

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
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Институт иностранной филологии
(структурное подразделение)

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***ИНОСТРАННЫЙ ЯЗЫК
ДЛЯ ОБЩЕПРОФЕССИОНАЛЬНЫХ ЦЕЛЕЙ ВРАЧА***

УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ

для обучающихся по направлению подготовки
31.05.03 Стоматология

Симферополь
2020

УДК 811.111(075.8)

ББК 81.2 Англ – 923

Рекомендовано к изданию учебно-методическим советом Института иностранной филологии (структурное подразделение) от «_____» _____ 2020 г., протокол № _____.

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Ягенич Л. В., Логвина С. А., Сахно Е. М., Сивцева А. С. Иностранный язык для общепрофессиональных целей врача. Учебно-методическое пособие. – Симферополь, 2020. – 105 с.

Учебно-методическое пособие разработано для обучающихся направления подготовки 31.05.03 Стоматология.

Предназначено для обучающихся медицинских направленностей, а также для всех, кто стремится совершенствовать свои умения и навыки в области иностранного языка в сфере медицины.

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ВВЕДЕНИЕ

В современных условиях повышается роль англоязычной подготовки специалиста в связи с непрерывным развитием медицинской науки, расширением информационного пространства и роли английского языка в мире. Иностранный язык является важным компонентом подготовки будущего врача на додипломном этапе. Совершенствование учебного процесса требует перехода от информационно-сообщающих к активным формам обучения. Необходимость формирования у будущих врачей иноязычной коммуникативной компетенции в профессиональной сфере способствует интенсификации учебного процесса.

Основной целью курса «Иностранный язык для общепрофессиональных целей врача» является формирование компетенций, обозначенных во ФГОС 3+ для обучающихся медицинских вузов. Владение будущими стоматологами английским языком необходимо для успешной профессиональной межкультурной коммуникации; это предполагает овладение устными и письменными формами общения на иностранном языке. Изучение иностранного языка призвано также обеспечить:

- повышение уровня учебной автономии, способности к самообразованию;
- развитие когнитивных и исследовательских умений;
- развитие информационной культуры;
- расширение кругозора и повышение общей культуры обучающихся;
- воспитание толерантности и уважения к духовным ценностям разных стран и народов.

Именно для достижения данных целей и был создан «Иностранный язык для общепрофессиональных целей врача», курс английского языка для обучающихся второго курса по направлению подготовки *31.05.03 Стоматология*. Он обеспечивает формирование навыков и развитие коммуникативных умений в говорении, чтении, письме и аудировании, необходимых для успешного общения на английском языке как в устной, так и в письменной формах.

Курс состоит из 16 уроков (Units) и дополнительных материалов. «Иностранный язык для общепрофессиональных целей врача» рассчитан для работы с обучающимися (34 контактных часа).

Каждый подмодуль обеспечивает усвоение базового языкового материала по предложенным темам, необходимым для обучающихся медицинских факультетов в вузах Российской Федерации. В соответствии с рабочей программой, каждый урок (Unit) основной части рассчитан на 2 часа практических занятий, в целом обеспечивая необходимый материал для 34 часов аудиторной работы.

Пособие имеет следующую структуру уроков, которые включают такие разделы:

Warm-Up (Введение). Введение в тему, где преподаватель путем выполнения несложных упражнений, наглядности и в ходе вопросно-ответной беседы выясняет, что обучающиеся уже знают по данной проблеме, таким образом активизируя словарный запас обучающихся и одновременно представляя им новую тему.

Key Words (Ключевые слова). Раздел содержит активные для данного урока лексические единицы, обязательный для запоминания и употребления вокабуляр по изучаемой теме.

Reading (Чтение). Этот раздел включает учебный текст, содержащий новый лексико-грамматический материал по теме урока. Предложенные тексты взяты из аутентичных источников.

Top Margin (Верхнее поле страницы) содержит цитаты. Это дополнительный материал, который внесет разнообразие в урок и будет интересен продвинутому обучающимся, которые усваивают материал быстрее остальных.

Vocabulary Practice (Активизация лексики). Этот раздел содержит упражнения, направленные на работу с новыми словами и словосочетаниями, введенными в тексте. Обучающиеся активизируют лексику, подбирая синонимы и антонимы, однокоренные слова, используя слова в контексте и т.д.

Language Development (Развитие навыков владения языком). Данный раздел развивает навыки владения языком, консолидируя практическое занятие и самооценку студента. Упражнения разработаны таким образом, что при их выполнении студент должен использовать активную лексику урока, грамматические конструкции в своей устной и письменной речи.

Grammar Point (Грамматика). Раздел содержит ссылки на Интернет-ресурсы для повторения грамматического материала, изученного на первом курсе в рамках дисциплины «Иностранный язык», и его закрепления путем выполнения разнообразных грамматических упражнений.

Checklist (Проверьте себя). Раздел позволяет обучающимся проверить, насколько успешно они усвоили изученный материал.

Пособие также снабжено словарем, включающим как активную лексику уроков, так и дополнительные слова и словосочетания, встречающиеся в пособии, таблицу неправильных глаголов (в алфавитном порядке), таблицу времен, представляющую английские глагольные формы в активном и пассивном залоге, модели управления наиболее распространенных глаголов английского языка.

В пособии также представлены вопросы к зачету для самоконтроля и материалы для подготовки к зачету по завершении курса.

Литература включает список использованной литературы и другие источники, которые могут быть рекомендованы обучающимся для углубления знаний по английскому языку.

UNIT I. ORAL HYGIENE

In this unit

- talking about importance and essence of oral hygiene
- describing different procedures to prevent caries and other dental problems
- *English Level Test*

Warm-Up Activities

1. Прочитайте текст и назовите предметы, которые ранее использовались в качестве зубных щеток.

Since before recorded history, a variety of oral hygiene measures have been used for teeth cleaning. This has been verified by various excavations done throughout the world, in which chew sticks, tree twigs, bird feathers, animal bones and porcupine quills were recovered.



Miswak,
a traditional and natural alternative to the modern toothbrush

Many people used different forms of teeth cleaning tools. Indian medicine (Ayurveda) has used the neem tree, or *daatun*, and its products to create teeth cleaning twigs and similar products; a person chews one end of the neem twig until it somewhat resembles the bristles of a toothbrush, and then uses it to brush the teeth. In the Muslim world, the miswak, or siwak, made from a twig or root, has antiseptic properties and has been widely used since the Islamic Golden Age. Rubbing baking soda or chalk against the teeth was also common.

2. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

area /ˈeɪrɪə/ *n* зона, участок, область
bleed /bli:d/ *v* кровоточить; истекать кровью
brush /brʌʃ/ *v* чистить щеткой (зубы)
coating /ˈkəʊtɪŋ/ *n* покрытие, слой
debris /ˈdeɪbrɪ:/ *n* остатки продуктов
decrease /dɪˈkri:s/ *v* уменьшаться, сокращаться
(dental) floss /ˈdentəl flɒs/ *n* нитка для чистки зубов, зубная нить; **floss** /flɒs/ *v* чистить зубы ниткой

dental plaque /ˈdentəl plɑ:k/ зубная бляшка; зубной налёт
mouth rinse /maʊθ rɪns/ *n* раствор для полоскания полости рта; зубной эликсир
tartar /ˈtɑ:tə/ *n* зубной камень
tongue /tʌŋ/ *n* язык
tooth decay /tu:θ dɪˈkeɪ/ = **caries** /ˈkeəri:z/ = **dental cavity** /ˈdentəl ˈkævɪti/ разрушение эмали зубов, кариес
treat /tri:t/ *v* лечить

Reading

What is Good Oral Hygiene?

Oral hygiene is the practice of keeping the mouth and teeth clean to prevent dental problems, such as **dental cavities**, gingivitis, and bad breath. Good oral hygiene results in a mouth that looks and smells healthy. This means:

- Your teeth are clean and free of **debris**
- Gums are pink and do not hurt or **bleed** when you brush or floss
- Bad breath is not a constant problem

Your dentist or hygienist can help you learn good oral hygiene techniques and can help point out areas of your mouth that may require extra attention during **brushing** and **flossing**.

What to Do for Good Oral Hygiene?

Good oral hygiene is one of the most important things you can do for your teeth and gums. Healthy teeth not only help you to look and feel good, they make it possible to eat and speak properly.

Daily preventive care, including proper toothpastes, toothbrushes, **mouth rinses** and **dental floss** which will help stop problems before they develop and is much less painful, expensive, and stressful than **treating** serious dental conditions.

In between regular visits to the dentist, there are simple steps that each of us can take to **decrease** the risk of developing **tooth decay (caries)**, gum disease and other dental problems. These include:

- Brushing twice a day and flossing daily
- Eating a balanced diet and limiting snacks between meals
- Using dental products that contain **fluoride**, including toothpaste
- Rinsing with a fluoride **mouth rinse** if your dentist tells you to

Teeth cleaning



Teeth cleaning is the removal of **dental plaque** and **tartar** from teeth to prevent caries, gingivitis, and gum disease. Severe gum disease causes at least one-third of adult tooth loss. Electric toothbrushes were developed, and initially recommended for people

with problems in their hands, but they have come into general use. The effectiveness of electric toothbrushes at reducing plaque formation and gingivitis is superior to that of conventional manual toothbrushes.

Flossing

The use of dental floss is important since it removes plaque and food which sticks between the teeth. It causes irritation to the gums, and the gum tissue bleeds more easily. Flossing for a proper inter-dental cleaning is



recommended at least once per day, preferably before brushing so fluoride toothpaste has better access between the teeth to help prevent gum disease and cavities on the interdental surfaces.

Tongue Cleaning

Cleaning the **tongue** as part of daily oral hygiene is essential, since it removes the white/yellow **coating** of bacteria, food particles, fungi, and dead cells from the dorsal **area** of the tongue. Tongue cleaning also removes some of the bacteria species which cause tooth decay and gum problems.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей странице.

2. Найдите определения для данных слов.

1. oral hygiene	a. unpleasant-smelling breath
2. gingivitis	b. a hard mass, that forms on the teeth or dental prostheses through calcification of dental plaque
3. bad breath	c. destruction of the external surface (enamel) of a tooth
4. dental plaque	d. an antiseptic solution for cleansing the mouth:
5. tartar	e. a small brush with a long handle, used for cleaning the teeth.
6. toothpaste	f. the practice of keeping the mouth and teeth clean
7. toothbrush	g. a thick, soft, moist substance used on a brush for cleaning one's teeth:
8. tooth decay (dental cavities, dental caries)	h. accumulation of mucus and bacteria on tooth surface
9. mouth rinse	i. condition of the gums when they hurt and bleed

3. Закончите предложения, употребляя слова из упражнения 2.

1. It is important to clean teeth twice a day with fluoride _____.
2. When plaque remains on the teeth for too long, it collects close to the gums and turns into a hard substance called _____.
3. Acute ulcerative _____ results from severe infection of the gums and is very painful.
4. You should buy a new _____ every three months.
5. Dental _____ or tooth _____ can be prevented easily if you follow simple rules of oral hygiene.
6. If you use _____ correctly, it can freshen your breath, help prevent cavities and treat gingivitis.
7. Teaching good _____ to children can help them have strong teeth as adults.

4. Подберите синонимы к данным словам.

1. cleaning	a. condition
2. caries	b. mouth
3. problem	c. gingiva
4. severe	d. method
5. oral cavity	e. to be painful
6. gums	f. to result in
7. technique	g. serious
8. to hurt	h. brushing
9. to cause	i. between the teeth
10. interdental	j. tooth decay

5. Подберите антонимы к данным словам.

1. expensive	a. to increase
2. better	b. ill
3. to cause	c. more
4. healthy	d. worse
5. less	e. alive
6. painful	f. health
7. to decrease	g. excluding
8. including	h. painless
9. dead	i. cheap
10. disease	j. to prevent

6. Словообразование. Заполните таблицу.

Verb	Noun
to treat	
to prevent	
to floss	
to brush	
to bleed	
to develop	
to cause	
to irritate	

Language Development

1. Просмотрите текст о гигиене ротовой полости еще раз и ответьте на вопросы.

1 What is oral hygiene?

2. What are the benefits of practicing oral hygiene?

3. What kind of dental specialist can give you recommendations on the oral hygiene?

4. Which items does daily preventive care include?

5. Which steps of the oral hygiene should be taken by a patient between regular visits to the dentist?

6. What is teeth cleaning?

7. What is dental flossing?

8. Why is tongue cleaning essential on a regular basis?

2. Множественный выбор: Выберите правильный вариант ответа. В некоторых предложениях вариантов может быть несколько.

1. The methods of prevention of dental disease are _____.

- a) oral hygiene;
- b) whitening toothpastes;
- c) dental health education;
- d) increasing the resistance of teeth to disease;
- e) preventive dentistry.

2. Preventing plaque formation can be achieved by cleaning the teeth regularly _____ meals and not eating _____ meals.

- a) between;
- b) among;
- c) during;
- d) instead of;
- e) after

3. Cleaning is best performed by _____.

- a) brushing;
- b) mouth rinse;
- c) eating carrots;
- d) visiting a dentist;
- e) not eating at all

4. Brushing after meals can only be effective if it _____.

- a) removes a film of bacterial masses on the surfaces of teeth;
- b) accelerates plaque formation;
- c) makes you sure of your fresh breath;
- d) is performed three hours after meals;
- e) brings you pleasure

5. Plaque removal is ... great importance ... the etiology ... dental disease.

- a) of, among, at;
- b) in, at, of;
- c) of, in, of;
- d) of, in, for;
- e) of, during, at

6 Oral hygiene consists _____ keeping the teeth free from food debris

- a) simply of;
- b) normally from;
- c) just at;
- d) thoroughly;
- e) only of

7. Plaque is a _____.

- a) process of destruction of the periodontal tissues;
- b) film of material composed of masses of bacteria which adheres the roots of teeth;
- c) film of material composed of masses of bacteria which protects the surfaces of teeth;
- d) film of material composed of masses of bacteria which adheres the surfaces of teeth;
- e) acute inflammatory process

3. Прочитайте диалог, ответьте на вопросы и подготовьте пересказ.

At the Dental Hygienist

Sam, the patient (S.): Hello.

Gina, the Dental Hygienist (G.): Hello, Mr Waters. I'm Gina. I'll be cleaning your teeth today.

S.: Dr Peterson has just filled two cavities. Why do I need a cleaning?

G.: Well, we have to make get your teeth and gums clean and disease free.

S.: I guess that makes sense.

G.: Oral health leads to trouble-free teeth. I'll start off by removing plaque. Please lean back and open wide.

S.: OK, I hope it's not too bad.

G.: Everybody gets plaque, even if they floss regularly. That's why it's important to come in twice a year for check-ups.

S.: (*getting his teeth cleaned, can't say much...*)

G.: OK, please take a drink and rinse.

S.: Ah, that's better.

G.: OK, now I'll apply some fluoride. Which flavour would you like?

S.: I have a choice?

G.: Sure, we have mint, spearmint, orange or bubble-gum - that's for the kids.

S.: I'd like to have the bubble-gum!

G.: OK. (*applies fluoride*) Now, let me give your teeth a final flossing.

S.: What type of floss tape do you recommend?

G.: Personally, I like the flat tape. It's easier to get between the teeth.

S.: OK, I'll remember that the next time I buy floss. How often should I floss?

G.: Everyday! Twice a day if possible! Some people like to floss after every meal, but that's not absolutely necessary.

S.: (*after finishing the cleaning*) I feel much better. Thank you.

G.: My pleasure. Have a pleasant day, and remember to floss every day, at least once a day!

1. Why is it necessary to visit a dental hygienist regularly?

2. What patients do not develop plaque?

3. What procedures does professional cleaning include?

4. What is the best way to prevent plaque formation?

4. Проект.

What is the proper way to clean and floss teeth?

How long should it take?

Prepare a presentation and be ready to discuss the topic in class.

Find out what percentage of medical students follow these recommendations strictly. Why?

What about you?

Grammar Point

1. Тестирование с целью проверки уровня знаний английского языка.

https://www.englishdom.com/test-your-english-level/?utm_source=google&utm_medium=cpc&utm_campaign=all_gdn_obch_interesy_pc&qclid=EAlaIQobChMlrZGi0eiw6qIVBZebCh3JNwp_pEAEYASAAEqJtffD_BwE#

Checklist

Оцените, чему вы научились в этом уроке.

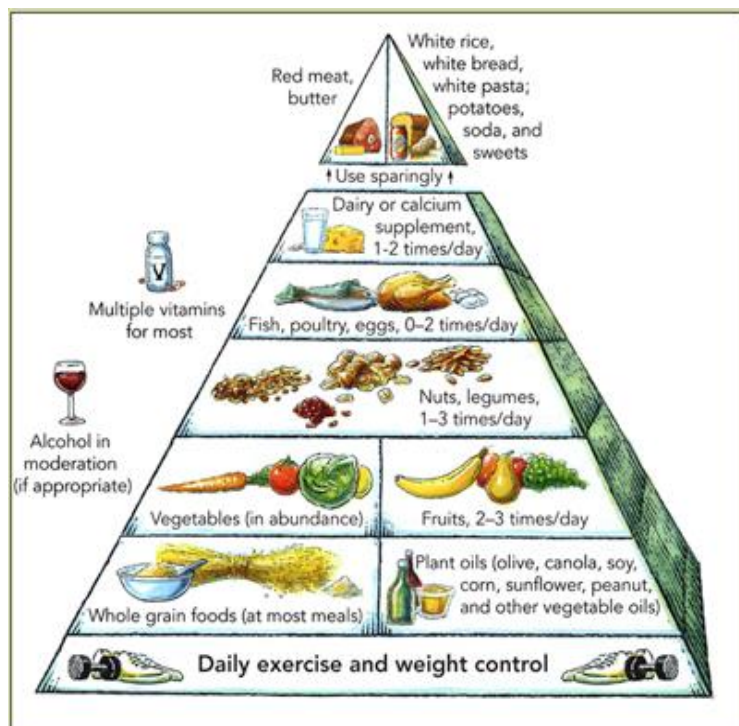
Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about importance and essence of oral hygiene
- I can describe different ways to prevent caries and other dental problems
- I know the signs of good oral hygiene
- I know how to decrease the risk of developing tooth decay, gum disease and other dental problems.
- I know my level of English

UNIT II. NUTRITION FOR HEALTHY MOUTH

In this unit

- talking about importance of nutrition for oral health
- describing a balanced diet and foods to be avoided
- *Revision of Present and Past Active Tenses*



Warm-Up Activities

1. Изучите данную информацию о правильном питании.

The Food Pyramid, developed by the US Department of Agriculture (USDA), is an excellent tool to help you make healthy food choices. The food pyramid can help you choose from a variety of foods so you get the nutrients you need.

- Fats and sweets: Eat moderately
- Dairy: Get your calcium
- Vegetables & fruits: Good source of vitamins
- Protein: Eat lean meat
- Grains, pasta & cereals: Good source of energy

2. Определите вашу суточную потребность в калориях и составьте идеальное меню на день.

The National Academy of Sciences recommends the following calorie categories:

Lower: 1,600 calories - Many sedentary women and some older adults

Moderate: 2,200 calories - Children, teenage girls, active women and many sedentary men.

Higher: 2,800 calories - Teenage boys, active men and very active women

How Many Servings Are Right For You?

Here is a chart that can help:

	Lower	Moderate	Higher
Grain Group servings	6	9	11
Vegetable Group Servings	3	4	5
Fruit Group servings	2	3	4
Milk Group Servings	2-3	2-3	2-3
Meat Group	5	6	7

3. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

acid /ˈæsɪd/ *n* кислота

affect /əˈfekt/ *v* оказывать воздействие, влиять

avoid /əˈvɔɪd/ *v* избегать, остерегаться

consume /kənˈsju:m/ *v* съедать; потреблять

consumption /kənˈsʌm(p)ʃ(ə)n/ *n* потребление

decayed teeth /dɪˈkeɪd tɜ:θ/ кариозные зубы

digest /daɪˈdʒest/ *v* переваривать (*пищу*)

enamel /ɪˈnæməl/ *n* эмаль (*на зубах*)

fluoride /ˈfluəraɪd/ *n* фтористое соединение, фторид

gum /gʌm/ *n* десна

improve /ɪmˈpru:v/ *v* улучшать

malnutrition /ˌmælnju:ˈtrɪʃ(ə)n/ *n* недоедание, недостаточное питание

nutrition /nju:ˈtrɪʃ(ə)n/ *n* питание

tissue /ˈtɪʃu:/ *n* ткань

treatment /ˈtri:tment/ *n* лечение, уход

Reading

Oral Health and Nutrition

Oral **tissues** include **gums**, **chewing** muscles and teeth. These oral tissues need good **nutrition** just like other living tissues in your body. If you do not eat properly, you may develop nutrient-deficiency diseases. Your diet **affects** each living tissue in your body, so if you eat a healthy, balanced diet, you already **improve** the health of your teeth.

What Affects your Oral Health and Nutrition?

Sugar! Sugar is highly responsible for dental cavities and other dental problems such as periodontal disease and tooth decay. In populations where sugar **consumption** is highest, there are a larger number of people with **decayed teeth**.

Sugar—sucrose—greatly affects your oral health.

Sucrose provides energy and building blocks for plaque build-up on your tooth surfaces. When you **digest** anything you **consume**, sucrose releases glucose which can be metabolized to generate organic **acids**.

Other factors that affect your oral health include how often you eat or drink, **fluoride** content of water and toothpaste, and the acidity content of drinks you consume such as soft drinks.

Malnutrition and Oral Health

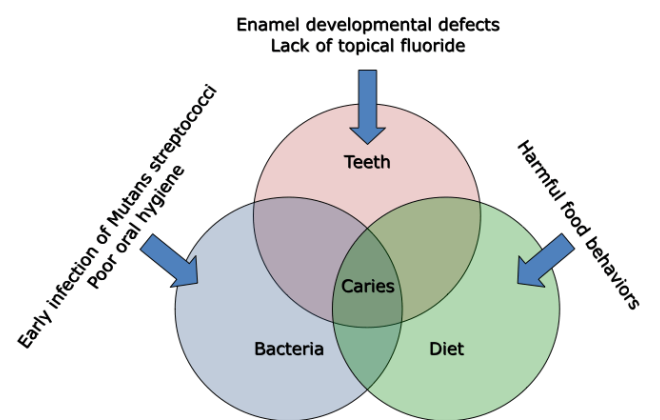
A lack of vitamins may result in dental diseases. Vitamin C is also called ascorbic acid. This vitamin is needed to make collagen, the main building block for many tissues. A deficiency can lead to gums that bleed easily.

Vitamin B deficiency could result in glossitis — a swollen tongue.

A lack of vitamin D can increase the risks of jaw fracture and periodontal disease. A deficiency early in life could affect the formation of teeth.

How does Fluoride Affect your Oral Health?

Fluoride plays an important role in protecting and strengthening teeth. Most tooth enamel begins with a very high concentration of fluoride in its outer layers, but the amount of fluoride can decrease over time. So if you drink fluoridated water or use fluoridated toothpaste, rinses or treatments, it is one of the best ways to strengthen tooth **enamel** and help it resist acids that can lead to caries formation.



Dental Caries Formation

What to Consider

There are many ways which can improve your oral health. Besides brushing and flossing your teeth and visiting your dentist regularly, you should follow these simple recommendations.

- Eat a balanced diet full of nutrients. This includes eating 5-10 servings of fresh fruits and vegetables, lean meats, and whole grains.
- **Avoid** refined sugars (soft drinks, candies, sweet snacks) and limit some starchy foods (bread, rice, potatoes).
- **Consume** acidic foods (tomatoes, citrus fruits, sugary candies and beverages) as part of a balanced meal.
- Drink plenty of water.
- Not overeat.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей странице.

2. Составьте словосочетания с данными прилагательными и существительными:

1. chewing	a. disease
2. periodontal	b. toothpaste
3. balanced	c. vegetables
4. fluoridated	d. sugars
5. fresh	e. drinks
6. refined	f. muscles
7. soft	g. diet

3. Составьте словосочетания с данными глаголами и существительными (словосочетаниями):

1. to improve	a. energy
2. to eat	b. organic acids
3. to provide	c. a risk
4. to generate	d. plenty of water
5. to increase	e. oral health
6. to affect	f. formation of teeth
7. to drink	g. a balanced diet

4. Закончите предложения, употребляя слова и словосочетания из упражнений 2 и 3.

1. A _____ (e.g., soda, coke, fizzy drink) typically contains carbonated water, a sweetener and a flavoring and is not alcoholic.

2. The best source of vitamins is _____ and fruits.

3. Regular brushing and flossing, as well as eating a balanced diet will help you to _____.

4. _____ affects the gums, bone and other supporting tissues of the teeth.

5. Children should eat lots of whole grains _____ for all kinds of their activities.

6. The use of _____ and mouth rinse decreases development of tooth decay by 25%.

5. Выберите термины, которые соответствуют данным определениям.

fluoride, nutrition, gums, enamel, malnutrition, tissue, acid

- _____ the process of providing or obtaining the food necessary for health and growth
- _____ poor nutrition because of an insufficient or poorly balanced diet or faulty digestion or utilization of foods
- _____ a compound of fluorine with another element or group
- _____ a chemical compound that dissociates in solution, releasing hydrogen ions and lowering the solution pH
- _____ a collection of similar cells acting together to perform a particular function
- _____ the fibrous tissue that immediately surrounds the teeth
- _____ the white, compact, and very hard substance covering and protecting the dentin of the crown of a tooth

6. Подберите синонимы к данным словам.

1. to consume	a. tooth decay
2. plenty	b. a swollen tongue
3. dental cavity	c. a drink
4. glossitis	d. ascorbic acid
5. a deficiency	e. to eat
6. Vitamin C	f. a coating
7. a beverage	g. to result in
8. candies	h. much/many
9. a layer	i. sweets
10. to lead to	j. a lack

Language Development

1. Просмотрите текст о сбалансированном питании еще раз и ответьте на вопросы.

1. What may happen if you do not eat a balanced diet?

_____.

2. Why is sugar responsible for tooth decay?

_____.

3. What factors affect oral health?

_____.

4. What problems may a lack of certain vitamins cause?

_____.

5. What is fluoride important for?

_____.

6. How can you get enough fluoride for your teeth?

_____.

7. Which food should be included into a balanced diet?

_____.

8. Which food should be avoided to protect your teeth?

_____.

2. Какие предложения верны (Т), а где допущены ошибки (F)? Исправьте неверные утверждения. Первое предложение выполнено для вас в качестве примера.

1. If you eat a balanced diet, you won't develop nutrient-deficiency diseases. Т

2. Sugar consumption affects formation of tooth decay. _____

3. It is recommended to use calcium water and toothpaste to improve your oral health. _____

4. Another name for Vitamin D is ascorbic acid. _____

5. The amount of fluoride can increase over time. _____

6. Potatoes, bread and cereals are examples of acidic foods. _____

7. If you eat too much, you may develop caries and other dental problems. _____

3. Заполните таблицу. Затем расскажите, какие из этих продуктов и напитков вы употребляете каждый день, а каких стараетесь избегать.

potatoes, milk, chicken, cheese, coffee, yogurt, lemonade, nuts, Champaign, white bread, fruit juice, lemons, garlic, cabbage, cakes, green tea, carrots, cocoa, whole-wheat bread, onions, chips, apples, pork, hot-dogs, butter, eggs, olive oil, sunflower oil, pizza, ice-cream, fish, watermelon, raspberry, vodka, red wine, tomatoes, cucumbers, lollypops, milk chocolate

Foods		Beverages	
<i>healthy</i>	<i>unhealthy</i>	<i>healthy</i>	<i>unhealthy</i>

3. О каких витаминах идет речь? Выберите название витаминов из таблицы, а затем ответьте на вопросы.

A, B ₁₂ , C, D, E, K

1. Vitamin ____ is a fat-soluble nutrient found in many foods. In the body, it acts as an antioxidant, helping to protect cells from the damage caused by free radicals.

2. Vitamin ____ is a fat-soluble vitamin that is naturally present in many foods. It is important for normal vision, the immune system, and reproduction. It also helps the heart, lungs, kidneys, and other organs work properly.

3. Vitamin ____ is a nutrient that helps keep the body's nerve and blood cells healthy and helps make DNA, the genetic material in all cells. It also helps prevent a type of anemia called megaloblastic anemia that makes people tired and weak.

4. Vitamin ____ is a fat-soluble vitamin with a name that is derived from the German word "koagulation." It helps blood clot normally when you are injured, prevents the formation of kidney stones and reduces the risk of cardiovascular disease.

5. Vitamin ____ known as ascorbic acid, is a water-soluble nutrient found in some foods. In the body, it acts as an antioxidant, helping to protect cells from the damage caused by free radicals.

6. Vitamin ____ is a nutrient found in some foods that is needed for health and to maintain strong bones. It does so by helping the body absorb calcium from food and supplements. People with this vitamin deficiency may develop soft, thin, and brittle bones, a condition known as rickets in children and osteomalacia in adults.

1. Which of the above-mentioned vitamins are fat-soluble? water-soluble?

2. Which vitamins help to protect cells from the damage caused by free radicals?

3. Which diseases are mentioned above? Deficiency of which vitamins cause these conditions?

4. Проект.

Think about recommendations you can give to parents to improve their children's oral health. You may use the following resource as an example:

<http://www.sierrahealth.org/assets/files/brightsmiles/parent-education/Parental-Oral-Health-and-Nutrition-Education-Presentation.pdf>

Prepare your own presentation.

Grammar Point

Времена Present and Past Active

1. Повторите грамматический материал по теме занятия:

https://www.englisch-hilfen.de/en/grammar/english_tenses.htm

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.englisch-hilfen.de/en/exercises/tenses/time_phrases.htm

https://www.englisch-hilfen.de/en/exercises/tenses/find_tenses3.htm

https://www.englisch-hilfen.de/en/complex_tests/simple_present_progressive1/index.php

Checklist

Оцените, чему вы научились в этом уроке.

Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about importance of nutrition for oral health
- I can describe a balanced diet and foods to be avoided
- I know how to improve oral health
- I can use Present and Past Active Tenses

UNIT III. TOOTH BLEACHING

In this unit

- describing procedure of tooth whitening
- talking about pros and cons of tooth bleaching
- *revision of Future Active Tenses*

Warm-Up Activities

1. Какое из утверждений указывает на положительный/отрицательный эффект отбеливания зубов? Отметьте каждое утверждение соответственно буквами Р или N.

- Improperly applied, whiteners cause tooth disintegration. _____
- This treatment is much more comfortable than getting porcelain veneers. _____
- It is less expensive than other treatments. _____
- Tooth-whitening works best for people with yellow teeth and is less effective for people with brown teeth. If your teeth have grey or purple shade, tooth bleaching probably won't work at all. _____
- Teeth bleaching usually whitens quite noticeably, and you can control the results by how diligent you are with the treatments ____.



- Nothing artificial has to be bonded or attached to your teeth. _____
- Bleaching makes your smile permanently whiter. _____
- You can continue to whiten as much as you like by purchasing refill kits of the gel. _____
- Tooth whitening does not usually change the colour of fillings and other restorative materials. It does not affect porcelain, other ceramics, or dental gold. _____
- The whitening of your teeth will lead to a colour slightly whiter than the whites of your eyes. Any other expectation of the outcome of tooth bleaching is just unrealistic. _____

2. Ответьте на данные вопросы.

1. Have you ever whitened your teeth? If yes, were you satisfied with the result?
2. Would you recommend tooth bleaching to your friend? to your patient?
3. When you become a dentist, will you include tooth whitening into the list of procedures to be performed at your office? Why? Why not?

3. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

apply /əˈplaɪ/ *v* наносить, применять

at-home kit /ətˈhəʊm kiːt/ портативный набор, комплект (для применения в домашних условиях)

bleach /bli:tʃ/ *v* отбеливать (зд. зубы с использованием химических отбеливателей)

break down /breɪk daʊn/ *v* разрушать, расщеплять (какое-л. вещество)

discolouration /dɪsˌkʌləˈreɪʃ(ə)n/ *n* обесцвечивание, изменение цвета

irritation /ˌɪrɪˈteɪʃ(ə)n/ *n* болезненная чувствительность, раздражение

lighten /ˈlaɪtən/ *v* светлеть, осветлять

over-the-counter /ˌəʊvəðəˈkaʊntə/ *adj* продаваемый без рецепта

penetrate /ˈpenɪtreɪt/ *v* проникать внутрь, пропитывать

procedure /prəˈsiːdʒə/ *n* процедура

remove /rɪˈmuːv/ *v* удалять, устранять

shade /ʃeɪd/ *n* оттенок, тон

stain /steɪn/ *n* пятно

tooth sensitivity /tuːθˌsensəˈtɪvɪti/ чувствительность зуба

tooth whitening /tuːθˈ(h)waɪt(ə)nɪŋ/ *n* отбеливание зубов

Reading

Tooth Whitening

There are a lot of causes which may affect the colour of your teeth. The most common ones are:

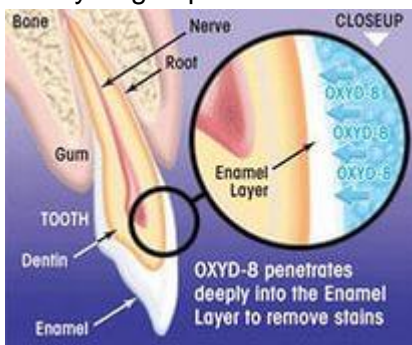
- Consuming coloured liquids like coffee, tea, and red wine.
- Taking certain medications like tetracyclines.
- Age of the tooth: the teeth become more yellow and have a darker colour after 50.

Tooth whitening **lightens** teeth and helps to **remove stains** and **discoloration**. Whitening is among the most popular cosmetic dental **procedures** because it can greatly improve how your teeth look. Most dentists perform tooth whitening which is called “in-office bleaching”. But also a patient can practise “at-home bleaching” with the help of **over-the-counter** options.

In-Office Tooth Whitening

Tooth whitening done by a dentist can get teeth brighter faster. The bleaching solution is usually much stronger than **at-home kits**.

The most dramatic results – teeth generally get three to eight **shades** brighter – usually take 30-60 minutes. **Bleaching** methods use carbamide peroxide which reacts with water to form hydrogen peroxide.



This agent **penetrates** the structure of enamel and **breaks down** stain deposits in the dentin.

At-Home Teeth Bleaching Options

There are many choices for bleaching teeth at home, the most common include:

- *tooth whitening strips and gels*. **Applied** directly to the teeth with a brush or a strip, these peroxide-based tooth bleaching products usually need to be applied once or twice a day for 10 to 14 days.

- *tray-based tooth bleaching systems (bleaching kits)*. With this teeth whitening option, a mouth guard-like tray is filled with a peroxide-based bleaching gel or paste and placed over the teeth for one to several hours a day for up to four weeks.



Whiter Smile Advanced Home Whitening Kit

- *tooth whitening toothpastes*. In fact, every toothpaste helps remove stains from teeth. Whitening toothpastes, however, also contain chemicals or polishing agents that help scrub stains from teeth without the aid of a bleaching agent.

Risks and side effects of teeth bleaching

Side effects of tooth bleaching include but are not limited by:

- **Tooth sensitivity** (usually a response to hot or cold temperatures or to air when breathing through a mouth)
- Gum tissue **irritation**. This sensitivity can be caused either by the whitener or the bleaching trays themselves.
- Over-bleaching (over-white teeth). Too much bleaching can have a reverse effect, leaving teeth darker than they have been before
- Risk of bleachorexia (an unhealthy obsession with whitening one's teeth)

Bleaching is not recommended if you have very sensitive teeth, exposed tooth necks or periodontitis, as well as for children under the age of 16 and pregnant or lactating women.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей странице.

2. Найдите определения для данных слов.

