

Приложение к рабочей  
программе учебной  
дисциплины ОГСЭ.03  
Иностранный язык  
(Английский)

**КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА  
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ  
ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)**

специальность 34.02.01 Сестринское дело  
квалификация Медицинская сестра

Ростов-на-Дону

2023

Контрольно-оценочные средства по учебной дисциплине ОГСЭ.03 «Иностранный язык (английский)» разработаны в соответствии с Федеральным государственным образовательным стандартом по специальности среднего профессионального образования 34.02.01 «Сестринское дело», утвержденного приказом Министерства образования и науки РФ от 4 июля 2022 г. N 527, зарегистрированным в Минюсте РФ 29.07.2022г., регистрационный № 69452, и примерной программой по специальности 34.02.01 Сестринское дело, утвержденной ФУМО В 2022 году. Организация-разработчик: ФГБОУ ВО РостГМУ Министерства здравоохранения Российской Федерации, колледж.

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## 1. Паспорт комплекта контрольно-оценочных средств

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ.03 Иностранный язык (английский)

КОС включают контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме<sup>1</sup> дифференцированного зачета

КОС разработаны в соответствии с:

программой подготовки специалистов среднего звена по специальности СПО 34.02.01 Сестринское дело;

программой учебной дисциплины ОГСЭ.03 Иностранный язык

## 2. Требования к результатам освоения дисциплины

В результате освоения учебной дисциплины обучающийся должен **уметь**:

- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
- переводить (со словарем) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

В результате освоения учебной дисциплины обучающийся должен **знать**:

- лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;

**В результате освоения учебной дисциплины должны быть актуализированы общие компетенции, включающие в себя способность:**

ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК 6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями.

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<sup>1</sup> Соответствует учебному плану специальности СПО

ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

**В результате освоения учебной дисциплины должны быть актуализированы профессиональные компетенции, включающие в себя способность:**

ПК 1.1. Планировать обследование пациентов различных возрастных групп.

ПК 1.2. Проводить санитарно-гигиеническое просвещение населения.

ПК1.3.Участвовать в проведении профилактики инфекционных и неинфекционных заболеваний.

ПК 2.1. Определять программу лечения пациентов различных возрастных групп.

ПК 2.2. Определять тактику ведения пациента.

ПК 2.3. Выполнять лечебные вмешательства.

ПК 2.7. Организовывать оказание психологической помощи пациенту и его окружению.

ПК 2.8. Оказывать паллиативную помощь.

ПК 3.1. Оказывать доврачебную помощь при неотложных состояниях и травмах.

ПК 3.2. Участвовать в оказании медицинской помощи при чрезвычайных ситуациях.

ПК 3.3. Выполнять лечебные вмешательства по оказанию медицинской помощи на догоспитальном этапе.

### 3. Формы и методы контроля и оценки результатов освоения учебной дисциплины

Контроль и оценка результатов освоения учебной дисциплины осуществляется преподавателем в процессе проведения практических занятий, тестирования, а также выполнения обучающимися индивидуальных заданий.

Результаты обучения (освоенные умения, усвоенные знания)	Формы и методы контроля и оценки результатов обучения
1	2
<b>Умения:</b>	
У1. общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;	Оценка в рамках текущего контроля:  - результатов выполнения домашней работы;  - результатов выполнения индивидуальных контрольных заданий;  - результатов тестирования  - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях;  - оценка качества подготовки презентации и выступлений с презентациями по темам занятий.

<p>У 2. переводить (со словарем) иностранные тексты профессиональной направленности;</p>	<p>Оценка в рамках текущего контроля:</p> <ul style="list-style-type: none"> <li>- результатов выполнения домашней работы;</li> <li>- результатов выполнения индивидуальных контрольных заданий;</li> <li>- результатов тестирования;</li> <li>- экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.</li> </ul>
<p>У 3. самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;</p>	<p>Оценка в рамках текущего контроля:</p> <ul style="list-style-type: none"> <li>-результатов выполнения домашней работы;</li> <li>-результатов выполнения индивидуальных контрольных заданий;</li> <li>- экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.</li> </ul>
<p><b>Знания:</b></p>	
<p>З 1. лексический (1200 - 1400 лексических единиц) и грамматический минимум,</p>	<p>Оценка в рамках текущего</p>

необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности

контроля:

-результатов выполнения домашней работы;

-результатов выполнения индивидуальных

контрольных заданий;

- результатов тестирования;

- экспертная оценка на практических занятиях.

