ɪnˈves.tɪ.geɪt/	հետազոտել, ուսումնասիրել, քննել
investigation *n*	/ɪnˌves.tɪˈgeɪ.ʃən/	հետազոտում, հետաքննություն, ուսումնասիրություն

inveterate *adj*	/ɪnˈvet.ər.ət/	անուղղելի
involuntary *adj*	/ɪnˈvɒl.ən.tər.i/	ակամա, ինքնաբերական
iris *n*	/ˈaɪ.rɪs/	աչքի ծիածանաթաղանթ
irreparably *adv*	/ɪˈrep.ər.ə.bli/	անուղղելիորեն, անդառնալիորեն
irritable *adj*	/ˈɪr.ɪ.tə.bəl/	դյուրագրգիռ, դյուրաբորբոք

J

jaw *n*	/dʒɔː/	ծնոտ

K

kidney *n*	/ˈkɪd.ni/	երիկամ
knee *n*	/niː/	ծունկ

L

labor pains *n*	/ˈleɪ.bər peɪn/	ծննդաբերության ցավեր
laceration *n*	/ˌlæs.ərˈeɪ.ʃən/	պատռված վերք, ճեղքում
large intestine (colon) *n*	/lɑːdʒ ɪnˈtes.tɪn/ (/ˈkəʊ.lɒn/)	հաստ աղիք
laser *n*	/ˈleɪ.zər/	լազեր՝ լույսի աղբյուր՝ լուսային ճառագայթի բարձր ուղղորդվածությամբ
law *n*	/lɔː/	օրենք, կանոն
laxative *n*	/ˈlæk.sə.tɪv/	լուծողական դեղ
leftover *adj*	/ˈleftˌəʊ.vər/	մնացորդ
leg *n*	/leg/	ոտք, սրունք

lesion *n*	/ˈliː.ʒən/	վնասվածք, ախտահարում, ախտաբանական փոփոխություն
lexis *n*	/ˈlek.sɪs/	բառապաշար
literally *adv*	/ˈlɪt.ər.əl.i/	տառացիորեն, բառացիորեն
liver *n*	/ˈlɪv.ər/	լյարդ
local *adj*	/ˈləʊ.kəl/	տեղային, տեղական
locate *v*	/ləʊˈkeɪt/	տեղը հայտնաբերել, որոշել
long-lasting *adj*	/ˌlɒŋˈlɑː.stɪŋ/	երկարատև, երկարաժամկետ
long-term memory *n*	/ˌlɒŋˈtɜːm ˈmem.ər.i/	երկարաժամկետ հիշողություն
lung *n*	/lʌŋ/	թոք
lunula *n*	/ˈluːnjʊlə/	լուսնաշերտ
lymph gland *n*	/ˈlɪmf ˌglænd/	ավշահանգույց

M

malaria *n*	/məˈleə.ri.ə/	մալարիա, ճահճատենդ, դողէրոցք
manifestation *n*	/ˌmæn.ɪ.fesˈteɪ.ʃən/	դրսևորում
mankind *n*	/mænˈkaɪnd/	մարդկություն, մարդկային ցեղ
marvel *n*	/ˈmɑː.vəl/	հրաշալիք, հրաշք
mask *n*	/mɑːsk/	դիմակ

matrix *n*	/ˈmeɪ.trɪks/	մատրիքս
medical emergency	/ˈmed.ɪ.kəl ɪˈmɜː.dʒən.si/	իրավիճակ, որը պահանջում է շտապ բժշկական օգնություն կամ սպասարկում, արտակարգ իրավիճակ
medication *n*	/ˌmed.ɪˈkeɪ.ʃən/	1. դեղաբուժում 2. դեղ, դեղամիջոց, դեղանյութ, դեղորայք
medicines *n*	/ˈmed.ɪ.sən/	դեղամիջոցներ, դեղորայք
melanin *n*	/ˈmel.ə.nɪn/	մելանին, գունակ
melanoma *n*	/ˌmel.əˈnəʊ.mə/	սև ուռուցք՝ մաշկային քաղցկեղ, մելանոմա
memory loss *n*	/ˈmem.ər.i lɒs/	հիշողության կորուստ
menstruation *n*	/ˌmen.struˈeɪ.ʃən/	դաշտան, մենստրուացիա
mental *adj*	/ˈmen.təl/	մտավոր, հոգեկան
mental health *n*	/ˌmen.təl ˈhelθ/	հոգեկան առողջություն
mental health disorder *n*	/ˌmen.təl ˈhelθ dɪˈsɔː.dər/	հոգեկան առողջության խնդիր
mentor *n*	/ˈmen.tɔːr/	ուսուցիչ, մենտոր
metaphor *n*	/ˈmet.ə.fɔːr/	փոխաբերություն
microscope *n*	/ˈmaɪ.krə.skəʊp/	մանրադիտակ, միկրոսկոպ
midwife *n*	/ˈmɪd.waɪf/	մանկաբարձուհի
miraculous *adj*	/mɪˈræk.jə.ləs/	հրաշալի, հիանալի, գերբնական
mission *n*	/ˈmɪʃ.ən/	առաքելություն, ներկայացուցչություն