1. discolouration	a. any process performed to whiten yellowed or stained teeth
2. tooth sensitivity	b. to cause a material to become white or much lighter
3. tooth whitening	c. an unhealthy obsession with whitening one's teeth
4. irritation	d. to undergo chemical decomposition
5. to bleach	e. to take away; to withdraw
6. to remove	f. the process of changing to a different colour
7. to break down	g. tooth pain resulting from exposure to cold temperatures, osmotic agents (e.g. sugars or other sweets), or touch.
8. bleachorexia	h. sold legally without a doctor's prescription
9. over-the-counter	i. inflammatory reaction of the tissues to an injury

3. Закончите предложения, употребляя слова из упражнения 2.

1. You can buy at-home bleaching kits _____ at a chemist's or a supermarket.
2. The term _____ is derived from two words "to bleach" and "anorexia".
3. _____ has become very popular lately. Thousands of people want to get a Hollywood smile.
4. _____ and _____ of gums are two major side effects of tooth bleaching.
5. In the chemical reaction, compounds _____ to form various gases.
6. She has always wanted to _____ her hair and to become a blonde.
7. This magic gel will _____ stains of wine, blood, dirt, and soft drinks from your clothes.

4. Подберите синонимы к данным словам.

1. bleaching	a. to take away
2. to apply	b. popular
3. to remove	c. to perform
4. to break down	d. reverse effect
5. common	e. choice
6. to practise	f. a chemical
7. side effect	g. to decompose
8. option	h. whitening
9. an agent	i. over-white teeth
10. over-bleaching	j. to use

5. Подберите антонимы к данным словам.

1. hot	a. several
2. light	b. in-office bleaching
3. to apply	c. permanently
4. at-home bleaching	d. dark
5. once	e. any
6. to improve	f. direct
7. one	g. prescription drugs
8. over-the-counter drugs	h. to make worse
9. certain	i. cold
10. reverse	j. to remove

6. Составьте не менее трех словосочетаний с каждым из данных слов:

e.g. to remove: to remove stains, to remove completely, to remove make-up, etc.

tooth (teeth): _____

irritation: _____

to lighten: _____

stain: _____

Language Development

1. Просмотрите текст об отбеливании зубов еще раз и ответьте на вопросы.

1. What are the most common causes of tooth discolouration?

2. What is tooth whitening?

3. What types of tooth bleaching can be practiced?

4. Why is in-office tooth whitening more effective?

5. What are the options for at-home tooth bleaching?

6. What are the risks and side effects of teeth bleaching?

7. What is bleachorexia?

8. Are there any contraindications for tooth whitening?

2. Какие предложения верны (Т), а где допущены ошибки (F)? Исправьте неверные утверждения. Первое предложение выполнено для вас в качестве примера.

1. Foods and beverages you eat may affect the colour of your teeth. Т

2. Tray-based tooth bleaching systems can be bought without a prescription. _____

3. Only a small amount of people practise teeth whitening. _____

4. There are many choices for bleaching teeth at home. The most common ones include: interdental brushes and tooth powders. _____

5. Certain antibiotics can cause stains on your teeth. _____

6. At-home bleaching can be performed very quickly. The procedure usually takes 30-60 minutes. _____

7. Bleaching methods use hydrogen peroxide which reacts with water to form carbamide peroxide. _____

8. Tissues which may be affected by tooth whitening include pulp, enamel and gums. _____

3. Завершите данные высказывания:

1. Discolouration of teeth may be caused by _____
_____.

2. Tooth whitening is a very popular procedure because _____
_____.

3. During the procedure carbamide peroxide penetrates _____
_____.

4. Tooth whitening strips or gel should be applied _____
_____.

5. When applying tray-based tooth bleaching systems, a mouth guard-like tray is _____
_____.

6. Gums tissue irritation may be caused by _____
_____.

4. Прочитайте текст, затем ответьте на вопросы.

Mouth Rinsing with Hydrogen Peroxide

By Alberto Consolaro

Tooth bleaching products are medicines, not cosmetics! Mouth washing with hydrogen peroxide is an illogical and dangerous procedure!

All procedures carried out with hydrogen peroxide in the mouth with the purpose of whitening the teeth should be performed directly by a dentist who has been properly trained to prevent the oral mucosa from receiving this product during the procedure. The time and method of use require caution in order to decrease the side effects of hydrogen peroxide on tooth tissues and fillings. Whitening strips and other tooth bleaching products are all hydrogen peroxide-based. If mouth washing with hydrogen peroxide is occasionally done, touching the oral mucosa once or twice a year, it may cause minor cocarcinogenic effects. However, if it is done every day or every week, as an antiseptic used to help with oral hygiene, it will certainly result in consequences highly harmful to health! Many websites instruct people on how to purchase and prepare hydrogen peroxide so that it is used as an antiseptic mouthwash and tooth bleaching agent. Some websites even refer to dentists as "exploiters", accusing them of not instructing patients properly. Those websites, blogs and social network profiles trespass the limits of public trust and should be immediately sued by the government for committing a crime against public health. Aesthetics comprises harmony between shape, size, position and colour. If we take a closer look at some people's smile and notice red gingiva and lips with extremely white teeth, the diagnosis of excessive use of hydrogen peroxide is certain: artificiality is obvious.

1. Which precautions should be taken when using hydrogen peroxide?
2. Why do some websites call dentists "exploiters"?
3. What should be done to prevent these websites from promoting dangerous cocarcinogenic products?
4. What are the signs of using too much H₂O₂?

5. Проект.

Compile a list of products known to stain teeth, such as coffee and dark sodas, then measure the effects of the products.

Investigate which whitening product is best at removing the stains. Find out whether it is possible to lessen or prevent the effect of these teeth-staining foods and beverages.

Grammar in Use

Времена Future Active

1. Повторите грамматический материал по теме занятия:

https://www.englisch-hilfen.de/en/grammar_list/zeitformen.htm

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.englisch-hilfen.de/en/exercises/tenses/will_future_mix.htm

https://www.englisch-hilfen.de/en/exercises/tenses/going_to_future_mix.htm

https://www.englisch-hilfen.de/en/exercises/tenses/future_perfect_statements.htm

Checklist

Оцените, чему вы научились в этом уроке. Отметьте (✓) утверждения, которые справедливы для вас.

- I can describe procedure of tooth whitening
- I can talk about pros and cons of tooth bleaching
- I know the contraindications for tooth bleaching
- I know causes of tooth discolouration
- I can use Future Active Tenses

UNIT IV. DENTAL FEAR

In this unit

- talking about patients with dental fear
- describing different techniques to overcome dental fear
- revision of Present Passive Tenses

Warm-Up Activities

1. Ответьте на вопросы выясните, страдаете ли вы одонтофобией.

Many people have a high level of dental anxiety and avoid any and all dental treatment. Below are some questions that, if answered yes, may signify that you have some level of dental phobia or anxiety.



- Do you feel slight uneasiness and tension the night before your dental visit, which makes you cancel your dental appointment?
- Does the sound of the dental drill make you feel nervous or anxious?
- Does the smell of the dental surgery bring back bad memories of past treatment?

3. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

anaesthesia /,ænəs`θi:ziə/ *n* обезболивание, анестезия

analgesic /,znəl`dʒi:zɪk/ *n* анальгетик, болеутоляющее средство

anti-inflammatory /,æntɪn`flæmətəri/ *adj* противовоспалительный

be afraid /ə`freɪd/ **of** бояться кого-л., чего-л.

dental surgery /`dentəl`sə:dʒəri/ 1) кабинет стоматолога; 2) хирургическая стоматология

experience /ɪk`spɪəriəns/ *n* (жизненный) опыт; *v* испытывать

- Have you had a prior dental experience that was unpleasant?
- Does the thought of having a dental injection make you feel physically ill and tense?
- Are you afraid of the local anaesthesia wearing off too soon?
- Do you feel embarrassed that the dentist will say you have the worst mouth they have ever seen?
- Do objects placed in your mouth during the dental visit make you panic and feel like you cannot breathe correctly?
- Do you feel that your dentist is unsympathetic only with you?
- Are you afraid of choking either from the dental instruments or your own saliva?

2. Многие люди боятся посещать стоматолога. Какие методы вы знаете или применяете, чтобы преодолеть этот страх? Запишите ваши идеи.

А сейчас прочитайте текст и сравните предложенные вами методы с методами, рекомендованными в тексте.

fear /fiə/ *n* страх, боязнь

filling /`fɪlɪŋ/ *n* пломбирование зуба; пломба

overcome /,əuvə`klʌm/ *v* преодолеть

pain /peɪn/ *n* боль

reduce /rɪ`dju:s/ *v* снижать; сокращать

relaxation /,rɪlæk`seɪʃən/ *n* уменьшение (напряжения и т. п.); расслабление

relieve /rɪ`li:v/ *v* облегчать, успокаивать

scare /skeə/ *v* пугать

sedation /sɪ`deɪʃən/ *n* успокоение (лекарствами)

Reading

Overcoming Fear of a Visit to a Dentist

Dental **fear** refers to the fear of dentistry and of receiving dental care. A pathological form of this fear (specific phobia) is variously called dental phobia, odontophobia, dentophobia, dentist phobia, or dental anxiety. Dental fear is a common problem among people. It mostly depends on your **experiences** with dentists. Sometimes, people had a bad experience with dentists when they were younger. But even if it is so, you can still keep calm when visiting your dentist in the future.



First of all, you should find a good dentist. This can often be the most difficult part in reality.

You can also help yourself even before you enter the **dental surgery**. There are lots of **relaxation** methods which are extremely effective when practiced correctly. Some of them involve meditation, hypnotization and various visualization techniques. If there is a particular activity or idea that **scares** you, training yourself mentally to face it will make it much easier when the time comes.

If it is **pain** that you are **afraid** of, remember that modern dentistry techniques **relieve** almost all pain when visiting the dentist. This is done with **analgesics** – aspirin, acetaminophen and non-steroidal **anti-inflammatory** drugs such as ibuprofen.

If you are afraid of the drill sound when getting a **filling**, ask the dentist if you can bring a set of

headphones in. Listening to music while visiting the dentist is a great technique to distract yourself and minimize fear of the dentist.

Often, the scariest part of visiting the dentist is the unknown. You can **overcome** this problem by speaking to your dentist about any concerns you may have or with research. Try to see the dentist as your friend, and someone who is trying to help you, not someone who is causing pain.

Recently, many dentists have undertaken training to **reduce** the cold and distant way of practising dentistry. Dentist manner, communication and dental procedures have all been improved to make them less invasive and more comfortable for the patient.

There are even dental surgeries that are sensitive to patients with fear, and they can apply different techniques to help the patient through the experience, for example, the Tell, Show, Do method. It includes three stages:

- First, the dentist “tells” the patient about the procedure.
- Second, the patient is “shown” the procedure by allowing them to explore the tools and equipment in the dental office.
- Third, after the patient is calm, the dentist performs the procedure.

This method works perfectly for children, too.



If the patient is particularly phobic, a dentist can use moderate **sedation** or general **anaesthesia** with a temporary loss of consciousness, but this is expensive, has lots of side effects and should be avoided where possible.

Remember to visit your dentist periodically and practice good oral hygiene and you will have no reason to fear the dentist.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей страницы.

2. Составьте словосочетания из данных слов:

1. invasive	a. drugs
2. anti-inflammatory	b. effects
3. the scariest	c. method
4. side	d. hygiene
5. temporary	e. patients
6. moderate	f. procedures
7. general	g. part of visiting a dentist
8. oral	h. sedation
9. phobic	i. anaesthesia
10. the Tell, Show, Do	j. loss of consciousness

3. Выпишите из текста все словосочетания с прилагательным *dental*. Переведите на русский язык:

dental _____	
dental _____	
dental _____	
dental _____	
dental _____	

4. Закончите предложения, употребляя слова из упражнений 2 и 3.

- If a dentist prescribes general anaesthesia, it will cause _____ and the patient won't feel anything.
- To help a patient to overcome _____ you may use _____.
- During _____ the dentist has to remove some parts of tissues surrounding a dental cavity.
- Aspirin and ibuprofen are examples of non-steroidal _____ (NSAIDs).
- _____ of teeth bleaching include irritation of gums and tooth sensitivity.
- _____ is the practice of keeping the mouth and teeth clean to prevent dental problems.
- _____ should be treated at _____ sensitive to patients.

5. Выберите термины, которые соответствуют данным определениям.

sedation, fear, relaxation, anaesthesia, pain, experience, a surgery, a filling

- _____ a feeling of physical suffering caused by injury or illness
- _____ the use of a drug or other means to make someone calm or to make them go to sleep
- _____ a place where you can go to ask advice from or receive treatment from a doctor or dentist
- _____ a state of being free from tension and anxiety
- _____ a piece of metal or other material used to fill a cavity in a tooth
- _____ an unpleasant emotion caused by the threat of danger, pain, or harm
- _____ insensitivity to pain, especially as artificially induced by the administration of gases or the injection of drugs before surgical operations
- _____ an event or occurrence which leaves an impression on someone:

6. Подберите синонимы к данным словам.

1. dental anxiety	a. to reduce
2. dental office	b. equipment
3. to minimize	c. to cause fear
4. tools	d. dental care
5. method	e. odontophobia
6. dentistry	f. a cause
7. to scare	g. different
8. to involve	h. dental surgery
9. a reason	i. to include
10. various	j. technique

Language Development

1. Просмотрите текст об одонтофобии еще раз и ответьте на вопросы.

1. What is dental fear? dental phobia?

2. What relaxation techniques are there to help a patient to overcome dental fear?

3. Which drugs relieve pain?

4. What can be recommended to patients afraid of the drill sound?

5. What has changed in training of dentists recently?

6. Describe the Tell, Show, Do method.

7. Why is general anaesthesia is not used frequently in dental care?

8. What are the best recommendations not to fear the dentist?

2a. Прочитайте текст, заполняя пробелы словами из таблицы.

dread or terror, stress, dental phobia, scared, dental fear, cause, dental surgery, smile

Odontophobia

Millions of people suffer from _____, but only some of them suffer from odontophobia. While many of us may be _____ of the dentist, there is a significant difference between dental fear and _____. Dental fear can _____ a general feeling of uneasiness but if the thought of seeing a dentist brings about a deep **sense** of fear, _____, chances are that you are a part of the 5-10% of the **population** who suffer from a genuine dental phobia.

If you experience any of the **symptoms** below at thought of a visit to the _____, you suffer from odontophobia:

- Deep sense of fear or terror
- Nausea
- Heart palpitations
- Uncontrollable **shaking**
- Difficulty breathing
- **Panic** attacks
- Sweating
- Extreme _____ and **anxiety**

The roots of our fears are based in the **memories** stored within the subconscious mind. The dentist's job is to give you a beautiful _____, not harm you! Once you see the dentist as your friend, not an enemy, it'll become much more likely that you'll feel comfortable at the dentist's office.

2b. Какие **подчеркнутые** слова в тексте имеют следующее значение:

1. signs of a disease _____
2. a feeling of nervousness and unease _____
3. a feeling _____
4. all the people living in a certain place _____
5. something remembered from the past _____
6. sudden uncontrollable fear or anxiety _____
7. trembling or vibrating _____

3. Прочитайте текст. какова основная цель ресурса *DentalPhobia.co.uk*? Как вы думаете, какое обучение должен пройти стоматолог для работы с нервными пациентами?

Dental Phobia Certified



At *DentalPhobia.co.uk* we have developed a directory of dentists / practitioners who offer treatment for nervous patients.

All dentists / practitioners that are certified must meet a minimum criteria set out by *DentalPhobia.co.uk* which is:

They must provide dedicated treatment for dental phobics and this must be mentioned openly on the certified dentist's / practitioners website.

A certified individual must provide *DentalPhobia.co.uk* with a minimum of two patient testimonials that have been addressed to them from patients who were previously dental phobics prior to undergoing dental treatment.

Disclaimer: Although *DentalPhobia.co.uk* follows guidelines to ensure that all certified dentists / practitioners meet our minimum requirements we are not in any way affiliated with dentists listed on the website nor do we accept liability / responsibility for any treatments / actions carried out by dentists listed on the website.

4. Обсудите следующие вопросы с одноклассниками. Вы готовы к общению с пациентами, страдающими одонтофобией?

- 1 Is it possible to see the dentist as a friend?
- 2 What should the patient do before having any dental work?
- 3 How can the dentist calm fear?
- 4 What sedation is usually used to help a patient relax?
- 5 Why does a dentist use the Tell, Show, Do method?
- 6 What techniques are used to minimize fear of a dentist?
- 7 In what cases does a dentist use anaesthesia?

5. Проект.

Surf the Internet. Find out examples of different phobias (not only odontophobia) which may interfere with providing the right standard of dental care for patients. Summarise and analyse the most successful methods of helping a patient to overcome such fears.

Prepare the presentation.

Grammar Point

Времена Present Passive

1. Повторите грамматический материал по теме занятия:

https://www.english-hilfen.de/en/grammar/active_passive.htm

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.english-hilfen.de/en/exercises/active_passive/active_or_passive.htm

https://www.english-hilfen.de/en/exercises/active_passive/form_sentences_simple_present.htm

https://www.english-hilfen.de/en/exercises/active_passive/sentences_present_progressive.htm

Checklist

Оцените, чему вы научились в этом уроке.

Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about patients with dental fear
- I can describe different techniques to overcome dental fear
- I know the difference between dental fear and dental phobia
- I can use Present Passive Tenses

UNIT V. PAIN MANAGEMENT

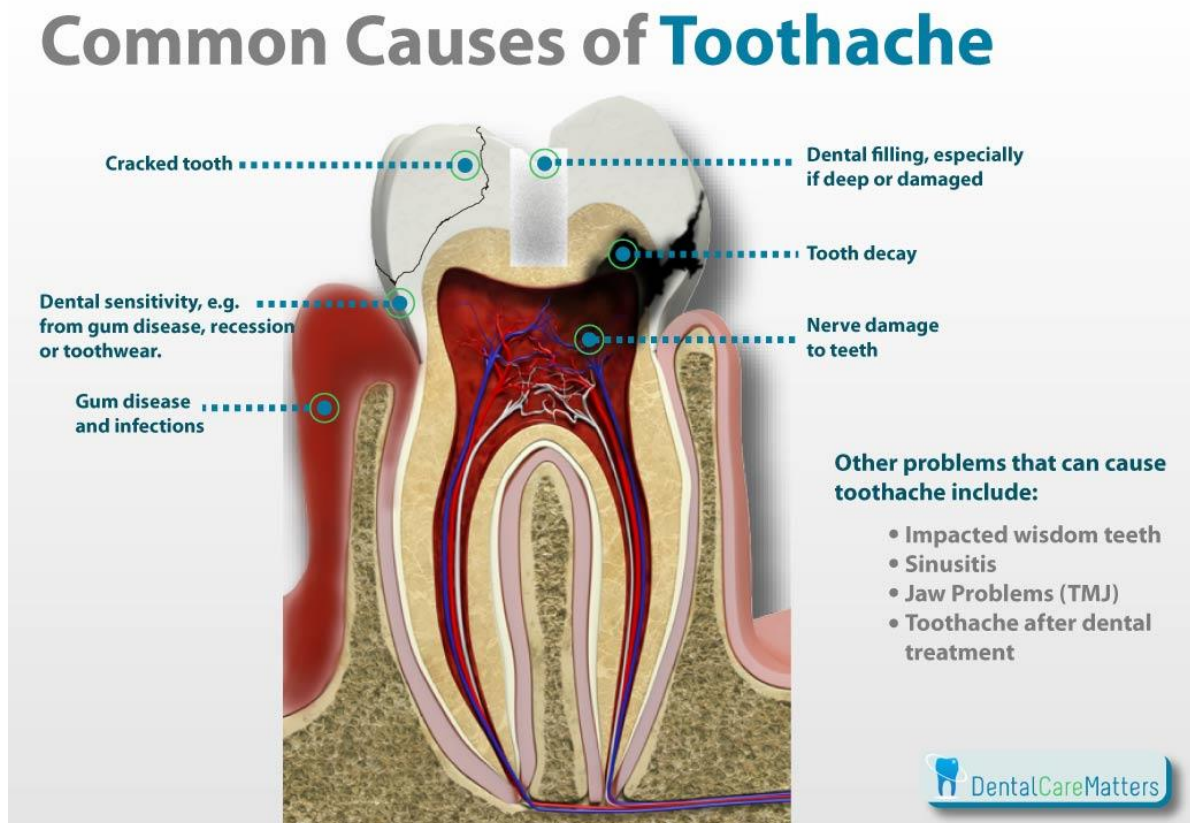
In this unit

- talking about pain, its types and causes
- describing different groups of analgesics
- revision of Past Passive Tenses

Warm-Up Activities

1. Изучите рисунок и ответьте на вопросы:

Have you ever had any such conditions? What did you do? What do you think is the most common cause of dental pain? What would you recommend to a person suffering from toothache?



2. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

acute /ə`kju:t/ *adj* острый, резкий (о боли)

complaint /kəm`pleɪnt/ *n* жалоба

depend /di`pend/ **on** зависеть от

disease /di`zi:z/ *n* болезнь, заболевание

examination /ɪg,zæmɪ`neɪʃən/ *n* обследование, осмотр

exposed /ɪk`spəuzd/ *adj* обнажённый, открытый, незащищённый

fracture /`fræktʃə/ *n* перелом кости

injury /`ɪndʒəri/ *n* повреждение, рана

investigation /ɪn,vestɪ`geɪʃən/ *n* исследование (анализы, инструментальные исследования)

mild /maɪld/ *adj* мягкий; умеренный

pain management /peɪn `mænɪdʒmənt/ устранение боли

respond /rɪ`spɒnd/ *v* реагировать, отвечать

severe /si`viə/ *adj* сильный, тяжёлый

support /sə`pɔ:t/ *v* поддерживать

swelling /`swelɪŋ/ *n* опухоль; отек

Reading

Dental Pain Management

It's safe to say most of us are not big fans of pain. Nevertheless, it is one of the body's most important communication tools. Imagine, for instance, what would happen if you felt nothing when you put your hand on a hot stove. Pain is one way the body tells you something's wrong and needs attention.

But pain – whether it comes from a bee sting, a broken bone, or a long-term illness – is also an unpleasant sensory and emotional experience. It has multiple causes, and people **respond** to it in multiple and individual ways.

There are several ways to categorize pain. One is to separate it into **acute** pain and chronic pain.

Acute Pain and Chronic Pain

Acute pain begins suddenly and is usually sharp in quality. It serves as a warning of **disease** or a threat to the body. Acute pain may be **mild** and last just a moment, or it may be **severe** and last for weeks or months. Unrelieved acute pain, however, may lead to chronic pain.

Chronic pain lasts longer than 3 months, often despite the fact that an **injury** has healed. Pain signals remain active in the nervous system for weeks, months, or years.

Causes of Toothache



Dental pain is one of the most common reasons driving patients to seek help from a dentist.

It can be caused by caries, broken tooth, **fractured** fillings, **exposed** dentin, periapical infection, pocket, sinusitis, pericoronitis, gingivitis, temporomandibular joint disorders. Pain can also arise from non-dental sources such as maxillary sinusitis, migraine, neuralgias.

Diagnosis of Dental Pain

Patient's chief **complaint** and history of dental pain along with clinical **examination** and **investigations** (pulp vitality tests, radiographs) are important parameters to diagnose dental pain. It is recommended to try to reproduce the pain and localize it.

Managing Dental Pain

The successful treatment of any condition **depends on** the cause. The dentist should identify and treat the cause, not just to administer analgesics routinely. Analgesics play an additional or **supporting** role in the treatment of dental pain. The first line of managing dental pain is diagnosis and administering dental treatment followed by employing analgesics.

Types of Analgesics

Analgesics are medications that relieve pain. In dentistry we use nonsteroidal anti-inflammatory drugs (NSAIDs) and opioids.

Nonsteroidal anti-inflammatory drugs are medications such as aspirin and ibuprofen that decrease pain and inflammation. Many can now be bought over-the-counter. NSAIDs are used to relieve some symptoms caused by inflammation, **swelling**, stiffness, and joint pain.

Opioid analgesics, also known as narcotic analgesics, are pain relievers that act on the central nervous system. They are used before or during dental surgery both to relieve pain and to make anaesthetics work more effectively. They are powerful, but have significant side effects.

But remember that the ultimate goal of dental treatment is to provide pain relief to the patient influencing him positively and making him comfortable.



Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей странице.

2. Найдите определения для данных слов.

1. examination	a. any test or procedure performed in order to confirm a diagnosis
2. inflammation	b. a pathological process having a characteristic set of signs and symptoms
3. investigation	c. to hold in a position
4. surgery	d. to make something visible by uncovering it
5. disease	e. a disorder, disease, or symptom, or the description of it.
6. complaint	f. an inspection or investigation in order to diagnose a disease
7. to expose	g. physical harm or damage
8. to support	h. treatment of injuries or disorders of the body by incision or manipulation, especially with instruments
9. injury	i. a localized physical condition in which part of the body becomes reddened, swollen, hot, and often painful, especially as a reaction to injury or infection

3. Закончите предложения, употребляя слова из упражнения 2.

1. Steroid injections can have a dramatic effect in reducing _____ and relieving pain.
2. Tooth decay is the most common dental _____ and reason to seek help from a dentist.
3. When we are in the third year, we'll learn preventive dentistry, paediatric dentistry, oral _____ and others.
4. Pulp vitality test is an _____ to determine whether the pulp of a tooth is vital (alive) or non-vital (dead).
5. When you take a patient's history, it is better to start with their chief _____, that is the reason of their presence in your surgery.

6. Oral _____ begins with inspection of the lips and other soft tissues and their palpation.

7. Dental _____ (trauma) is common in contact sports such as boxing or rugby.

4. Подберите синонимы к данным словам.

1. to respond	a. symptom
2. examination	b. to reduce
3. complaint	c. inspection
4. fracture	d. trauma
5. dental surgery ¹	e. broken bone
6. dental surgery ²	f. drug
7. to relieve	g. to react
8. gingivitis	h. oral surgery
9. injury	i. dentist's office
10. medication	j. inflammation of gums

5. Подберите антонимы к данным словам.

1. acute	a. severe
2. mild	b. to increase
3. over-the-counter	c. to make worse
4. the first	d. dangerous
5. positively	e. by prescription
6. safe	f. to lead to
7. to decrease	g. chronic
8. emotional	h. negatively
9. to relieve	i. the last
10. to cause	j. physical

6. Прочитайте текст, употребляя вместо пробелов слова, однокоренные тем, что даны в скобках.

Acute Pain Management

The majority of dental pain is an acute _____ (**respond**) to _____ (**inflammatory**). The acute pain associated with _____ (**dentistry**) trauma, infection, or _____ (**surgeon**) is usually managed pharmacologically. The key to pharmacologically managing pain is to provide a sufficient dose of a particular drug to _____ (**minimal**) pain onset and help the patient to feel _____ (**comfort**). The drug should be administered frequently to _____ (**prevention**) the pain from becoming severe. The most common drugs are _____ (**analgesia**) such as NSAIDs.

Language Development

1. Просмотрите текст о способах купирования боли в стоматологии еще раз и ответьте на вопросы.

1. Why do people need pain?

2. What are the main types of pain?

3. What is the difference between acute and chronic pain?

4. Why does toothache develop? Name both dental and non-dental causes of dental pain.

5. What helps to diagnose a condition causing pain?

6. What does management of dental pain include?

7. What kind of drugs are analgesics?

8. What types of analgesics are there? What is their action?

2. Какова разница в значении и употреблении слов *pain*, *ill*, *ache*, *sick* и *hurt*? Найдите определения для данных слов.

1. <i>ill</i> <i>adj</i>	a. <i>n</i> a continuous, dull pain (in contrast to a sharp, sudden, or sporadic pain).
2. <i>ache</i> <i>n</i>	b. <i>adj</i> suffering from ill health or disease; affected with nausea
3. <i>hurt</i> <i>v</i>	c. <i>n</i> physical suffering or distress, due to injury or disease, a distressing sensation in a particular part of the body; mental or emotional suffering or torment
4. <i>pain</i> <i>n</i>	d. <i>adj</i> suffering from an illness or disease or feeling unwell:
5. <i>sick</i> <i>adj</i>	e. <i>v</i> to cause bodily injury to; to cause bodily pain to or in

Закончите предложения, употребляя слова из упражнения 2.

1. I felt _____ so I went home.

2. If you eat any more of this cake, you will be _____.

3. Tell the doctor where it _____.

4. I have a dull _____ in my lower jaw.

5. She has been suffering from chronic _____ for three months already.

3. Завершите высказывания, используя информацию, полученную при изучении данной темы.

1. Pain is an unpleasant _____.

2. Pain may be classified as _____.

3. Dental pain is one of the most common reasons of _____.

4. The causes of dental pain include _____.

5. NSAIDs are _____.

6. Opioid analgesics are _____.

4. Прочитайте диалог, выполните послетекстовые задания и подготовьте пересказ.

Pain that Comes and Goes

Dentist (D.): How long have you been having this pain?

Patient (P.): It started in June. So for more than five months now. My lower jaw hurts after some meals, but not always.

D.: You should have come in earlier. Let's get to the bottom of this. Have you changed your eating habits during this period?

P.: No, not really. Well, that's not true. I'm eating the same foods, but less. You know, the pain seems to come and go.

D.: How strong is the pain exactly? On a scale of one to ten, how would you describe the intensity of the pain?

P.: Well, I'd say the pain is about a two on a scale of one to ten. Like I say, it's not really bad. It just keeps coming back...

D.: How long does the pain last when you get it?

P.: It comes and goes. Sometimes, I hardly feel anything. Other times, it can last up to half an hour or more.

D.: Is there a type of food that seems to cause stronger pain than other types during chewing?

P.: Hmm ... heavy foods like steak or lasagna usually brings it on. I've been trying to avoid those.

D.: Does the pain travel to any other parts of your body - head, temple or nape? Or does it remain around the jawbone area?

P.: No, it just hurts here.

1. Underline the verb in Perfect Continuous.

Explain their usage.

2. List the foods mentioned in the dialogue:

3. List parts of the body and organs mentioned in the dialogue:

4. Does a patient have severe or mild pain? What method does the dentist use to identify how strong the pain is?

5. What do you think the dentist should do next? What do we call such an interview with a patient when the doctor finds out their complaints?

5. Проект.



In the diagram you can see how to manage different kinds of pain with acupressure. What are other methods to relieve pain without drugs? Prepare a presentation.

Grammar Point

Времена Past Passive

1. Повторите грамматический материал по теме занятия:

https://www.english-hilfen.de/en/grammar/active_passive.htm

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.english-hilfen.de/en/exercises/active_passive/form_sentences_simple_past.htm

https://www.english-hilfen.de/en/exercises/active_passive/passive_tenses_sentences.htm

https://www.english-hilfen.de/en/exercises/active_passive/questions2.htm

Checklist

Оцените, чему вы научились в этом уроке. Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about pain and its types
- I can describe different groups of analgesics
- I can use *Past Passive Tenses*

UNIT VI. DENTAL ANAESTHESIA

In this unit

- talking about types of anaesthetics used in dentistry
- describing side effects of LA and sedatives
- revision of Future Passive Tenses

Warm-Up Activities

1. Прочитайте текст об истории использования анестезии. В каком контексте употреблены слова из таблицы?

addictive, ice water, Wells, extraction, Koller, procaine, epinephrine, principal

The history of modern anaesthesia can be traced back to medieval times. The use of narcotics to reduce pain was a universally accepted practice. Mandrogora, cannabis, opium, and alcohol were used most frequently. These drugs were addictive, caused adverse side effects and did not meet the necessary standard of care. Efforts to minimize pain were not confined to the inhalation drugs in the early days of anaesthesia. Pressure on blood vessels, local applications of ice water, ethyl chloride spray were among the methods employed to reduce pain during an operation!

Prior to the introduction of ether by Morton in 1842 and nitrous oxide by Wells in 1844, little could be done to lessen the discomfort associated with the performance of dental and other oral procedures. These agents were used mainly for analgesia during extractions and other surgical procedures, and most patients did not experience anaesthesia for other types of dental procedures (such as restorative) until after the introduction of conduction anaesthesia in the late 1800s. In 1884, Carl Koller discovered the analgesic properties of cocaine.

3. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

addictive /ə`dɪktɪv/ *adj* вызывающий привычку, привыкание

administer /əd`mɪnɪstə/ *v* назначать

adverse /`ædvə:s/ *adj* неблагоприятный; вредный

anxiety /æŋ`zaiəti/ *n* беспокойство, тревога

cause /kɔ:z/ *v* быть причиной, вызывать

consciousness /`kɔŋʃəsni:s/ *n* сознание

drug /drʌg/ *n* лекарство



In about 1905, procaine (Novocaine) was created by Einhorn and Uhfelder in Germany. When mixed with a very small proportion of epinephrine, this agent was found to be highly effective and safe as a local anaesthetic agent for most patients. Procaine (Novocaine) was widely used by physicians and dentists into the 1950s. By the 1950s, Lidocaine (Xylocaine®) became widely accepted and it is still one of the principal anaesthetics in use today.

Просмотрите текст еще раз и заполните таблицу.

Date	Event
1842	
1844	
the late 1800s	
1884	
1905	
the 1950s	

extraction /ɪk`strækʃən/ *n* удаление, экстракция

induce /ɪn`dju:s/ *v* вызывать, индуцировать

lessen /`lesən/ *v* уменьшать, облегчать

needle /`ni:dl/ *n* игла

property /`prɒpəti/ *n* свойство; характеристика

side effect /saɪd ɪ`fekt/ побочный эффект

swab /swɒb/ *n* ватный тампон

undergo /,ʌndə`gəʊ/ (**underwent, undergone**) *v* подвергаться, переносить

Reading

Anaesthesia in Dentistry

Several medications are available to help create more relaxed, comfortable dental visits. The patient and the dentist can discuss a number of factors when deciding which drugs to use for treatment: the type of procedure, overall health, history of allergies and **anxiety** level are considered when determining which approach is best for a particular case.

Topical anaesthetics are applied to mouth tissues with a **swab** to prevent pain on the surface level. Dentists may use a topical anaesthetic to **numb** an area in preparation for administering an injectable local anaesthetic. Topical anaesthetics also may be used to soothe painful mouth sores. The most commonly used topical anaesthetic is lidocaine, a modern replacement for novocaine and procaine.



Injectable local anaesthetics (LA) prevent pain in a specific area of the mouth during treatment by blocking the nerves that sense or **transmit** pain and numbing mouth tissues. They cause the temporary numbness. Injectable anaesthetics may be used in such procedures as filling cavities, preparing teeth for crowns or treating periodontal disease.

Anti-anxiety agents, such as nitrous oxide, or **sedatives** may help a patient relax during dental visits and often may be used along with local anaesthetics. Dentists also can use these agents to **induce** "minimal or moderate **sedation**," in

which the patient achieves a relaxed state during treatment but can respond to speech or touch. Sedatives can be administered before, during or after dental procedures by mouth, inhalation or injection.

More complex treatments may require drugs that can induce "deep sedation," causing a loss of feeling and reducing **consciousness** in order to relieve both pain and anxiety. Patients can undergo "general anaesthesia," in which drugs cause a temporary loss of consciousness. Deep sedation and general anaesthesia may be recommended in certain procedures for children or others who suffer from dental phobia.

Potential side effect of dental anaesthesia is the development of hematomas. Many dental anaesthetics are given via injection. If the **needle** punctures a vessel, blood can leak and collect below the **surface** of the **skin** or the gum tissue. This can lead to **swelling**.

Local anaesthetics for dental procedures are designed to numb the nearby tissue. In some cases the compounds rapidly travel to the bloodstream and are absorbed by the body. This primarily affects the brain, leading to toxicity of the central nervous system (CNS). CNS toxicity can cause unusual excitability and irritability, increased sweating and paleness, the sensation of being hot or cold. Patients can also develop double vision, confusion and in extreme situations, convulsions or seizures.

Nitrous oxide known also as laughing gas can cause a number of side effects, too. If too much is used, it can cause **hypoxia**, which is a subnormal amount of oxygen in the blood and anaemia.

One sign of hypoxia is **dizziness** resulting from low oxygen flow to the **brain**.



Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей странице.

2. Найдите определения для данных слов.