#### 4. Контроль и оценка освоения учебной дисциплины по темам (разделам), видам контроля

по дисциплине Иностранный язык

№ п/п	Контролируемые разделы (темы) дисциплины	Код контролируемой компетенции (или ее части), умений, знаний	Наименование оценочного средства
1.	<b>Раздел 1. Вводно-коррективный курс</b>		
	Тема 1.1. Моя биография. Существительное. Имя	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.5, 2.1 - 2.7, 3.3 - 3.6, 3.8, 4.2 - 4.6, 5.1 - 5.4 З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Кроссворд Индивидуальные задания по карточкам Оценка самостоятельной работы Устное сообщение по теме занятия Тестовые задания Составление лексического словаря Задания для контрольной работы
	Тема 1.2. Моя семья. Мой дом. Местоимение.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Кроссворд Индивидуальные задания по карточкам Оценка самостоятельной работы Устное сообщение по теме занятия Тестовые задания Составление лексического словаря Задания для контрольной работы



<p>Тема 1.3. Мой родной город. Местоимение.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Кроссворд Индивидуальные задания по карточкам Оценка самостоятельной работы Устное сообщение по теме занятия Тестовые задания Составление лексического словаря Задания для контрольной работы</p>
<p>Тема 1.4. Достопримечательности города.оборот there is / there are.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Кроссворд Индивидуальные задания по карточкам Оценка самостоятельной работы Устное сообщение по теме занятия Тестовые задания Составление лексического словаря Задания для контрольной работы</p>
<p>Тема 1.5. Медицинский колледж.оборот there is / there are.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Кроссворд Индивидуальные задания по карточкам Оценка самостоятельной работы Устное сообщение по теме занятия Тестовые задания</p>

			Составление лексического словаря Задания для контрольной работы
Тема 1.6. Учебный процесс в медицинском колледже. Имя прилагательное.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Кроссворд Индивидуальные задания по карточкам Оценка самостоятельной работы Устное сообщение по теме занятия Тестовые задания Составление лексического словаря Задания для контрольной работы
Тема 1.7. Профессия медицинского работника. Имя прилагательное.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Кроссворд Индивидуальные задания по карточкам Оценка самостоятельной работы Устное сообщение по теме занятия Тестовые задания Составление лексического словаря Задания для контрольной работы
Тема 1.8. Моя будущая профессия – медицинская сестра. Глагол to be в настоящем времени.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Кроссворд Индивидуальные задания по карточкам Оценка самостоятельной

			<p>работы</p> <p>Устное сообщение по теме занятия</p> <p>Тестовые задания</p> <p>Творческие задания</p> <p>Составление лексического словаря</p> <p>Задания для контрольной работы</p>
2.	<b>Раздел 2. Анатомия человека.</b>		
	<p>Тема 2.1. Анатомическое строение тела человека. Глагол to be в настоящем времени.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>
	<p>Тема 2.2. Внутренние органы тела. Глагол to be в прошедшем времени.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>
	<p>Тема 2.3. Скелет человека. Глагол to be в прошедшем времени.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной</p>

			<p>работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>
Тема 2.4. Кости скелета. Глагол to be в будущем времени.	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>	
Тема 2.5. Мышцы и ткани в организме человека. Глагол to be в будущем времени.	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>	
Тема 2.6. Виды мышц и тканей. Глагол to have в настоящем времени.	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>	

	<p>Тема 2.7. Кровь и её элементы. Глагол to have в прошедшем времени.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 2.8. Состав крови. Глагол to have в будущем времени.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 2.9. Сердечнососудистая система. Глагол to have в разных временах.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 2.10. Сердце. The Present Simple Tense.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка</p>

			самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 2.11. Дыхательная система. The Present Simple Tense.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 2.12. Лёгкие. The Present Simple Tense.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 2.13. Пищеварительная система. The Present Continuous Tense.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста

			Графический диктант
Тема 2.14. Органы пищеварительной системы. The Present Continuous Tense.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 2.15. Анатомия человека. Обобщающее занятие по темам раздела 2. The Present Continuous Tense.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Творческие задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 2.16. Систематизация и обобщение знаний по разделам «Вводно-коррективный курс» и «Анатомия человека».	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Творческие задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
<b>Раздел 3. История медицины.</b>			

	Тема 3.1. История медицины. The Present Perfect Tense.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
	Тема 3.2. Ученые-медики и их вклад в медицину. The Present Perfect Tense.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Творческие задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
<b>Раздел 4. Медицинские учреждения.</b>			
	Тема 4.1. Здравоохранение в Российской Федерации. The Present Perfect Tense.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
	Тема 4.2. Особенности системы	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8.	Упражнения Тестовые задания



	<p>здравоохранения в Российской Федерации. The Present Perfect Continuous Tense.</p>	<p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 4.3. Поликлиника. The Present Perfect Continuous Tense.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 4.4. Деятельность врача и медсестры в поликлинике. The Past Simple Tense.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 4.5. Аптека. The Past Simple Tense.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы</p>

			<p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>
Тема 4.6. Лекарственные препараты.	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>	
Тема 4.7.Больница. The Past Continuous Tense.	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>	
Тема 4.8. Деятельность врача и медсестры в больнице. The Past Continuous Tense.	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>	

	<p>Тема 4.9. Сбор анамнеза. The Past Continuous Tense.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 4.10. Осмотр пациента. The Past Perfect Tense.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 4.11. Общие симптомы. The Past Perfect Tense.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 4.12. Медицинские учреждения. Обобщающее занятие по темам раздела 4. The Past Perfect Tense.</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка</p>

			самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 4.13. Систематизация и обобщение знаний по темам разделов «История медицины» и «Медицинские учреждения».	3 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Творческие задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
<b>Раздел 5. Микробиология.</b>			
Тема 5.1. Микробиология The Past Perfect Continuous Tense	3 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 5.2. Бактерии. The Past Perfect Continuous Tense	3 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста

			Краткое изложение прочитанного текста Графический диктант
Тема 5.3. Вирусы. The Future Simple Tense	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 5.4. Лабораторные исследования крови. The Future Simple Tense	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 5.5. Лабораторные исследования мочи. The Future Simple Tense	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 5.6. Лабораторные исследования кала.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8.		Упражнения Тестовые задания

	The Future Continuous Tense	ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
	Тема 5.7. Лабораторные исследования мокроты. The Future Continuous Tense	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
	Тема 5.8. Лабораторные исследования желудочного сока. The Future Continuous Tense	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
	Тема 5.9. Лабораторно-диагностические исследования.	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Творческие задания Вопросы/ задания для контрольной работы Оценка самостоятельной

			<p>работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>
<b>Раздел 6. Здоровый образ жизни.</b>			
<p>Тема 6.1. Иммунная система.</p> <p>The Future Perfect Tense</p>	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>		<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>
<p>Тема 6.2. Здоровый образ жизни.</p> <p>The Future Perfect Tense</p>	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>		<p>Упражнения</p> <p>Тестовые задания</p> <p>Творческие задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>
<b>Раздел 7. Болезни.</b>			
<p>Тема 7.1. Грипп. The Future Perfect Tense</p>	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>		<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p>

			<p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>
<p>Тема 7.2. Пневмония</p> <p>The Future Perfect Continuous Tense</p>	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>	
<p>Тема 7.3. Туберкулёз</p> <p>The Future Perfect Continuous Tense</p>	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>	
<p>Тема 7.4. Детские болезни. Модальные глаголы.</p>	<p>З 1., У 1., У 2., У 3.</p> <p>ОК 4- 6., ОК 8.</p> <p>ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения</p> <p>Тестовые задания</p> <p>Вопросы/ задания для контрольной работы</p> <p>Оценка самостоятельной работы</p> <p>Чтение и перевод текста</p> <p>Краткое изложение прочитанного текста</p> <p>Графический диктант</p>	