modify *v*	/ˈmɒd.ɪ.faɪ/	փոփոխել, ձևափոխել
moist *adj*	/mɔɪst/	խոնավ
moisturize *v*	/ˈmɔɪs.tʃər.aɪz/	խոնավեցնել
mole *n*	/məʊl/	խալ
monitor *v*	/ˈmɒn.ɪ.tər/	մշտադիտարկել, վերահսկել
mood *n*	/muːd/	տրամադրություն
mood swing *n*	/muːd swɪŋ/	տրամադրության տատանում
mosquito *n*	/məˈskiː.təʊ/	մոծակ, մժեղ
moulage *n*	/muːˈlɑːʒ/	մուլյաժ, կաղապարվածք մոմից, գիպսից կամ որևէ այլ նյութից
movement *n*	/ˈmuːv.mənt/	շարժում, տեղափոխություն, տեղաշարժ
Munchausen's syndrome *n*	/ˈmʌn.tʃaʊ.zənz ˌsɪn.drəʊm/	Մյունհաուզենի համախտանիշ
muscle *n*	/ˈmʌs.əl/	մկան
musculoskeletal system *n*	/ˌmʌs.kjə.ləʊˈskel.ɪ .təl ˈsɪs.təm/	մկանակմախքային (ոսկրամկանային) համակարգ

N

nanoscience *n*	/ˈnænəʊsaɪəns/	նանոգիտություն՝ գիտություն, որը զբաղվում է ծայրահեղ փոքր մասնիկների առանձնահատկություններին ուսումնասիրությամբ

nausea *n*	/ˈnɔː.zi.ə/	սրտխառնություն
neck *n*	/nek/	վիզ, պարանոց
nephrology *n*	/nɪˈfrɒl.ə.dʒi/	նեֆրոլոգիա
nerve *n*	/nɜːv/	նյարդ
nervous system *n*	/ˈnɜː.vəs ˈsɪs.təm/	նյարդային համակարգ
nevus *n*	/ˈniː.vəs/	խալ, բիծ (հոգնակին՝ nevi)
nose bridge *n*	/nəʊz brɪdʒ/	քթային կամուրջ
nostril *n*	/ˈnɒs.trəl/	քթածակ, ռունգ
noticeable *adj*	/ˈnəʊ.tɪ.sə.bəl/	նկատելի, աչքի ընկնող, ականառու
nourish *v*	/ˈnʌr.ɪʃ/	սնել, սնուցել
novel *adj*	/ˈnɒv.əl/	նոր, անծանոթ, օրիգինալ
nowadays *adv*	/ˈnaʊ.ə.deɪz/	ներկայումս, մեր օրերում
numb *adj*	/nʌm/	թմրած
nutrient *n*	/ˈnjuː.tri.ənt/	սննդարար նյութ, սնունդ, կեր
nutrition *n*	/njuːˈtrɪʃ.ən/	սնուցում, կերակրում

O

oath *n*	/əʊθ/	երդում
obesity *n*	/əʊˈbiː.sə.ti/	ճարպակալում
objective *adj*	/əbˈdʒek.tɪv/	անաչառ, օբյեկտիվ, անկողմնակալ
obstetrician-gynecologist *n*	/ˌɒb.stəˈtrɪʃ.ən ˌgaɪ.nəˈkɑː.lə.dʒɪst/	մանկաբարձ-գինեկոլոգ