1. hypoxia	a. a state characterized by loss of sensation, the result of pharmacologic depression of nerve function
2. anaesthesia	b. a temporary feeling that your sense of balance is not good and that you may fall down
3. sedation	c. the state of being awake, thinking, and knowing what is happening around you
4. dizziness	d. An abnormal enlargement of a part of the body, typically as a result of accumulation of fluid
5. anxiety	e. the act of calming, especially by the administration of sedative
6. consciousness	f. subnormal level of oxygen in air, blood, or tissue
7. swelling	g. a very thin, hollow, pointed piece of metal that is connected to a syringe
8. surface	h. a medical condition in which you always feel frightened and worried
9. needle	i. A small piece of soft material used in surgery and medicine for cleaning wounds and applying medication
10. swab	j. the outer or top part or layer of something

3. Закончите предложения, употребляя слова из упражнения 2.

1. General anaesthesia induces loss of _____.

2. Lots of people have dental fear but only some suffer from dental _____ which makes dental treatment highly stressful for them.

3. The nurse cleaned a cut on my gum with a _____.

4. One sign of hypoxia is _____ resulting from low oxygen flow to the brain.

5. Seeing blood may cause _____ in some people.

6. During the examination the dental hygienist found out plaque on the _____ of teeth.

4. Подберите синонимы к данным словам.

1. to apply	a. a place
2. to numb	b. to cause
3. an area	c. to anaesthetize
4. laughing gas	d. anti-anxiety agents
5. to react	e. quickly
6. to induce	f. to use
7. sedatives	g. to respond
8. to undergo	h. nitrous oxide
9. rapidly	i. surrounding a tooth
10. periodontal	j. to experience

5. Завершите данные высказывания, выбрав подходящие по смыслу слова из данных ниже.

absorbed, cause, induce, relieve, punctures, soothe, numb, administered

1. Topical anaesthetics also may be used to _____ painful mouth sores.

2. Injectable local anaesthetics _____ pain in a specific area of the mouth.

3. Drugs can _____ the temporary numbness.

4. Dentists also can use these agents to _____ "minimal or moderate sedation."

5. Sedatives can be _____ before, during or after dental procedures by mouth, inhalation or injection.

6. If the needle _____ a vessel blood can leak and collect below the surface of the skin or the gum tissue.

7. Local anaesthetics for dental procedures are designed to _____ the nearby tissue.

8. In some cases injectable anaesthetics rapidly travel to the bloodstream and are _____ by the body.

Language Development

1. Просмотрите текст об анестезии в стоматологии еще раз и ответьте на вопросы.

1. What medications are available to make dental visits comfortable?

_____.

2. What should the patient and the dentist discuss when deciding which drugs to use for treatment?

_____.

3. What forms of anesthesia are there?

_____.

4. When can sedatives be administered?

_____.

5. What is difference between local and general anesthesia?

_____.

6. What are potential side effects of dental anesthesia?

_____.

7. What can CNS toxicity cause?

_____.

8. What are signs of hypoxia?

_____.

2. Ниже приведены ответы. Опираясь на текст, поставьте вопросы, которые были заданы, чтобы получить данную информацию:

1. How _____?
_____?

With a swab.

2. What _____?
_____?

Lidocaine.

3. What _____?
_____?

The temporary numbness.

4. What drugs _____?
_____?

Anti-anxiety agents or sedatives.

5. How _____?
_____?

By mouth, inhalation or injection.

6. What _____?
_____?

Development of hematomas.

7. What _____?
_____?

Unusual excitability and irritability, increased sweating and paleness, the sensation of being hot or cold.

3. Определите, являются ли данные утверждения правдивыми (Т) или ложными (F). Исправьте ложные утверждения.

1. The opinion of the patient is not taken into account when the dentist chooses a drug for anaesthesia. _____

2. Novocaine and procaine had been used before lidocaine was invented. _____

3. Local anaesthetics are often used together with anti-anxiety agents. _____

4. Both topical and local anaesthetics can be administered by mouth, inhalation or injection. _____

5. If a child requires dental treatment but he is scared, the dentist may recommend general anaesthesia. _____

6. If blood accumulates below the surface of the skin, the patient will develop odontoma. _____

7. An increased amount of oxygen in blood is known as hypoxia. _____

8. Anaesthetics act on the CNS. _____

4. Прочитайте текст и ответьте на вопросы.

How dental anaesthesia works

All of our teeth are supplied by nerves. That is why they can normally feel hot, cold, pressure, vibration, sweatiness and sometimes pain. Pain messages are carried through the body by electrical signals; this transmission can be blocked by chemicals.

The dental needle is placed close to the nerve(s) supplying the area(s) to be worked on, and local anaesthetic (LA) is injected into the region. As the nerves of interest are bathed in LA, their ability to carry messages is interrupted; that area is numb or "frozen" and the dental work can be carried out without patients feeling pain. Sometimes dentists will pre-treat the injection site with topical anaesthetic gels.

For work in the maxilla (the upper jaw), LA can usually be placed right next to the teeth to be worked on. This is because the bone there is fairly porous so that the LA can soak into the bone and bathe the nerves that provide sensation to the teeth and gums in that area.

The mandible (lower jaw) is quite different. The outer layer of bone (cortical bone) is thick and non-porous. Local anaesthetics will not soak into this bone and get to the nerves. This means that in order to freeze most of the lower teeth, we must use a nerve block. There are three specific techniques to achieve a nerve block. All of them involve putting the needle toward the back of the mouth, where the main nerve that supplies these teeth, the inferior alveolar nerve, is not encased in cortical bone.

Freezing or numbness wears off because the LA is picked up by the bloodstream and taken away from the area of interest (redistribution). Later, the drug is broken down through chemical processes in the body (metabolism). Because circulation is greater in the maxilla than in the mandible, the duration of anaesthesia is shorter in the upper jaw.

1. What happens to the nerves when they are bathed in LA?

2. What is the difference in the structure of bones in the maxilla and mandible? How does this affect the method of administration of LA?

3. What is redistribution? metabolism?

5. Проект.

Find out whether all the patients can be given anaesthetics.

What are contra-indications to their administration?

What can be done for those with intolerance to local anaesthetics?

Grammar Point

Времена Future Passive

1. Повторите грамматический материал по теме занятия:

https://www.english-hilfen.de/en/grammar/active_passive.htm

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.english-hilfen.de/en/exercises/active_passive/sentences_will_future.htm

https://www.english-hilfen.de/en/exercises/active_passive/objects_tenses.htm

https://www.english-hilfen.de/en/exercises/active_passive/passive_tenses_phrases.htm

Checklist

Оцените, чему вы научились в этом уроке.

Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about different types of anaesthetics used in dentistry
- I can describe side effects of local anaesthetics and sedatives
- I know how anaesthetics act on the body
- I can use *Future Passive Tenses*

UNIT VII. INFECTION CONTROL IN DENTISTRY

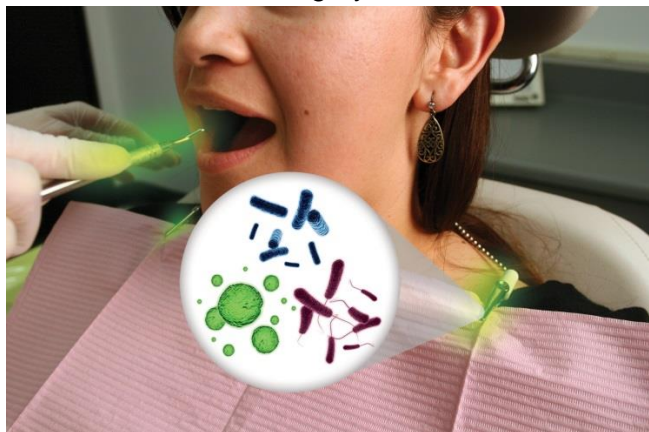
In this unit

- talking about cross infections and their types
- describing methods of cross infection control
- *revision of modal verbs in the first meaning*

Warm-Up Activities

1. Прочитайте интересные факты об инфекционных болезнях.

- In dentistry, the source of infection may be the patients suffering from infectious diseases, those who are in the prodromal stage of certain infections, and healthy carriers of pathogens.
- The major route of cross infection in dental surgery is via infection through intact skin or mucosa due to accidents involving sharps, or direct inoculation onto cuts and abrasions in the skin.
- Potentially infected blood may be harboured beneath the fingernails for up to five days that is why wearing of gloves by dental personnel is an essential element of cross-infection control in dental surgery.



3. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

cautious /ˈkɔːʃəs/ *adj* осторожный, осмотрительный;

contaminate /kənˈtæmɪneɪt/ *v* заражать

cross infection /krɒs ɪnˈfekʃən/

внутрибольничная, перекрёстная инфекция

equipment /ɪˈkwɪpmənt/ *n* оборудование

glove /glɒv/ *n* перчатка

handpiece /ˈhændpiːs/ *n* наконечник для бормашины

harmful /ˈhɑːmfəl/ *adj* вредный; опасный

- The protective mask is a source of contamination because it becomes impregnated with microorganisms after 20 minutes. The same mask is sometimes worn by a dentist working at the chair for a half or full day. It is reasonable to conclude that a dentist who wears a mask for such a long period of time when operating is more at risk from cross infection than a dentist who operates unmasked.
- Viral diseases such as hepatitis B, acquired immunodeficiency syndrome (AIDS), herpes simplex and cytomegalovirus are important risks, not only for dentists but also for their families, friends and other patients.

2. Ответьте на вопросы о себе.

1. Have you ever had any infectious disease? What was it?
2. Why are patients with infectious diseases dangerous for dentists and other dental staff?
3. What causes infections? How are they treated?
4. What should be done to prevent infection in the dental surgery?

incurable /ɪnˈkjʊərəbəl/ *adj* неизлечимый

involve /ɪnˈvɒlv/ *v* включать в себя

life-threatening /ˌlaɪfˈθretənɪŋ/ *adj* опасный для жизни

saliva /səˈlaɪvə/ *n* слюна

spread /spred/ *v* (**spread, spread**)

распространяться

staff /stɑːf/ *n* штата, персонал

thorough /ˈθʌrə/ *adj* тщательный, полный

vector /ˈvektə/ *n* переносчик инфекции

Reading

Infection Control in Dentistry

Cross infection involves the **spreading** of disease from one source to another and thus increasing the number of people suffering that specific disease. In dentistry, infection control is very important as bacterial infections of the oral cavity, like infection anywhere else in the body, can be potentially **life-threatening**.

The mouth carries a large number of potentially infectious microorganisms, and **saliva** and blood are **vectors** in infection. Cross infection related to dental procedures is not specifically limited to the oral cavity. Fortunately, antibiotics and effective dental care has significantly reduced the frequency of orofacial infections.

There are two types of cross infection: direct cross infection is the transfer of infection from one person to another, while indirect cross infection is the transfer of infection from one person to **equipment** to another person.

Many **harmful** microorganisms are present in blood or saliva, and with the use of **handpieces**, water, and ultrasonic instruments during dental treatment, blood and saliva can be spread around easily. The dentist and dental nurse will also come into close contact with blood and saliva during most dental procedures.

It is the responsibility of every dentist to treat patients professionally and to be **cautious** in order to minimize harm caused to the patient. If hygiene and cross infection control procedures are not strictly

followed diseases such as hepatitis B and AIDS can pass from patient to dentist.

Therefore, all dental **staff** should be vaccinated against hepatitis B, tuberculosis, herpes simplex and other dangerous infectious diseases, and must undergo **thorough** training in cross infection control. All new staff must be appropriately trained in infection control procedures before working in the surgery.

To prevent cross infection the harmful microorganisms must be killed. This is most commonly achieved through sterilization. Sterilization results in asepsis – this can be defined as the absence of pathogenic microorganisms. Special medical equipment known as an autoclave is used for sterilization.

The storage of instruments after sterilization is as important as the sterilization itself. They should be stored in a clean, covered and sterile environment and should not be used without wearing protective clothing, including **gloves** (which should be well fitted and not powdered), sterile masks and eye protection. These reduce the risk of spreading of airborne diseases and the risk of **contaminating** or being contaminated through touch or via the eyes. Also thorough hand-washing with an antibacterial soap is advisable as it reduces the risk of cross-infection further.

Carrying out infection control procedures requires co-operation from the dental team as a whole, but it helps prevent serious illnesses or even death of the patient or practitioner. Ideally, the dentist should treat all patients as though they are infected with an **incurable** disease which is easily spread.

Infection control is a very important area of dentistry and should not be ignored as it can have serious implications on the reputation of dentistry as a profession.



Control that is linked together to form a chain is far more effective at preventing further infection.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей страницы.

2. Найдите определения для данных слов:

1. autoclave	a of or involving sound waves with a frequency above the upper limit of human hearing
2. life-threatening	b the surroundings or conditions , in which a person, animal, or plant lives or operates
3. incurable	c a strong heated container used for chemical reactions and other processes using high pressures and temperatures, e.g. steam sterilization
4. harmful	d a place where a doctor, dentist, or other medical practitioner treats or advises patients
5. ultrasonic	e potentially fatal
6. handpiece	f causing or likely to cause harm
7. surgery	g a device worn on the head of an instrument to serve a function
8. environment	h not able to be cured

3. Заполните таблицу, образуя однокоренные слова от данных ниже:

Noun	Verb	Adjective
		sterile
	develop	
infection		
	locate	
harm		
		used
threat		
	cure	
	carry	
minimum		
		protective
	store	

4. Подберите синонимы к данным словам.

1. harmful microorganisms	a. fatal condition
2. severe disease	b. to pass from person to person
3. sterilization	c. transmission
4. procedures	d. detailed
5. equipment	e. dangerous pathogens
6. to spread	f. techniques
7. thorough	g. instruments
8. dental team	h. disinfection
9. to perform	i. dental staff
10. transfer	j. to carry out

5. Используя данные приставки, образуйте антонимы от данных слов. Каково общее значение всех этих приставок?

anti-, in-, dis-, a-, contra-, un-,

1. bacterial	
2. curable	
3. direct	
4. ease	
5. sepsis	
6. indication	
7. infection	
8. sterile	
9. significantly	
10. important	

6. Какое слово «лишнее»? Почему?

- harmful / dangerous / pathogenic / useful
- microorganisms / microbes / vectors / pathogens
- procedure / filling / operation / manipulation
- equipment / gloves / masks / eye protection
- to kill / to spread / to destroy / to eliminate
- to prevent / to control / to avoid / to sterilize
- AIDS / herpes simplex / cross infection / tuberculosis
- to reduce / to decrease / to minimize / to remain
- incurable / life-threatening / infectious / fatal
- a dentist / a receptionist / a hygienist / a surgeon

Language Development

1. Просмотрите текст о санитарно-эпидемиологическом режиме в стоматологии еще раз и ответьте на вопросы.

1. What is cross infection?

2. What types of cross infection are there?

3. How do cross infections spread?

4. List diseases which may be passed from a patient to a dentist or to another patient if there is no strict infection control.

5. What is the most common way to kill pathogens? Which devices are used for that?

6. How can dental staff protect themselves from cross infection?

7. How should a dentist treat every patient?

8. Why is infection control so important in dentistry?

2. Завершите данные высказывания:

1. Cross infection is _____

_____.

2. There are two types of cross infections:

_____.

3. Direct cross infection is _____

_____.

4. Indirect cross infection is _____

_____.

5. Microorganisms are present in _____

_____ and spread through _____

_____.

6. All dental staff should be vaccinated _____

_____.

7. Cross infections are treated by _____

_____.

8. All new staff must be _____

_____.

9. Wearing protective clothing reduces _____

_____.

10. Infection control should not be ignored as it _____

_____.

3. Прочитайте текст “Infection Control in Dentistry” еще раз и найдите:

1. the vectors in infection in dentistry:

_____.

2. things in the surgery where microbes are present:

_____.

3. an abbreviation for acquired immunodeficiency syndrome:

_____.

4. an explanation of the word *asepsis*:

_____.

5. the name of a device used for sterilization:

_____.

6. the description of the proper place to store instruments:

_____.

7. the recommendations as to the choice of protective gloves for dental staff:

_____.

8. a hygienic procedure which is very useful in cross infection control:

_____.

3. Прочитайте отрывок из статьи Matthew Holehouse в газете *The Daily Telegraph* и выполните послетекстовые задания.

Dirty Dentists Putting Patients at Risk of Infection

Patients are being put at risk of infection by dentists who fail to clean surgical equipment properly, research reveals.

One in nine dentists inspected by the health care watchdog were found to be in breach of strict guidelines on cleanliness and infection control designed to prevent the spread of conditions such as HIV and hepatitis.

An analysis reveals that of the 1,667 dental practices inspected by the Care Quality Commission (CQC) last year, 189 were found to not be following instructions on how to clean instruments and surgeries.

Instruments should be scrubbed in one sink, rinsed in a second, inspected for any fragments under a microscope and processed through an ultrasonic bath or an autoclave steam cleaner. They must then be stored for up to three weeks in sterile and dated packets. Some equipment cannot be cleaned and re-used safely and must be thrown away after each patient.

But dozens of practices are disregarding the rules, inspectors found.

At one practice inspectors found an opened intravenous needle kit and out-of-date medicine stored in a fridge alongside the staff's packed lunches.

At another surgery the autoclave used for sterilizing equipment was found to be "unclean, felt 'oily' and had debris on it", inspectors wrote. They found dust, dirt and cobwebs and overflowing bins in the surgery.

A representative of the charity *The Patient's Association*, said: "Infection control practices in dentistry must be given the highest priority. All too often patients tell our helpline that they have concerns about cleanliness."

1. Find the following words in the text and guess their meaning: *watchdog, reveals, scrubbed*.

2. How to keep instruments clean? List all the recommendations.

3. Provide examples of breach of guidelines on cleanliness and infection control.

4. Проект.

Surf the Internet. How often do dentists get infected from patients? How often do they infect other patients? What diseases are spread through dental surgery most often? Provide examples. Prepare the presentation.

Grammar Point

Modal Verbs in the First Meaning

1. Повторите грамматический материал по теме занятия:

<https://www.english-hilfen.de/en/grammar/hilfsverben2.htm>

2. Выполните грамматические упражнения по следующим ссылкам:

<https://www.english-hilfen.de/en/exercises/modals/form.htm>

https://www.english-hilfen.de/en/exercises/modals/must_not_need_not.htm

https://www.english-hilfen.de/en/exercises/modals/must_not.htm

Checklist

Оцените, чему вы научились в этом уроке.

Отметьте (✓) утверждения, которые

справедливы для вас.

- I can talk about cross infections and their types
- I can describe methods of cross infection control
- I know causes of cross infections
- I can use Modal Verbs

UNIT VIII. TOOTH SENSITIVITY

In this unit

- talking about tooth sensitivity and its causes
- describing ways to reduce and prevent tooth sensitivity
- *revision of indirect speech*

Warm-Up Activities



1. Выберите соответствующее слово для следующих определений:

1 A surgical operation or a series of action in dental treatment

- a. procedure b. cure c. method

2 Practices or actions to maintain health and prevent disease

- a. care b. treatment c. hygiene

3 The part of a tooth projecting from the gum

- a. root b. crown c. pulp

4 Hard dense bony tissue forming the bulk of a tooth, beneath the enamel

- a. gum b. dentine c. pulp

3. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

crack /kræk/ *n* трещина, щель

crown /kraun/ *n* коронка

desensitize /diːˈsensɪtaɪz/ *v* снижать чувствительность

gum recession /rɪˈseʃən/ *n* отслоение десны

indicate /ˈɪndɪkeɪt/ *v* указывать, означать

inflammation /ˌɪnfləˈmeɪʃən/ *n* воспаление

maintenance /ˈmeɪntənəns/ *n* поддержание, соблюдение

5 Vascular tissue filling the interior cavity and root canals of a tooth

- a. crown b. dentine c. pulp

6 The firm area of flesh around the roots of the teeth in the upper or lower jaw

- a. pulp b. gum c. crown

7 The hard glossy substance that covers the crown of a tooth

- a. enamel b. root c. gum

8 A large group of unicellular microorganisms which can cause disease

- a. bacteria b. organelles c. mushrooms

9 A tiny tube, especially as an anatomical structure

- a. venule b. capsule c. tubule

2. Прочитайте текст Выберите из списка утверждений А-Г те, что лучше всего отражают содержание каждой части (1-6) текста. Здесь есть одно лишнее утверждение, которое вам не понадобится:

A. What factors influence tooth sensitivity?

B. What can I do to reduce tooth sensitivity?

C. How is tooth sensitivity diagnosed?

D. What is tooth sensitivity?

E. Why do teeth become sensitive?

F. When to see a doctor about tooth sensitivity?

G. How can a dentist help to reduce tooth sensitivity?

obvious /ˈɒbvɪəs/ *adj* явный, очевидный

occur /əˈkɜː/ *v* случаться, происходить

persistent /pəˈsɪstənt/ *adj* продолжительный

reach /riːtʃ/ *v* достигать, доходить

recede /rɪˈsiːd/ *v* отступать, понижаться

sealer /ˈsiːlə/ *n* герметик

single /ˈsɪŋɡl/ *adj* единственный, один

trigger /ˈtrɪɡə/ *v* инициировать, вызывать

Reading

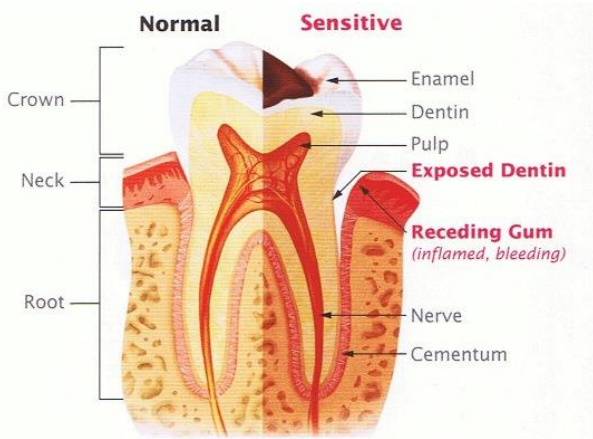
Tooth Sensitivity

1. D What is tooth sensitivity?

Tooth sensitivity is tooth discomfort in one or more teeth that is **triggered** by hot, cold, sweet, or sour foods and drinks, or even by breathing cold air. The pain can be sharp, sudden, and shoot deep into the nerve endings of your teeth.

2.

Sensitive teeth **occur** when the underlying layer of your teeth – the dentine – becomes exposed as a result of **receding** gum tissue. The roots, which are not covered by hard enamel, contain thousands of tiny tubules leading to the tooth's nerve centre (the pulp). These dentinal tubules (or channels) allow the stimuli – for example, the hot, cold, or sweet food – to **reach** the nerve in your tooth, which results in the pain you feel.



3.

There are many factors that may cause the dentine to be exposed and therefore lead to sensitive teeth, including:

- brushing too hard;
- tooth decay near the gum line;
- **recession** of the gums and gingivitis;
- **cracks** in teeth, which let bacteria enter the pulp and cause **inflammation**;
- tooth whitening products or toothpastes with baking soda and peroxide;
- plaque build-up;
- consuming acidic foods;
- recent routine dental procedures such as cleaning and scaling, **crown** placement or tooth restoration

4.

Some steps you can take to prevent tooth sensitivity include:

- **maintenance** of good oral hygiene
- use of a soft bristled toothbrush
- use of **desensitizing** toothpaste
- watching what you eat
- use of fluoridated dental products
- seeing your dentist at regular intervals

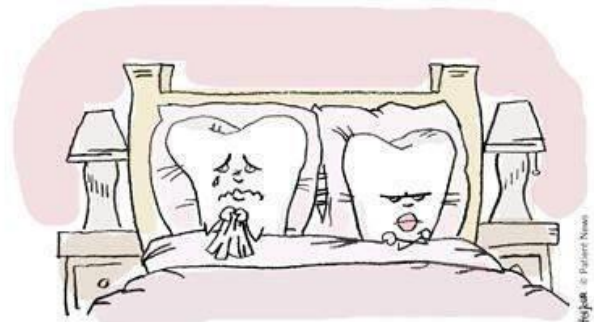
5.

If you still have discomfort, talk to your dentist. There may be some dental procedures that may help reduce sensitivity, for example, white fillings to cover exposed root surfaces, fluoride varnishes or dentine **sealers** applied to the exposed root surface.

6.

While you can often self-treat generalized tooth sensitivity, see your dentist if:

- Your teeth are **persistently** sensitive to pressure.
- A **single** tooth is persistently sensitive, which could **indicate** that its pulp is infected or dying.
- Sensitivity doesn't decrease after two weeks of using desensitizing toothpaste.
- You have dental pain that lasts more than an hour.
- The gums around a sensitive tooth change colour.
- You have any **obvious** decay.



IT IS VERY DIFFICULT LIVING WITH SENSITIVE TEETH.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей страницы.

2. Найдите определения для данных терминов:

1 tooth sensitivity	a a form of fluoride applied to the tooth's surface to prevent decay and to treat dentine hypersensitivity
2 recession of the gums	b a substance with a sour taste
3 gingivitis	c the condition when the gum tissue pulls away from the teeth
4 plaque	d a chemical compound of fluorine (F)
5 nerve ending	e discomforting pain in a tooth caused by hot, cold, sour foods or cold air
6 a filling	f the localised destruction of the tissues of the tooth
7 fluoride	g a sticky deposit on teeth in which bacteria multiply
8 acid	h a sticky protective coating of 5% sodium fluoride painted over the teeth to prevent dental caries and to reduce root sensitivity.
9 decay	i a non-destructive periodontal disease
10 fluoride varnish	j the farthest part of the nerve

3. Подберите антонимы к данным словам:

A		B	
1	to desensitize	a	temporary
2	hot	b	large
3	to disappear	c	to occur
4	sharp	d	to sensitize
5	soft	e	to cover
6	acid	f	hard
7	persistent	g	cold
8	irregular	h	sweet
9	sour	i	regular
10	tiny	j	dull
11	to expose	k	base

4а. Образуйте сложные существительные, используя слова из колонок А и В:

A	B
tooth	brush
hard	killer
soft	paste
baking	bristled
mouth	whitening
pain	soda
	rinse
	drink

4б. Закончите предложения, употребляя слова из упражнения 4а:

- _____ is a dental cosmetic procedure which makes the colour of teeth lighter.
- The use of the _____ toothbrush can help to relieve pain in tooth sensitivity.
- The liquid which is used as a _____ after meals should be fluoridated.
- A person with sensitive teeth should avoid _____ for example, *Coca Cola*, which contain acids.
- A _____ can't control pain if you have tooth sensitivity.
- Dentists recommend desensitizing _____ such as *Lacalut Sensitive* to decrease tooth sensitivity.
- Toothpastes which contain _____ are not recommended for constant use as this component wears out tooth enamel.

5. Закончите предложения, заменяя слова в скобках соответствующими терминами:

get exposed, gingivitis, tooth sensitivity, occurs, periodontitis, plaque, sour

- The pain _____ (**starts suddenly**) after cold and/or hot food.
- During a regular check-up the dentist found _____ (**a deposit on a tooth**).
- When a patient has _____ (**inflammation of gums**), the gums are swollen and bleeding.
- In some patients gums can recede and roots _____ (**appear on the surface**).
- Untreated gingivitis can lead to _____ (**a more destructive periodontal disease**).
- According to statistics, 75 % of Americans suffer from _____ (**painful sensation when eating or drinking**).

Language Development

1. Просмотрите текст о чувствительности зубов еще раз и ответьте на вопросы.

1. What is tooth sensitivity?

2. When do sensitive teeth develop?

3. What are the causes of tooth sensitivity? Name at least five factors.

4. Which toothpastes can be harmful for your teeth?

5. What routine dental procedures can trigger sensitivity?

6. What measures can prevent development of sensitive teeth?

7. How can a dentist reduce sensitivity?

8. When can you self-treat tooth sensitivity? In which cases should you see your dentist?

2. Какие предложения верны (Т), а где допущены ошибки (F)? Исправьте неверные утверждения.

1. Tooth sensitivity develops as a result of tooth decay on the chewing surfaces of teeth. _____

2. The use of soft drinks (such as lemonade) causes enamel wear. _____

3. Thorough and intensive personal dental hygiene can result in tooth sensitivity. _____

4. Thorough and intensive professional dental hygiene can result in tooth sensitivity. _____

5. In case of high-level tooth sensitivity a patient should use toothpastes with baking soda. _____

6. If you suffer from tooth sensitivity you should see the dentist immediately. _____

3. Прочитайте диалог, затем перескажите.

A dentist was busy treating a patient when another patient phoned him. As the dentist couldn't answer the phone, he asked his receptionist to do it. Here is the dialogue between the receptionist and the patient:

Receptionist: Unfortunately, Dr Smith is busy at the moment. Can I help you?

Patient: I'm Rosa Johnson. I had a session yesterday. It was just a routine procedure but it hurts now so much. Every time I drink something cold or hot, it shoots deep into the teeth! What should I do?

Receptionist: Do you remember test tubes with desensitizing toothpaste Dr Smith gave you after the procedure? Rub a small amount of one into your teeth to see which stops pain the best. Use this very toothpaste every morning and evening. Don't brush your teeth with a hard-bristled toothbrush. Try not to eat or drink anything too hot, cold or acid. Buy fluoridated mouthwash at the chemist's. If you follow these recommendations, the pain will reduce in six days at most.

Later that day when Dr Smith became free he asked the receptionist who had called. The receptionist explained that it was his patient Ms Johnson who ... *(continue the retelling)*

4. Ответьте на вопросы и выполните задания.
What would you recommend to patients complaining of different problems with sensitive teeth? Read patients' complaints in A and discuss your answers with a partner. Then match the patients' complaints in A with the dentist's advice in B. Do you agree with what the dentist says?

A

- 1 'When I brush my teeth, they are bleeding. But I have regular dental check-ups.' _____
- 2 'I eat a lot of citrus fruits. I developed some pain when I ate an orange yesterday.' _____
- 3 'I think my teeth are not white enough so I always use whitening toothpastes. I got a shooting pain last Monday during dinner.' _____
- 4 'I have been having a sharp pain since my last visit to you. It occurs even when I breathe in cold air.' _____
- 5 'I am very careful about my teeth. I use mouthwash after each meal, but, anyway, it hurts when I drink cold water.' _____
- 6 'I have teeth which are hypersensitive to hot and cold food. Which toothpaste can I use to make it less painful?' _____
- 7 'I am 65 and start feeling pain when eating something sweet.' _____
- 8 'I have swollen and bleeding gums. I also feel sudden pain while eating ice-cream.' _____

B

- a 'Don't worry. Some dental treatment can cause temporary pain, which won't last long.'
- b 'You should be reasonable. Whitening toothpastes have such components as baking soda and peroxide, which ruin your enamel.'
- c 'Some gum diseases, such as gingivitis and periodontitis contribute to sensitivity. We'll treat your gums, and the pain will disappear.'
- d 'Use desensitizing toothpaste. If used regularly, it will reduce sensitivity soon.'
- e 'You should use a soft-bristled toothbrush.'
- f 'It's possible. As we age, enamel naturally wears out exposing dentine. I will apply fluoridated varnish to cover the enamel.'
- g 'You must stop it because regular consumption of foods with a high acid content, such as citrus fruits, tomatoes, and tea, can cause enamel erosion.'
- h 'I would recommend you to use fluoridated mouthwash, which reduces pain.'

5. Проект.

Which products do dentists use to manage tooth sensitivity? Compile a list of such products and compare their pros and cons. Which one would you use yourself if necessary? Prepare a presentation.

Grammar Point

Indirect Speech

1. Повторите грамматический материал по теме занятия:

<https://www.english-hilfen.de/en/grammar/reported.htm>

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.english-hilfen.de/en/exercises/reported_speech/time_phrases.htm

https://www.english-hilfen.de/en/exercises/reported_speech/statements.htm

https://www.english-hilfen.de/en/exercises/reported_speech/sentences.htm

Checklist

Оцените, чему вы научились в этом уроке. Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about tooth sensitivity and its causes
- I can describe ways to reduce and prevent tooth sensitivity
- I know the mechanism of damage to a tooth in case of sensitivity
- I can use *Indirect Speech*

UNIT IX. DENTAL RADIOGRAPHY

In this unit

- describing different types of x-rays used in dentistry
- talking about diagnostic value and risks of x-rays
- revision of sequence of tenses

Warm-Up Activities



*Hand mit Ringen
(Hand with Rings):
Wilhelm Röntgen's
first "medical" X-ray,
of his wife's hand,
taken on 22
December 1895*

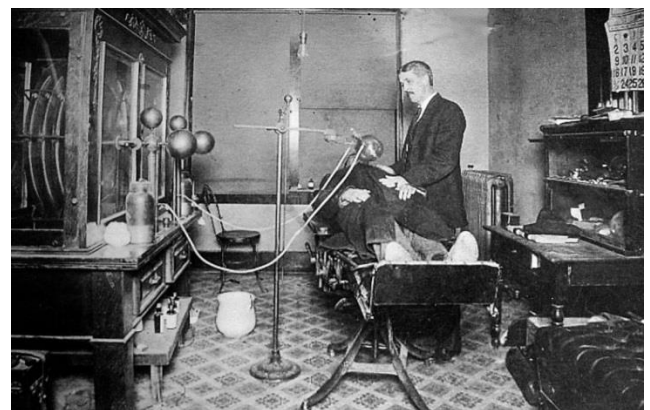
1. Прочитайте историю изобретения первого рентгенологического аппарата в стоматологии.

German physicist Wilhelm Röntgen is usually credited as the discoverer of X-rays in 1895, because he was the first to systematically study them, though he is not the first to have observed their effects. He is also the one who gave them the name "X-rays", though many referred to these as "Röntgen rays" (and the associated X-ray radiograms as, "Röntgenograms").

X-rays were found emanating from Crookes tubes. They created free electrons by ionization of the residual air in the tube by a high DC voltage of anywhere between a few kilovolts and 100 kV. This voltage accelerated the electrons coming from the cathode to a high enough

velocity that they created X-rays when they struck the anode or the glass wall of the tube. Many of the early Crookes tubes undoubtedly radiated X-rays, because early researchers noticed effects that were attributable to them, as detailed below. Wilhelm Röntgen was the first to systematically study them, in 1895.

The first semi-specialized dental x-ray machine in America was made by the Victor Electric Company out of Chicago in 1913. Victor first advertised the unit in the April 1913 edition of Oral Hygiene. Victor later merged with GE. The unit was a modified medical x-ray. The first specialized dental x-ray was produced by the Edwards Instrument Company out of Indianapolis.



The ancient x-ray machine was little more than a tube containing a radioactive source (1900s).

2. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

abscess /ˈæbsɪs/ *n* абсцесс, скопление гноя
bite /baɪt/ (**bit**, **bitten**) *v* кусать, прикусывать
bitewing /kɔːz/ (**film**) рентгеночувствительная пленка с межзубным фиксатором
braces /ˈbraɪsɪz/ *n pl.* ортодонтические брекеты
cleft palate /kleft ˈpælɪt/ палатосхиз, расщелина нёба
dense /dens/ *adj* плотный
denture /ˈdentʃə/ *n* зубной протез
entire /ɪnˈtaɪə/ *adj* целый, весь

exposure /ɪkˈspəʊʒə/ *n* подвержение (какому-л. воздействию)
impacted /ɪmˈpæktɪd/ **tooth** непрорезавшийся зуб
loss /lɒs/ *n* потеря
reveal /rɪˈviːl/ *v* обнаруживать
rotate /rəʊˈteɪt/ *v* вращать
tumour /ˈtjuːmə/ *n* опухоль
x-ray /ˈeksreɪ/ *n* рентгеновский снимок; *pl.* рентгеновские лучи

Reading

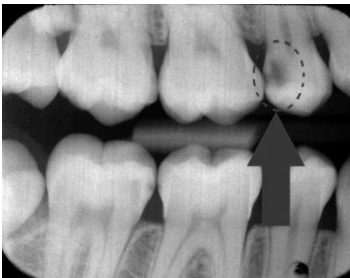
Dental Radiography

X-rays are a form of high energy electromagnetic radiation. X-rays can penetrate the body to form an image on film. Structures that are **dense** (such as metal restoration) block most of light energy from the x-ray and appear white on film. Structures containing air are black on film, and teeth, tissue, and fluid appear as shades of grey.