	<p>Тема 7.5. Рак. Модальные глаголы can/could</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 7.6. Аппендицит. Модальные глаголы can/could</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 7.7. Гастрит. Модальные глаголы can/could</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 7.8. Систематизация и обобщение знаний по разделам «Микробиология»,</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Творческие задания Вопросы/ задания для контрольной работы</p>

	«Здоровый образ жизни» и «Болезни».		Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
<b>Раздел 8. Первая медицинская помощь.</b>			
	Тема 8.1. Ушиб. Кровотечение. Модальные глаголы may/might	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
	Тема 8.2. Обморок. Модальные глаголы may/might	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
	Тема 8.3. Отравление. Модальные глаголы may/might	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста

			Краткое изложение прочитанного текста Графический диктант
Тема 8.4. Раны. Модальные глаголы must	3 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант	
Тема 8.5. Переломы. Модальные глаголы must	3 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Творческие задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант	
<b>Раздел 9. Проблемы современного человечества.</b>			
Тема 9.1. Курение и его воздействие на человека. Модальные глаголы must	3 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант	

	<p>Тема 9.2. Наркомания и ее воздействие на организм. Модальные глаголы should</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 9.3. СПИД. Модальные глаголы have to</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
	<p>Тема 9.4. Систематизация и обобщение знаний по разделам «Первая медицинская помощь» и «Проблемы современного человечества».</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3</p>	<p>Упражнения Тестовые задания Творческие задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант</p>
<b>Раздел 10. Страноведение.</b>			
	<p>Тема 10.1. Соединенное Королевство и Великобритании</p>	<p>З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7,</p>	<p>Упражнения Тестовые задания Вопросы/ задания для</p>

	Северной Ирландии Participle I	2.8, 3.1 - 3.3	контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
	Тема 10.2. Лондон – столица Великобритании. Participle I	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
	Тема 10.3. Соединенные Штаты Америки. Participle I	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
	Тема 10.4. Вашингтон – столица Соединенных Штатов Америки. Participle II	З 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3	Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста

			Краткое изложение прочитанного текста Графический диктант
Тема 10.5. Медицинское образование в Великобритании и США. Participle II	3 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 10.6. Здравоохранение в Великобритании и Соединенных Штатах Америки. Participle II	3 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста Краткое изложение прочитанного текста Графический диктант
Тема 10.7. Систематизация и обобщение знаний по курсу дисциплины «Английский язык»	3 1., У 1., У 2., У 3. ОК 4- 6., ОК 8. ПК 1.1 - 1.3, 2.1 - 2.3, 2.7, 2.8, 3.1 - 3.3		Упражнения Тестовые задания Творческие задания Вопросы/ задания для контрольной работы Оценка самостоятельной работы Чтение и перевод текста

			Краткое изложение прочитанного текста Графический диктант
	Промежуточная аттестация в форме дифференцированного зачета		– устное монологическое высказывание по теме; – работа с текстом

## 5. КОМПЛЕКТ ЗАДАНИЙ В ТЕСТОВОЙ ФОРМЕ ТЕКУЩЕГО КОНТРОЛЯ

### Entrance test.

1. The Smiths always ..... their holidays at the seaside.  
**A** are spending    **B** spends    **C** spend
2. She didn't ..... to drive a car.  
**A** used    **B** use    **C** uses
3. Jenny ..... got three brothers and one sister.  
**A** has    **B** have    **C** haven't
4. A: Did ..... go to the park yesterday?  
B: Yes, I did.  
**A** we    **B** you    **C** she
5. I ..... at a sweet shop last summer.  
**A** worked    **B** work    **C** working
6. A: Are they from Sweden?  
B: No, they ..... . They're from Denmark.  
**A** aren't    **B** isn't    **C** are
7. A: I never watch TV during the week.  
B: Oh really? I .....  
**A** don't    **B** does    **C** do
8. A: Is Pete. .... the house this weekend?  
B: Yes, he is.  
**A** painting    **B** paint    **C** paints
9. A: Do you walk to school?  
B: No, I ..... walk to school.  
**A** always    **B** never    **C** not
10. Mr Cook ..... to own a farm.  
**A** use    **B** uses    **C** used
11. Paula is sailing to Italy ..... .  
**A** two days ago    **B** next month    **C** last week
12. A: Did you play tennis this morning?  
B: No, I didn't. I ..... swimming.  
**A** went    **B** go    **C** going
13. Amy is ....., a shower at the moment.  
**A** has    **B** had    **C** having
14. A: ..... that your bike?  
B: No, that's Jack's bike.  
**A** Is    **B** Has    **C** Does