occasional *adj*	/əˈkeɪ.ʒən.əl/	պատահական, ոչ մշտական
oesophagus *n*	/ɪˈsɒf.ə.gəs/	կերակրափող
offer *v*	/ˈɒf.ər/	առաջարկել, ջանալ, փորձել
oil gland *n*	/ɔɪl glænd/	ճարպագեղձ
on an outpatient basis	/ɒn æn ˈaʊt.peɪ.ʃənt ˈbeɪ.sɪs/	ամբուլատոր պայմաններում
oncology *n*	/ɒŋˈkɒl.ə.dʒi/	ուռուցքաբանություն, օնկոլոգիա
operating theatre *n*	/ˈɒp.ər.eɪ.tɪŋ ˌθɪə.tər/	անատոմիական դահլիճ, վիրասրահ, հերձարան
operation *n*	/ˌɒp.ərˈeɪ.ʃən/	վիրահատություն, գործողություն, գործընթաց, աշխատանք
ophthalmologist *n*	/ˌɒf.θælˈmɒl.ə.dʒɪst/	ակնաբույժ, ակնաբան, օֆթալմոլոգ
optic nerve *n*	/ˌɒp.tɪk ˈnɜːv/	տեսանյարդ
orderly *n*	/ˈɔː.dəl.i/	սանիտար
organ *n*	/ˈɔː.gən/	օրգան, մարմին
organic chemistry *n*	/ɔːˌgæn.ɪk ˈkem.ɪ.stri/	օրգանական քիմիա
organized *adj*	/ˈɔː.gən.aɪzd/	կազմակերպված
ovary *n*	/ˈəʊ.vər.i/	ձվարան
overcome *v*	/ˌəʊ.vəˈkʌm/	հաղթահարել, հաղթել

overdose *n*	/ˈəʊ.və.dəʊs/	չափից ավելի/գերդեղաքանակ/ դոզա
overwhelming *adj*	/ˌəʊ.vəˈwel.mɪŋ/	անհաղթահարելի, ճնշող
oxygen *n*	/ˈɒk.sɪ.dʒən/	թթվածին

P

palm *n*	/pɑːm/	ձեռքի ափ
pancreas *n*	/ˈpæŋ.kri.əs/	ենթաստամոքսային գեղձ, պանկրեաս
pandemic *n / adj*	/pænˈdem.ɪk/	համավարակ, համավարակային, պանդեմիա
papyrus *n*	/pəˈpaɪ.rəs/	պապիրուս
paralysis *n*	/pəˈræl.ə.sɪs/	պարալիչ
particle *n*	/ˈpɑː.tɪ.kəl/	մասնիկ, հյուլե
patch *n*	/pætʃ/	խալ, բիծ, կարկատան
patience *n*	/ˈpeɪ.ʃəns/	համբերություն
patient *n*	/ˈpeɪ.ʃənt/	հիվանդ (պացիենտ)
peak *n*	/piːk/	գագաթ, բարձրագույն կետ, աստիճան
pediatrician *n*	/ˌpiː.di.əˈtrɪʃ.ən/	մանկաբույժ
penetrate *v*	/ˈpen.ɪ.treɪt/	ներթափանցել, ներս մտնել, մուտք գործել
pent-up *adj*	/ˌpentˈʌp/	զսպված

percent *adv*	/pəˈsent/	տոկոս
perception *n*	/pəˈsep.ʃən/	ընկալում, ճանաչում, իմացություն
perform *v*	/pəˈfɔːm/	կատարել, իրականացնել
permanent *adj*	/ˈpɜː.mə.nənt/	մշտական, անփոփոխ, հարատև
personage *n*	/ˈpɜː.sən.ɪdʒ/	նշանավոր անձնավորություն
personality disorder *n*	/pɜː.sənˈæl.ə.ti dɪˌsɔː.dər/	անձնային խանգարում
perspire *v*	/pəˈspaɪər/	քրտնել
persuasive *adj*	/pəˈsweɪ.sɪv/	համոզիչ
petit *adj*	/ˌpet.i/	փոքր, փոքրիկ
phenomenon *n*	/fəˈnɒm.ɪ.nən/	երևույթ
pierce *v*	/pɪəs/	խոցել, ծակել
pigment *n*	/ˈpɪg.mənt/	գունանյութ, պիգմենտ
pillar *n*	/ˈpɪl.ər/	սյուն, հենարան
pioneer *n*	/ˌpaɪəˈnɪər/	նախաձեռնող, պիոներ
poisonous *adj*	/ˈpɔɪ.zən.əs/	թունավոր
pollution *n*	/pəˈluː.ʃən/	աղտոտում
postoperative care *n*	/ˌpəʊstˈɒp.ər.ə.tɪv keər/	հետվիրահատական խնամք
postulate *n*	/ˈpɒs.tʃə.lət/	պոստուլատ, կանխադրույթ
pounding *n*	/ˈpaʊn.dɪŋ/	սրտի ուժգին բաբախ