The major types of dental x-rays include:

- **Bitewing X-rays** show 4-8 upper and lower back teeth in a single view. The name derives from the small tabs upon which a patient **bites** to hold the x-ray film in place. These X-rays are used to check for decay between the teeth. They also show bone **loss**.

The arrow on this x-ray points out decay (the dark area) between the teeth



Self-adhesive tabs attach to adult and children's X-ray films

- **Periapical X-rays** show the entire tooth and the bones that support the tooth. These X-rays are used to find dental problems below the gum line



Periapical x-ray of the maxillary right anterior site with presence of supernumerary teeth.

or in the jaw, such as **impacted teeth, abscesses, tumours,** and cysts.

- **Occlusal (palatal) X-rays** show the roof or floor of the mouth and are used to reveal extra or



Occlusal radiograph of a mandibular parasymphysis fracture

impacted teeth, jaw fractures, **cleft palate,** cysts, abscesses, or tumours. Occlusal X-rays may also be used to find a foreign object.

- **Panoramic x-rays** require a special machine that **rotates** around the head. The x-ray captures the **entire** jaws and teeth in one shot. Panoramic X-rays show a broad view of the jaws, teeth, sinuses, nasal area, and temporomandibular (jaw) joints so they help to **reveal** problems such as impacted teeth, bone abnormalities, cysts, solid growths (tumours), infections, and fractures.



A panoramic x-ray of a child. There are numerous baby teeth with long roots, and directly under the baby teeth are the developing adult teeth.

- In addition, many dentists are taking x-rays using **digital** technology. The image runs through a computer. The amount of radiation given off during the procedure is less than traditional methods.

How the Test Will Feel

The x-ray itself causes no discomfort. Biting on the piece of film can make some people gag. Slow, deep breathing through the nose usually relieves this feeling.

Risks

There is very low radiation **exposure**. However, no one should receive more radiation than necessary. A lead apron can be used to cover the body and reduce radiation exposure. Pregnant women should not have x-rays taken unless absolutely necessary.

What Affects the Test

Reasons you may not be able to have the test or why the results may not be helpful include:

- If you can't stay still or hold the X-ray plastic or cardboard in your teeth.
- If you have **braces, dentures,** bridges, and certain body piercings (ear, tongue, lip, cheek, or nose).

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей страницы.

2. Составьте словосочетания с данными прилагательными и существительными:

1. impacted	a. x-ray
2. bitewing	b. objects
3. dense	c. joints
4. jaw	d. tumours
5. foreign	e. teeth
6. broad	f. view
7. temporomandibular	g. technology
8. solid	h. exposure
9. digital	i. structures
10. radiation	j. fractures

3. Составьте словосочетания с данными глаголами и существительными:

1. to support	a. around the head
2. to find	b. the body
3. to rotate	c. a foreign object
4. to take	d. radiation exposure
5. to cover	e. teeth
6. to reduce	f. discomfort
7. to cause	g. an x-ray

4. Закончите предложения, используя словосочетания из упражнений 2 и 3.

- _____ is the jaw joint and is frequently referred to as TMJ.
- To reveal early interdental decay it is advisable to _____.
- Alveolar bones surround and _____.
- Automobile crashes, industrial accidents, and falls are the most common causes of _____.
- It is common for all patients to wear a lead apron with a thyroid collar to _____ to the chest and neck.
- A dentist has the proper tools to remove any and all _____ in between teeth.
- Among the _____ available for dentistry is digital radiography, electronic prescriptions, computerized case presentations, digital impressions and others.

5. Выберите термины, которые соответствуют данным определениям.

abscess, denture, impacted teeth, tumour, cleft palate, braces, cyst

1. _____	a tooth unable to erupt due to crowding by other teeth, malposition of the tooth, or developmental disturbances
2. _____	a small piece of plastic or similar material with false teeth attached, which fits inside the mouth of someone who does not have their own teeth
3. _____	an abnormal sac containing gas, fluid, or a semisolid material, with a membranous lining.
4. _____	an orthodontic appliance consisting of brackets cemented to the surface of each tooth and wires
5. _____	a painful swollen area on or in the body that contains pus (= thick, yellow liquid)
6. _____	congenital fissure, or split, of the roof of the mouth
7. _____	a swelling of a part of the body, generally without inflammation, caused by an abnormal growth of tissue

6. Подберите синонимы к данным словам.

1. to reveal	a. to contain
2. tumour	b. growth
3. occlusal x-ray	c. whole
4. to include	d. defect
5. entire	e. palatal x-ray
6. to cover	f. to find
7. roof of the mouth	g. a radiogram
8. abnormality	h. a reason
9. a cause	i. to protect
10. an x-ray	j. palate

Language Development

1. Просмотрите текст о рентгенографии в стоматологии еще раз и ответьте на вопросы.

1. What are x-rays? How do they work?

_____.
2. List the most common types of x-rays.

_____.
3. What do bitewing x-rays show?

_____.
4. What do periapical x-rays reveal?

_____.
5. When are occlusal x-rays used?

_____.
6. Which problems do panoramic x-rays reveal?

_____.
7. Is x-ray a safe procedure?

_____.
8. What can be done to reduce radiation exposure during dental x-rays?

_____.
9. What can affect the results of an x-ray?

_____.

2. Ниже приведены ответы. Опираясь на текст, поставьте вопросы, которые были заданы, чтобы получить данную информацию:

1. How _____?

As shades of grey.
2. How many teeth _____?

4-8 upper and lower back teeth.
3. What x-rays _____?

Periapical x-rays.
4. What _____ for?

To reveal extra or impacted teeth or cleft palate.
5. What _____?

The entire jaws and teeth.
6. What _____?

Slow, deep breathing through the nose.
7. Why _____?

To cover the body and reduce radiation exposure.

3. Определите, являются ли данные утверждения правдивыми или ложными. Исправьте ложные утверждения.

1. Tooth decay appears white on x-ray film.

2. Bitewing x-rays help to reveal cleft palate.

3. Impacted teeth, abscesses, tumours, and cysts can be diagnosed by periapical x-rays. _____
4. Fractures are best revealed by either bitewing or occlusal x-rays. _____
5. During the panoramic x-ray a patient holds a special small tab with an x-ray film in place with their teeth. _____
6. The least radiation is given off during bitewing x-rays. _____
7. Local anaesthetics are used to relieve pain during x-ray. _____
8. X-rays are absolutely safe and can be performed during every visit to a dentist. _____
9. Braces and dentures can affect the results of x-rays. _____

4. Прочитайте текст, ответьте на вопросы и перескажите диалог

Dental Check-up

Dan: Good afternoon, Doctor.

Dr Allen: Good afternoon, Dan. How are you doing today?

Dan: Not so good. I've been having a lot of tooth pain recently (*pointing to his right cheek*).

Dr Allen: Well, let's take a look. Please recline and open your mouth.... great. How long have you had this pain?

Dan: A few days. But it's getting worse.

Dr Allen: Well, I can see this tooth here on the right is infected. But before I say more I think we'd better take some X-rays.

Dan: Am I going to lose the tooth?

Dr Allen: It looks like it, but let's see after the photos. Here, put on this protective apron and collar.

Dan: OK.

Dr Allen: (*after taking the X-rays*) The positive news is that your gums and the adjacent teeth are healthy. But I need to extract the tooth.

Dan: Can we do it right now?

Dr Allen: Yes, but what I'd like to do next is give you a new tooth.

Dan: Really?

Dr Allen: Sure.

Dan: How?

Dr Allen: Well, an implant would be the best option. I recommend capping it with a ceramic crown.

Dan: That sounds great! Is it expensive?

Dr Allen: I'll just pull the tooth first so it won't bother you anymore, and do some cleaning. And then I'll take you to my assistant to give you a price offer. How's that?

Dan: Fine with me.

Dr Allen: OK, so first I'm going to make sure you won't feel any pain.

1. Did Dan come for a regular check-up?
2. What was the Dan's chief complaint?
3. What helped the dentist to make a diagnosis?
4. How much does a ceramic crown cost?
5. What will the dentist do next?

5. Проект.

Another recent innovation, also based on advances in computers and digital imaging, is cone beam computed tomography (CBCT). Surf the Internet and find out what kind of a procedure it is, what conditions it can diagnose and whether it can replace standard two-dimensional x-rays. Prepare a presentation.

Grammar Point

Sequence of Tenses

1. Повторите грамматический материал по теме занятия:

<https://www.english-hilfen.de/en/grammar/reported.htm>

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.english-hilfen.de/en/exercises/reported_speech/backshift.htm

https://www.english-hilfen.de/en/exercises/reported_speech/time_phrases.htm

https://www.english-hilfen.de/en/exercises/reported_speech/sentences.htm

Checklist

Оцените, чему вы научились в этом уроке.

Отметьте (✓) утверждения, которые справедливы для вас.

- I know how x-rays work and what they are used for
- I can describe different types of x-rays used in dentistry
- I can talk about diagnostic value and risks of x-rays
- I can use the rule of *Sequence of Tenses*

UNIT X. DENTAL FILLING

In this unit

- talking about filling and steps it includes
- describing different types of filling materials
- *revision of modal equivalents*

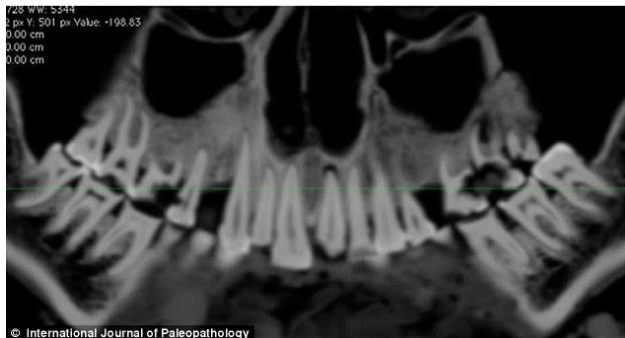
Warm-Up Activities

1. Прочитайте отрывок из статьи из газеты *The Mail Online* и подготовьте его пересказ.

Dentistry, ancient Egyptian-style: Mummy found with teeth stuffed with linen

Researchers CT scanning a 2,100 year old mummy were stunned to find evidence of a sinus infection caused by a mouthful of cavities and other tooth problems. The also came across a unique find - a cavity filled with linen.

Using a piece of linen, which may have first been dipped in a medicine such as fig juice or cedar oil, a form of 'packing' in the biggest and most painful cavity, located on the left side of his jaw between the first and second molars, was inserted. This acted as a barrier to prevent food particles from getting into the cavity, with any medicine on the linen helping to ease the pain.



The man, whose name is unknown, was in his 20s or early 30s, and lived at a time when Egypt was ruled by a dynasty of Greek kings. When he died he was mummified, his brain and many of his organs taken out, resin put in and his body wrapped.

The pain the young man suffered would have been excruciating, and his problems would have been a 'serious health risk' for modern dentists.

Despite the help, he died shortly after, perhaps in just a matter of weeks.

Dentistry was relatively commonplace in Egypt, and records indicate that it was being practiced at least as far back as when the Great Pyramids were built. However, this finding has led researchers to believe experts may have practiced advanced techniques.

Dental problems were not unusual, as the coarsely ground grain ancient Egyptians consumed was not good for the teeth.

2. Найдите и подчеркните примеры времен в данном тексте:

1. Past Simple Passive
2. Future-in-the-Past Perfect Passive
3. Past Continuous Passive
4. Present Perfect Active
5. Past Simple Active

Объясните употребление данных времен.

3. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

amalgam / əˈmælgəm/ амальгама, смесь, сплав

bur(r) /bɜː/ *n* сверло для бормашины

ceramic /sɪˈræmɪk/ *adj* керамический

composite /ˈkɒmpəzɪt/ *adj* композитный, композиционный

damage /ˈdæmɪdʒ/ *n* вред, разрушение; *v* повреждать, портить

disadvantage /ˌdɪsədˈvɑːntɪdʒ/ *n* недостаток

drill /driːl/ *n* бормашина; *v* сверлить

durability /ˌdʒʊərəˈbɪləti/ *n* прочность, срок службы

expand /ɪkˈspænd/ *v* расширяться

inlay /ˈɪnleɪ/ *n* внутренняя вкладка

mercury /ˈmɜːkjəri/ *n* ртуть

onlay /ˈɒnleɪ/ *n* наружная вкладка

porcelain /ˈpɔːslɪn/ *n* фарфор

resin /ˈrezɪn/ *n* смола; полимер; композит

speed /spiːd/ *n* скорость; число оборотов

Reading

Dental Filling

What is a filling?

A filling is a way to restore a tooth **damaged** by decay back to its normal function and shape. The most common modern materials used for fillings include **porcelain**, a composite resin, and an amalgam.

Steps to a Filling

When you visit your dentist to get a filling, you may be given local anesthesia to numb the area if necessary. Next, your dentist will remove decay from the tooth, using a **drill**. Lasers also can be used to remove decay.

A drill, which dentists call a handpiece, uses metal cones called **burs** to cut through the enamel and remove the decay.

At first, your dentist will use a high speed drill (the one with the familiar whining sound) to remove the decay and unsupported enamel of the tooth. Once the drill reaches the dentin, or second layer of the tooth, the dentist may use a lower **speed** drill. That's because dentin is softer than enamel. Once all the decay is removed, your dentist will shape the space to prepare it for the filling. Different types of fillings require different shaping procedures to make sure they will stay in place.

Types of Fillings

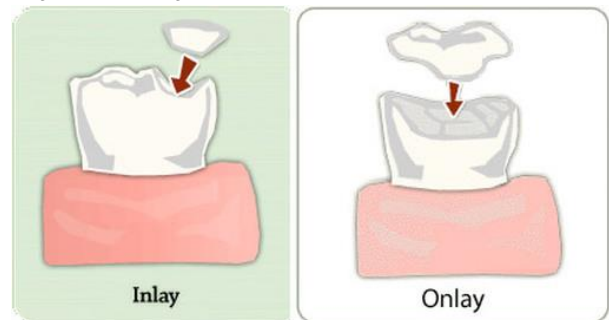
Silver amalgam is probably the most widely known filling material. Amalgam is made up of a mixture of silver, tin, zinc, copper, and **mercury**. The popularity of amalgam among dentists is due to its low cost and its strength and **durability**. And even though they are not aesthetically pleasing, these fillings can typically last 15 years or longer. However, this material can **expand** and contract and more likely to cause your tooth to crack.



Amalgam and composite fillings compared

Composite fillings are very popular because of the tooth-colored appearance that can be matched to the shade of your existing teeth. They are placed using a bright blue light (known as the curing light), which hardens the soft material. Although they are not as durable or long lasting as its amalgam counterpart, composite fillings are becoming the most commonly used material in dental fillings. They are made of a **resin**/plastic material which makes them more expensive than the silver amalgam fillings and they typically need to be replaced every 5 years or so.

Ceramic fillings are made of porcelain and are both durable as well as aesthetically pleasing. The material is more expensive than the other filling materials, but ceramics are tooth-colored and more resistant to staining and abrasion. The **disadvantages** of using ceramic is that it is more brittle and it needs to be large enough to prevent it from breaking, so the tooth must be reduced in size to make room for the extra bulk. These ceramic restorations are typically referred to as **inlays** or **onlays**.



After a Filling

Some people feel sensitivity after they receive a filling. The tooth may be sensitive to pressure, air, sweet foods or cold. Composite fillings often cause sensitivity, but other types of filling materials can, too. If the filling was very deep, you could need a root canal treatment to solve the problem. Your dentist polishes the filling after it is placed, but occasionally sharp edges may remain. You can't detect this at first because of the anesthesia. A dentist can prescribe analgesics to prevent toothache.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей страницы.

2. Найдите определения для данных слов.

1. inlay	a. a form of drill used for creating openings in bone or similar hard material
2. onlay	b. a solid or liquid synthetic organic polymer
3. a bur	c. a hard but delicate shiny white substance made by heating a special type of clay to a high temperature
4. a drill	d. the material put into a prepared tooth cavity, e.g., amalgam or synthetic resin
5. resin	e. an alloy of mercury with other metals
6. porcelain	f. an instrument for making or enlarging a hole in bone or in a tooth
7. mercury	g. a solid filling, as of gold or porcelain, fitted to a cavity in a tooth and cemented into place
8. amalgam	h. the ability to withstand wear, pressure, or damage
9. a filling	i. a chemical element that is a heavy, silver-coloured metal, liquid at normal temperatures (Hg)
10. durability	j. a restoration, usually made of gold, that is attached to the occlusal surface of a tooth

3. Закончите предложения, употребляя слова из упражнения 2.

- _____ is used in batteries, pesticides, and thermometers.
- The chassis is constructed of synthetic _____.
- These teacups are very expensive. They are made of _____.
- A temporary filling is placed to protect the tooth while the laboratory is making _____ or _____.

5. Your dentist will remove any decay or old filling from the tooth with a _____.

6. Very small amounts of mercury collect in our bodies from a number of sources including the environment, our food and our _____ fillings.

7. Nowadays many dental clinics suggest to replace old amalgam _____ with new composite ones.

8. A dental _____ is a type of drill bit used in a handpiece (commonly called a dental drill).

4. Подберите синонимы к данным словам.

1. common	a. long-lasting
2. a drill	b. additional
3. to remove	c. popular
4. durable	d. to reveal
5. to receive	e. a bur
6. extra	f. to get
7. anaesthetic	g. fragile
8. to detect	h. numbing
9. brittle	i. beautiful
10. pleasing	j. to take away

5. Подберите антонимы к данным словам.

1. to expand	a. old
2. advantage	b. lower speed
3. modern	c. to repair
4. high speed	d. superficial
5. strength	e. frequently
6. to harden	f. to contract
7. hard	g. weakness
8. to break	h. soft
9. deep	i. disadvantage
10. occasionally	j. to weaken

Language Development

1. Просмотрите текст о пломбировании зубов еще раз и ответьте на вопросы.

1. What is a dental filling?

2. What materials are used for fillings?

3. Before filling a tooth, what does a dentist do for a patient not to feel pain during treatment?

4. Why does a dentist use different types of drills to prepare a cavity?

5. What does an amalgam filling consist of? What are its advantages?

6. Why are composite fillings becoming the most commonly used material?

7. What are pros and cons of ceramic fillings (inlay and onlays)?

8. What problems may develop after a filling? How are they treated?

2. Какие предложения верны (Т), а где допущены ошибки (F)? Исправьте неверные утверждения.

1. The word "filling" is used to describe both process of restoration of the crown with appropriate material after removal of carious tissue from a tooth and the material itself. _____
2. A handpiece is another word for a drill. _____
3. Softer dental tissues require higher speed drills. _____
4. Amalgam fillings are becoming more and more popular among both patients and dentists. _____
5. A special device known as the curing light is necessary to place all types of filling. It makes them last longer. _____
6. All the modern materials used for dental fillings are tooth-coloured. _____
7. The biggest portion of the tooth should be removed to place an inlay or onlay. _____
8. The dentist doesn't smooth sharp edges of a filling right after the procedure because they have no time for that. _____

3. Завершите данные высказывания:

1. The most common modern materials used for fillings include _____
_____.
2. A drill, which dentists call a handpiece, uses metal cones called burs to _____

_____.
3. Amalgam is made up of a mixture of _____

_____.
4. Composite fillings are placed using _____

_____.
5. Ceramics are more expensive but they are _____

_____.
6. The disadvantage of using a ceramic is _____

_____.
7. Some people feel sensitivity after _____

_____.
8. A dentist can prescribe _____

_____.

4. Изучите информацию о ценах на пломбирование зубов в США, предоставленную сайтом *CostHelper.com*, и выполните задания.

Teeth are prone to decay known as cavities. A filling is typically a two-part process in which the dentist removes the decay then fills the remaining tooth with a protective material. Dentists' fees are based on the type of material and the number of surfaces needing a filling in a single tooth.

Typical costs

A silver amalgam filling on one or two surfaces can cost **\$50-\$150**; three or more surfaces can cost **\$120-\$300** or more. Dental insurance typically covers at least some of the cost for amalgam fillings. *CostHelper* readers report out-of-pocket expenses of **\$89** on average.

Tooth-coloured composite resin fillings can cost **\$90-\$250** for one or more surfaces, or **\$150-\$450** or more for three or more surfaces. Typically dental insurance covers 50%-80% of the cost because the higher charge for the tooth-coloured material is considered a cosmetic option. An average cost of **\$207** has been reported.

Porcelain or cast-gold fillings (known as inlays or onlays) must be custom-ordered, require two visits and a temporary filling, and can cost up to 10 times the price of composite fillings or **\$250-\$4,500** or more, depending on size, complexity and materials. Dental insurance may cover 50%-80% of the cost of cast-gold fillings.

Additional costs

Usually an initial exam (**\$20-\$100**) and dental X-rays (**\$10-\$250**) are required to determine the extent of the decay before a dentist will perform a filling procedure.

Compare prices in our country with those in the USA. Now read one of 70 comments to this info. Could you suggest any other ways to reduce price for dental fillings?

Posted by: AkronJill on April 25th, 2015 01:04 AM
Check out local colleges in your area.

Full mouth X-rays, fluoride treatment, full cleaning with gum scaling all for \$10. I had two tiny cavities and they filled them with the tooth-coloured fillings for \$25 a tooth!

The college was super clean, the students were so sweet and smart, and you are triple checked by a certified dentist. The minor negative, because you're triple checked expect to be there triple time. Seriously though, give the dentists in training an opportunity to practice :)

5. Проект.

In this unit you have learned about the most common types of fillings. What other materials are used for this purpose? Which materials will you use when you become a dentist? Why? Which equipment will you need in your dental surgery? Prepare a presentation.

Grammar Point

Equivalents of Modals to Express Past and Future

1. Повторите грамматический материал по теме занятия:

<https://www.english-hilfen.de/en/grammar/hilfsverben2.htm>

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.english-hilfen.de/en/exercises/modals/substitute_forms_tenses.htm

https://www.english-hilfen.de/en/exercises/modals/substitute_forms_tenses_2.htm

https://www.english-hilfen.de/en/exercises/modals/substitute_forms.htm

Checklist

Оцените, чему вы научились в этом уроке.

Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about filling and steps it includes
- I can describe different types of filling materials
- I know advantages and disadvantages of different filling materials
- I can use equivalents of modals to express past and future

UNIT XI. DENTAL PROSTHETICS

In this unit

- talking about prosthodontics and its main aims
- describing different types of dental prostheses
- revision of modal verbs in the second meaning

Warm-Up Activities

1. Прочитайте текст об истории создания зубных коронок и протезов.

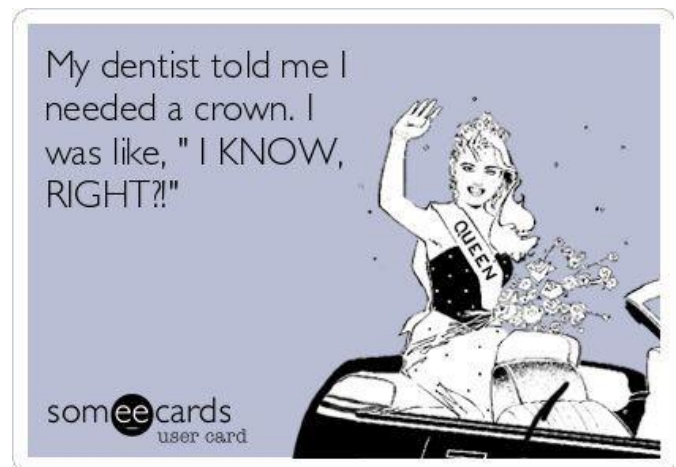


False teeth also known commonly as dentures have been around for many hundreds of years. It's been shown that false teeth were used in 700 B.C. by Etruscans in Northern Italy. Dentures were made of human or animal teeth. These were not very comfortable but were the first recorded *false teeth* known to man. Later materials such as wood were used in Japan for full dentures however these again were not comfortable and people struggled to cope with them. Dentures today are made of acrylic or metal and are used to replace just a few teeth (partial dentures) or a complete arch of teeth (full dentures).

2. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

adjust /ˈædʒʌst/ *v* приспособливать, подгонять
alloy /ˈælɔɪ/ *n* сплав (*металлов*)
artificial /,ɑ:tɪˈfɪʃəl/ *adj* искусственный
bridge /brɪdʒ/ *n* мост
cast /kɑ:st/ *n* слепок
complete /kəmˈpli:t/ *adj* полный, целый
fit /fɪt/ *n* зд. посадка, прилагание протеза
fix /fiks/ *v* устанавливать, укреплять
mastication /,mæstɪˈkeɪʃən/ *n* = **chewing** /ˈtʃu:ɪŋ/
n жевание

First dental crowns appeared at the same time and were used by the wealthy Etruscans. During that time gold was the material of choice and through time other metals began to be used. Lead became very popular until it was learned that it contained high levels of toxicity. Tin, iron and tungsten also found their way into patients' mouths over the years as well as the other precious metals, such as platinum and silver. Today, gold remains the most effective material for the construction of dental crowns but a combination of its high price and its less than natural appearance led to a search for cheaper and more aesthetically pleasing materials.



missing /ˈmɪsɪŋ/ *adj* отсутствующий, недостающий
partial /ˈpɑ:ʃəl/ *adj* частичный
prosthodontics /,prɒsθəˈdɒntɪks/ *n* = **dental prosthetics** /dɪntəl prɒsˈθetɪks/ зубное протезирование
removable /rɪˈmu:vəbl/ *adj* съемный
replace /rɪˈpleɪs/ *v* заменять, замещать
restore /rɪˈstɔ:/ *v* восстанавливать, реставрировать

Reading

Dental Prosthetics

What is prosthodontics

Dental prosthetics also known as **prosthodontics** means the **replacement of missing parts of teeth, missing teeth, or missing soft or hard structures of the jaw and palate through a variety of artificial methods.**

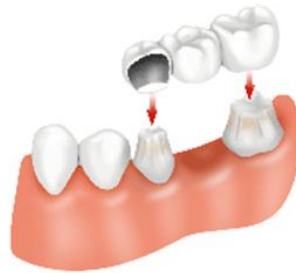
Prosthodontics is the dental specialty that focuses on dental prostheses. Such prostheses are used to **restore mastication (chewing)**, improve aesthetics, and aid speech. Like other types of prostheses, dental ones can either be fixed permanently or **removable**. Some examples of dental prostheses include: **complete** dentures, removable **partial** dentures, bridges, crowns and dental implants.

How to restore one or several teeth?

A badly damaged tooth can be fixed by crowning. If there is extensive decay in a tooth and it has been filled several times or if the tooth has darkened, for example as a result of root canal therapy, crowning is a good treatment alternative. Crowning both strengthens the tooth and improves its appearance. The tooth that is to be crowned is ground into a small support pillar on which the crown will be built. A dental technician produces an individual crown according to the patient's occlusion based on **casts** made by a

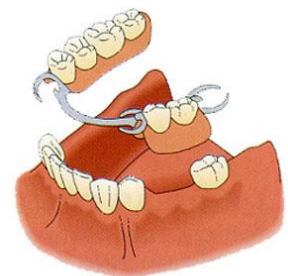


dentist, and it will be cemented to the tooth pillar. The crown can be made of gold, various metal **alloys** or ceramics, for example. If the tooth is missing altogether and replaced with an implant, the crown is **fixed** onto the implant. This solution helps to avoid involvement with adjacent teeth.



One or several missing teeth can be replaced with a bridge, partial denture or implant. A bridge is fixed onto the teeth next to the missing tooth, and they will be crowned. Also, a gap resulting from several teeth missing can be covered using a bridge.

Unlike a bridge, a partial denture is a removable prosthetic solution. A partial denture can be, for example, a plate made of acrylic plastic or metal to which artificial teeth



Removable Partial Denture

are fixed. When the partial denture is installed into the mouth, the gaps caused by missing teeth are covered by the teeth in the denture.

What if all teeth are missing?



If all teeth are missing, a **complete** denture is used as the prosthetic solution. A complete denture is a removable device that replaces all the teeth. A complete denture can also be fixed in the mouth

using a few implants. In these cases, it can still be removed for cleaning by oneself.

How long will a prosthesis last?

Getting used to dental prostheses can take some time at first. In addition, there is continuous adaptation of tissues going on in the mouth, which can result in decreased **fit** of the prosthesis. The fit of the prosthesis is checked with regular visits to the dentist, and the prosthesis can be **adjusted** if necessary. Good oral hygiene always prolongs the durability of dental prostheses. Properly cleaned, a dental prosthesis can last a lifetime.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей страницы.

2. Какие типы зубных протезов описаны ниже?

Выберите подходящий термин из таблицы:

an implant, a bridge, a complete denture, a crown, a removable partial denture

1. _____	a A custom device fixed to neighboring teeth that replaces one or more missing teeth.
2. _____	b A tooth-like covering placed over a carefully prepared existing tooth. It is sometimes called a "cap" and is used to strengthen or improve the appearance of your natural tooth.
3. _____	c A titanium cylinder that the dentist surgically places into the bone where a tooth is missing to become the foundation for a replacement tooth.
4. _____	d An appliance replacing all the teeth of one jaw, as well as associated structures of the jaw
5. _____	e A dental appliance that replaces one or more missing teeth made so that it can readily be removed from the mouth.

3. Заполните таблицу, образуя однокоренные слова от данных ниже:

Noun	Verb	Adjective
	replace	
fit		
	fix	
		removable
strength		
	adjust	
		restorable

4. Подберите синонимы к данным словам.

1. denture	a. dental prosthetics
2. prosthodontics	b. chewing
3. missing	c. specific
4. mastication	d. neighbouring
5. individual	e. to substitute
6. to produce	f. dental prosthesis
7. adjacent	g. fixed partial denture
8. to replace	h. to make
9. bridge	i. false
10. artificial	j. absent

5. Подберите антонимы к данным словам.

1. complete	a. permanent
2. removable	b. lighten
3. soft	c. to restore
4. darken	d. partial
5. damaged	e. hard
6. alloy	f. to install
7. to remove	g. to weaken
8. to strengthen	h. removable partial denture
9. bridge	i. healthy
10. to damage	j. amalgam

6. Какое слово «лишнее»? Почему?

- a tooth / a tongue / a mouth / a palate
- a crown / a bridge / a complete denture / a dental prosthesis
- a procedure / an option / a choice / a solution
- a dentist / a receptionist / a dental technician / a dental hygienist
- to fit / to adjust / to remove / to fix
- artificial / ceramic / porcelain / acrylic
- prosthodontics / cardiology / oral surgery / dentistry
- to fill / to damage / to restore / to replace
- chewing / crowning / filling / implanting

Language Development

1. Просмотрите текст о зубном протезировании еще раз и ответьте на вопросы.

1. What does dental prosthetics deal with?

2. What are the main functions of dental prostheses?

3. List the most common types of dentures.

4. What are indications for crowning?

5. Which materials are used for crowns?

6. What is the difference between a bridge and a removable partial denture?

7. How can a dentist help a person who has no teeth at all?

8. What should be done to prolong durability of dental prostheses?

2. Завершите данные высказывания:

1. Prosthodontics means _____

_____.

2. Like other types of prostheses, dental ones can either be _____

_____.

3. Crowning is a good treatment option if _____

_____.

4. A dental technician produces an individual crown _____

_____.

5. If the tooth is missing altogether, the crown is _____

_____.

6. A bridge is fixed _____

_____.

7. A partial denture can be made of _____

_____.

8. A complete denture is _____

_____.

9. Continuous adaptation of tissues going on in the mouth, which can result in _____

_____.

10. Good oral hygiene always prolongs _____

_____.

3. Прочитайте текст “Dental Prosthetics” еще раз и найдите:

1. problems which can be solved with prosthodontics:

_____.

2. a possible cause of tooth darkening:

_____.

3. a structure on which a crown is fixed:

_____.

4. an advantage of an implant compared with a bridge:

_____.

5. a definition of a *complete denture*:

_____.

6. which prostheses can use an implant to be fixed in the mouth:

_____.

7. a cause of decreased fit of a denture with time:

_____.

8. a way to prolong the service life of dentures:

_____.

3. Прочитайте об одном из самых популярных в наше время методов реставрации зубов, зубных имплантах, и ответьте на вопросы:

Dental Implants

A dental implant, or artificial root, is a thin titanium screw implanted into the jawbone in a minor surgical procedure. The implant functions as the root of a missing tooth. A tooth can be lost as a result of decay, connective tissue disease or trauma. Congenitally missing teeth are not very rare, either. Dental implants can be used to replace a single or several teeth. When a single tooth is missing, a fixed crown that replaces the missing tooth is planted onto the artificial root. If there are several missing teeth, bridge solutions can be built on the implants. Complete dentures can also be fixed using implants.

Artificial root treatment usually starts with an initial examination and planning of care, examining the condition of the mouth and mucous membranes, general health and medications. Radiographs are also often taken in connection with the examination.

The implant is installed in the jawbone in a minor surgical procedure. In most cases, the painless procedure is performed under local anaesthesia. However, it is also possible to do it under general anaesthesia.

Depending on the case, the implantation area is allowed to recuperate for a few months. A missing tooth or teeth can be replaced with different temporary solutions for the duration of recuperation.

Dental implants feel very natural as they are implanted into the jawbone in the same way as real teeth and they function in the same way as natural teeth. Biting, talking or smiling are no problems at all. In addition, it is nearly impossible to detect the difference between an implant and a real tooth. Implant treatment does not require the grinding of healthy teeth, as several prosthetic solutions do. Prosthetics fixed onto implants feel comfortable and keep well in place.

- 1. What is a dental implant?**
- 2. Which problems can be solved with the help of dental implants?**
- 3. What does artificial root treatment start with?**
- 4. Why is implantation painless?**
- 5. What are advantages of artificial roots ?**

4. Проект.

Prosthodontics deals with not only dental prostheses. What other oral tissues can be replaced with artificial structures? When are palatal obturators used? What are orthodontic appliances (braces) help to correct?

Prepare the presentation.

Grammar Point

Modal Verbs in the Second Meaning

1. Повторите грамматический материал по теме занятия:

<https://test-english.com/explanation/b1/modal-verbs-deduction-must-might-cant/>

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.elbase.com/quiz/200_02.htm

<https://www.ecenglish.com/learnenglish/lessons/modal-verb-have-past-participle>

<https://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/410-modals-of-possibility-and-probability-for-past-situations1.htm>

Checklist

Оцените, чему вы научились в этом уроке. Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about prosthodontics and its main aims
- I can describe different types of dental prostheses
- I know which problems people with prostheses may have
- I can use Modal verbs in their second meaning

UNIT XII. TOOTH EXTRACTION

In this unit

- talking about tooth extraction and its causes
- describing the procedure and dental tools
- revision of conditional sentences of Type I

Warm-Up Activities

1. Прочитайте интересные факты об особенностях удаления зубов.

Most wisdom teeth have to be removed

Approximately 85 per cent of people with wisdom teeth will need to have them extracted. The main reason is due to impacted wisdom teeth, which make them hard to clean and can result in



infection. However, a lucky 35 per cent of the population doesn't even have wisdom teeth.

Healing can take up to two weeks

If you've had a surgical tooth extraction rather than a simple extraction, then you should expect a longer healing process. You may experience swelling and pain for a couple days after your extraction; however, your Mission Hills dentist will prescribe pain medication to help alleviate your post-extraction symptoms. While you will make a complete recovery in a couple weeks it takes the bone and tissue about three to six months to restructure themselves after surgery.

Extractions weren't always performed by dentists

There are certainly times in which we are thankful for modern medicine. In the early 1800s the dental industry didn't even exist; therefore, when people saw anyone about their teeth it was either to handle a toothache or extract a tooth. Since there were no dentists people often turned to barbers or blacksmiths, who had tools that could remove teeth easier.

2. Объясните значение данных медицинских терминов латинского или греческого происхождения. Можете ли вы правильно их произнести? Проверьте по словарю.