15. What is Harold ..... these days?  
A do B does C doing
16. A: Did you clean your room?  
B: Yes, I .....  
A does B did C do
17. A: Has John got a computer?  
B: No, he .....  
A haven't B has C hasn't
18. A: I love going to the cinema.  
B: So ..... I  
A do B did C does
19. A: Did you invite Sally and Tom to the party?  
B: Of course I invited .....  
A Us B them C they
20. I come with you to the cinema?  
A Do B Can C Can't
21. That ..... be Robert's leather jacket. His jacket is brown.  
A can't B must C can
22. Rachel ..... the piano when her grandfather arrived.  
A was playing B is playing C plays
23. My parrot is the ..... intelligent bird of all.  
A much B most C more
24. Mark was fixing the car ..... Alison was mopping the kitchen floor.  
A after B as soon as C while
25. Andy did ..... on his history test.  
A well B best C good
26. The Silver Palace is the ..... hotel in the city.  
A tall B tallest C taller
27. Jim was giving the baby a bath when Liz ..... home.  
A came B come C comes
28. Vanessa's coat is more fashionable ..... Jane's.  
A from B of C than
29. A: Was Don ..... for his exam all night?  
B: Yes, he was.  
A studies B studying C studied

30. Canada is ..... colder than Greece.  
A most    B more    C much
31. Jake ..... probably drive me to the airport.  
A was    B will    C is
32. That ..... be Naomi's twin sister. They look exactly the same.  
A must    B mustn't    C can't
33. Is the cheetah the fastest animal ..... the world?  
A in    B of    C than
34. She's an excellent student because she works .....  
A hardly    B harder    C hard
35. Ann is ..... than Sandra.  
A friendly    B friendliest    C friendlier
36. The rain was falling lightly as Edna... to work.  
A drive    B was driving    C drove
37. Martha's motorcycle was ..... expensive than Debbie's.  
A less    B little    C the least
38. Roger ..... listening to the radio as he was  
cooking dinner.  
A was    B is    C are
39. I expect your brother will ..... home late tonight.  
A to come    B come    C coming
40. Albert is as ..... as Simon  
A cleverer    B cleverest    C clever
41. Debbie is ..... to have a party for her birthday.  
A goes    B go    C going
42. Vincent ..... visit us the day after tomorrow.  
A will    B has    C does
43. We don't have ..... eggs left.  
A some    B many    C much
44. If William ..... a house, he will sell his flat.  
A buys    B buy    C bought
45. Can I have ..... juice, please?  
A any    B some    C a few
46. I'll call you ..... I get home early.  
A but    B when    C if
47. You should ..... at least six glasses of water every day.  
A to drink    B drink    C drinking
48. You will not go out until you ..... your homework!

- A** will finish   **B** finished   **C** finish
49. A: Can I have a ..... of strawberry ice cream, please?  
B: Yes, of course.  
**A** bowl   **B** bag   **C** bottle
50. My sister ..... help me style my hair tonight.  
**A** has   **B** doesn't   **C** will
51. Look at that cat! It's ..... to climb up that tree.  
**A** will   **B** going   **C** go
52. A: It's raining.  
B: ..... get an umbrella.  
**A** I   **B** I'll   **C** I go
53. When I ..... to the beach, I always take a few bottles of water with me.  
**A** go   **B** will go   **C** went
54. Jeff is going to plant flowers in the garden .....  
**A** a week ago   **B** next month   **C** last year
55. ....Clara wakes up early, she will make us breakfast.  
**A** If   **B** As   **C** While
56. Have you got ..... popcorn?  
**A** many   **B** a few   **C** any
57. A: Can I go to the park?  
B: No, we ..... going to visit your grandparents.  
**A** is   **B** are   **C** will
58. A: Would you like a ..... of pizza?  
B: Oh yes, please.  
**A** piece   **B** bar   **C** bag
59. There is only ..... water in the bottle.  
**A** many   **B** a few   **C** a little
60. When you don't put milk in the fridge, it ....bad.  
**A** will go   **B** goes   **C** went
61. A: Where's Diane?  
B: She ..... be at the supermarket.  
**A** does   **B** could   **C** have
62. It is ..... dark to read without the lights on.  
**A** much   **B** too   **C** enough