powerful *adj*	/ˈpaʊə.fəl/	ուժեղ, հզոր, զորեղ
prayer *n*	/preər/	աղոթք
prediction *n*	/prɪˈdɪk.ʃən/	գուշակում, կանխագուշակում
pre-existing *adj*	/ˌpriː.ɪgˈzɪs.tɪŋ/	նախապես գոյություն ունեցող
preference *n*	/ˈpref.ər.əns/	նախապատվություն
pregnancy *n*	/ˈpreg.nən.si/	հղիություն
prehistoric *adj*	/ˌpriː.hɪˈstɒr.ɪk/	նախապատմական
prejudice *n*	/ˈpredʒ.ə.dɪs/	կանխակալ կարծիք, նախապաշարմունք
premature infant *n*	/ˈprem.ə.tʃər ˈɪn.fənt/	վաղածին երեխա
prescribe medicine	/prɪˈskraɪb ˈmed.ɪ.sən/	դեղորայք նշանակել
pressure *n*	/ˈpreʃ.ər/	ճնշում
prestige *n*	/presˈtiːʒ/	վարկ, հեղինակություն
prevent *v*	/prɪˈvent/	կանխել, կանխարգելել, խոչընդոտել
preventive care *n*	/prɪˈven.tɪv keər/	կանխարգելիչ բուժխնամք
price tag *n*	/ˈpraɪs ˌtæg/	գնապիտակ
principal *adj*	/ˈprɪn.sə.pəl/	գլխավոր, հիմնական, առաջատար
progressive *adj*	/prəˈgres.ɪv/	աստիճանաբար աճող/ուժեղացող, առաջադիմական

promptly *adv*	/ˈprɒmpt.li/	արագ, անմիջապես, ճշգրտորեն
protect *v*	/prəˈtekt/	պաշտպանել
protrude *v*	/prəˈtruːd/	դուրս ցցվել
psychiatric disorder *n*	/ˌsaɪ.kiˈæt.rɪk dɪˈsɔː.dər/	հոգեկան խանգարում
psychiatry *n*	/saɪˈkaɪə.tri/	հոգեբուժություն, հոգեկան հիվանդությունների ախտորոշում և բուժում
psychological cause *n*	/ˌsaɪ.kəlˈɒdʒ.ɪ.kəl kɔːz/	հոգեբանական պատճառ
psychological stressor *n*	/ˌsaɪ.kəlˈɒdʒ.ɪ.kəl ˈstres.ər/	հոգեբանական սթրեսոր
psychosis *n*	/saɪˈkəʊ.sɪs/	հոգեգարություն, հոգեկան հիվանդություն, պսիխոզ (հոգնակին՝ psychoses)
psychotherapy (talk therapy) *n*	/ˌsaɪ.kəʊˈθer.ə.pi/	հոգեթերապիա
pulmonary arrest *n*	/ˈpʊl.mə.nər.i əˈrest/	շնչառության կանգ
pulmonary disease *n*	/ˈpʊl.mə.nər.i dɪˈziːz/	թոքային հիվանդություն
pulse *n*	/pʌls/	անոթազարկ, պուլս
puncture *n*	/ˈpʌŋk.tʃər/	ծակում, ասեղնածակում
punishment *n*	/ˈpʌn.ɪʃ.mənt/	պատիժ
pupil *n*	/ˈpjuː.pəl/	ակնաբիբ, աչքի բիբ
purge *v*	/pɜːdʒ/	փսխել
pus *n*	/pʌs/	թարախ