Word	Translation
alveolus	
extraction	
ligament	
periapical	
periodontal	
occlusion	
portion	
process	
infection	
compress	
alternative	
normal	
defect	
region	

3. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

available /ə'veɪləbəl/ *adj* наличный, доступный

control /kən'trɒl/ *v* контролировать, купировать (*боль, симптом*)

crowded /'kraʊdɪd/ **teeth** скученные зубы

elevator /'elɪveɪtə/ *n* элеватор, подъемник

extensive /ɪk'stensɪv/ *adj* обширный

fluid /fluɪd/ *n* жидкость

forceps /'fɔ:səps/ *n pl.* щипцы

grasp /grɑ:sp/ *v* захватывать

heal /hi:l/ *v* заживать

loose /lu:s/ *adj* свободный, шатающийся

prescription /prɪ'skrɪpʃən/ *n* рецепт

preserve /prɪ'zə:v/ *v* сохранять

prevent /prɪ'vent/ *v* предотвращать, предупреждать

separate /'sepəreɪt/ *v* отделять, разъединять

socket /'sɒkɪt/ = **alveolus** (*pl. alveoli*) /ælvɪ'əʊləs (ælvɪ'əʊləɪ)/ *n* лунка (*зуба*)

Reading

Tooth Extraction

Sometimes a tooth is so badly decayed, damaged or inflamed that it cannot be **preserved**. Usually, all the other alternatives are first tried, and if there are no other options **available**, the tooth is extracted.

Indications for Tooth Extraction

- teeth severely damaged by caries or periodontal disease
- teeth with periapical infections
- teeth damaged by trauma (multiple fractures, longitudinal fracture, **extensive** bony defect in the periodontal region)
- **crowded** or impacted teeth



- during prosthodontic treatment in order to maintain normal occlusion
- during tumour surgery, teeth located within the area of the tumour

Having a Tooth Extracted: the Procedure

1. Anaesthesia.

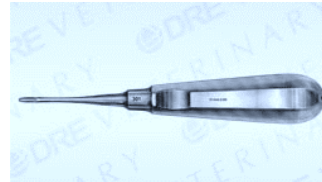
Your dentist will numb your tooth, the bone and gum tissue that surround it. Nowadays, LAs are still the best option here.

2. The extraction process

The root portion of a tooth is firmly encased in bone (its **socket**, or dental alveolus), and tightly held in place by a ligament. During the extraction process, the dentist needs to both "expand the socket" (widen and enlarge it) and **separate** the tooth from its ligament, to the point where the tooth is **loose** and free to come out.

Tools Used for Tooth Extraction

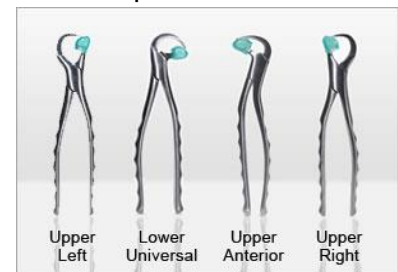
Dentists have a variety of instruments that they use to manipulate and apply pressure to teeth.



During the extraction process, a dentist will usually use an **elevator** first.

If the dentist cannot extract the tooth with the elevator alone, extraction **forceps** are applied to remove the tooth. A dentist will usually keep a number of different forceps on hand.

Each one will have a design which has been specially made to **grasp** a certain type of tooth.



At some point, the socket will be enlarged enough, and the ligament weakened enough, that the tooth can be easily removed.

Tooth Extraction Aftercare

After a tooth extraction has been completed, it is important to take proper care of the site to **prevent** infection, **control** bleeding and allow the gum tissue to **heal** well enough that it can accept a denture or dental implant.

- You may experience discomfort after a tooth extraction – over-the-counter painkillers can help with the pain or you may request **prescription** painkillers from your dentist.
- Cold compresses will also help control the pain and swelling after a tooth extraction.
- It is very important that you don't touch the extraction site, chew heavily around the area or smoke at all. It is recommended that you drink lots of **fluids** to stay hydrated. Just follow these simple steps to ensure proper healing and a happy, healthy smile.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей странице.

2. Найдите определения для данных слов.

1. an elevator	a. to seize and hold firmly
2. forceps	b. to cause to move apart
3. crowded teeth	c. a condition when there is a lack of room within the jaw for all teeth to fit normally
4. impacted teeth	d. to become sound or healthy again
5. to grasp	e. a two-bladed instrument with a handle used to dislocate teeth and remove them from the alveolus
6. to heal	f. a surgical instrument used remove teeth and roots or to loosen teeth and roots before forceps application
7. to separate	g. to restore to normal
8. to control	h. to keep from happening or existing, especially by prophylactic measures
9. to prevent	i. teeth prevented from erupting by a physical barrier

3. Закончите предложения, употребляя слова из упражнения 2.

1. Hydrogen peroxide is used to _____ bleeding.
2. You should follow the dentist's advice to _____ development of complications.
3. _____ may be seen if a child is born with a jaw that is abnormally small, giving the teeth less room to space out normally.
4. If _____ wisdom _____ are not treated, it may cause permanent damage to the adjacent teeth, jawbone and nerves..
5. The patient came to see his dentist again after his jaw's bone tissues _____
(*Past Perfect* should be used here).
6. _____ are designed to be put into the ligament space between the tooth and its surrounding bone.
7. When _____ are used, the dentist will grasp the tooth and then firmly rock it back and forth until it is loose enough to be removed.

4. Подберите синонимы к данным словам.

1. to preserve	a. numbing
2. an alternative	b. to extract
3. trauma	c. an option
4. anaesthesia	d. to stop
5. a tooth socket	e. to keep
6. loose	f. to restore
7. to remove	g. liquid
8. to heal	h. injury
9. to control	i. a dental alveolus
10. fluid	j. free, mobile

5. Запишите однокоренные существительные.

to control	
to prevent	
to heal	
to separate	
to prescribe	
to elevate	
to develop	
to extract	
to swell	
to kill pain	

6. Прочитайте текст и заполните пробелы словами из таблицы.

impacted, oral surgeons, a gum, to control, forceps, extractions, to loosen, prevent, ligaments, an injection, the socket, general

Dentists and _____ (dentists with special training to perform surgery) perform tooth _____. Before pulling the tooth, your dentist will give you _____ of a local anesthetic to numb the area where the tooth will be removed. If you are having more than one tooth pulled or if a tooth is _____, your dentist may use a strong _____ anesthetic. This will _____ pain throughout your body and make you sleep through the procedure. If the tooth is impacted, the dentist will cut away _____ and bone tissue that cover the tooth and then, using _____, grasp the tooth and gently rock it back and forth _____ it from the jaw bone and _____ that hold it in place. Once the tooth has been pulled, a blood clot usually forms in _____. The dentist will pack a gauze pad into the socket and have you bite down on it to help _____ bleeding. Sometimes the dentist will place a few stitches – usually self-dissolving – to close the gum edges over the extraction site.

Language Development

1. Просмотрите текст об удалении зубов еще раз и ответьте на вопросы.

1 When do dentists recommend tooth extraction?

2. What are the most common indications for tooth extraction?

3. Which drugs are used to make the procedure painless?

4. What exactly does the dentist do while pulling a tooth out?

5. What instruments does the dentist use to perform tooth extraction?

6. Why does the dentist need different types of extraction forceps?

7. What are the main goals of tooth extraction aftercare?

8. What are the main recommendations to the patient after tooth extraction to prevent development of complications?

2. Ниже приведены ответы. Опираясь на текст, поставьте вопросы, которые были заданы, чтобы получить данную информацию:

1. When _____?
If there are no other options available.

2. What _____?
Your tooth, the bone and gum tissue that surround it.

3. How _____?
By a ligament.

4. When _____ for?
If the dentist cannot extract the tooth with the elevator alone.

5. What _____?
Prescription painkillers.

6. Why _____?
To stay hydrated.

3. Ниже изображены основные этапы удаления зубов. Опишите, что происходит на каждом рисунке.



1. _____

_____.



2. _____

_____.



3. _____

_____.

4. Прочитайте текст о выпадении молочных зубов и ответьте на вопросы.



When a child loses that first tooth, there is a cause for celebration! But sometimes teeth don't fall out as easily as we might hope. Pulling out baby teeth is a big

question for parents who wonder if it might hurt their child. Some parents are afraid a child might swallow the tooth if they lose it while eating, and some children might be very impatient for the tooth to come out. But many kids are afraid to have a tooth pulled for fear of the pain. The good news is that if the tooth is truly ready to come out, pulling it can be absolutely painless.

When Will Children Start Losing Baby Teeth?

Children typically begin losing their baby teeth around the age of six, and it usually begins with the incisors. As the larger adult teeth begin to grow, the roots of baby teeth are reabsorbed, leaving them held on by nothing but a little bit of connective tissue. As the process happens, the baby teeth become looser.

When Can You Start Pulling Out Baby Teeth?

It is always best to allow baby teeth to fall out on their own. When your child shows you a loose tooth, encourage him or her to work it with their tongue on a regular basis to loosen it up more. Most kids are more than happy to do this. But you can help the process along. Using a tissue or a soft cloth, squeeze the tooth and move it back and forth. If you feel a lot of resistance, it's not ready to be pulled yet. But if it feels as though it is just hanging by a thread of tissue, or is so loose that you are surprised it hasn't come out yet, you can likely pull it with just a quick twist or jerk.

- 1. What are fears of parents and children when the latter start losing their teeth?**
- 2. Why is it so easy to pull baby teeth out? What is the difference between baby and permanent teeth?**
- 3. Surf the Internet and find out what traditions there are to celebrate first lost tooth.**

5. Проект.

Surf the Internet. Find out what complications may develop after tooth extraction. Besides the oral cavity, which other organs or structures may suffer? What can the dentist (the patient) do to prevent complications? Prepare a presentation.

Grammar Point

Conditional Sentences: Type I

1. Повторите грамматический материал по теме занятия:

<https://www.english-hilfen.de/en/grammar/if.htm>

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.english-hilfen.de/en/exercises/if_clauses/type_1_mix3.htm

https://www.english-hilfen.de/en/exercises/if_clauses/type_1_mix2.htm

https://www.english-hilfen.de/en/exercises/if_clauses/type_1_mix4.htm

Checklist

Оцените, чему вы научились в этом уроке. Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about tooth extraction and its causes
- I can name dental tools and describe how they are used
- I know the main rules of tooth extraction aftercare
- I can use Conditional sentences of Type I

UNIT XIII. ORAL DISEASES

In this unit

- talking about types of dental diseases
- describing signs and causes of most common dental conditions
- *revision of conditional sentences of Type II and III*

Warm-Up Activities

1. Прочитайте и обсудите.

Key Facts on Oral Health by the WHO

Oral health is essential to general health and quality of life. It is a state of being free from mouth and facial pain, oral and throat cancer, oral infection and sores, periodontal (gum) disease, tooth decay, tooth loss, and other diseases and disorders that limit an individual's capacity in biting, chewing, smiling, speaking, and psychosocial wellbeing.

- Worldwide, 60–90% of school children and nearly 100% of adults have dental cavities.
- Dental cavities can be prevented by maintaining a constant low level of fluoride in the oral cavity.
- Severe periodontal (gum) disease, which may result in tooth loss, is found in 15–20% of middle-aged (35–44 years) adults.
- Globally, about 30% of people aged 65–74 have no natural teeth.
- Oral disease in children and adults is higher among poor and disadvantaged population groups.
- Risk factors for oral diseases include an unhealthy diet, tobacco use, harmful alcohol use and poor oral hygiene, and social determinants.

3. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

accident /ˈæksɪdənt/ *n* несчастный случай;

motor vehicle accident (MVA) дорожно-транспортное происшествие

birth defect /bɜːθ dɪˈfekt/ врожденный порок

cancer /ˈkænsə/ *n* рак

community /kəˈmjʊ:nɪti/ *n* общество; общественность

contribute /kənˈtrɪbjʊ:t/ *v* способствовать

devastating /ˈdevəsteɪtɪŋ/ *adj* разрушительный; ужасающий

develop /dɪˈveləp/ *v* развиваться



2. Изучите рисунок. Уточните значение неизвестных слов по словарю. Ответьте на вопросы (если нужно, воспользуйтесь дополнительными источниками информации):

- Which dental problems can poor oral health cause? Why?
- What systemic disorders can develop due to dental diseases? Why?
- Which of the above mentioned problems can be prevented? How?

diminish /dɪˈmɪnɪʃ/ *v* уменьшать, сокращать

disfigurement /dɪsˈfɪɡəmənt/ *n* физический недостаток; уродство

lining /ˈlɪnɪŋ/ *n* внутренний слой, выстилка

manifestation /ˌmænɪfəˈsteɪʃən/ *n* проявление (заболевания)

maturity /məˈtjʊərɪti/ *n* зрелость; зрелые годы

sign /saɪn/ *n* признак

sore /sɔː/ *n* язва, нарыв, рана; **cancer sore** гангренозная язва

vulnerable /ˈvʌlnərəbəl/ *adj* уязвимый

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей странице.

2. Рассмотрите рисунок из слов на предыдущей странице. Выпишите не менее трех примеров для каждой категории слов:

Category	Examples
1. Signs and symptoms of dental diseases	
2. Dental specialities	
3. Items for good oral hygiene	
4. Methods to restore teeth	
5. Types of dentures	

3. Найдите определения для данных слов.

1. cancer	a. the unintended collision of one motor vehicle with another, a stationary object, or person, resulting in injuries and/or death
2. birth defect	b. a popular term for any lesion on the skin or mucous membrane
3. MVA	c. something which spoils the appearance of someone
4. sore	d. the invasion of bodily tissue by pathogens
5. disfigurement	e. decay of a bone or tooth
6. infection	f. a group of diseases that affect the tissues supporting and anchoring the teeth
7. caries	g. a disease characterized by uncontrolled growth of the cells in the human body
8. periodontal diseases	h. a physiological or structural abnormality that develops at or before birth and is present at the time of birth

4. Закончите предложения, употребляя слова из упражнения 3.

- _____ are the leading cause of death for both men and women, causing 52 per cent of male and 62 per cent of female accidental deaths.
- Strict hygiene will limit the risk of _____.
- Learning how to be confident in social situations and handle people's reactions is an important skill for anyone with a _____.
- A mouth ulcer is a painful _____ in the mouth on either the cheeks or gums.
- Bleeding gums is one of the signs of _____.
- Untreated _____ in primary teeth may lead to problems in permanent teeth and a possible loss of arch space.

5. Подберите синонимы к данным словам.

1. sign	a. malignant tumour
2. devastating	b. to progress
3. cancer	c. shocking
4. community	d. ulcer
5. to diminish	e. collision
6. to develop	f. manifestation
7. sore	g. to reduce
8. maturity	h. public
9. accident	i. surrounding a tooth
10. periodontal	j. adulthood

6. Дополните таблицу. Переведите.

Verbs	Nouns
to manifest	
	disfigurement
to line	
to develop	
	rehabilitation
to mature	
	injury
to contribute	
	rehabilitation

Language Development

1. Просмотрите текст об основных заболеваниях зубов еще раз и ответьте на вопросы.

1. Give a definition of a disease.

_____.

2. How many types of oral diseases are there? List their major categories.

_____.

3. What are the most common dental conditions?

_____.

4. How can caries and periodontal diseases be prevented?

_____.

5. What causes oral mucosal disorders? Give examples of oral infectious diseases.

_____.

6. What are the major risk factors for the development of oral and pharyngeal cancers?

_____.

7. Which methods are used to treat developmental disorders?

_____.

8. What are the main causes of oral-facial injuries?

_____.

2. Ниже приведены ответы. Опираясь на текст, поставьте вопросы, которые были заданы, чтобы получить данную информацию one:

1. How many _____?
_____?

More than 120 specific diseases.

2. When _____?
_____?

Throughout life.

3. What _____ for?
_____ for?

To protect the body from injury.

4. Who _____ by?
_____ by?

By dentists during routine oral examinations.

5. How _____?
_____?

Surgery, dental care, psychological counselling, and rehabilitation.

6. What _____?
_____?

Disfigurement and dysfunction.

7. What injuries _____?
_____?

Oral cavity injuries.

3. Определите, являются ли данные утверждения правдивыми или ложными. Исправьте ложные утверждения.

1. A disease is a morbid condition etiology, pathology and prognosis of which are well known.

2. The most common oral diseases are tooth decay and diseases of tissues that support the teeth. _____

3. Unfortunately, dentists still do not know what to do to stop caries and periodontal diseases. _____

4. The abbreviation RAU stands for reversible acute ulcers. _____

5. Alcohol and tobacco addicts are at a greater risk of developing oral cancer than those who do not have these harmful habits. _____

6. Cleft lip is an example of oral-facial injuries.

7. Heart disease is the main cause of death for all age groups. _____

4. Прочитайте текст и ответьте на вопросы.

Poor People 'Have Fewer Teeth' Than Rich, Study Suggests

The poorest people in society have eight fewer teeth than the richest by the time they reach their 70s, a study has suggested.

More than 6,000 people were involved in the research which showed oral health was substantially worse among the poorest 20% compared with the richest.

The paper, published in *the Journal of Dental Research*, showed poor people also suffered more from tooth decay. The research concluded those with lower income, lower occupational class, higher deprivation and lower educational level generally had the worst clinical outcomes. Their symptoms included having more tooth decay, gum disease, gaps in their teeth and fewer teeth overall.

Prof Jimmy Steele, head of the dental school at Newcastle University said: "It's probably not a big surprise that poorer people have worse dental health than the richest, but the surprise is just how big the differences can be and how it affects people.

"From our data, it is hard to say which specific factors are driving each of the differences we are seeing here, but there is probably a real mix of reasons and it is not just about, for example, the availability of treatment."

Sydney Alcock, 68, from Washington, Tyne and Wear, lost all his teeth at a young age due to suffering from gum disease, primarily caused by poor oral hygiene.

He said: "I have had false teeth but they don't last, so losing my teeth has made a big impact on my life. It costs a lot of money for false teeth.

"When I was young we didn't have milk or eggs, or much other dairy. We had to eat powdered eggs. I'm sure that has had an impact on how good my teeth were."

1. What are the main economic and social characteristics of poor people?

2. Which dental problems do they suffer from?

3. Prof Jimmy Steele says, "there is probably a real mix of reasons and it is not just about, for example, the availability of treatment." What do you think are other causes leading to worse oral health in poorer people?

5. Проект.

Find out when World Oral Health Day is celebrated. Why do people celebrate this day? Is it a good idea (from your point of view)?

Think about at least five simple things you can do right now to promote oral health.

Prepare a poster or a presentation.

Grammar Point

Conditional Sentences: Type II and III

1. Повторите грамматический материал по теме занятия:

<https://www.englisch-hilfen.de/en/grammar/if.htm>

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.englisch-hilfen.de/en/exercises/if_clauses/type_2_mix3.htm

https://www.englisch-hilfen.de/en/exercises/if_clauses/type_3_mix3.htm

https://www.englisch-hilfen.de/en/exercises/if_clauses/multiple_choice3.htm

Checklist

Оцените, чему вы научились в этом уроке.

Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about different types of dental diseases
- I can describe signs and causes of most common dental conditions
- I can use Conditional sentences of Type II and III

UNIT XIV. CARIES AND ITS COMPLICATIONS

In this unit

- talking about caries, its etiology and pathogenesis
- discussing diagnosis and management of caries
- *revision of infinitive constructions*

Warm-Up Activities

1. Изучите таблицу и выполните задания.

Caries Risk Assessment Form by the ADA (American Dental Association).

		Low Risk (0)	Moderate Risk (1)	High Risk (10)	Patient Risk
Contributing Conditions					
I.	Fluoride Exposure (through drinking water, supplements, professional applications, toothpaste)	Yes	No		
II.	Sugary Foods or Drinks (including juice, carbonated or non-carbonated soft drinks, energy drinks, medicinal syrups)	Primarily at mealtimes		Frequent or prolonged between meal exposures/day	
III.	Caries Experience of Mother, Caregiver and/or other Siblings (for patients ages 6-14)	No carious lesions in last 24 months	Carious lesions in last 7-23 months	Carious lesions in last 6 months	
IV.	Dental Home: established patient of record, receiving regular dental care in a dental office	Yes	No		
General Health Conditions					
I.	Special Health Care Needs*	No	Yes (over age 14)	Yes (ages 6-14)	
II.	Chemo/Radiation Therapy	No		Yes	
III.	Eating Disorders	No	Yes		
IV.	Medications that Reduce Salivary Flow	No	Yes		
V.	Drug/Alcohol Abuse	No	Yes		
Clinical Conditions					
I.	Cavitated or Non-Cavitated (incipient) Carious Lesions or Restorations (visually or radiographically evident)	No new carious lesions or restorations in last 36 months	1 or 2 new carious lesions or restorations in last 36 months	3 or more carious lesions or restorations in last 36 months	
II.	Teeth Missing Due to Caries in past 36 months	No		Yes	
III.	Visible Plaque	No	Yes		
IV.	Unusual Tooth Morphology that compromises oral hygiene	No	Yes		
V.	Interproximal Restorations - 1 or more	No	Yes		
VI.	Exposed Root Surfaces Present	No	Yes		
VII.	Restorations with Overhangs and/or Open Margins; Open Contacts with Food Impaction	No	Yes		
VIII.	Dental/Orthodontic Appliances (fixed or removable)	No	Yes		
IX.	Severe Dry Mouth (Xerostomia)	No		Yes	
TOTAL:					

Assess your own condition with the help of this form. Would you use such a form to check the oral health of your patients?

2. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

adhere /əd`hɪə/ *v* прилипать, приставать
advanced /əd`vɑ:nst/ *adj* глубокий (*о кариесе*)
arrested /ə`restɪd/ *adj* купированный
biofilm /`baɪəfilm/ *n* биопленка
carbohydrate /,kɑ:bə`haɪdreɪt/ *n* углевод
cariogenic /,kæriə`dʒenɪk/ *adj* вызывающий кариес, кариесогенный
destruction /dɪ`strʌkʃən/ *n* разрушение
dissolution /,dɪsə`lu:ʃən/ *n* растворение

extend /ɪk`stend/ *v* простираться
harbour /`hɑ:bə/ *v* создавать благоприятные условия
incipient /ɪn`sɪpiənt/ *adj* начальный; в стадии пятна (*о кариесе*)
intake /`ɪnteɪk/ *n* потребление
lesion /`li:zən/ *n* поражение, повреждение
moderate /`mɒdəreɪt/ *adj* средний
require /rɪ`kwaɪə/ *v* требовать

Reading

Caries and Its Complications

Etiology and Pathogenesis

The word *caries* derives from the Latin for “rotten”, and long ago many cultures thought a tooth worm to be the cause of this rottenness. By the twentieth century, caries came to describe the condition of having holes in the teeth—cavities. This description, although not incorrect, is misleading. In actuality, a cavity is a late manifestation of a bacterial infection. So, caries, or tooth decay, is a microbial destruction or necrosis of teeth.

The bacteria colonizing the mouth are known as the oral flora. They **adhere** to tooth surfaces in a gelatinous mat, or **biofilm**, commonly called dental plaque. A **cariogenic** biofilm at a single tooth site may contain one-half-billion bacteria. They are able to ferment sugars and other **carbohydrates** to form lactic and other acids.

Repeated cycles of acid generation can result in the microscopic **dissolution** of minerals in tooth enamel and the formation of an opaque white or brown **spot** under the enamel surface. Frequency of carbohydrate consumption, physical characteristics of food (e.g., stickiness), and timing of food **intake** also play a role.

Classification

The appearance of caries can be classified as **incipient**, **moderate**, **advanced**, or severe, depending on the amount of enamel and dentin involved in the caries process.



- **Incipient:** Lesion that **extends** less than halfway through the enamel



- **Moderate:** Lesion that extends more than halfway through enamel but does not involve the dentino-enamel junction (DEJ)



- **Advanced:** Lesion that extends to or through the DEJ but does not extend more than half the distance to the pulp



- **Severe:** Lesion that extends through enamel, through dentin, and more than half the distance to the pulp

Management

Arrested Lesions

The dentist should assess the activity of both non-cavitated and cavitated lesions. **Arrested** lesions, or those that no longer contain odontopathic bacteria and have remineralised, often **require** no treatment, even if they are cavitated.

Active Lesions

Active lesions are those that **harbour** odontopathic bacteria and are demineralizing. They require caries management (preventive strategies, restoration, or extraction) based on cavitation, location, and rate of progression.

Complications

If the caries infection in enamel is not treated, the acid dissolution can advance to form a cavity that can extend through the dentin to the pulp tissue, which is rich in nerves and blood vessels. The resulting toothache can be severe and often is accompanied by sensitivity to temperature and sweets. Treatment requires endodontic (root canal) therapy. If untreated, the pulp infection can lead to abscess, **destruction** of bone, and spread of the infection through the bloodstream.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей странице.

2. Выпишите из текста определения следующих терминов:

1 oral flora	
2 caries, or tooth decay	
3 incipient caries	
4 moderate caries	
5 advanced caries	
6 severe caries	
7 arrested lesions	
8 active lesions	

3. Подберите антонимы к данным словам:

1. arrested	a. severe
2. incipient	b. to remineralise
3. to demineralise	c. extraction
4. treatment	d. active
5. restoration	e. resulting
6. causing	f. prevention

4. Подберите синонимы к данным словам:

1. destruction	a. to stick
2. to adhere	b. consumption
3. to require	c. plaque
4. intake	d. injury
5. lesion	e. dissolution
6. biofilm	f. to need

5. Прочитайте текст, вставляя подходящие по смыслу слова из таблицы. Перечислите методы профилактики зубного кариеса:

fluoride, fluoridated, cavities, antiseptic, carbohydrates, dentin, chewing, plaque, destruction, acids, toothpaste, sticky

Preventing Tooth Decay

Tooth decay is the _____¹ of tooth structure and can affect both the enamel and the _____².

Tooth decay occurs when foods containing _____³ (sugars and starches), such as breads, cereals, milk, soda, fruits, cakes, or candy adhere to the teeth. Bacteria that live in the mouth digest these foods, turning them into _____⁴. The bacteria, acid, food debris, and saliva combine to form _____⁵, which sticks to the teeth. The acids in plaque dissolve the enamel surface of the teeth, creating _____⁶.

To prevent tooth decay:

- Brush your teeth at least twice a day with a fluoride-containing _____⁷.
- Clean between your teeth daily with dental floss.
- Rinse daily with a fluoride-containing mouthwash. Some rinses also have _____⁸ ingredients to help kill bacteria that cause plaque.
- Eat nutritious and balanced meals and limit snacks. Avoid carbohydrates such as candy, pretzels and chips, which can remain on the tooth surface. If _____⁹ foods are eaten, brush your teeth soon afterwards.
- Check with your dentist about use of supplemental _____¹⁰, which strengthens your teeth.
- Ask your dentist about dental sealants (a plastic protective coating) applied to the _____¹¹ surfaces of your back teeth (molars) to protect them from decay.
- Drink _____¹² water. At least a pint of fluoridated water each day is needed to protect children from tooth decay.
- Visit your dentist regularly for professional cleanings and oral exam.

Language Development

1. Просмотрите текст о зубном кариесе еще раз и ответьте на вопросы.

1 What is caries?

2. How does caries develop?

3. What factors contribute to the development of caries?

4. How can caries be classified?

5. Describe each stage of the development of carious lesion.

6. What should the dentist assess to choose the proper treatment for caries?

7. What is the difference between arrested and active lesions?

8. What complications can develop if caries is untreated?

2. Изучите классификацию Dr G.V. Black; затем определите тип кариеса на рисунках. Первый тип определен в качестве примера.

Over 100 years ago, Dr G.V. Black (1836-1915) developed a system to categorize carious lesions based on the type of tooth affected (anterior or posterior tooth) and the location of the lesion (e.g. lingual, buccal, occlusal, etc.). The six classes of carious lesions according to G.V. Black are as follows:

Class I: Cavity in pits or fissures on the occlusal surfaces of molars and premolars; facial and lingual surfaces of molars; lingual surfaces of maxillary incisors (Class I corresponds to surfaces of a posterior tooth you can clinically see—occlusal/lingual/buccal surfaces. Therefore, the interproximal surfaces are not classified as Class I)

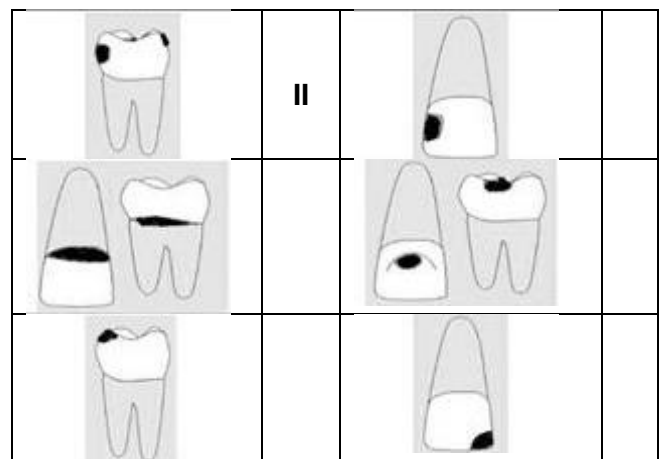
Class II: Cavity on proximal surfaces of premolars and molars (Class II corresponds to surfaces of a posterior tooth you cannot see clinically)

Class III: Cavity on proximal surfaces of incisors and canines that do not involve the incisal angle (Class III corresponds to surfaces of an anterior tooth you cannot see clinically)

Class IV: Cavity on proximal surfaces of incisors or canines that involve the incisal angle (Class IV lesion is the larger version of Class III that covers the incisal angle)

Class V: Cavity on the cervical third of the facial or lingual surfaces of any tooth (Think of the neck of the tooth)

Class VI: Cavity on incisal edges of anterior teeth and cusp tips of posterior teeth (Class VI corresponds to the very top surface of a tooth)



3. Ниже приведены ответы. Найдите их в тексте *Caries and Its Complications* и задайте к ним соответствующие вопросы:

1. Which word _____ ?

The word caries derives from the Latin for "rotten".

2. Where _____ to?

To tooth surfaces.

3. How many _____ ?

500,000,000 bacteria.

4. How _____ ?

Depending on the amount of enamel and dentin involved in the caries process.

5. What _____ ?

Odontopathic bacteria.

6. What _____ by?

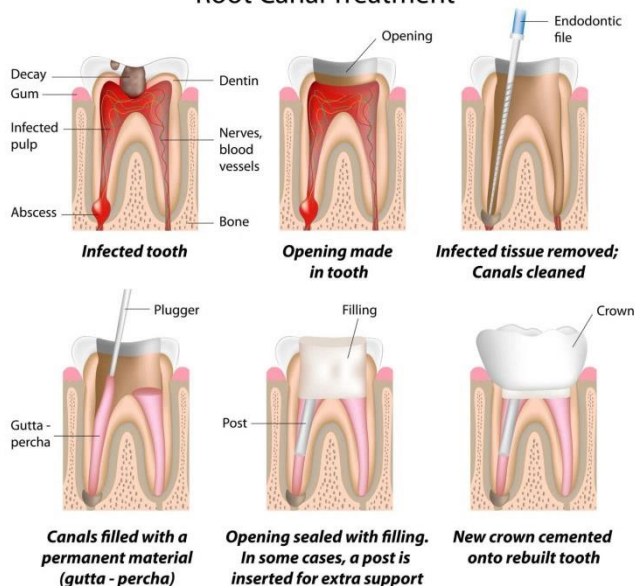
Sensitivity to temperature and sweets.

7. What _____ to?

Abscess, destruction of bone, and spread of the infection through the bloodstream.

4. Изучите рисунок. Уточните значение неизвестных слов. Укажите, в каких случаях требуется эндодонтия. Затем опишите процедуру пошагово.

Root Canal Treatment



5. Проект.

Caries is a bacterial infection. Are there any vaccines that can help to prevent its development? What are alternatives to filling a carious lesion? Surf the Internet and prepare a presentation.

Grammar Point

The Infinitive Constructions

1. Повторите грамматический материал по теме занятия:

https://www.englisch-hilfen.de/en/grammar_list/gerund_infinitiv.htm

2. Выполните грамматические упражнения по следующим ссылкам:

<https://www.englisch-hilfen.de/en/exercises/infinitive1/index.php>

<https://www.perfect-english-grammar.com/infinitives-of-purpose-exercise-1.html>

<https://www.ego4u.com/en/cram-up/grammar/infinitive-gerund/exercises?11>

Checklist

Оцените, чему вы научились в этом уроке. Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about caries and its etiology
- I can characterise four stages of caries development
- I can explain how to choose management for different types of caries
- I can use infinitive constructions

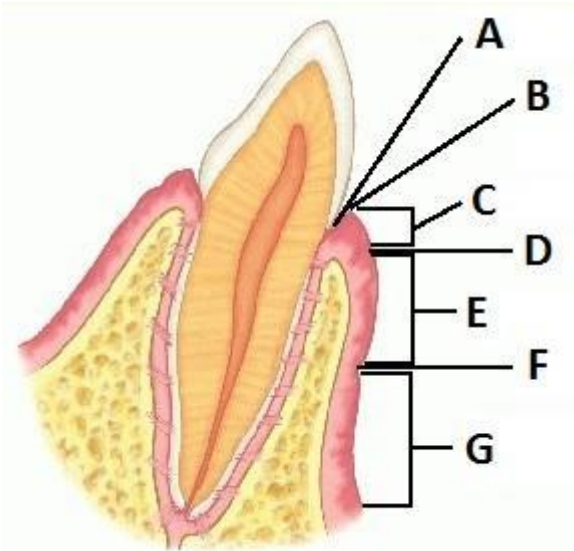
UNIT XV. PERIODONTAL DISEASE. STOMATITIS

In this unit

- talking about gingivitis and periodontitis and their treatment
- describing stomatitis and its treatment
- *revision of participle constructions*

Warm-Up Activities

1. Укажите, где на рисунке изображены перечисленные ниже анатомические структуры.



- C Free gingiva
 Free gingival groove
 Gingival sulcus
 Alveolar mucosa
 Gingival margin
 Attached gingiva
 Mucogingival junction

3. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

- distinguish** /dis`tiŋgwɪʃ/ *v* различать
extend /ɪk`stend/ *v* расширяться, охватывать
gingival sulcus (pl. sulci) /dʒɪn`dʒaɪvəl `sʌlkəs (`sʌlsʌɪ)/ десневая борозда
inflammatory /ɪn`flæmətəri/ *adj* воспалительный
invade /ɪn`veɪd/ *v* захватывать, поражать
layer /leɪə/ *n* слой
observation /əbzə`veɪʃən/ *n* наблюдение, осмотр
pocket /`pɒkɪt/ *n* карман

2. Вспомните, что вы уже знаете о периодонте. Ответьте на вопросы:

1. What is periodontium? What structures does it include?
2. What layers does a tooth consist of? What are the main properties of these layers?
3. Which soft tissues are found in the oral cavity?
4. How are plaque and tartar (calculus) formed? Which of these can be removed by brushing and flossing? Which cannot?



Прочитайте текст проверьте ваши ответы.

- pellagra** /pə`legrə/ *n* пеллагра (*авитаминоз, вызванный недостатком витамина PP*)
remain /rɪ`meɪn/ *v* оставаться
responsible /rɪ`spɒnsɪbl/ *adj* ответственный
resume /rɪ`zju:m/ *v* возобновлять, восстанавливать
scurvy /`skɜ:vɪ/ *n* цинга (*авитаминоз, вызванный недостатком витамина C*)
severity /sɪ`verɪti/ *n* тяжесть, выраженность
vitamin deficiency /`vɪtəmin dɪ`fɪʃənsɪ/ авитаминоз

Reading

Periodontal Disease

Periodontal Disease and Its Forms

Periodontal diseases are a group of diseases affecting the tissues that support and anchor the teeth. Left untreated, periodontal disease results in the destruction of the gums, alveolar bone, and the outer **layer** of the tooth root.