63. A: How did you burn ..... ?  
B: With the iron.  
A themselves    B himself    C yourself
64. Brenda ..... have to clean her house. She has a cleaning lady.  
A doesn't    B don't    C does
65. Don't forget to pack a sweater. It ..... be cold in Scotland.  
A can    B might    C would
66. Your room should always be ..... clean.  
A kept    B keep    C keeping
67. You ..... to smoke in hospitals.  
A aren't allowed    B can't    C mustn't
68. When Pam was a child she ..... to take piano lessons.  
A has    B had    C have
69. Robinson Crusoe was ..... by Daniel Defoe.  
A written    B write    C wrote
70. She'll ..... study harder if she wants to pass the exam.  
A must    B have to    C might
71. Don't ..... home late!  
A will come    B come    C to come
72. "Can Angie do that puzzle by .....?"  
A myself    B themselves    C herself
73. The cake has already ..... baked.  
A been    B be    C being
74. Adam could speak Spanish when he was five but he ..... swim.  
A could    B can't    C couldn't
75. Maple syrup is ..... in North America.  
A made    B make    C making
76. The coffee isn't strong ..... for me.  
A too    B enough    C more
77. The cows ..... already been milked.  
A to have    B have    C has
78. .... that knife down! You'll hurt someone.  
A To put    B Must put    C Put
79. A: Isn't the music ..... loud for you?  
B: No, it isn't.  
A enough    B too    C much
80. The meeting will be ..... tomorrow morning.

**A held    B hold    C holding**

**Эталоны ответов:**

<b>1-C</b>	<b>21-A</b>	<b>41-C</b>	<b>61- B</b>
<b>2-B</b>	<b>22-A</b>	<b>42-A</b>	<b>62-B</b>
<b>3-A</b>	<b>23-B</b>	<b>43-B</b>	<b>63-C</b>
<b>4-B</b>	<b>24-C</b>	<b>44-A</b>	<b>64-A</b>
<b>5-A</b>	<b>25-A</b>	<b>45-B</b>	<b>65-A</b>
<b>6-A</b>	<b>26-B</b>	<b>46-C</b>	<b>66-A</b>
<b>7-C</b>	<b>27-A</b>	<b>47-B</b>	<b>67-A</b>
<b>8-A</b>	<b>28-C</b>	<b>48-C</b>	<b>68-B</b>
<b>9-B</b>	<b>29-B</b>	<b>49-A</b>	<b>69-A</b>
<b>10-C</b>	<b>30-C</b>	<b>50-C</b>	<b>70-B</b>
<b>11-B</b>	<b>31-B</b>	<b>51-B</b>	<b>71-B</b>
<b>12-A</b>	<b>32-A</b>	<b>52-B</b>	<b>72-C</b>
<b>13-C</b>	<b>33-A</b>	<b>53-A</b>	<b>73-A</b>
<b>14-A</b>	<b>34-C</b>	<b>54-B</b>	<b>74-C</b>
<b>15-C</b>	<b>35-C</b>	<b>55-A</b>	<b>75-A</b>
<b>16-B</b>	<b>36-B</b>	<b>56-C</b>	<b>76-B</b>
<b>17-C</b>	<b>37-A</b>	<b>57-B</b>	<b>77-B</b>
<b>18-A</b>	<b>38-A</b>	<b>58-A</b>	<b>78-C</b>
<b>19-B</b>	<b>39-B</b>	<b>59-C</b>	<b>79-B</b>
<b>20-B</b>	<b>40-C</b>	<b>60-B</b>	<b>80-A</b>