R

radon *n*	/ˈreɪ.dɒn/	ռադոն՝ ռադիոակտիվ տարր, պատկանում է իներտ գազերի խմբին
rainbow *n*	/ˈreɪn.bəʊ/	ծիածան
rash *n*	/ræʃ/	ցան, ցանավորում
reaction *n*	/riˈæk.ʃən/	պատասխան արձագանք, հակազդեցություն, ռեակցիա
reasoning *n*	/ˈriː.zən.ɪŋ/	դատողություն
recall *v*	/rɪˈkɔːl/	վերհիշել, մտաբերել
recover *v*	/rɪˈkʌv.ər/	ապաքինվել, առողջանալ
reduction *n*	/rɪˈdʌk.ʃən/	նվազեցում, կրճատում, իջեցում
refrain *v*	/rɪˈfreɪn/	զսպել, խուսափել, ձեռնպահ մնալ
regenerate *v*	/rɪˈdʒen.ə.reɪt/	վերականգնել
rehabilitation *n*	/ˌriː.həˌbɪl.ɪˈteɪ.ʃən/	վերականգնում
rejuvenation *n*	/rɪˌdʒuː.vənˈeɪ.ʃən/	երիտասարդացում
relapsing *adj*	/rɪˈlæpsɪŋ/	սրացող, կրկնվելու միտում ունեցող, կրկնվող
relatively *adv*	/ˈrel.ə.tɪv.li/	համեմատաբար
relieve *v*	/rɪˈliːv/	թեթևացնել, մեղմացնել, թուլացնել
remarkably *adv*	/rɪˈmɑː.kə.bli/	զարմանալիորեն, հիանալիորեն, չափազանց անսովոր

remedy *n*	/ˈrem.ə.di/	դեղ, միջոց, դեղամիջոց
remove *v*	/rɪˈmuːv/	հանել, մաքրել, վերացնել, հեռացնել
renaissance *n*	/rəˈneɪ.səns/	վերածնունդ, վերակենդանացում
renowned *adj*	/rɪˈnaʊnd/	հռչակավոր, ականավոր
reproductive system *n*	/ˌriː.prəˈdʌk.tɪv ˈsɪs.təm/	վերարտադրողական համակարգ
reputation *n*	/ˌrep.jəˈteɪ.ʃən/	համբավ, անուն, հռչակ
require *v*	/rɪˈkwaɪər/	պահանջել
rescuer *n*	/ˈres.kjuː.ər/	փրկարար՝ փրկարարական աշխատանքներ կատարելու համար նախապատրաստված և օրենսդրությամբ սահմանված կարգով որակավորված ֆիզիկական անձ
researcher *n*	/rɪˈsɜː.tʃər/	հետազոտող
resemblance *n*	/rɪˈzem.bləns/	նմանություն
resemble *v*	/rɪˈzem.bəl/	նման լինել, նմանվել
residency *n*	/ˈrez.ɪ.dən.si/	ռեզիդենտուրա
resident *n*	/ˈrez.ɪ.dənt/	ռեզիդենտ
resistance *n*	/rɪˈzɪs.təns/	դիմադրություն, հակազդեցություն
respective *adj*	/rɪˈspek.tɪv/	համապատասխան
respiratory system *n*	/rɪˈspɪr.ə.tər.i ˈsɪs.təm/	շնչառական համակարգ

responsibility *n*	/rɪˌspɒn.sɪˈbɪl.ə.ti/	պատասխանատվություն, պարտականություն
restless *adj*	/ˈrest.ləs/	անհանգիստ, անդադար
restoration *n*	/ˌres.tərˈeɪ.ʃən/	վերականգնում, վերակառուցում, վերանորոգում
resuscitation *n*	/rɪˌsʌs.ɪˈteɪ.ʃən/	վերակենդանացում, կենսադարձ
retired *adj*	/rɪˈtaɪəd/	պաշտոնաթող
retractors *n*	/rɪˈtræktə/	վերքալայնիչ
revenge *n*	/rɪˈvendʒ/	վրեժ, վիրժառություն, ռևանշ
revival *n*	/rɪˈvaɪ.vəl/	վերածնում, աշխուժացում, վերսկսում
revolutionary *adj*	/ˌrev.əˈluː.ʃən.ər.i/	հեղափոխական
rheumatology *n*	/ruː.məˈtɒl.ə.dʒi/	ռևմատոլոգիա
ridiculous *adj*	/rɪˈdɪk.jə.ləs/	ծիծաղելի, զավեշտական, անհեթեթ
root *n*	/ruːt/	արմատ
rotation *n*	/rəʊˈteɪ.ʃən/	պտույտ, պտտում
rough *adj*	/rʌf/	կոպիտ, անհարթ
routine *n*	/ruːˈtiːn/	սահմանված կարգ, որոշակի ռեժիմ
routine checkup *n*	/ruːˈtiːn ˈtʃek.ʌp/	պլանային բուժստուգում
ruby *n*	/ˈruː.bi/	սուտակ, մուգ կարմիր գույն