Periodontal disease is usually seen as a chronic **inflammatory** disease. The tissues involved in periodontal diseases are the gums, which include the gingiva, periodontal ligament, cementum, and alveolar bone. The main area involved in periodontal disease is the **gingival sulcus**, a **pocket** between the teeth and the gums.

Several forms of periodontal disease are known. These are gingivitis, acute necrotizing ulcerative gingivitis, adult periodontitis, localized juvenile periodontitis, herpetic gingivostomatitis, pericoronitis, and some others. Although periodontal disease is thought to be widespread, serious cases of periodontitis are not common.

Gingivitis

Gingivitis is an inflammation of the outermost soft tissue of the gums. The gingivae become red and inflamed, lose their normal shape, and bleed easily. Gingivitis may **remain** a chronic disease for years without affecting other periodontal tissues. Chronic gingivitis may lead to a deepening of the gingival sulcus.

Periodontitis

Periodontitis is a condition in which gingivitis has **extended** down around the tooth and into the supporting bone structure. Periodontitis is also called pyorrhoea. Plaque and tartar build-up sometimes lead to the formation of large pockets between the gums and teeth. When this happens, anaerobic bacteria grow in the pockets. The pockets eventually extend down around the roots of the teeth where the bacteria cause damage to the bone structure supporting the teeth. The teeth become loose and tooth loss can result.

Causes and Symptoms

Several factors play a role in the development of periodontal disease. The most important are age and oral hygiene. The number and type of bacteria present on the gingival tissues also play a role in the development of periodontal diseases. In most cases of periodontal disease, the bacteria remain in the periodontal pocket and do not **invade** surrounding tissue.

Gingivitis usually results from inadequate oral hygiene. Proper brushing of the teeth and flossing decreases plaque build-up. The bacteria **responsible** for causing gingivitis reside in the plaque. **Scurvy**, a vitamin C deficiency, and **pellagra**, a niacin deficiency, can also lead to bleeding gums and gingivitis.

The initial symptoms of periodontitis are bleeding and inflamed gums, and bad breath. Although the symptoms of periodontitis are also seen in other forms of periodontal diseases, the key characteristic in periodontitis is a large pocket that forms between the teeth and gums. Another characteristic of periodontitis is that pain usually does not develop until late in the disease, when a tooth loosens or an abscess forms.

Diagnosis and Treatment

Diagnosis is made by **observation** of infected gums. Usually, a dentist is the person to diagnose and characterize the various types of periodontal disease. Many of the periodontal diseases are **distinguished** based on the **severity** of the infection and the number and type of tissues involved.

Tartar can only be removed by professional dental treatment. Following treatment, periodontal tissues usually heal quickly. Gingivitis caused by **vitamin deficiencies** is treated by administering the needed vitamin. The gums usually heal and **resume** their normal shape and function.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей странице.

2. Найдите определения для данных слов:

1. the cementum	a the main part of the gums
2. the gingiva	b a calcified structure that covers the lower parts of the teeth
3. the periodontal ligament	c all the tissues surrounding and supporting a tooth
4. the alveolar bone	d a pink-colored mucous membrane that covers parts of the teeth and the alveolar bone
5. plaque	e a pocket between the teeth and the gums
6. tartar	f a set of ridges from the jaw bones (maxillary and mandible) in which the teeth are embedded
7. the gingival sulcus	g a sticky film that is largely made from bacteria
8. periodontium	h a plaque that has hardened

3. Заполните таблицу, образуя однокоренные слова от данных ниже. Выберите два любых слова и составьте с ними предложения:

Noun	Verb	Adjective
	destroy	
inflammation		
		involving
ulcer	—	
		lost
	affect	
extension		
	respond	
	heal	

4. Подберите синонимы к данным словам.

1. periodontitis	a. pocket
2. observation	b. to affect
3. sulcus	c. avitaminosis
4. to cause	d. pyorrhoea
5. main	e. to stay
6. to invade	f. to spread
7. to remain	g. to result in
8. vitamin deficiency	h. examination
9. to extend	i. calculus
10. tartar	j. major

5. Закончите предложения, употребляя вместо пробелов активную лексику данного урока.

1. Niacin deficiency leads to _____, a condition characterized by dermatitis, diarrhea and certain mental health problems.

2. _____ is a rare condition that can occur if you don't have enough vitamin C in your diet.

3. Topographical anatomy studies regions of the human body _____ by _____.

4. A dental nurse is _____ for supporting the dentist in all aspects of patients' dental care.

5. In 2014, *The Journal of the American Dental Association* has published a very interesting article called 'Should dentists become 'oral physicians'? No, dentistry must _____ dentistry'.

6. The word element *-itis* denotes an _____ disorder (e.g., laryngitis).

7. A restoration must be polished smooth so that the tooth can _____ its normal function and the jaw its normal anatomy.

8. Through self-study, dental students should learn sufficient dental anatomy to determine approximate age, and _____ normal from abnormal tooth structure.

Language Development

1. Просмотрите текст о болезнях периодонта еще раз и ответьте на вопросы.

1. Give a definition of periodontal disease.

2. Which tissues are involved in periodontal disease?

3. What forms of periodontal disease are there?

4. What is gingivitis characterised by?

5. How can periodontitis cause tooth loss?

6. What treatment is administered in case of periodontal disease?

7. What is stomatitis? What can cause this condition?

8. How is stomatitis diagnosed? What is its treatment?

2. Прочитайте текст, употребляя вместо пробелов слова из таблицы:

checkups, allergic, lesions, contact, tongue, hygiene, bleeding, dentures, cultures, prescribed

Stomatitis

Inflammation of the mucous lining of any of the structures in the mouth, which may involve the cheeks, gums, _____¹, lips, and roof or floor of the mouth. The inflammation can be caused by conditions in the mouth itself, such as poor oral hygiene, poorly fitted _____², or from mouth burns from hot food or drinks, or by conditions that affect the entire body, such as medications, _____³ reactions, or infections.

Stomatitis is usually a painful condition, associated with redness, swelling, and occasional _____⁴ from the affected area. Bad breath (halitosis) may also accompany the condition. Stomatitis affects all age groups, from the infant to the elderly.

Diagnosis of stomatitis can be difficult. A patient's history may disclose a dietary deficiency, a systemic disease, or _____⁵ with materials causing an allergic reaction. A physical examination is done to evaluate the oral _____⁶ and other skin problems.

Blood tests may be done to determine if any infection is present. Scrapings of the lining of the mouth may be sent to the laboratory for microscopic evaluation, or _____⁷ of the mouth may be done to determine if an infectious agent may be the cause of the problem.

The treatment of stomatitis is based on the problem causing it. Local cleansing and good oral _____⁸ are fundamental. An infectious cause can usually be treated with medication.

Stomatitis caused by local irritants can be prevented by good oral hygiene, regular dental _____⁹, and good dietary habits. Problems with stomatitis caused by systemic disease can be minimized by good oral hygiene and closely following the medical therapy _____¹⁰ by the patient's health care provider.

3. Прочитайте текст “Stomatitis” еще раз и найдите:

1. organs which stomatitis may involve:

_____.

2. conditions in the mouth itself which may cause stomatitis:

_____.

3. conditions that affect the entire body which may cause stomatitis:

_____.

4. an explanation of the word *halitosis*:

_____.

5. the reason for performing blood tests:

_____.

6. the methods of prevention of stomatitis:

_____.

4. Просмотрите тексты о болезнях периодонта и стоматите еще раз и заполните таблицу.

Подготовьтесь к сравнению и обсуждению жтих двух заболеваний:

	<i>Periodontal disease</i>	<i>Stomatitis</i>
Tissues and organs involved		
Signs and symptoms		
Causes		
How to diagnose		
Treatment		

5. Проект.

Surf the Internet. Find out the manifestations of which systemic diseases are periodontal disease and stomatitis. What are other signs and symptoms of these conditions? What treatment is recommended for such patients?

Prepare the presentation.

Grammar Point

Participle Constructions

1. Повторите грамматический материал по теме занятия:

<https://www.english-hilfen.de/en/grammar/partizipien.htm>

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.english-hilfen.de/en/exercises/structures/participles_sentes.htm

https://www.english-hilfen.de/en/exercises/structures/participles_phrases.htm

https://www.english-hilfen.de/en/exercises/structures/past_participle.htm

https://www.english-hilfen.de/en/exercises/structures/present_participle.htm

Checklist

Оцените, чему вы научились в этом уроке.

Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about gingivitis and periodontitis and their treatment
- I can describe stomatitis and its treatment
- I can use participle constructions

UNIT XVI. DEVELOPMENTAL TOOTH DISORDERS

In this unit

- talking about developmental craniofacial disorders
- describing common anomalies of teeth and jaws
- *revision of gerunds and infinitives*

Warm-Up Activities

1. Прочитайте информацию об аномалиях развития заубов и других лицевых структур.

- Although each developmental craniofacial disease or syndrome is relatively rare, the number of children affected worldwide is in the millions.
- Craniofacial defects form a substantial component of many other developmental birth defects, largely because they occur very early in gestation, when many of the same genes that orchestrate the development of the brain, head, face, and mouth are also directing the development of the limbs and many vital internal organs, such as the heart, lungs, and liver.
- In many craniofacial defects, mutations within a single gene manifest as complex syndromes with varied organ and limb defects as well as facial anomalies.
- The most common of all craniofacial anomalies—and among the most common of all birth defects—are clefts of the lip with or without cleft palate and cleft palate alone; these occur at a rate of 1 to 2 out of 1,000 births, resulting in over 8,000 affected newborns every year.



Cleft Lip/Palate and Cleft Palate

Cleft lip/palate and cleft palate are distinct conditions with different patterns of inheritance and embryological origins. The male to female ratio of cleft lip/palate is 2:1; the ratio for cleft palate alone is just the reverse, 1:2.

- Infants with clefts have difficulty with vital oral functions such as feeding, breathing, speaking, and swallowing. They are also susceptible to repeated respiratory infections. As these children grow, they must cope with the social consequences of a facial deformity, delayed and altered speech, frequent illness, and repeated surgeries that may persist through late adolescence.

2. Запомните слова, которые вам понадобятся при работе с материалом данного урока.

ameliorate /ə`mi:lɪəreɪt/ *v* улучшать

amelogenesis imperfecta /ə,melə`dʒenəsis

ɪmpɹə`fekta/ незавершенный амелогенез

anodontia /ənən`dɔnʃɪə/ *n* анодонтия, полное отсутствие зубов

branchial arch /`bræŋkiəl ɑ:tʃ/ жаберная дуга

cleft lip /kleft lɪp/ хейлосхизис, незарращение верхней губы

counselling /`kaunsəlɪŋ/ *n* психотерапия

dentinogenesis imperfecta /den,tɪnə`dʒenəsis

ɪmpɹə`fekta/ незавершенный дентиногенез

erupt /ɪ`rʌpt/ *v* прорезываться

flake off /fleɪk ɔf/ *v* отшелушиваться

germ layer /dʒɜ:m leɪə/ зародышевый слой

hypodontia /hɪpɹəu`dɔnʃɪə / *n* гиподонтия, частичное отсутствие зубов

inherited /ɪn`herɪtɪd/ *adj* наследственный

malocclusion /mælə`klu:ʒən/ *n* нарушение прикуса

supernumerary teeth /,sʃjʊrə`njumərəri ti:θ/

сверхкомплектные зубы, гипердонтия

wear /weə/ *n* износ

Reading

Developmental Craniofacial Disorders

Craniofacial Anomalies

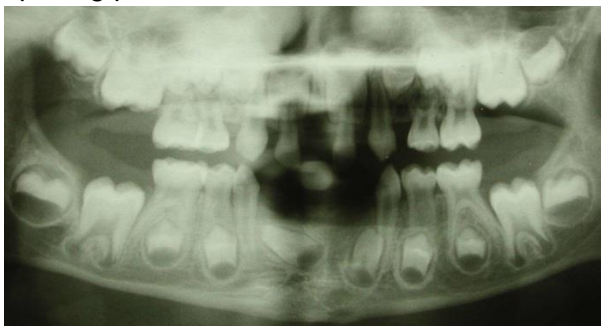
The importance of the face as the bearer of identity, character, intelligence, and beauty is universal. Craniofacial birth defects, which can include such manifestations as **cleft lip** or palate, eyes too closely or widely spaced, deformed ears, eyes mismatched in colour, and facial asymmetries, can be devastating to the parents and child affected. Surgery, dental care, psychological **counselling**, and rehabilitation may help to **ameliorate** the problems but often at great cost and over many years.

By about the third week after fertilization, the three **germ layers** of the embryo—the ectoderm, endoderm, and mesoderm—have formed, as well as the first of four sets of paired swellings—the **branchial arches**—that appear at the sides of the head end of the embryo.

In some cases the arches do not complete their morphogenetic development. Other craniofacial defects are the result of the abnormal differentiation of cells derived from the ectoderm and endoderm in interaction with future connective tissue (the mesenchyme).

Congenital Tooth Defects

Anodontia/Hypodontia: Anodontia, also called congenitally missing teeth, is a hereditary condition in which one or more permanent teeth do not develop, though primary (baby) teeth usually **erupt**. Anodontia may involve the absence of all (total anodontia) or only some (hypodontia) teeth. Hypodontia – which alters bone development of the both jaws, resulting in spacing problems – is more common in males.



X-ray showing missing teeth in hypodontia

Amelogenesis Imperfecta and Dentinogenesis Imperfecta:

Amelogenesis imperfecta, an **inherited** disorder, results in the defective formation of tooth enamel. Dentinogenesis imperfecta is a genetic disorder causing defective formation of dentin. Defective dentin causes the normal enamel layer covering it to **flake off**. Both diseases can affect baby and permanent teeth, leaving them weak, sensitive to temperature and pressure, and prone to quick **wear**.



Dentinogenesis imperfecta

Supernumerary teeth (hyperdontia) are extra permanent teeth that may or may not erupt. Many are abnormally shaped and can appear anywhere in the mouth. The most common supernumerary teeth are mesiodens, small



Mesiodens

teeth with a cone-shaped crown and a short root located between the maxillary central incisors.



The Fourth Molar

Supernumerary teeth also are common in the upper molar area (distomolars or fourth molars).

Problems in Development of Jaws

Malocclusion (bad bite) is caused by crowded, extra or missing teeth. Most malocclusions are inherited genetically and can lead to temporomandibular jaw (TMJ) disorders that can result in problems chewing and speaking. The objective of the diagnosis, and management of malocclusions and potential TMJ complications, is to restore normal function and eliminate pain.

Vocabulary Practice

1. Объясните значение выделенных слов из текста на предыдущей страницы.

2. Какие аномалии описаны ниже? Выберите подходящие термины из таблицы:

malocclusion, amelogenesis imperfecta, cleft lip, dentinogenesis imperfecta, hypodontia, supernumerary teeth

1. _____ _____	a A hereditary disease in which there is imperfect formation of enamel, resulting in brownish coloration and friability of the teeth.
2. _____ _____	b A condition of having fewer than the normal complement of teeth.
3. _____ _____	c A hereditary disorder characterized by discoloration of the teeth, poorly formed dentin, and normal enamel.
4. _____ _____	d More than the usual number of teeth
5. _____ _____	e A congenital deformity characterized by a vertical cleft or pair of clefts in the upper lip, often associated with cleft palate.
6. _____ _____	e Malposition of the teeth resulting in the faulty meeting of the teeth or jaws.

3. Заполните таблицу, образуя однокоренные слова от данных ниже:

Noun	Verb	Adjective
		affected
		rehabilitative
	inherit	
pressure		
	erupt	
		swollen
weakness		
	occlude	

4. Подберите синонимы к данным словам.

1. to result in	a. bad bite
2. supernumerary teeth	b. imperfect
3. malocclusion	c. to pack
4. defective	d. dentinogenesis
5. extra	e. to cause
6. to crowd	f. harelip
7. formation of dental enamel	g. to appear
8. formation of dentin	h. amelogenesis
9. cleft lip	i. hyperdontia
10. to erupt	j. additional

5. Подберите антонимы к данным словам.

1. inherited	a. rare
2. to complete	b. female
3. common	c. fourth molar
4. male	d. strong
5. missing	e. to worsen
6. distomolar	f. to mismatch
7. weak	g. normal occlusion
8. to ameliorate	h. acquired
9. malocclusion	i. to start
10. to match	j. exiting

6. Какое слово «лишнее»? Почему?

- amelogenesis imperfecta / dentinogenesis imperfecta / cheiloschisis / supernumerary teeth
- to ameliorate / to erupt / to improve / to make better
- congenital / inherited / acquired / hereditary
- ectoderm / endoderm / mesoderm / mesechyme
- to flake off / to cover / to protect / to enclose
- primary teeth / secondary teeth / baby teeth / milk teeth
- an incisor / a premolar / a molar / a distomolar

Language Development

1. Просмотрите текст об аномалиях развития в стоматологии еще раз и ответьте на вопросы.

1. What craniofacial birth defects are there?

2. Which methods of treatment are used for such defects? Are they effective?

3. What are the three germ cell layers of the embryo? When are they formed?

4. What causes craniofacial defects?

5. What is the difference between hypodontia and anodontia?

6. What are amelogenesis imperfecta and dentinogenesis imperfecta characterized by?

7. Give a definition of hyperdontia. What are the most common supernumerary teeth?

8. What is bad bite? What is treatment of malocclusion aimed at?

2. Прочитайте текст о нарушениях прикуса.

Подберите русские эквиваленты к словам, выделенным жирным шрифтом:

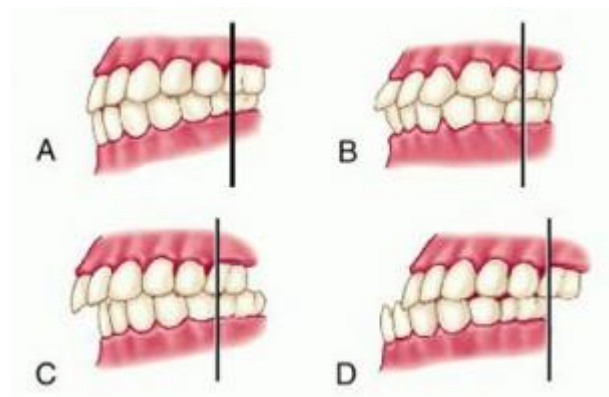
A **normal fit** is when the upper teeth are slightly forward of the lower teeth. Malocclusion, when there isn't a normal fit, is classified by how the upper and lower teeth fit together. The bones of the jaw are also checked for proper position in relation to the teeth.

- Class I. Although the upper and lower molars are properly positioned, the teeth are crowding together or have too much space. **Cross bites, rotations, and overlapping** can also occur in severe cases.
- Class II. The lower molars fit the upper molars but are positioned toward the throat, drawing the chin back.
- Class III. The lower molars are far forward and do not fit into their corresponding upper molars. This arrangement creates a **jutting jaw** and **jutting lower front teeth**, which are in a cross bite with the upper teeth.

A jaw structure problem that children are born with can cause malocclusion. Malocclusion can also cause the **jaw joint** to move out of place.

Определите, какой тип малокклюзии изображен на рисунках:

A. _____	C. _____
B. _____	D. _____



3. Прочитайте текст о специалистах, которые лечат аномалии развития. Затем закройте учебник и назовите как можно больше специалистов и опишите их обязанности:

Who Treats Genetic Mouth/Dental Abnormalities

Specialists and treatment options for genetic craniofacial/oral/dental abnormalities depend on the condition. However, no one specialist can provide the full range of often complex treatments required to correct the majority of genetic abnormalities and their complications.

Although your general dentist is responsible for the screening, referral and overall coordination of treatment, it may take a collaborative team of multi-disciplinary professionals who can deliver a comprehensive diagnosis, determine treatment needs and priorities, and monitor long-term planning and care for optimal results. For instance, dental/medical professionals required to treat a craniofacial deformity might include the following:

- **An oral/maxillofacial surgeon** for the surgical reconstructive correction of any maxillofacial skeletal deformities
- **A plastic surgeon** for the reconstructive/aesthetic aspects
- **An otolaryngologist** (ear, nose and throat specialist) and **audiologist** (a professional specializing in hearing disorders) for any ear, nose and throat-related issues
- **A speech-language pathologist** to assist with speaking problems
- **An orthodontist** in cases requiring orthodontic correction treatments, such as braces
- **A prosthodontist** for multi-disciplinary care, including maxillofacial abnormalities, congenital dental disorders and edentulism (toothlessness)
- **A paediatric/family dentist** and **dental hygienist** for coordination of treatment and regular oral hygiene and maintenance
- **A geneticist/genetic counsellor** for testing, counselling and guidance of inherited aspects of the condition
- **A psychologist** to help the patient and family cope with the mental, emotional and societal issues of the dental anomaly

4. Проект.

Imagine that you should inform the parents of a new-born baby that she has serious congenital birth defects. Think about how to start, what information to include, how to show support and empathy to the parents. Surf the Internet for ideas. Prepare the presentation.

Grammar Point

Gerund and Infinitive

1. Повторите грамматический материал по теме занятия:

https://www.englisch-hilfen.de/en/grammar_list/gerund_infinitiv.htm

2. Выполните грамматические упражнения по следующим ссылкам:

https://www.englisch-hilfen.de/en/exercises/structures/gerund_progressive.htm

https://www.englisch-hilfen.de/en/exercises/structures/gerund_infinitive_verbs.htm

https://www.englisch-hilfen.de/en/exercises/structures/gerund_infinitive2.htm

Checklist

Оцените, чему вы научились в этом уроке. Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about developmental craniofacial disorders
- I can describe common anomalies of teeth
- I know the main types of congenital defects of the jaws
- I can use gerunds and infinitives

1. Подчеркните правильное причастие.

- 1. **A:** Have you read that book yet.
B: Only some of it. It is very **bored / boring**.
- 2. **A:** Did you enjoy your holiday?
B: Oh, yes. It was very **relaxed / relaxing**.
- 3. **A:** I am going to the *Inspiration* club tonight. Do you want to come?
B: No, thanks. I'm not **interested / interesting** in poetry.
- 4. **A:** Did you hurt yourself when you fell?
B: No, but it was very **embarrassed / embarrassing**.
- 5. **A:** How do you feel today?
B: To tell the truth, I still feel very **tired / tiring**.
- 6. **A:** What type of country is France according to the Country Classification System?
B: Well, I'm sure France is a **developed / developing** country.

2. Образуйте Past или Present Participle от данных глаголов и используйте их в следующих предложениях.

- 1. *to determine*
Now we know the cause of the disease. The cause was _____.
Cost of treatment was not a _____ factor for me.
- 2. *to confirm*
At last the scientist received the _____ data and was able to finish his report.
All theories should be _____ on practice.
- 3. *to tire*
Kate had to make an x-ray, MRI and ECG all in one day, and felt very _____ in the evening.
The operation lasted for 8 hours and was really _____.
- 4. *to protect*
Dolphins are a _____ species.
The WHO is working hard on _____ measures against spread of infectious diseases.
- 5. *to interest*
I am _____ very much in dental surgery.
Learning at MA is really _____.

3. Ниже приведены примеры из оригинальных медицинских статей. Закончите предложения, употребляя причастия в правильной форме, и переведите их на русский язык..

- 1. Orofacial defects are mostly multifactorial in their pathogenesis, having both genetic and environmental components in their development.

_____.
- 2. The surgeon faces several challenges when attempting a reconstructive cranioplasty.

_____.
- 3. It had been widely perceived that standards of care for patients with craniofacial anomalies were unacceptable, being either inequitable or having poor outcomes.

_____.
- 4. Malocclusion being suspected, photographs and x-rays of the face and mouth may be taken for further study.

_____.

4. Проект.
Imagine that you should inform the parents of a new-born baby that she has serious congenital birth defects. Think about how to start, what information to include, how to show support and empathy to the parents. Surf the Internet for ideas. Prepare the presentation.

Checklist

Оцените, чему вы научились в этом уроке. Отметьте (✓) утверждения, которые справедливы для вас.

- I can talk about developmental craniofacial disorders
- I can describe common anomalies of teeth
- I know the main types of congenital defects of the jaws
- I can use participle constructions

APPENDICES

Appendix 1

Таблица наиболее употребительных неправильных глаголов английского языка

№	Перевод	I форма Infinitive	II форма Past Simple Active	III форма Past Participle
1	быть; находиться	be [bi:]	was [wɔz] were [wə:]	been [bi:n]
2	носить; рождать (born)	bear [beə]	bore [bɔ:]	borne [bɔ:n] born [bɔ:n]
3	становиться, делаться	become [br'kʌm]	became [br'keɪm]	become [br'kʌm]
4	начинать(ся); приступать (к)	begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]
5	гнуть(ся), сгибать(ся)	bend [bend]	bent [bent]	bent [bent]
6	держаться пари, спорить	bet [bet]	bet [bet]	bet [bet]
7	кусать(ся)	bite [baɪt]	bit [bɪt]	bitten [bɪtn]
8	дуть, раздувать	blow [bləʊ]	blew [blu:]	blown [bləʊn]
9	ломать(ся)	break [breɪk]	broke [brəʊk]	broken [brəʊkn]
10	приносить, привозить	bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
11	строить	build [bɪld]	built [bɪlt]	built [bɪlt]
12	жечь, обжигать; гореть	burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]
13	покупать	buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
14	ловить, поймать; схватить	catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]
15	выбирать; избирать	choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊzn]
16	приходить, приезжать	come [kʌm]	came [keɪm]	come [kʌm]
17	стоить	cost [kɒst]	cost [kɒst]	cost [kɒst]
18	резать; снижать	cut [kʌt]	cut [kʌt]	cut [kʌt]
19	рыть(ся), копать(ся)	dig [dɪg]	dug [dʌg]	dug [dʌg]
20	делать; вспом. глагол и др.	do [du:]	did [dɪd]	done [dʌn]
21	тянуть; рисовать, чертить	draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
22	мечтать; видеть во сне	dream [dri:m]	dreamt [dremt]	dreamt [dremt]
23	пить	drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
24	везти; вести (машину)	drive [draɪv]	drove [drəʊv]	driven [drɪvn]
25	есть, питаться	eat [i:t]	ate [et]	eaten [i:tn]
26	падать	fall [fɔ:l]	fell [fel]	fallen [fɔ:lɪn]
27	кормить(ся)	feed [fi:d]	fed [fed]	fed [fed]
28	чувствовать; ощущать	feel [fi:l]	felt [felt]	felt [felt]

29	бороться	fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
30	находить, обнаруживать	find [faɪnd]	found [faʊnd]	found [faʊnd]
31	лететь	fly [flaɪ]	flew [flu:]	flown [floun]
32	забывать, не помнить	forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]
33	прощать	forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]
34	замерзать; замораживать	freeze [fri:z]	froze [frouz]	frozen [frouzn]
35	получать; приобретать; понимать	get [get]	got [gɒt]	got [gɒt]
36	давать, передавать	give [gɪv]	gave [geɪv]	given [gɪvn]
37	идти; ехать; уходить, уезжать	go [gou]	went [went]	gone [gɒn]
38	расти; увеличиваться	grow [grou]	grew [gru:]	grown [groun]
39	1) висеть, вешать; 2) вешать (казнить)	hang [hæŋ]	1) hung [hʌŋ] 2) hanged [hæŋd]	1) hung [hʌŋ] 2) hanged [hæŋd]
40	иметь; быть должным	have [hæv]	had [hæd]	had [hæd]
41	слышать; слушать	hear [hiə]	heard [hɜ:d]	heard [hɜ:d]
42	прятать(ся); скрывать(ся)	hide [haɪd]	hid [hɪd]	hidden [hɪdn]
43	держать; владеть; вмещать	hold [hould]	held [held]	held [held]
44	ушибить, причинять боль	hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]
45	содержать, хранить	keep [ki:p]	kept [kept]	kept [kept]
46	знать	know [nou]	knew [nju:]	known[noun]
47	класть, положить	lay [lei]	laid [leid]	laid [leid]
48	вести, руководить	lead [li:d]	led [led]	led [led]
49	учить(ся), изучать; узнавать	learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]
50	покидать, оставлять	leave [li:v]	left [left]	left [left]
51	позволять, разрешать	let [let]	let [let]	let [let]
52	1) лежать 2) лгать (прав. глагол)	lie [lai]	1) lay [lei] 2) lied [laid]	1) lain [lein] 2) lied [laid]
53	зажигать(ся), освещать(ся)	light [lait]	lit [lɪt]	lit [lɪt]
54	терять; проигрывать	lose [lu:z]	lost [lɒst]	lost [lɒst]
55	делать, производить	make [meɪk]	made [meɪd]	made [meɪd]
56	значить	mean [mi:n]	meant [ment]	meant [ment]
57	встречать(ся); знакомиться	meet [mi:t]	met [met]	met [met]
58	платить	pay [pei]	paid [peɪd]	paid [peɪd]
59	класть, положить	put [put]	put [put]	put [put]
60	читать	read [ri:d]	read [red]	read [red]
61	звонить	ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
62	подниматься; возрастать	rise [raɪz]	rose [rouz]	risen [rɪzn]
63	бежать; двигаться	run [rʌn]	ran [ræn]	run [rʌn]

64	говорить, сказать	say [seɪ]	said [sed]	said [sed]
65	видеть; понимать	see [si:]	saw [sɔ:]	seen [si:n]
66	искать, разыскивать	seek [si:k]	sought [sɔ:t]	sought [sɔ:t]
67	продавать(ся)	sell [sel]	sold [sould]	sold [sould]
68	посылать, отправлять	send [send]	sent [sent]	sent [sent]
69	помещать, ставить	set [set]	set [set]	set[set]
70	трясти(сь); качать	shake [ʃeɪk]	shook [ʃuk]	shaken [ˈʃeɪkn]
71	стрелять; поражать	shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]
72	показывать	show [ʃou]	showed [ˈʃoud]	shown [ʃoun]
73	закрывать(ся); перекрывать	shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
74	петь	sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
75	тонуть; погружать(ся)	sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]
76	сидеть; заседать	sit [sɪt]	sat [sæt]	sat [sæt]
77	спать	sleep [sli:p]	slept [slept]	slept [slept]
78	говорить, разговаривать	speak [spi:k]	spoke [spouk]	spoken [spoukn]
79	тратить, расходовать	spend [spend]	spent [spent]	spent [spent]
80	распространять (ся)	spread [spred]	spread [spred]	spread [spred]
81	стоять; ставить	stand [stænd]	stood [stud]	stood [stud]
82	красть, воровать	steal [sti:l]	stole [stoul]	stolen [stouln]
83	1) ударять(ся); 2) бастовать	strike [straɪk]	struck [strʌk]	struck [strʌk]
84	клясться; ругать(ся)	swear [swɛə]	swore [swɔ:]	sworn [swɔ:n]
85	плыть, плавать	swim [swɪm]	swam [swæm]	swum [swʌm]
86	брать; принимать	take [teɪk]	took [tuk]	taken [teɪkn]
87	учить, преподавать	teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
88	рвать(ся)	tear [tɛə]	tore [tɔ:]	torn [tɔ:n]
89	говорить; рассказывать	tell [tel]	told [tould]	told [tould]
90	думать; полагать	think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
91	бросать, кидать	throw [θrou]	threw [θru:]	thrown [θroun]
92	понимать, постигать	understand [ˌʌndəˈstænd]	understood [ˌʌndəˈstud]	understood [ˌʌndəˈstud]
93	носить (одежду)	wear [weə]	wore [wɔ:]	worn [wɔ:n]
94	выиграть, победить	win [wɪn]	won [wʌn]	won [wʌn]
95	писать	write [raɪt]	wrote [rout]	written [ˈrɪtn]

Appendix 2

TABLE OF TENSES

Active Voice

ASPECT		SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
MEANING		a common aspect	a process	priority	priority + process
		<i>When?</i>	<i>At what time?</i>	<i>By what time?</i>	<i>Since what time? How long?</i>
Period of time		<i>usually, often, always, seldom, every day (week, month, year)</i>	<i>now, at the moment, at present</i>	<i>ever, never, just, already, yet, by 3 p.m., lately, recently</i>	<i>since 3 p.m., for a long time, for a month</i>
Present	+	V, Vs	am is + Ving are	have + Ved, V ₃ has	have + been + Ved, V ₃ has
	?	do ... V does	inversion	inversion	inversion
	-	do +not +V does	am is + not + Ving are	have +not + Ved, V ₃ has	have + not + been + Ving has
Period of time		<i>yesterday, last week (month, year), long ago, in 2014</i>	<i>yesterday at 3 p.m., yesterday from 6 to 7, when you came, while</i>	<i>yesterday by 3 p.m., before something happened</i>	<i>since 3 p.m., for some time in the past</i>
Past	+	Ved, V ₂	was + Ving were	had + Ved, V ₃	had + been + Ving
	?	did ... V	inversion	inversion	inversion
	-	did + not +V	was + not + Ving were	had +not +Ved, V ₃	had + not + been + Ving
Period of time		<i>tomorrow, next week (month, year)</i>	<i>tomorrow at 3 p.m., tomorrow from 6 to 7, when you come, while</i>	<i>tomorrow by 3 p.m., by some time in the future</i>	<i>tomorrow by 3 p.m., by some time in the future</i>
Future	+	will + V	will + be + Ving	will + have + Ved, V ₃	will + have + been + Ving
	?	inversion	inversion	inversion	inversion
	-	won't +V	won't + be + Ving	won't + have + Ved, V ₃	won't + have + been + Ving

Passive Voice

ASPECT		SIMPLE	CONTINUOUS	PERFECT
Present	+	am is + Ved, V ₃ are	am is + being + Ved, V ₃ are	have + been + Ved, V ₃ has
	?	inversion	inversion	inversion
	-	am is + not + Ved, V ₃ are	am is + not + being + Ved, V ₃ are	have + not + been + Ved, V ₃ has
Past	+	was + Ved, V ₃ were	was + being + Ved, V ₃ were	had + been + Ved, V ₃
	?	inversion	inversion	inversion
	-	was + not + Ved, V ₃ were	was + not + being + Ved, V ₃ were	had + not + been + Ved, V ₃
Future	+	will + be + Ved, V ₃	-	will + have + been + Ved, V ₃
	?	inversion	-	inversion
	-	won't + be + Ved, V ₃	-	won't + have + been + Ved, V ₃

Appendix 3

Verb Patterns

Verbs + the '-ing' form

admit	<i>признавать</i>	doING
adore	<i>обожать</i>	
appreciate	<i>высоко ценить</i>	
avoid	<i>избегать</i>	
consider	<i>рассматривать</i>	
delay	<i>задерживать</i>	
deny	<i>отрицать</i>	
detest	<i>ненавидеть</i>	
dislike	<i>не любить</i>	
enjoy	<i>очень любить</i>	
finish	<i>заканчивать</i>	
forgive	<i>прощать</i>	
can't help	<i>не могу не</i>	
can't stand	<i>терпеть не могу</i>	
imagine	<i>представлять себе</i>	
it involves	<i>это подразумевает</i>	
keep	<i>продолжать</i>	
like	<i>нравиться</i>	
look	<i>ждать с</i>	
forward to	<i>нетерпением</i>	
love	<i>любить</i>	
mind	<i>возражать</i>	
miss	<i>скучать</i>	
postpone	<i>откладывать</i>	
practise	<i>практиковаться</i>	
prefer	<i>предпочитать</i>	
prevent	<i>не допустить</i>	
risk	<i>рисковать</i>	
suggest	<i>предлагать</i>	
understand	<i>понимать</i>	

Verbs + the to-infinitive

advise	<i>советовать</i>	TO do
agree	<i>соглашаться</i>	
choose	<i>выбирать</i>	
decide	<i>решать</i>	
expect	<i>ожидать</i>	
hope	<i>надеяться</i>	
learn	<i>учиться</i>	
manage	<i>удаваться</i>	
offer	<i>предлагать</i>	
promise	<i>обещать</i>	
refuse	<i>отказываться</i>	
seem	<i>казаться</i>	
teach	<i>обучать</i>	
want	<i>хотеть</i>	
would hate	<i>мне бы не хотелось</i>	
would like	<i>мне бы хотелось</i>	
would love	<i>мне бы очень</i>	
	<i>хотелось</i>	
would prefer	<i>я бы предпочел</i>	