## 6. КОМПЛЕКТ ЗАДАНИЙ В ТЕСТОВОЙ ФОРМЕ ТЕКУЩЕГО КОНТРОЛЯ

### 1. Past simple

#### GRAMMAR TEST

##### 1. Underline the correct words.

*Example: We was / were in Paris yesterday.*

1. Where **was** / **were** Jack this morning?
2. Yesterday **was** / **were** Friday.
3. I **wasn't** / **weren't** at work today.
4. **Did** / **Were** James and Sue at school yesterday?
5. Where **were you** / **did you** go last night?
6. The shops **wasn't** / **weren't** open today.
7. The banks **wasn't** / **weren't** open today.
8. **Were** / **Did** John and Sue at work yesterday?
9. I **wasn't** / **weren't** at school today.
10. We **was** / **were** in London yesterday.
11. Where **were** / **was** Peter this morning?
12. Where **did you** / **were you** go last weekend?

##### 2. Complete the sentences. Use the verbs in brackets in the past simple.

*Example: We worked (work) hard yesterday.*

1. I \_\_\_\_\_ (study) for three hours last night.
2. When \_\_\_\_\_ the party \_\_\_\_\_ (finish) last night?
3. She \_\_\_\_\_ (not like) the food in the restaurant.
4. \_\_\_\_\_ you \_\_\_\_\_ (watch) that film last night?
5. My grandparents \_\_\_\_\_ (live) in Australia. Now they live in Poland.
6. The nightclub \_\_\_\_\_ (not close) until 3.00 a.m.
7. We \_\_\_\_\_ (not smoke) because it was a non-smoking restaurant.
8. What time \_\_\_\_\_ they \_\_\_\_\_ (arrive) yesterday?
9. She \_\_\_\_\_ (not like) the food in the café.
10. My parents \_\_\_\_\_ (live) in France. Now they live in Germany.
11. When \_\_\_\_\_ the film \_\_\_\_\_ (finish) last night?
12. What time \_\_\_\_\_ they \_\_\_\_\_ (arrive) on Friday?
13. The restaurant \_\_\_\_\_ (not close) until 11.00 p.m.
14. We \_\_\_\_\_ (work) hard yesterday morning.
15. \_\_\_\_\_ you \_\_\_\_\_ (watch) that film last Wednesday?
16. We \_\_\_\_\_ (not smoke) because it was a non-smoking pub.

##### 3. Complete the dialogue.

**Sue:** Where did you and Bob go yesterday?

**Anne:** We *went* to a restaurant.

**Sue:** Did you go by car?

**Anne:** No, we 1 \_\_\_\_\_. We went by taxi.

**Sue:** What did you wear?

**Anne:** I 2 \_\_\_\_\_ my blue dress.

**Sue:** What did you have to eat?

**Anne:** I 3 \_\_\_\_\_ steak and chips.

**Sue:** What time did you leave the restaurant?

**Anne:** We 4 \_\_\_\_\_ at nine o'clock.

**Sue:** Did you go to the cinema after that?

**Anne:** Yes. We 5 \_\_\_\_\_ a fantastic film.

**Sue:** What time did you get home?

**Anne:** We didn't 6 \_\_\_\_\_ home until twelve o'clock.

#### **4. Complete the sentences with go, have, or get.**

*Example: Did you have a good time at the party?*

Simon \_\_\_\_\_ the bus to work every morning.

1. I always \_\_\_\_\_ to bed early on a Monday.
2. Do you usually \_\_\_\_\_ a shower in the morning?
3. Can you \_\_\_\_\_ me a newspaper, please?
4. Mary and Jane didn't \_\_\_\_\_ shopping yesterday.
5. I usually \_\_\_\_\_ dressed at eight o'clock.
6. I always \_\_\_\_\_ to bed early on a Sunday.
7. Did you \_\_\_\_\_ a good time at Sarah's party?
8. I usually \_\_\_\_\_ dressed at nine o'clock.
9. Sally \_\_\_\_\_ the train to work every morning.
10. Do you usually \_\_\_\_\_ a bath in the evening?
11. Juan and Marco didn't \_\_\_\_\_ shopping yesterday.