S

sacred *adj*	/ˈseɪ.krɪd/	սուրբ, սրբազան
saline *n*	/ˈseɪ.laɪn/	աղային
saliva *n*	/səˈlaɪ.və/	թուք
sample *n*	/ˈsɑːm.pəl/	նմուշ, օրինակ, կաղապար, մոդել
scalpel *n*	/ˈskæl.pəl/	հերձադանակ, վիրադանակ
scar *n*	/skɑːr/	սպի, վիրասպի
scholar *n*	/ˈskɒl.ər/	գիտնական
scrape *n*	/skreɪp/	ճանկռվածք, քերծվածք
scraping *n*	/ˈskreɪ.pɪŋ/	քերում
secrete *v*	/sɪˈkriːt/	արտազատել, հյութազատել
sedative *n*	/ˈsed.ə.tɪv/	ցավամոքիչ դեղամիջոց
seek medical treatment	/siːk ˈmed.ɪ.kəl ˈtriːt.mənt/	դիմել բուժօգնության
selective *adj*	/sɪˈlek.tɪv/	ընտրողական, սելեկցիոն
self-esteem *n*	/ˌself.ɪˈstiːm/	ինքնագնահատական
selfless *adj*	/ˈself.ləs/	ինքնազոհ, անշահախնդիր
self-medication *n*	/ˌself.med.ɪˈkeɪ.ʃən/	ինքնաբուժում
sensation *n*	/senˈseɪ.ʃən/	զգայություն, զգացողություն
sensible *adj*	/ˈsen.sə.bəl/	խելացի, բանական
sensory *adj*	/ˈsen.sər.i/	զգայական, զգացական

severe *adj*	/sɪˈvɪər/	խիստ, ծանր, լուրջ, սուր
shame *n*	/ʃeɪm/	ամոթ, ամոթի զգացում
shield *n*	/ʃiːld/	վահան, պաշտպանություն
shock *n*	/ʃɒk/	հարված, ցնցում, շոկ
short-term memory *n*	/ˌʃɔːtˈtɜːm ˈmem.ər.i/	կարճաժամկետ հիշողություն
shoulder *n*	/ˈʃəʊl.dər/	ուս
shrinkage *n*	/ˈʃrɪŋ.kɪdʒ/	կրճատում, սեղմվելը, կծկվելը
signal *n / v*	/ˈsɪg.nəl/	ազդանշան, նշան / ազդանշանել
similarity *n*	/ˌsɪm.ɪˈlær.ə.ti/	նմանություն, համանմանություն
skeleton *n*	/ˈskel.ə.tən/	կմախք
skill *n*	/skɪl/	վարպետություն, հմտություն, կարողություն
skin *n*	/skɪn/	մաշկ
skin grafting *n*	/skɪn ɡrɑːftɪŋ/	մաշկի փոխպատվաստում
skull *n*	/skʌl/	գանգ
slim *adj*	/slɪm/	բարակ, նուրբ, վայելչակազմ
small intestine *n*	/ˌsmɔːl ɪnˈtes.tɪn/	բարակ աղիք, նրբաղիք
sneeze *v*	/sniːz/	փռշտալ
sole *n*	/səʊl/	ոտնաթաթի ներբան
solid *adj*	/ˈsɒl.ɪd/	պինդ, կարծր

sophisticated *adj*	/səˈfɪs.tɪ.keɪ.tɪd/	արդիականացված
specialty *n*	/ˈspeʃ.əl.ti/	մասնագիտություն
specimen *n*	/ˈspes.ə.mɪn/	նմուշ, օրինակ
spinal cord *n*	/ˌspaɪ.nəl ˈkɔːd/	ողնուղեղ
spine *n*	/spaɪn/	ողնաշար, ողնասյուն
spleen *n*	/spliːn/	փայծաղ
splint *n*	/splɪnt/	բեկակալ, շինա
sponge *n*	/spʌndʒ/	սպունգ
stamina *n*	/ˈstæm.ɪ.nə/	կենսունակություն, տոկունություն, ուժ
stance *n*	/stɑːns/	դիրքորոշում, տեսակետ
stereotype *n*	/ˈster.i.ə.taɪp/	կարծրատիպ
sterile *adj*	/ˈster.aɪl/	ստերջ, անպտուղ, մանրէազերծ, վարակազերծ
stigma *n*	/ˈstɪg.mə/	խարան, դրոշմ
stitch (suture) *n*	/stɪtʃ/	կար
stomach *n*	/ˈstʌm.ək/	ստամոքս
stressful *adj*	/ˈstres.fəl/	լարված, լարվածությամբ լի
stroke *n*	/strəʊk/	կաթված
struggle *v*	/ˈstrʌg.əl/	պայքարել, դիմադրել
substance *n*	/ˈsʌb.stəns/	նյութ
substantial *adj*	/səbˈstæn.ʃəl/	էական, հիմնական, կարևոր, զգալի