Verbs + the infinitive without to

let	<i>позволять</i>	do
make	<i>заставлять</i>	
help	<i>помогать</i>	
can	<i>уметь, мочь</i>	
could	<i>мог бы</i>	
may	<i>можно</i>	
might	<i>можно было бы</i>	
must	<i>должен</i>	
should	<i>следует</i>	

Verbs + the '-ing' form or the to-infinitive

(with no change in meaning)

begin	<i>начинать</i>	TO do/doING
start	<i>начинать</i>	
continue	<i>продолжать</i>	

Verbs + the '-ing' form or the to-infinitive

(with a change in meaning)

remember	<i>помнить</i>	TO do/doING
forget	<i>не помнить</i>	
stop	<i>прекращать</i>	
try	<i>пытаться</i>	

VOCABULARY

adj = adjective /ˈædʒɪktɪv/ имя прилагательное

adv = adverb /ˈædvɜːb/ наречие

conj = conjunctive /kənˈdʒʌŋktɪv/ союз, союзное слово

irreg = irregular /ɪˈregjʊlə/ неправильный (о глаголах)

pl = plural /ˈpluərəl/ множественное число

prep = preposition /ˌprepəˈzɪʃən/ предлог

pron = pronoun /ˈprəʊnaʊn/ местоимение

pp = past participle /pɑːstˈpɑːtɪsɪpl/ причастие прошедшего времени

n = noun /naʊn/ имя существительное

v = verb /vɜːb/ глагол

v irreg = irregular verb неправильный глагол (см. таблицу неправильных глаголов)

A

abrasion /əˈbreɪzən/ *n* ссадина; стирание

abscess /ˈæbsɪs/ *n* абсцесс, скопление гноя (Unit 9)

absence /ˈæbsəns/ *n* отсутствие

absorb /əbˈzɔːb/ *v* впитывать, поглощать

abuse /əˈbjʊːs/ *n* злоупотребление

accelerate /əkˈseləreɪt/ *v* ускорять

accept /əkˈsept/ *v* принять

accompany /əˈkʌmpəni/ *v* сопровождать

accumulation /əˌkjʊːmjəˈleɪʃən/ *n* накопление, скопление

accuse /əˈkjuːz/ *v* обвинять

achieve /əˈtʃiːv/ *v* достигать

acid /ˈæsɪd/ *n* кислота (Unit 2)

acidity /əˈsɪdɪti/ *n* кислотность

acquired immunodeficiency syndrome (AIDS) синдром приобретенного иммунодефицита (СПИД)

activity /ækˈtɪvɪti/ *n* деятельность

acute /əˈkjuːt/ *adj* острый, резкий (о боли) (Unit 5)

addict /ˈædɪkt/ *n* наркоман, зависимый

addictive /əˈdɪktɪv/ *adj* вызывающий привычку, привыкание (Unit 6)

address /əˈdres/ *v* обращаться

adhere /ədˈhɪə/ *v* прилипать, приклеиваться

adjacent /əˈdʒeɪsənt/ *adj* прилегающий

adjust /ədʒʌst/ *v* приспособлять, подгонять (Unit 11)

administer /ədˈmɪnɪstə/ *v* назначать (Unit 6)

administration /ədˈmɪnɪˈstreɪʃən/ *n* назначение

adolescence /ˌædəˈlesəns/ *n* юность

adult /əˈdʌlt/ *n, adj* взрослый

advanced /ədˈvɑːnst/ *adj* продвинутый, современный

advantage /ədˈvɑːntɪdʒ/ *n* преимущество

adverse /ˈædvɜːs/ *adj* неблагоприятный; вредный (Unit 6)

advertise /ˈædvətəɪz/ *v* рекламировать

advisable /ədˈvaɪzəbl/ *adj* рекомендуемый, целесообразный

advise /ədˈvaɪz/ *v* советовать

affect /əˈfekt/ *v* оказывать воздействие, влиять (Unit 2)

affiliated /əˈfɪlɪeɪtɪd/ *adj* связанный (с предприятиями)

affordable /əˈfɔːdəbl/ *adj* доступный

aftercare /ˈɑːftəkeə/ *n* уход за выздоравливающим

age /eɪdʒ/ *n* возраст

agriculture /ˈægrɪkʌltʃə/ *n* сельское хозяйство

aichmophobia /ˌeɪkməˈfəʊbiə/ *n* айхмофобия (боязнь острых предметов)

airborne /ˈeəbɔːn/ *adj* переносимый по воздуху

alloy /ˈælɔɪ/ *n* сплав (металлов) (Unit 11)

alter /ˈɔːltə/ *v* изменять

alternative /ɔːlˈtəːnətɪv/ *n* вариант, выбор

although /ɔːlˈθəʊ/ *adv* хотя

amalgam /əˈmælgəm/ амальгама, смесь, сплав (Unit 10)

ameliorate /əˈmiːləreɪt/ *v* улучшать

among /əˈmʌŋ/ *prep* среди

amount /əˈmaʊnt/ *n* количество, сумма

anaesthesia /ˌænəsˈθiːziə/ *n* обезболивание, анестезия (Unit 4)

analgesic /ˌzɪnəlˈdʒiːzɪk/ *n* анальгетик, болеутоляющее средство (Unit 4)

anchor /ˈæŋkə/ *v* фиксировать, крепить

ancient /əɪnˈsənt/ *adj* древний

anemia /əˈniːmiə/ *n* анемия (снижение уровня гемоглобина в крови)

angle /ˈæŋɡl/ *n* угол

anorexia /ˌænəˈreksɪə/ *n* анорексия, отвращение к пище

anti-inflammatory /ˌæntɪnˈflæmətəri/ *adj* противовоспалительный (Unit 4)

anxiety /æŋˈzaɪəti/ *n* беспокойство, тревога (Unit 6)

anxious /ˈæŋkʃəs/ *adj* тревожный, озабоченный

anywhere /ˈeniweə/ *adv* где угодно

appliance /əˈplaiəns/ *n* прибор

application /ˌæplɪˈkeɪʃən/ *n* применение

apply /əˈplai/ *v* наносить, применять (Unit 3)

appointment /əˈpɔɪntmənt/ *n* договоренность о приеме (у врача)

approach /əˈprəʊtʃ/ *n* подход

appropriate /əˈprəʊpriət/ *adj* подходящий, соответствующий

approximate /ə`prɒksɪmət/ *a* приблизительный
apron /`eɪprən/ *n* передник, фартук
area /`eɪrɪə/ *n* зона, участок, область (Unit 1)
arise /ə`raɪz/ *v irreg* возникать
arrangement /ə`reɪndʒmənt/ *n* размещение
artificial /,ɑ:ti`fɪʃəl/ *adj* искусственный (Unit 11)
artificiality /,ɑ:ti,fɪʃi`æltɪti/ *n* ненатуральность
assess /ə`ses/ *v* оценивать
associate /ə`səʊʃieɪt/ *v* связывать
at-home kit /ət`həʊm kɪt/ портативный набор, комплект (для применения в домашних условиях) (Unit 3)
at least /ət li:st/ по крайней мере
attack /ə`tæk/ *n* приступ
attributable /ə`trɪbjʊtəbl/ *adj* свойственный, приписываемый
audiologist /,ɔ:di`ɔlədʒɪst/ *n* сурдолог
autoclave /,ɔ:tə`kleɪv/ *n* автоклав, паровой стерилизатор
availability /ə,veɪlə`bɪlɪti/ *n* доступность
available /ə`veɪləbl/ *adj* наличный, доступный (Unit 12)
average /`ævərɪdʒ/ *adj* средний
avoid /ə`vɔɪd/ *v* избегать, остерегаться (Unit 2)

B

bacterium (*pl. bacteria*) /bæk`tɪərɪəm (bæk`tɪərɪə)/ *n* бактерия
baking soda /`beɪkɪŋ `səʊdə/ пищевая сода
barber /`bɑ:bə/ *n* парикмахер (*мужской*)
bathe /beɪð/ *v* погружать, окунать
be afraid /ə`freɪd/ **of** бояться *кого-л., чего-л.* (Unit 4)
bearer /`beəə/ *n* зд. обладатель
beauty /`bjʊ:ti/ *n* красота
bee sting /bi: stɪŋ/ укусы пчелы
believe /bi`li:v/ *v* верить
below /bi`ləʊ/ *adv* внизу; *prep* ниже, под
beverage /`bevərɪdʒ/ *n* напиток
bin /bɪn/ *n* мусорная корзина
birth /bɜ:θ/ *n* рождение
bite /baɪt/ (**bit, bitten**) *v* кусать, прикусывать (Unit 9)
bitewing /kɔ:z/ (**film**) рентгеночувствительная пленка с межзубным фиксатором (Unit 9)
blacksmith /`blæksmɪθ/ *n* кузнец
blade /bleɪd/ *n* лезвие
bleach /bli:tʃ/ *v* отбеливать (зд. *зубы с использованием химических отбеливателей*) (Unit 3)
bleachorexia /,bli:tʃə`reksɪə/ *n* одержимость в отбеливании зубов
bleed /bli:d/ *v* кровоточить; истекать кровью (Unit 1)
bond /bɒnd/ *v* связывать
bone /bəʊn/ *n* кость

bored /bɔ:d/ *adj* заскучавший
boring /`bɔ:ɪŋ/ *adj* скучный
bother /`bɔθə/ *v* беспокоить
bottom of a problem суть проблемы
braces /`braɪsɪz/ *n pl.* ортодонтические брекеты (Unit 9)
brain /breɪn/ *n* мозг
branchial /`bræŋkiəl/ *adj* жаберный
breach /bri:tʃ/ *n* нарушение (*закона*)
break down /breɪk daʊn/ *v* разрушать, расщеплять (*какое-л. вещество*) (Unit 3)
breath /breθ/ *n* дыхание
breathe /bri:ð/ *v* дышать
bridge /brɪdʒ/ *n* мост (Unit 11)
brittle /`brɪtl/ *adj* хрупкий, ломкий
brush /brʌʃ/ *v* чистить щеткой (*зубы*) (Unit 1)
bubble-gum /`bʌblɪɡʌm/ *n* жевательная резинка
buccal /`bʌkəl/ *adj* щечный
build-up /`bɪldʌp/ *n* образование (*налета*)
bulk /bʌlk/ *n* большая часть (*чего-л.*)
bur /bɜ:/ *n* сверло для бормашины (Unit 10)
burn /bɜ:n/ *n* ожог

C

cabbage /`kæbɪdʒ/ *n* капуста
calm /kɑ:m/ *adj* спокойный; *v* успокаивать
cancel /`kænsəl/ *v* отменять
cancer /`kænsə/ *n* рак (*заболевание*)
cannabis /`kænəbɪs/ *n* конопля, марихуана
capture /`kæptʃə/ *v* захватывать
carbamide peroxide /`kɑ:bəmaɪd pə`rɒksaɪd/ мочевины пероксид
carbonated /`kɑ:bəneɪtɪd/ *adj* газированный
cardboard /`kɑ:dbɔ:d/ *n* картон
care /keə/ *n* забота; *v* заботиться
carefully /keəfəl/ *adv* осторожно
caregiver /`keəgɪvə/ *n* сиделка
carrier /`keɪrɪə/ *n* носитель
carrot /`kærət/ *n* морковь
carry out /`kæri aʊt/ *v* выполнять
cast /kɑ:st/ *n* слепок (Unit 11)
cathode /`kæθəʊd/ *n* катод
cause /kɔ:z/ *v* быть причиной, вызывать (Unit 6)
caution /`kɔ:ʃən/ *n* осторожность; предостережение
cautious /`kɔ:ʃəs/ *adj* осторожный, осмотрительный (Unit 7)
cavitated /`kævɪteɪtɪd/ *adj* содержащий полости, пустотный
cavity /`kævɪti/ *n* полость (*в т.ч. кариозная*)
cedar /`si:də/ *n* кедр
celebration /,selə`breɪʃən/ *n* празднование
cell /sel/ *n* клетка
cementum /sɪ`mentəm/ *n* цемент (*зуба*)
ceramic /sɪ`ræmɪk/ *adj* керамический (Unit 10)

cereal /ˈsiəriəl/ *n* крупа
certain /ˈsɜ:tən/ *adj* определенный **certify** /ˈsɜ:tɪfaɪ/ *v* сертифицировать
chalk /tʃɔ:k/ *n* мел
charge /tʃɑ:dʒ/ *v* назначать цену
cheap /tʃi:p/ *adj* дешевый
check-up /ˈtʃekʌp/ *n* осмотр (у врача)
cheiloschisis /tʃiˈlɒskɪsɪs/ *n* заячья губа
chest /tʃest/ *n* грудная клетка
chin /tʃɪn/ *n* подбородок
choice /tʃɔɪs/ *n* выбор
choke /tʃəʊk/ *v* подавиться, задыхаться
clay /kleɪ/ *n* глина
cleft lip /kleft lɪp/ *см.* **cheiloschisis**
cleft palate /kleft ˈpæɪt/ палатосхиз, расщелина нёба (Unit 9)
close /kləʊz/ *v* закрывать; *adj* близкий
clot /klɒt/ *n* сгусток
coarsely ground grain зерно грубого помола
coating /ˈkəʊtɪŋ/ *n* покрытие, слой (Unit 1)
cobweb /ˈkɒbwɛb/ *n* паутина
cocarcinogenic /kɒ,kɑ:sɪnəˈdʒɪnɪk/ *adj* кокарциногенный (вызывающий рак в сочетании с другими факторами)
collaborative /kəˈlæbərətɪv/ *adj* совместный
collar /ˈkɒlə/ *n* воротник
collect /kəˈlekt/ *v* собирать
collision /kəˈlɪʒən/ *n* столкновение
come out /kʌm aʊt/ *v* выпадать (о зубах)
commit /kəˈmɪt/ **a crime** совершить преступление
common /ˈkɒmən/ *adj* распространенный
commonplace /ˈkɒmənpleɪs/ *n* банальность; *adj* банальный, обычный
communication /kə,mju:nɪˈkeɪʃən/ *n* общение
compare /kəmˈpeə/ *v* сравнивать
comparison /kəmˈpæɪsən/ *n* сравнение
compile /kəmˈpaɪl/ *v* составлять
complain /kəmˈpleɪn/ *v* жаловаться (**of** – на)
complaint /kəmˈpleɪnt/ *n* жалоба (Unit 5)
complement /ˈkɒmplɪmənt/ *n* совокупность, комплект
complete /kəmˈpli:t/ *adj* полный, целый (Unit 11)
complication /kɒmplɪˈkeɪʃən/ *n* осложнение
composite /ˈkɒmpəzɪt/ *adj* композитный, композиционный (Unit 10)
compound /kəmˈpaʊnd/ *n* смесь, соединение; *adj* сложный, составной; *v* смешивать
comprehensive /ˌkɒmprɪˈhensɪv/ *adj* всеобъемлющий
compromise /ˈkɒmprəmaɪz/ *adj* компрометировать; подвергать риску
concern /kənˈsɜ:n/ *v* касаться, иметь отношение; *n* проблема, забота
conclude /kənˈklu:d/ *v* делать вывод

condition /kənˈdɪʃən/ *n* условие; состояние
conduction /kənˈdʌkʃən/ *n* проведение
conduction /kənˈdʌkʃən/ *n* проведение
cone beam computed tomography КЛКТ (конусно-лучевая компьютерная томография)
confident /ˈkɒnfɪdənt/ *adj* уверенный в себе
confine /kənˈfaɪn/ *v* ограничивать
confirm /kənˈfɜ:m/ *v* подтверждать
confusion /kənˈfju:ʒən/ *n* спутанность сознания
congenital /kənˈdʒenɪtəl/ *adj* врожденный
connection /kəˈnekʃən/ *n* связь
connective /kəˈnektɪv/ *adj* соединительный
consciousness /ˈkɒnʃənsɪs/ *n* сознание (Unit 6)
consequence /ˈkɒnsɪkwəns/ *n* последствие
consider /kənˈsɪdə/ *v* полагать
consume /kənˈsju:m/ *v* съесть; потреблять (Unit 2)
consumption /kənˈsʌm(p)ʃ(ə)n/ *n* потребление (Unit 2)
contain /kənˈteɪn/ *v* содержать
contaminate /kənˈtæmɪneɪt/ *v* заражать (Unit 7)
contamination /kən,tæmɪˈneɪʃən/ *n* инфицирование, заражение
content /ˈkɒntənt/ *n* содержание
continuous /kənˈtɪnjuəs/ *adj* непрерывный, постоянный
contraindication /ˌkɒntrəɪndɪˈkeɪʃən/ *n* противопоказание
contribute /kənˈtrɪbjʊ:t/ *v* способствовать
control /kənˈtrəʊl/ *v* контролировать, купировать (**боль, симптом**) (Unit 12)
conventional /kənˈvenʃənəl/ *adj* традиционный, общепринятый
convulsion /kənˈvʌlʃən/ *n* судорога, конвульсия
cope /kəʊp/ **with** справляться с чем-л.
copper /ˈkɒpə/ *n* медь
correspond /ˌkɒrɪsˈpɒnd/ *v* соответствовать (**with/to** – чему-л.)
corresponding /ˌkɒrɪsˈpɒndɪŋ/ *adj* соответствующий
cost /kɒst/ *n* стоимость; *v* стоить
counselling /ˈkaʊnsəlɪŋ/ *n* консультирование
couple /ˈkʌpl/ *n* пара
crack /kræk/ *n* трещина, щель (Unit 8)
craniofacial /ˌkreɪniəˈfeɪʃəl/ *adj* черепно-лицевой
crash /kræʃ/ *n* авария
create /kriˈeɪt/ *v* создавать
credit /ˈkredɪt/ *v* зд. приписывать
Crookes tube /tʃu:b/ круксова трубка
cross infection /krɒs ɪnˈfekʃən/ внутрибольничная, перекрёстная инфекция (Unit 7)
crowd /kraʊd/ *n* множество, скопление; *v* скапливаться, тесниться

crowded /ˈkraʊdɪd/ **teeth** скученные зубы (Unit 12)
crown /kraʊn/ *n* коронка (Unit 8)
cucumber /ˈkju:kʌmbə/ *n* огурец
cure /kjʊə/ *v* излечить
curing light /ˈkjʊəriŋ laɪt/ фотополимеризатор
cuspid /kʌsp/ *n* бугорок
custom(-made) /brɪdʒ/ *n* сделанный на заказ
cut /kʌt/ *n* порез; *v irreg* резать
cytomegalovirus /,saɪtəʊˈmegələʊ,vaiərəs/ *n* цитомегаловирус

D

dairy /ˈdeəri/ *adj* молочный
damage /ˈdæmɪdʒ/ *n* вред, разрушение; *v* повреждать, портить (Unit 10)
darken /ˈdɑ:kən/ *v* затемнять
DC voltage напряжение постоянного тока
dead /ded/ *adj* мертвый
death /deθ/ *n* смерть
debris /ˈdeɪbrɪ:/ *n* остатки продуктов (Unit 1)
decayed teeth /dɪˈkeɪd tɜ:θ/ кариозные зубы (Unit 2)
decide /dɪˈsaɪd/ *v* решать
decomposition /,di:kəmpeɪʃən/ *n* разложение
decrease /dɪˈkri:s/ *v* уменьшаться, сокращаться (Unit 1)
dedicated /ˈdedɪkeɪtɪd/ *adj* преданный, предназначенный
deep /di:p/ *adj* глубокий
deepen /ˈdi:pən/ *v* углублять
defect /dɪˈfekt/ *n* дефект; порок
deficiency /dɪˈfɪʃənsi/ *n* нехватка, недостаток
define /dɪˈfaɪn/ *v* определять
definite /ˈdefɪnɪt/ *adj* определенный
deformity /dɪˈfɔ:mɪti/ *n* обезображивание; уродство
delay /dɪˈleɪ/ *v* задерживать (*в т.ч. в развитуи*)
dense /dens/ *adj* плотный (Unit 9)
dental mechanic /ˈmæˈkænɪk/ зубной техник
dental plaque /ˈdentəl plɑ:k/ зубная бляшка; зубной налёт (Unit 1)
dental surgery /ˈdentəl ˈsɜ:dʒəri/ 1) кабинет стоматолога; 2) хирургическая стоматология (Unit 4)
dentino-enamel junction (DEJ)
эмалево-дентинное соединение коронки зуба
denture /ˈdentʃə/ *n* зубной протез (Unit 9)
denturist /ˈdentʃərɪst/ *n* зубопротезист
depend /dɪˈpend/ **on** зависеть от (Unit 5)
deprivation /,deprɪˈveɪʃən/ *n* лишение, потеря
derive /dɪˈraɪv/ **from** происходить от
dermatitis /,dɜ:məˈtaɪtɪs/ *n* дерматит
describe /dɪˈskraɪb/ *v* описывать
description /dɪˈskrɪpʃən/ *n* описание

desensitize /dɪˈsensɪtaɪz/ *v* снижать чувствительность (Unit 8)
destruction /dɪˈstrʌkʃən/ *n* разрушение, уничтожение
detect /dɪˈtekt/ *v* обнаруживать, выявлять
determinant /dɪˈtɜ:mɪnənt/ *n* определяющий фактор
determine /dɪˈtɜ:mɪn/ *v* определять
develop /dɪˈveləp/ *v* развиваться
developmental /dɪ,veləpˈmentəl/ *adj* связанный с развитием
device /dɪˈvaɪs/ *n* прибор
diagnosis /daɪəgˈnəʊsɪs/ *n* диагноз
diarrhoea /,daɪəˈrɪə/ *n* диарея, жидкий стул
die /daɪ/ *v* умирать
diet /daɪət/ *n* диета, рацион
dietary /ˈdaɪətəri/ *adj* диетический, пищевой
differ /ˈdɪfə/ *v* различаться
difference /ˈdɪfərəns/ *n* различие
difficulty /ˈdɪfɪkəlti/ *n* трудность
digest /daɪˈdʒest/ *v* переваривать (*пищу*) (Unit 2)
diligent /ˈdɪlɪdʒənt/ *adj* упорный, настойчивый
dip /dɪp/ *v* погружать
direct /dɪˈrekt/ *adj* прямой; *v* направлять
directly /dɪˈrektli/ *adv* прямо, непосредственно
dirt /dɜ:t/ *n* грязь
dirty /dɜ:ti/ *n* грязный
disability /dɪsəbɪˈlɪti/ *n* инвалидность; нетрудоспособность
disadvantage /,dɪsədˈvɑ:ntɪdʒ/ *n* недостаток (Unit 10)
disappear /dɪsəˈpɪə/ *v* исчезать
discharge /dɪsˈtʃɑ:ʒ/ *v* выписывать (*из больницы*); *n* выделения (*из раны*)
disclose /dɪsˈkləʊz/ *v* выявлять
discolouration /dɪs,kʌləˈreɪʃ(ə)n/ *n* обесцвечивание, изменение цвета (Unit 3)
disease /dɪˈzi:z/ *n* болезнь, заболевание (Unit 5)
disintegration /dɪs,ɪntəˈgreɪʃən/ *n* расщепление
disorder /dɪˈsɔ:də/ *n* расстройство, нарушение
disregard /dɪsrɪˈgɑ:d/ *v* пренебрегать
dissociate /dɪˈsəʊʃieɪt/ *v* расщеплять; отделяться
dissolution /,dɪsəˈlu:ʃən/ *n* растворение, распад
distant /ˈdɪstənt/ *adj* отдаленный
distinct /dɪˈstɪŋkt/ *adj* четкий; отдельный
distomolar /,dɪstəˈmɔlə/ *n* сверхкомплектный моляр
distract /dɪsˈtrækt/ *v* отвлекать
distress /dɪˈstres/ *n* тяжелое недомогание; расстройство
distribute /dɪsˈtrɪbjʊ:t/ *v* распространять
dread /dred/ *n* страх
drill /dri:l/ *n* бормашина; *v* сверлить (Unit 10)

drive /draɪv/ *v* водить машину; побуждать
drug /drʌg/ *n* лекарство (Unit 6)
drugstore (= chemist's (shop)) аптека
durability /,dʒuərəˈbɪlɪti/ *n* прочность, срок службы (Unit 10)
durable /ˈdʒuərəbəl/ *adj* долговременный, прочный
duration /dʒuəˈreɪʃən/ *n* продолжительность
during /ˈdʒuəriŋ/ *prep* в течение
dust /dʌst/ *n* пыль

E

ectoderm /ˈektədə:m/ *n* эктодерма
edentulism (=toothlessness) отсутствие зубов
edge /edʒ/ *n* край
educational /,edjuːˈkeɪʃənəl/ *adj* образовательный
elderly /ˈeldəli/ *adj* пожилой
elevator /ˈelɪveɪtə/ *n* элеватор, подъемник (Unit 12)
eliminate /ɪˈlɪmɪneɪt/ *v* устранять
emanate /ˈeməneɪt/ *v* выпускать
embarrassed /ɪmˈbærəst/ *adj* смущенный
embed /ɪmˈbed/ *v* вставлять, прикреплять
employ /ɪmˈplɔɪ/ *v* применять
enamel /ɪˈnæməl/ *n* эмаль (на зубах) (Unit 2)
encase /ɪnˈkeɪs/ *v* заключать в себя
encourage /ɪnˈkʌrɪdʒ/ *v* вдохновлять
endoderm /ˈendədə:m/ *n* эндодерма
enemy /ˈenəmi/ *n* враг
enough /ɪˈnʌf/ *adv* достаточно
ensure /ɪnˈʃʊə/ *v* обеспечивать
entire /ɪnˈtaɪə/ *adj* целый, весь (Unit 9)
epinephrine /,erəˈnefrɪn/ *n* эпинефрин, адреналин
equipment /ɪˈkwɪpmənt/ *n* оборудование (Unit 7)
erosion /ɪˈrəʊzən/ *n* эрозия
erupt /ɪˈrʌpt/ *v* прорезываться
essence /ˈesəns/ *n* суть
essential /ɪˈsɛnʃɪəl/ *adj* базовый, основной
etiology /,iːtɪˈɒlədʒi/ *n* этиология
Etruscan /ɪˈtrʌskən/ *n* этруск
evaluate /ɪˈvæljuːˈeɪt/ *v* оценивать
event /ɪˈvent/ *n* событие
evidence /ˈeɪdɪvəns/ *n* свидетельство, доказательство
exact /ɪgˈzækt/ *adj* точный
examination /ɪg,zæmɪˈneɪʃən/ *n* обследование, осмотр (Unit 5)
examine /ɪg,zæmɪn/ *v* обследовать
example /ɪgˈzɑːmpl/ *n* пример
excavations /,ekskeɪˈveɪʃənz/ *n n pl* раскопки
excitability /ɪk,səɪtəˈbɪlɪti/ *n* возбудимость
exclude /ɪksˈkluːd/ *v* исключать
excruciating /ɪksˈkruːʃɪətɪŋ/ *adj* мучительный
exist /ɪgˈzɪst/ *v* существовать

expand /ɪkˈspænd/ *v* расширяться (Unit 10)
expectation /ɪkspəˈkeɪʃən/ *n* ожидание
expenses /ɪksˈpensɪz/ *n pl.* расходы
expensive /ɪksˈpensɪv/ *adj* дорогой
experience /ɪkˈspɪəriəns/ *n* (жизненный) опыт; *v* испытывать (Unit 4)
explain /ɪksˈpleɪn/ *v* объяснять
exploiter /ɪksˈplɔɪtə/ *n* эксплуататор
explore /ɪksˈplɔː/ *v* исследовать
expose /ɪkˈspəʊz/ *v* подвергать (воздействию)
exposed /ɪkˈspəʊzd/ *adj* обнаженный, открытый, незащищенный (Unit 5)
exposure /ɪkˈspəʊzə/ *n* подвержение (какому-л. воздействию) (Unit 9)
express /ɪksˈpres/ *v* выражать
extend /ɪksˈtend/ *v* простираться
extensive /ɪkˈstensɪv/ *adj* обширный (Unit 12)
extra /ˈekstrə/ *adj* дополнительный
extraction /ɪkˈstrækʃən/ *n* удаление, экстракция (Unit 6)

F

fall out /fɔl aʊt/ *v* выпадать
false /fɔːls/ *adj* неверный; искусственный (о зубах)
fat /fæt/ *n* жир
faulty /ˈfɔːltɪ/ *adj* ошибочный, неправильный
fear /fiə/ *n* страх, боязнь (Unit 4)
feather /ˈfeðə/ *n* перо
fee /fiː/ *n* гонорар
female /ˈfiːmeɪl/ *n* женщина; *adj* женского пола
fertilization /,fɜːtɪlaɪˈzeɪʃən/ *n* оплодотворение
file /faɪl/ *n* пилка
filling /ˈfɪlɪŋ/ *n* пломбирование зуба; пломба (Unit 4)
film /fɪlm/ *n* пленка; налет
ingernail /ˈfɪŋɡəneɪl/ *n* ноготь
fissure /ˈfɪʃə/ *n* трещина; борозда
fit /fɪt/ *n* зд. посадка, прилегание протеза (Unit 11)
fix /fɪks/ *v* устанавливать, укреплять (Unit 11)
fizzy /ˈfɪzi/ *adj* газированный, шипучий
flat /flæt/ *adj* плоский
flavour /ˈfleɪvə/ *n* вкус, привкус
flesh /fleʃ/ *n* плоть, мягкая ткань
floor /flɔː/ *n* пол; **of the mouth** дно полости рта
floss /ˈdentəl flɔs/ *n* нитка для чистки зубов, зубная нить; **floss** /flɔs/ *v* чистить зубы ниткой (Unit 1)
flow /fləʊ/ *n* ток
fluid /fluːɪd/ *n* жидкость (Unit 12)
fluoride /flɔːˈraɪd/ *n* фтористое соединение, фторид (Unit 2)
fluorine /ˈflɔːriːn/ *n* фтор
follow /ˈfɒləʊ/ *v* следовать
forbid /fəˈbɪd/ *v irreg* запрещать

forceps /ˈfɔːsəps/ *n pl.* щипцы (Unit 12)
forth /fɔːθ/ *adv* вперед **fracture** /ˈfræktʃə/ *n*
 перелом кости (Unit 5)
fragile /ˈfrædʒaɪl/ *adj* хрупкий
frequency /ˈfriːkwənsi/ *n* частота
frequent /ˈfriːkwənt/ *adj* частый
freshen /ˈfrefʃən/ *v* освежать
friability /ˌfraɪəˈbɪləti/ *n* рыхлость, хрупкость
fridge /ˈfrɪdʒ/ *n* холодильник
frighten /ˈfraɪtən/ *v* пугать
fungus (*pl.* **fungi**) /ˈfʌŋɡəs (ˈfʌŋdʒaɪ)/ *n* грибок
further /ˈfɜːðə/ *adj* дальнейший

G

gag /gæɡ/ *v* давиться, испытывать тошноту
garlic /ˈgɑːlɪk/ *n* чеснок
gauze pad /gɔːz pæd/ марлевая прокладка
generate /ˈdʒenəreɪt/ *v* генерировать, создавать
generation /ˌdʒenəˈreɪʃən/ *n* поколение
geneticist /dʒɪˈnetɪsɪst/ (=genetic counsellor) *n*
 генетик
genuine /ˈdʒenjuɪn/ *adj* истинный, подлинный
germ layer /dʒəːm leɪə/ зародышевый листок
gestation /dʒəsˈteɪʃən/ *n* гестация, период
 развития плода
gingivitis /ˌdʒɪŋdʒɪˈvaɪtɪs/ *n* воспаление дёсен,
 гингивит
gingivostomatitis /dʒɪŋˌdʒaɪvəstəməˈtaɪtɪs/ *n*
 гингивостоматит
glass /ɡlɑːs/ *n* стекло
glossitis /ɡlɒˈsɑɪtɪs/ *n* глоссит, воспаление
 языка
glove /ɡlɒv/ *n* перчатка (Unit 7)
grain /ɡreɪn/ *n* зерно
grasp /ɡrɑːsp/ *v* захватывать (Unit 12)
guess /ɡes/ *v* догадываться
guidance /ˈɡaɪdəns/ *n* руководство
gum /ɡʌm/ *n* десна (Unit 2)
gum recession /rɪˈseʃən/ *n* отслоение десны
 (Unit 8)
gutta-percha /ˌɡʌtəˈpɜːtʃə/ *n* гуттаперча

H

habit /ˈhæbɪt/ *n* привычка, обычай
halitosis /hæliˈteɪsɪs/ *n* неприятный запах изо
 рта, галитоз
handle /ˈhændl/ *n* рукоятка
handpiece /ˈhændpiːs/ *n* наконечник для
 бормашины (Unit 7)
harbour /ˈhɑːbə/ *v* являться носителем
 (болезни)
harden /ˈhɑːdən/ *v* затвердевать
harm /hɑːm/ *n* вред
harmful /ˈhɑːmfəl/ *adj* вредный; опасный (Unit
 7)
headphones /ˈhedəʊnz/ *n pl.* наушники

heal /hi:l/ *v* заживать (Unit 12)
heart /hɑːt/ *n* сердце
helpline /ˈhelplaɪn/ *n* телефон доверия
hereditary /hɪˈredətəri/ *adj* наследственный
herpes simplex /hɜːˈpiːz ˈsɪmplɛks/ простой
 герпес
history /ˈhɪstəri/ *n* история; анамнез
hole /həʊl/ *n* дыра, отверстие
however /haʊˈevə/ *conj* однако
hurt /hɜːt/ *v irreg* причинять боль, болеть
hydrogen /ˈhaɪdrədʒən/ *n* водород
hygiene /ˈhaɪdʒiːn/ *n* гигиена

I

identify /aɪˈdentɪfaɪ/ *v* устанавливать,
 определять
ignore /ɪɡˈnɔː/ *v* игнорировать
illness /ˈɪlnəs/ *n* болезнь
image /ˈɪmɪdʒ/ *n* изображение
immediately /ɪˈmiːdiətli/ *adv* немедленно
immunity /ɪˈmjʊnɪti/ *n* иммунитет
impact /ˈɪmpækt/ *n* влияние
impacted /ɪmˈpæktɪd/ **tooth** непрорезавшийся
 зуб (Unit 9)
impatient /ɪmˈpeɪʃənt/ *adj* нетерпеливый
imperfect /ɪmˈpɜːfəkt/ *adj* несовершенный
importance /ɪmˈpɔːtəns/ *n* важность
important /ɪmˈpɔːtənt/ *adj* важный
impossible /ɪmˈpɒsəbl/ *adj* невозможный
impregnate /ˈɪmprəɡneɪt/ *v* наполнять
impression /ɪmˈpreʃən/ *n* впечатление; оттиск
improve /ɪmˈpruːv/ *v* улучшать (Unit 2)
incisal /ɪnˈsaɪzəl/ *adj* резцовый
incision /ɪnˈsɪʒən/ *n* разрез
incisor /ɪnˈsaɪzə/ *n* резец
include /ɪnˈkluːd/ *v* включать в себя
income /ɪnˈkɪm/ *n* доход
increase /ɪnˈkriːs/ *v* увеличивать
incurable /ɪnˈkjʊərəbl/ *adj* неизлечимый (Unit 7)
indicate /ˈɪndɪkeɪt/ *v* указывать, означать (Unit
 8)
indirect /ɪnd(a)ɪˈrekt/ *adj* опосредованный
induce /ɪnˈdjuːs/ *v* вызывать, стимулировать
infant /ˈɪnfənt/ *n* младенец
inflammation /ˌɪnfləˈmeɪʃən/ *n* воспаление (Unit
 8)
inflammatory /ɪnˈflæmətəri/ *adj*
 воспалительный
influence /ˈɪnfluəns/ *n* влияние; *v* оказывать
 влияние, влиять
inhalation /ɪnhəˈleɪʃən/ *n* вдох; ингаляция
inheritance /ɪnˈherɪtəns/ *n* наследие
injectable /ɪnˈdʒektəbl/ *adj* инъекционный
injection /ɪnˈdʒekʃən/ *n* инъекция, укол
injure /ɪnˈdʒə/ *v* поражать, травмировать

injury /ˈɪndʒəri/ *n* повреждение, рана (Unit 5)
inlay /ˈɪnleɪ/ *n* внутренняя вкладка (Unit 10)
inoculation /ɪˌnɒkjʊˈleɪʃən/ *n* прививка
insert /ɪnˈsɜ:t/ *v* вставлять, вводить
inspection /ɪnˈspekʃən/ *n* осмотр
install /ɪnstə:l/ *v* устанавливать
insufficient /ɪnsəˈfɪʃənt/ *adj* недостаточный
insurance /ɪnˈʃʊərəns/ *n* страхование
intact /ɪnˈtækt/ *adj* интактный, неповрежденный
intelligence /ɪnˈtelɪdʒəns/ *n* умственный способности
intensity /ɪnˈtensɪti/ *n* мощность, сила
interaction /ɪntəˈræksjən/ *n* взаимодействие
interfere /ɪntəˈfɪə/ **with** *v* мешать чему-л.
invasion /ɪnˈveɪzən/ *n* инвазия (*внедрение в организм человека, животного или растения паразитов животной природы*)
invasive /ɪnˈveɪsɪv/ *adj* инвазивный, нарушающий целостность
investigation /ɪnˌvestɪˈgeɪʃən/ *n* исследование (*анализы, инструментальные исследования*) (Unit 5)
invite /ɪnˈvaɪt/ *v* приглашать
involve /ɪnˈvɒlv/ *v* включать в себя (Unit 7)
irritability /ɪˌrɪtəˈbɪləti/ *n* раздражительность
irritant /ˈɪrɪtənt/ *n* раздражитель
irritation /ɪˌrɪtəɪʃ(ə)n/ *n* болезненная чувствительность, раздражение (Unit 3)
issue /ˈɪʃu:/ *n* вопрос, проблема