succinct *adj*	/səkˈsɪŋkt/	սեղմ, հակիրճ
sudden *adj*	/ˈsʌd.ən/	հանկարծակի, անակնկալ, անսպասելի
sufferer *n*	/ˈsʌf.ər.ər/	տառապյալ, նահատակ
suggest *v*	/səˈdʒest/	առաջարկել, խորհուրդ տալ
suicide *n*	/ˈsuː.ɪ.saɪd/	ինքնասպանություն, սուիցիդ
superficially *adv*	/ˌsuː.pəˈfɪʃ.əl.i/	մակերեսային/արտաքին հատվածում, դրսի կողմից
support *v*	/səˈpɔːt/	օգնել, օժանդակել, աջակցել,
surgeon *n*	/ˈsɜː.dʒən/	վիրաբույժ
surgery *n*	/ˈsɜː.dʒər.i/	վիրաբուժություն, վիրահատություն, վիրահատարան
surgical intervention *n*	/ˈsɜː.dʒɪ.kəl ˌɪn.təˈven.ʃən/	վիրաբուժական/վիրահատական միջամտություն
survive *v*	/səˈvaɪv/	կենդանի/ողջ մնալ, վերապրել,
suspect *v*	/səˈspekt/	կասկածել
suture needle *n*	/ˈsuː.tʃər ˈniː.dəl/	վիրաբուժական ասեղ
sweat gland *n*	/ˈswet ˌglænd/	քրտնագեղձ
swelling *n*	/ˈswel.ɪŋ/	այտուց, այտուցվածություն
symptom *n*	/ˈsɪmp.təm/	ախտանիշ, ախտանշան, սիմպտոմ

synthesis *n*	/ˈsɪn.θə.sɪs/	սինթեզ, համադրություն
systematic *adj*	/ˌsɪs.təˈmæt.ɪk/	պարբերական, սիստեմատիկ

T

tale *n*	/teɪl/	պատմվածք, պատմություն
tattoo *n*	/təˈtuː/	դաջվածք
temporal region	/ˈtem.pər.əl riː.dʒən/	քունքային հատված
temporary *adj*	/ˈtem.pər.ər.i/	ժամանակավոր
tendon *n*	/ˈten.dən/	ջիլ
tense *adj*	/tens/	լարված, ձգված
terminate *v*	/ˈtɜː.mɪ.neɪt/	վերջացնել, վերջանալ
theologian *n*	/ˌθiː.əˈləʊ.dʒən/	աստվածաբան
therapy *n*	/ˈθer.ə.pi/	ախտաբուժություն, բուժում, թերապիա
thermometer *n*	/θəˈmɒm.ɪ.tər/	ջերմաչափ
thigh *n*	/θaɪ/	ազդր, զիստ
thoracic surgeon *n*	/θəˈræs.ɪk ˈsɜː.dʒən/	կրծքային/թորակալ վիրաբույժ
thorough *adj*	/ˈθʌr.ə/	հիմնավոր, կատարյալ, մանրամասն, մանրազնին
thought *n*	/θɔːt/	միտք, մտածողություն, խորհրդածում
threat *n*	/θret/	սպառնալիք, վտանգ
throat *n*	/θrəʊt/	կոկորդ