J

jaw /dʒɔ:/ *n* челюсть
jerk /dʒɜ:k/ *n* резкий рывок
jutting /brɪdʒ/ *adj* выступающий
juvenile /ˈdʒʊvənaɪl/ *adj* юношеский

K

kidney /ˈkɪdni/ *n* почка (*орган*)

L

lack /læk/ *v* испытывать недостаток чего-л.; *n* недостаток
lactating /lækˈteɪtɪŋ/ *adj* кормящая
laryngitis /ˌlærɪŋˈdʒaɪtɪs/ *n* ларингит
last /lɑ:st/ *v* длиться; *adj* последний
layer /leɪə/ *n* слой
lead /li:d/ *v irreg* вести, приводить
lead /led/ *n* свинец
leak /li:k/ *v* просачиваться
lean /li:n/ *adj* постный
lesion /ˈli:zən/ *n* повреждение, рана
lessen /ˈlesən/ *v* уменьшать, облегчать (Unit 6)
level /ˈlevəl/ *n* уровень
liability /ˌlaɪəˈbɪləti/ *n* обязательство

life-threatening /ˌlaɪfˈθretənɪŋ/ *adj* опасный для жизни (Unit 7)
light /laɪt/ *n* свет; *adj* светлый
lighten /ˈlaɪtən/ *v* светлеть, осветлять (Unit 3)
likely /ˈlaɪkli/ *adv* вероятно
limb /lɪm/ *n* конечность
limit /ˈlɪmɪt/ *n* ограничение; *v* ограничивать
linen /ˈlaɪnən/ *n* (льняное) полотно
lingual /ˈlɪŋgwəl/ *adj* язычный
lining /ˈlaɪnɪŋ/ *n* выстилка
liquid /ˈlɪkwɪd/ *n* жидкость; *adj* жидкий
list /lɪst/ *n* список
liver /ˈlɪvə/ *n* печень
local anaesthetic (LA) /ˈləʊkəl ˌænɪsˈθetɪk/ местный анестетик
localized /ˈləʊkəlaɪzd/ *adj* локализованный
lollypop /ˈlɒlɪpɒp/ *n* леденец
longitudinal /ˌlɒŋdʒɪˈtʃudɪnəl/ *adj* продольный
loose /lu:s/ *adj* свободный, шатающийся, незакрепленный (Unit 12)
loosen /ˈlu:sən/ *v* ослаблять
lose /lu:z/ *v irreg* терять
loss /lɒs/ *n* потеря
lower /ləʊə/ *adj* нижний; *v* опускать
lubricate /ˈlu:bɪkeɪt/ *v* смазывать
lung /lʌŋ/ *n* легкое

M

maintain /meɪnˈteɪn/ *v* поддерживать
maintenance /ˈmeɪntənəns/ *n* поддержание, соблюдение (Unit 8)
major /ˈmædʒə/ *adj* главный, основной
majority /məˈdʒɔ:ɪti/ *n* большинство
male /meɪl/ *n* мужчина; *adj* мужского пола
malnutrition /ˌmælnju:ˈtrɪʃ(ə)n/ *n* недоедание, недостаточное питание (Unit 2)
malposition /ˌmælpəˈzɪʃən/ *n* неправильное положение (*органа, плода*)
manifest /ˈmænɪfəst/ *v* проявлять(ся)
margin /ˈmɑ:dʒɪn/ *n* граница, край
mastication /ˌmæstɪˈkeɪʃən/ *n* = **chewing** /ˈtʃu:ɪŋ/ *n* жевание (Unit 11)
match /mætʃ/ *v* подходить (*по цвету, форме*)
meal /mi:l/ *n* прием пищи
mean /mi:n/ *v* означать, иметь в виду
medication /ˌmediˈkeɪʃən/ *n* лекарство
memory /ˈmeməri/ *n* память
mental /ˈmentəl/ *adj* умственный; подбородочный
mention /ˈmenʃən/ *v* упоминать
mercury /ˈmɜ:kjəri/ *n* ртуть (Unit 10)
mesenchyme /ˈmezənkaim/ *n* мезенхима (*зародышевая соединительная ткань*)
mesiodens /ˈmi:ziədəns/ *n* сверхкомплектный мелкий зуб между верхними центральными резцами

mesoderm /ˈmezədə:m/ *n* мезодерма
migraine /ˈmi:greɪn/ *n* мигрень
mild /maɪld/ *adj* мягкий; умеренный (Unit 5)
mind /maɪnd/ *v* иметь в виду; *n* ум
minor /ˈmaɪnə/ *adj* незначительный, лёгкий
mint /mɪnt/ *n* мята
mismatch /mɪsˈmætʃ/ *v* не подходить, не сочетаться
missing /ˈmɪsɪŋ/ *adj* отсутствующий, недостающий (Unit 11)
moderate /ˈmɒdrɪt/ *adj* умеренный
moist /mɔɪst/ *adj* влажный
moisten /ˈmɔɪsən/ *v* увлажнять
morbid /ˈmɒbɪd/ *adj* болезненный, патологический
motor vehicle /ˈmɒtəˈvi:kl/ автомобиль
mouth rinse /mauθ rɪns/ *n* раствор для полоскания полости рта; зубной эликсир (Unit 1)
mucus /ˈmjʊ:kəs/ *n* слизь
multiple /ˈmʌltɪpl/ *adj* множественный
mummy /ˈmʌmi/ *n* мумия
Muslim /ˈmʌslɪm/ *n* мусульманин

N

nape /neɪp/ *n* затылок
nausea /ˈnɔ:ziə/ *n* тошнота
nearby /,niəˈbaɪ/ *adj* близлежащий
needle /ni:dəl/ *n* игла (Unit 6)
needlephobia /,ni:dəlˈfəʊbiə/ *n* боязнь иголок
neem /ni:m/ *n* ним (*тропическое дерево*)
neighbouring /ˈneɪbərɪŋ/ *adj* соседний
neuralgia /njuəˈrælʒɪə/ *n* невралгия
nevertheless /ˈnevədələs/ *adv* тем не менее
niacin /ˈnaɪəsɪn/ *n* никотиновая кислота, витамин PP
nitrous oxide /ˈnaɪtrəsˈɒksaɪd/ закись азота, веселящий газ
noticeably /ˈnəʊtɪsɪblɪ/ *adv* заметно, значительно
nowadays /ˈnaʊədəɪz/ *adv* в наши дни
numb /nʌm/ *v* вызывать онемение; *adj* онемелый, неподвижный
nurse /nɜ:s/ *n* медсестра
nut /nʌt/ *n* орех
nutrient /ˈnju:triənt/ *n* питательное вещество; *adj* питательный
nutrition /nju:ˈtrɪf(ə)n/ *n* питание (Unit 2)

O

observe /əbˈzə:v/ *v* наблюдать
obsession /əbˈseʃən/ *n* навязчивая идея
obtain /əbˈteɪn/ *v* получать
obturator /ˈɒbtjʊəreɪtə/ *n* obturator (приспособление для закрытия дефектов твердого или мягкого неба)

obvious /ˈɒvɪəs/ *adj* очевидный, само собой разумеющейся
occasionally /əˈkeɪzənəlɪ/ *adv* иногда, изредка
occlusal /əˈklu:zəl/ *adj* окклюзионный, относящийся к прикусу
occlusion /əˈklu:zən/ *n* закупорка, непроходимость
occupational class профессиональная группа
occur /əˈkɜ:/ *v* случаться, происходить (Unit 8)
occurrence /əˈklʌrəns/ *n* происшествие, случай
offer /ˈbrɪdʒ/ *n* предложение
oil /ɔɪl/ *n* масло (*растительное*)
onion /ˈɒnjən/ *n* репчатый лук
onlay /ˈɒnleɪ/ *n* наружная вкладка (Unit 10)
onset /ˈɒnsət/ *n* начало, приступ
opinion /əˈpɪnjən/ *n* мнение
opioid /ɔːˈpi:ɔɪd/ *n* синтетический наркотический препарат
opportunity /,ɔpəˈtju:nɪti/ *n* шанс, возможность
option /ˈɔpʃən/ *n* выбор, вариант
orchestrate /ˈɔ:kɪstreɪt/ *v* организовывать
origin /ˈɔrɪdʒɪn/ *n* происхождение
osmotic /ɔzˈmɒtɪk/ *adj* осмотический
osteomalacia /ə,stiəməˈleɪsiə/ *n* остеомалация (*размягчение костей*)
outcome /ˈaʊtkʌm/ *n* исход, результат
outer /ˈaʊtə/ *adj* наружный, внешний
outermost /ˈaʊtəməʊst/ *adj* самый дальний от центра
out-of-pocket /,aʊtəvˈpɒkɪt/ *adj* наличный
overall /,əʊvəˈrɔ:l/ *adv* в целом
overcome /,əʊvəˈkʌm/ *v* преодолеть (Unit 4)
overeat /,əʊvəˈri:t/ *v* переесть
overflow /,əʊvəˈfləʊ/ *v* переполнять
overhang /,əʊvəˈhæŋ/ *v irreg* нависать
overlapping /,əʊvəˈlæpɪŋ/ *n* нахлест, перекрывание
over-the-counter /,əʊvədəˈkaʊntə/ *adj* продаваемый без рецепта (Unit 3)
owner /ˈəʊnə/ *n* владелец

P

pain /peɪn/ *n* боль (Unit 4)
pain management /peɪnˈmænɪdʒmənt/ устранение боли (Unit 5)
painful /ˈpeɪnfəl/ *adj* болезненный
painless /ˈpeɪnləs/ *adj* безболезненный
paint /peɪnt/ *v* красить
paleness /ˈpeɪlnəs/ *n* бледность
palpitation /,pælpɪˈteɪʃən/ *n* (учащённое) сердцебиение
partial /ˈpɑ:ʃəl/ *adj* частичный (Unit 11)
particle /ˈpɑ:tɪkl/ *n* частица
particular /pəˈtɪkjʊlə/ *adj* особенный
particularly /pəˈtɪkjʊləli/ *adv* в особенности
pathology /pəˈθɒlədʒɪ/ *n* патология

pattern /ˈpætən/ *n* модель, шаблон
penetrate /ˈpenɪtreɪt/ *v* проникать внутрь, пропитывать (Unit 3)
performance /pəˈfɔ:məns/ *n* выполнение
periodontitis /,periədɒnˈtaɪtɪs/ *n* периодонтит
permanent /ˈpɜ:mənənt/ *adj* постоянный
persist /pəˈsɪst/ *v* сохраняться
persistent /pəˈsɪstənt/ *adj* продолжительный (Unit 8)
physician /fɪˈzɪʃən/ *n* врач, терапевт
placement /ˈpleɪsmənt/ *n* помещение
plant /plɑ:nt/ *n* растение
plaque /plæk/ *n* бляшка
plenty /ˈplenti/ *n* множество
plugger /ˈplʌgə/ *n* штопфер (инструмент для уплотнения пломбировочного материала)
pocket /ˈpɒkɪt/ *n* карман
point out /pɔɪnt aʊt/ *v* указывать
pointed /ˈpɔɪntɪd/ *adj* заостренный
polish /ˈpɒlɪʃ/ *v* полировать
poor /pʊə/ *adj* бедный; слабый, недостаточный
population /,pɒpjʊˈleɪʃən/ *n* население
porcelain /ˈpɔ:səlɪn/ *n* фарфор (Unit 10)
porcupine /ˈpɔ:kjərəɪn/ *n* дикобраз
pork /pɔ:k/ *n* свинина
possible /ˈpɒsɪbl/ *adj* возможный
powder /ˈpaʊdə/ *n* порошок
powdered eggs /ˈpaʊdəd eɡz/ яичный порошок
practise /ˈpræktɪs/ *v* практиковать(ся)
practitioner /prækˈtɪʃənəl/ *n* практикующий врач
precious /ˈpreʃəs/ *adj* драгоценный
preferably /ˈprefərəbli/ *adv* предпочтительно
pregnant /ˈpregnənt/ *adj* беременная
prescribe /priˈskraɪb/ *v* прописывать (лекарство)
prescription /priˈskrɪpʃən/ *n* рецепт (Unit 12)
presence /ˈprezəns/ *n* присутствие, наличие
preserve /priˈzə:v/ *v* сохранять (Unit 12)
pressure /ˈpreʃə/ *n* давление
prevent /priˈvent/ *v* предотвращать, предупреждать (Unit 12)
previous /ˈpri:vjəs/ *adj* предыдущий
price /praɪs/ *n* цена
principal /ˈprɪnsɪpəl/ *adj* главный
prior /praɪə/ **to** до, перед тем как
procaine /prɔˈkeɪn/ *n* прокаин
procedure /prəˈsi:dʒə/ *n* процедура
process /prəʊˈses/ *v* обрабатывать
prodromal /prəʊˈdrɔ:məl/ *adj* продромальный, предшествующий болезни
progression /prəʊˈɡreʃən/ *n* развитие, прогрессирование
prolong /prəˈlɒŋ/ *v* продлевать
promise /ˈprɒmɪs/ *n* обещание; *v* обещать

prone /prəʊn/ **to** *adj* предрасположенный к чему-л.
property /ˈprɒpəti/ *n* свойство; характеристика (Unit 6)
prosthodontics /,prɒsθəˈdɒntɪks/ *n* = **dental**
prosthodontics /ˈdentəl prɒsˈθetɪks/ зубное протезирование (Unit 11)
provide /praˈvaɪd/ *v* обеспечивать
psychologist /saɪˈkɒlədʒɪst/ *n* психолог
pulp vitality test определение жизнеспособности пульпы (зуба)
purchase /ˈpɜ:tʃəs/ *n* покупка; *v* покупать
purple /ˈpɜ:pl/ *adj* пурпурный, фиолетовый
purpose /ˈpɜ:pəs/ *n* цель
pyorrhoea /paɪəˈrɪə/ *n* пиорея

Q

quality /ˈkwɒləti/ *n* качество
quill /kwɪl/ *n* игла дикобраза

R

radiograph /ˈredɪəʊɡrɑ:f/ *n* рентгеновский снимок
range /reɪndʒ/ *n* ряд, диапазон; *v* варьировать(ся)
rapid /ˈræpɪd/ *adj* быстрый
rare /reə/ *adj* редкий
raspberry /ˈrɑ:zbəri/ *n* малина
rate /reɪt/ *n* коэффициент, скорость; *v* рассматривать
ratio /ˈreɪʃəʊ/ *n* (со)отношение
reabsorb /riˈæbˈzɔ:b/ *v* реадсорбировать(ся)
reach /ri:tʃ/ *v* достигать, доходить (Unit 8)
reason /ˈri:zən/ *n* причина
reasonable /ˈri:zənəbl/ *adj* разумный
recede /riˈsi:d/ *v* отступить, понижаться (Unit 8)
receive /riˈsi:v/ *v* получать
recline /riˈklaɪn/ *v* откидывать(ся); полулежать
recognise /ˈrekəɡnaɪz/ *n* узнавать
record /ˈrekəd/ *n* запись
recover /riˈkʌvə/ *v* выздоравливать
recovery /riˈkʌvəri/ *n* выздоровление
recuperate /riˈkjʊərəɪt/ *v* выздоравливать
recuperation /riˈkjʊərəˈreɪʃən/ *n* выздоровление
redistribution /,ri:distriˈbjʊ:ʃən/ *n* перераспределение
reduce /riˈdju:s/ *v* снижать; сокращать (Unit 4)
refer /riˈfɜ:/ *v* обращаться, направлять
referral /riˈfɜ:rəl/ *n* направление
refined /riˈfaɪnd/ *adj* рафинированный
relation /riˈleɪʃən/ *n* отношение
relax /riˈlæks/ *v* расслабляться, отдыхать
relaxation /,ri:lækˈseɪʃən/ *n* уменьшение (напряжения и т. п.); расслабление (Unit 4)
release /riˈli:s/ *v* высвободить, выделять

relieve /rɪˈli:v/ *v* облегчать, успокаивать (Unit 4)
remain /rɪˈmeɪn/ *v* оставаться; *n pl.* остатки
remember /rɪˈmembə/ *v* помнить
remind /rɪˈmaɪnd/ *v* напоминать
remineralize /rɪˈmɪnərəlaɪz/ *v* восстанавливать минеральный состав зубов
removable /rɪˈmu:vəbl/ *adj* съёмный (Unit 11)
removal /rɪˈmu:vəl/ *n* удаление, устранение
remove /rɪˈmu:v/ *v* удалять, устранять (Unit 3)
repair /rɪˈpeə/ *v* ремонтировать; восстанавливать
replace /rɪˈpleɪs/ *v* заменять, замещать (Unit 11)
replacement /rɪˈpleɪsmənt/ *n* замещение
reproduce /ˌrɪ:prəˈdju:s/ *v* воспроизводить
request /rɪˈkwest/ *n* просьба; *v* просить
require /rɪˈkwaɪə/ *v* требовать
requirement /rɪˈkwaɪəmənt/ *n* требование
research /rɪˈsɜ:tʃ/ *n* научное исследование
researcher /rɪˈsɜ:tʃə/ *n* исследователь
resemble /rɪˈzembəl/ *v* походить
residual /rɪˈzɪdʒuəl/ *adj* остаточный
resin /ˈrezɪn/ *n* смола; полимер; композит (Unit 10)
resist /rɪˈzɪst/ *v* сопротивляться
resistance /rɪˈzɪstəns/ *n* сопротивляемость, устойчивость
resource /rɪˈsɔ:s/ *n* ресурс
respond /rɪˈspɒnd/ *v* реагировать, отвечать (Unit 5)
responsibility /rɪˌspɒnsəˈbɪlɪti/ *n* ответственность
responsible /rɪˈspɒnsɪbl/ *adj* ответственный
restorative /rɪˈstɔ:rətɪv/ *adj* укрепляющий, восстановительный
restore /rɪˈstɔ:/ *v* восстанавливать, реставрировать (Unit 11)
retire /rɪˈtaɪə/ *v* уходить на пенсию
reveal /rɪˈvi:l/ *v* обнаруживать (Unit 9)
reverse /rɪˈvɜ:s/ *adj* противоположный, *v* разворачиваться в противоположном направлении
reversible /rɪˈvɜ:səbl/ *adj* обратимый
ridge /rɪdʒ/ *n* гребень
rock /rɒk/ *v* раскачивать
Roentgen /ˈrɒntʒən/ *n* Рентген
roof /ru:f/ *n of the mouth* нёбо
room /ru:m/ *n* место
root /ru:t/ *n* корень
rotate /rəuˈteɪt/ *v* вращать (Unit 9)
rotation /rəuˈteɪʃən/ *n* вращение
rottenness /ˈrɒtənəs/ *n* гнилость
routine /ruːˈti:n/ *adj* обычный, стандартный
rub /rʌb/ *v* тереть
ruin /ˈru:m/ *v* разрушать
rule /ru:l/ *n* правило

S

saliva /səˈlaɪvə/ *n* слюна (Unit 7)
scale /skeɪl/ *n* шкала
scare /skeə/ *v* пугать (Unit 4)
scary /ˈskeəri/ *adj* пугающий
science /saɪəns/ *n* наука
scrape /skreɪp/ *v* скоблить
screening /ˈskri:nɪŋ/ *n* скрининг (*массовое профилактическое обследование населения с целью выявления болезней на ранней стадии*)
screw /skru:/ *n* винт, шуруп
scrub /skrʌb/ *v* мыть; обрабатывать
sealant /ˈsi:lənt/ *n* уплотнитель, герметик
sealer /ˈsi:lə/ *n* герметик (Unit 8)
search /sɜ:tʃ/ *n* поиск
sedation /sɪˈdeɪʃən/ *n* успокоение (*лекарству*) (Unit 4)
sedentary /ˈsedəntəri/ *adj* сидячий, малоподвижный
seize /si:z/ *v* захватывать
seizure /ˈsi:zə/ *n* захват; приступ
self-dissolving /ˌselfdɪˈzɒlvɪŋ/ *adj* саморастворяющийся
semisolid /ˌsemiˈsɒlɪd/ *adj* полутвердый
sense /sens/ *n* смысл
sensitive /ˈsensɪtv/ *adj* чувствительный
separate /ˈsepəreɪt/ *v* отделять, разъединять (Unit 12)
servicing /ˈsɜ:vɪŋ/ *n* порция
set /set/ *n* набор, комплект
severe /siˈviə/ *adj* сильный, тяжёлый (Unit 5)
shade /ʃeɪd/ *n* оттенок, тон (Unit 3)
sharp /ʃɑ:p/ *adj* острый
shoot /ʃu:t/ *v irreg* стрелять
sibling /ˈsɪblɪŋ/ *n* брат или сестра
side effect /saɪd ɪˈfekt/ *n* побочный эффект (Unit 6)
sign /saɪn/ *n* признак
significant /sɪɡˈnɪfɪkənt/ *adj* значительный
signify /ˈsɪgnɪfaɪ/ *v* означать
silver /ˈsɪlvə/ *n* серебро
similar /ˈsɪmɪlə/ *adj* подобный
single /ˈsɪŋɡl/ *adj* единственный, один (Unit 8)
sinusitis /ˌsaɪnəˈsaɪtɪs/ *n* синусит, гайморит
skill /skɪl/ *n* навык
skin /skɪn/ *n* кожа
slight /slaɪt/ *adj* невыраженный, незначительный
smart /smɑ:t/ *adj* разумный, интеллектуальный
smell /smel/ *v* пахнуть, нюхать
smooth /smu:ð/ *adj* гладкий, ровный; *v* сглаживать
snack /snæk/ *n* перекус
soap /səʊp/ *n* мыло
society /səˈsaɪəti/ *n* общество

socket /ˈsɒkɪt/ *n* лунка (зуба) (Unit 12)
soluble /ˈsɒljubl/ *adj* растворимый
solution /səˈluːʃən/ *n* растворение; решение
soothe /suːð/ *v* успокаивать
sore /sɔː/ *n* больное место, рана; *adj* вызывающий боль
sound /saʊnd/ *adj* здоровый, крепкий; *n* звук
sour /sauə/ *adj* кислый
source /sɔːs/ *n* источник
space /speɪs/ *n* пространство, космос
spearmint /ˈspiəmiɪnt/ *n* мята курчавая
species /ˈspiːʃiːz/ *n* вид, род
speech-language pathologist логопед
speed /spiːd/ *n* скорость; число оборотов (Unit 10)
split /splɪt/ *n* щель
sporadic /spɔːˈrædɪk/ *adj* спорадический, единичный
spread /spred/ *v* (**spread, spread**) распространяться (Unit 7)
squeeze /skwiːz/ *v* сжимать, выдавливать
staff /stɑːf/ *n* штат, персонал (Unit 7)
stain /steɪn/ *n* пятно (Unit 3)
starchy /ˈstɑːtʃɪ/ *adj* крахмалистый
steam /stiːm/ *n* пар
stick /stɪk/ *n* палочка
sticky /ˈstɪki/ *adj* липкий
stiffness /ˈstɪfnɪs/ *n* жесткость, малоподвижность
still /stɪl/ *adj* неподвижный
stitch /stɪtʃ/ *n* шов, стежок
stomatitis /ˌstɒməˈtaɪtɪs/ *n* стоматит
store /stɔː/ *v* хранить
stove /stəʊv/ *n* печь
strengthen /ˈstreŋθən/ *v* усиливать
strict /strikt/ *adj* строгий
strip /stri:p/ *n* полоска
struggle /ˈstrʌɡl/ *v* бороться
stuff /stʌf/ *v* набивать, заполнять
stunned /stʌnd/ *adj* потрясенный
subconscious /sʌbˈkɒnʃəs/ *adj* подсознательный
substance /ˈsʌbstəns/ *n* вещество
substantial /sʌbˈstɛnʃəl/ *adj* солидный; питательный
sudden /ˈsʌdən/ *adj* неожиданный
sue /sjuː/ *v* преследовать по закону
suffer /ˈsʌfə/ *v* страдать
sufficient /səˈfɪʃɪənt/ *adj* достаточный
sugar /ˈʃʊɡə/ *n* сахар
suggest /səˈdʒest/ *v* предложить
suggestion /səˈdʒestʃən/ *n* предложение
sunflower /ˈsʌnflaʊə/ *n* подсолнечник
supernumerary /ˌsjʊərəˈnju:mərəri/ *adj* сверхкомплектный, излишний
supplement /ˈsʌplɪmənt/ *n* добавка

supply /səˈplaɪ/ *v* снабжать
support /səˈpɔːt/ *v* поддерживать (Unit 5)
surface /ˈsɜːfɪs/ *n* поверхность
surgeon /ˈsɜːdʒən/ *n* хирург
surgery /ˈsɜːdʒəri/ *n* хирургия; кабинет врача; приемные часы
surround /səˈraʊnd/ *v* окружать
susceptible /səˈseptɪbl/ *adj* восприимчивый
swab /swɒb/ *n* ватный тампон (Unit 6)
swallow /ˈswaləʊ/ *v* глотать
sweating /ˈswetɪŋ/ *n* потение
sweetener /ˈswi:tənə/ *n* заменитель сахара
swell /swel/ *v irreg* отекает
swelling /ˈswelɪŋ/ *n* опухоль; отек (Unit 5)
swollen /ˈswɒlən/ *adj* опухший, отекающий

T

tackle /ˈtækəl/ *v* пытаться найти решение
tartar /ˈtɑːtə/ *n* зубной камень (Unit 1)
temple /ˈtempəl/ *n* висок
temporary /ˈtempərəri/ *adj* временный
tense /tens/ *adj* напряженный
tension /ˈtenʃən/ *n* напряжение
terror /ˈterə/ *n* ужас
testimonial /ˌtestɪˈmɔːniəl/ *n* рекомендация
therefore /ˈðeəfɔː/ *adv* следовательно
thick /θɪk/ *adj* толстый; густой
thin /θɪn/ *adj* тонкий
thorough /ˈθɒrə/ *adj* тщательный, полный (Unit 7)
thread /θred/ *n* нитка
threat /θret/ *n* угроза
throat /θrəʊt/ *n* горло
through /θruː/ *prep* через, сквозь **tight** /braɪdʒ/ *n*
tin /tɪn/ *n* олово
tiny /ˈtaɪni/ *n* крошечный
tip /tɪp/ *n* конец, кончик
tired /taɪəd/ *adj* уставший
tiring /ˈtaɪərɪŋ/ *adj* утомительный
tissue /ˈtɪʃuː/ *n* ткань (*организма*) (Unit 8)
tongue /tʌŋ/ *n* язык (Unit 1)
tooth decay /tuːθ dɪˈkeɪ/ = **caries** /ˈkeəriːz/ = **dental cavity** /ˈdentəl ˈkævɪti/ разрушение эмали зубов, кариес (Unit 1)
tooth sensitivity /tuːθ ˌsensəˈtɪvɪti/ чувствительность зуба (Unit 3)
tooth whitening /tuːθ ˈ(h)waɪt(ə)nɪŋ/ *n* отбеливание зубов (Unit 3)
toothwear /ˈtuːθweə/ *n* износ зубов
torment /ˈtɔːmənt/ *n* мучение
touch /tʌtʃ/ *v* касаться
toxicity /tɒˈksɪsɪti/ *n* токсичность
transfer /trænsˈfɜː/ *v* переходить
transmission /trænsˈmɪʃən/ *n* передача
trauma /ˈtrɔːmə/ *n* травма
tray /treɪ/ *n* поднос, лоток

treat /tri:t/ *v* лечить (Unit 1)
treatment /ˈtrɔ:tmənt/ *n* лечение, уход (Unit 2)
tremble /ˈtrembl/ *v* дрожать, трястись
trespass /ˈtrespəs/ *v* злоупотреблять
trigger /ˈtrɪgə/ *v* инициировать, вызывать (Unit 8)
triple /ˈtrɪpl/ *adj* тройной
trypanophobia /tra,ɪpænəˈfeubiə/ *n* боязнь вакцин
tumour /ˈtju:mə/ *n* опухоль (Unit 9)
tungsten /ˈtʌŋstən/ *n* вольфрам
turn into превращаться
tutor /ˈtju:tə/ *n* преподаватель, наставник
twice /twɑ:ɪs/ *adj* двойной
twig /twɪg/ *n* прутик
twist /twɪst/ *v* скручиваться

U

ulcer /ˈʌlsə/ *n* язва
ulcerative /ˈʌlsərətɪv/ *adj* язвенный
undergo /ˌʌndəˈgəʊ/ (**underwent, undergone**) *v* подвергаться, переносить (Unit 6)
underlying /ˌʌndəˈlaɪɪŋ/ *adj* основной, базовый
uneasiness /ˌʌnˈi:zɪnəs/ *n* неудобство
unintended /ˌʌnɪnˈtendɪd/ *adj* непреднамеренный, случайный
unit /ˈju:nɪt/ *n* единица
unrelieved /ˌʌnrɪˈli:vɪd/ *adj* необлегченный
useful /ˈju:sfəl/ *adj* полезный
usually /ˈju:ʒəli/ *adv* обычно

V

variety /vəˈraɪəti/ *n* многообразие, разнообразие
varnish /ˈvɑ:nɪʃ/ *n* лак
vector /ˈvektə/ *n* переносчик инфекции (Unit 7)
vegetable /ˈvedʒətəbl/ *n* овощ
velocity /vɪˈləsɪti/ *n* скорость
veneer /vəˈniə/ *n* винир, коронка с фарфоровой покровной фасеткой

via /vaɪə/ *prep* через
vibrate /vaɪˈbreɪt/ *v* вибрировать, колебаться
violence /ˈvaɪələns/ *n* насилие
visible /ˈvɪzɪbl/ *adj* видимый
vision /ˈvɪʒən/ *n* зрение
vital /ˈvaɪtəl/ *adj* жизненно важный

W

warn /wɔ:n/ *v* предостерегать
watchdog /ˈwɒtʃdɒg/ *n* лицо или группа лиц, следящие за тем, чтобы компании, фирмы и т. п. не совершали противозаконных или безответственных действий
watermelon /ˈwɒtəmələn/ *n* дыня
weak /wi:k/ *adj* слабый
wealthy /ˈwelθi/ *adj* состоятельный
wear off /weə ɔf/ изнашиваться
WHO (World Health Organisation) Всемирная организация здравоохранения (ВОЗ)
whole-wheat цельная пшеница
widen /ˈwaɪdən/ *v* расширять
wire /waɪə/ *n* проволока
wisdom /ˈwɪzdəm/ *n* мудрость
withdraw /wɪðˈdrɔ:/ *v irreg* отнять, отобрать
withstand /wɪðˈstænd/ *v irreg* устоять, выдержать
wonder /ˈwʌndə/ *n* чудо; *v* хотеть знать, интересоваться
wood /wud/ *n* дерево
worry /ˈwʌrɪ/ *v* переживать
worsen /ˈwɔ:sən/ *v* ухудшать
wound /wʌnd/ *n* рана
wrap /brɪdʒ/ *n* заворачивать

X

xerostomia /ˌzɪrəˈstəʊmiə/ *n* ксеростомия, сухость во рту
x-ray /ˈeksreɪ/ *n* рентгеновский снимок; *pl.* рентгеновские лучи (Unit 9)
zinc /zɪŋk/ *n* цинк

Test Questions

Term 3

1. Define oral hygiene. List the benefits of practicing good oral hygiene.
2. List steps of oral hygiene to be taken between visits to a dentist.
3. Describe procedures of tooth cleaning, flossing and tongue cleaning.
4. Characterize the role of sugar in formation of tooth decay.
5. Talk about the food to be avoided to protect your teeth.
6. Define the role of fluoride for good health and list its sources.
7. Describe the main causes of tooth discoloration. Give a definition of dental whitening.
8. List the risks and side effects of teeth bleaching.
9. Speak on in-office and at-home tooth whitening.
10. Explain the difference between dental fear and dental phobia.
11. List and describe the main techniques to overcome dental fear.
12. Give some recommendations for a patient not to fear a dentist.
13. Define the pain. Describe types of pain a person can suffer from.
14. Speak on management of pain in dentistry.
15. Give a definition of analgesics. Characterize types of analgesics used in dentistry.
16. Explain when anaesthetics are used in dentistry. List and characterize different types of anaesthetics.
17. Speak on the difference between local and general anaesthesia.
18. List and define complications of general and local anaesthesia.
19. Speak on cross-infection and its types. List diseases which can be transmitted from a patient to a dentist or to another patient.
20. Say how cross infection can be transmitted. Describe the methods of killing pathogens.
21. Explain how dental staff can protect themselves from cross infection and why cross-infection control is so important in dentistry.
22. Give a definition of tooth sensitivity and list its causes.
23. Characterize methods of prevention of development of sensitive teeth.
24. Name the procedures that are used to reduce the sensitivity by a dentist. Explain when one can self-treat this condition.

Term 4

25. Give a definition of x-ray. Speak on the most common types of x-ray in dentistry.
26. Describe the bitewing and panoramic types of x-rays.
27. Speak on the possible risks of x-rays.
28. Give a definition of dental fillings. List and characterize materials used for them.
29. Explain what a dentist should do before filling a tooth for a patient not to feel any pain and how a cavity is prepared.
30. Describe problems that may develop after filling and ways to deal with them.
31. Define dental prosthetics. List the main functions of dental prostheses.
32. Speak on crowns and bridges.
33. Describe removable partial dentures and complete dentures.
34. List and characterize indications for tooth extraction.
35. Name the steps of the extraction procedure.
36. Explain what tooth extraction aftercare includes and what is recommended for the patient to prevent complications after tooth extraction.
37. Explain how dental diseases are classified. List their main groups.
38. Describe general features of caries and periodontal diseases.
39. Speak on oral surgery and diseases it deals with.
40. Give a definition of caries. List the main symptoms of this disease.
41. Characterize different stages of caries. Speak on the methods of its treatment and prevention.
42. Speak on symptoms, treatment and prevention of pulpitis.
43. List and characterize causes, symptoms and treatment of periodontitis.
44. Speak on gingivitis and its forms. Explain what causes the disease and how to treat it.
45. List and describe causes, symptoms and treatment of stomatitis.
46. Name the main causes of development of dental anomalies.
47. Characterize the main types of congenital tooth defects.
48. Speak on the main types of problems in development of jaws.

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