throw up *phrasal verb*	/θrəʊ ʌp/	սիրտը խառնել
tiny *adj*	/ˈtaɪ.ni/	շատ փոքր, մանրիկ, պստլիկ
tissue *n*	/ˈtɪʃ.uː/	հյուսվածք
tomb *n*	/tuːm/	գերեզման, շիրիմ, տապանաքար
tone *n*	/təʊn/	երանգ, գուներանգ
tongue *n*	/tʌŋ/	լեզու
tool *n*	/tuːl/	գործիք
tough *adj*	/tʌf/	կարծր, կոշտ, պինդ
tourniquet *n*	/ˈtʊə.nɪ.keɪ/	քուղ, լարան, արյունը կանգնեցնելու սեղմիչ
trachea *n*	/trəˈkiː.ə/	շնչափող
transformation *n*	/ˌtræns.fəˈmeɪ.ʃən/	ձևափոխում, կերպարանափոխություն
transfusion *n*	/trænsˈfjuː.ʒən/	արյան փոխներարկում
trauma *n*	/ˈtrɔː.mə/	վնասվածք, ախտահարում, տրավմա, ցնցում
treatment *n*	/ˈtriːt.mənt/	բուժում, բուժման կուրս
trivial *adj*	/ˈtrɪv.i.əl/	չնչին, աննշան, անկարևոր
trunk *n*	/trʌŋk/	իրան
trusted *adj*	/ˈtrʌs.tɪd/	հուսալի
trustworthy *adj*	/ˈtrʌstˌwɜː.ði/	վստահելի, վստահության արժանի

truth *n*	/truːθ/	ճշմարտություն
tube *n*	/tʃuːb/	խողովակ
tumour (tumor) *n*	/ˈtʃuː.mər/	ուռուցք, նորագոյացություն

U

ulcer *n*	/ˈʌl.sər/	խոց
ultimate *adj*	/ˈʌl.tɪ.mət/	վերջին, վերջնական, առավելագույն, ծայրահեղ
unbiased *adj*	/ʌnˈbaɪəst/	անաչառ, անկողմնակալ
unconscious *adj*	/ʌnˈkɒn.ʃəs/	անգիտակից, ուշաթափ
upper arm *n*	/ˈʌp.ər ɑːm/	բազուկ՝ վերին վերջույթի հատված՝ իրանից մինչև արմունկ
upper/lower extremity *n*	/ˈʌp.ər/ˈləʊ.ər ɪkˈstrem.ə.ti/	վերին/ստորին վերջույթ
urinary system *n*	/ˈjʊə.rɪ.nər.i ˈsɪs.təm/	միզային համակարգ
urinate *v*	/ˈjʊə.rɪ.neɪt/	միզել
urine *n*	/ˈjʊə.rɪn/	մեզ
uterus (womb) *n*	/ˈjuː.tər.əs/	արգանդ

V

vaccine *n*	/ˈvæk.siːn/	պատվաստանյութ
vacuum machine *n*	/ˈvæk.juːm məˈʃiːn/	վակուումային սարք
valuable *adj*	/ˈvæl.jə.bəl/	արժեքավոր, էական

vantage *n*	/ˈvɑːn.tɪdʒ/	առավելություն
veal *n*	/viːl/	հորթի միս
vein *n*	/veɪn/	երակ
vertebra *n*	/ˈvɜː.tɪ.brə/	ողն
vessel *n*	/ˈves.əl/	անոթ
victim *n*	/ˈvɪk.tɪm/	զոհ, տուժած
virtually *adv*	/ˈvɜː.tʃu.ə.li/	փաստորեն, ըստ էության
visual memory *n*	/ˈvɪʒ.u.əl ˈmem.ər.i/	տեսողական հիշողություն
vital *adj*	/ˈvaɪ.təl/	կենսական, էական, կարևորագույն
vital signs *n*	/ˈvaɪ.təl ˌsaɪnz/	օրգանիզմի կենսական կարևորության ցուցիչներ
vitiligo *n*	/ˌvɪt.ɪˈlaɪ.gəʊ/	վիտիլիգո (ճերմալաք)

W

waist *n*	/weɪst/	գոտկատեղ
ward *n*	/wɔːd/	հիվանդասենյակ
wave *n*	/weɪv/	ալիք
wax *n*	/wæks/	մեղրամոմ, մոմ
weaken *v*	/ˈwiː.kən/	թուլացնել
wheeze *n*	/wiːz/	ծանր շնչառություն, խզզոց, խռխռոց
widespread *adj*	/ˌwaɪdˈspred/	լայնատարած, լայն տարածում գտած

willow bark *n*	/ˈwɪl.əʊ bɑːk/	ուռենու կեղև
wise *adj*	/waɪz/	իմաստուն, խոհեմ, խելացի, գիտակ
woodcut *n*	/ˈwʊd.kʌt/	փորագրություն փայտի վրա
wound *n*	/wuːnd/	վերք
wrinkle *n*	/ˈrɪŋ.kəl/	կնճիռ, խորշոմ
wrist *n*	/rɪst/	դաստակ

X

X-ray *n*	/ˈeks.reɪ/	ռենտգենյան ճառագայթ

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