#### **5. What is the Past Simple of these verbs?**

*Example: say - said*

- 1) drive; 2) think; 3) hear; 4) write; 5) speak; 6) read; 7) take;  
8) find; 9) sit; 10) wear; 11) get; 12) go

**Task A1-A8** Read the text below and circle the correct answer 1, 2, 3 or 4. There is an example at the beginning (0).

### Who are the Inuit?

The old name for Inuit was “Eskimo” which **0** \_\_\_\_ “eater of meat.” In 1977 the Eskimos **A1** \_\_\_\_ their name to “Inuit.” The Inuit are special people.

In the past, the Inuit travelled in the snow on sleds and hunted for food. **A2** \_\_\_\_ they went home and shared their food **A3** \_\_\_\_ other families. The Inuit sold animal skins to Canadians. The Inuit and the Canadians helped each other. The Inuit’s life was hard. They lived in houses made of snow.

Today the Inuit’s life is **A4** \_\_\_\_ . Their houses are made of wood, and their villages have from 300 to 1,500 people. They don’t travel on sleds but **A5** \_\_\_\_ snowmobiles. The Inuit keep in touch with the rest of the world. They use the telephone, television and the Internet. **A6** \_\_\_\_ the same time, the Inuit want to **A7** \_\_\_\_ their language and traditions.

In the 1970s the Inuit decided to control their land. The Canadian government **A8** \_\_\_\_ and gave the Inuit a piece of land in the north of Canada.

<b>0</b>	1) translates	2) describes	3) means	4) shows
<b>A1</b>	1) replaced	2) exchanged	3) changed	4) gave
<b>A2</b>	1) When	2) Late	3) After	4) Then
<b>A3</b>	1) between	2) with	3) to	4) for
<b>A4</b>	1) other	2) another	3) different	4) unlike
<b>A5</b>	1) cycle	2) move	3) ride	4) go
<b>A6</b>	1) In	2) On	3) At	4) During
<b>A7</b>	1) remain	2) remember	3) follow	4) continue
<b>A8</b>	1) agreed	2) allowed	3) approved	4) supported

**Task B1-B6** Read the text below and write the correct form of the word given in capitals to complete the sentence. There is an **example** at the beginning **0**.

#### The Women Aviators

<p>The women aviators of the early 20th century were very courageous. This was an era of primitive planes, so with every flight they <b>0</b> <i>were taking</i> ____ a great risk.</p>	<p><b>TAKE</b></p>
<p>Amy Johnson became the first British woman aeroplane mechanic. She <b>B1</b> _____ the speed record for air-travel between London and Tokyo in 1931. But, in 1941, while her plane <b>B2</b> _____ down, something went wrong and she parachuted down into the Thames. Her body was never found.</p>	<p><b>BREAK</b></p> <p><b>COME</b></p>



<p>In the US Bessie Coleman got famous. Coleman told the reporters that she <b>B3</b> _____ in Texas before moving to Chicago to become a manicurist. Here she got interested in flying , but as a black woman in the US she was unable to study. She travelled to France where she became the first African-American pilot. On her return to the US, she attracted huge crowds as a stunt flier, <b>B4</b> _____ figure-of- eights in the air. In those days she <b>B5</b> _____ as "Queen Bess".</p> <p>They <b>B6</b> _____ extraordinary lives but the risks they took were horribly real.</p>	<p><b>LIVE</b></p> <p><b>PERFORM</b></p> <p><b>KNOW</b></p> <p><b>LEAD</b></p>
--	--

**2. Поставете форми will/shall или to be going to...:**

1. A: I've got a terrible headache.  
B: Have you? Wait here I \_\_\_\_\_ (get) an aspirin for you.
2. A: Why are you filling that bucket with water?  
B: I \_\_\_\_\_ (wash) the car.
3. A: I have decided to re-paint this room.  
B: Oh, have you? What color \_\_\_\_\_ (you/paint) it?
4. A: Look! There is smoke coming out of that house. It is on fire!  
B: Good heavens! I \_\_\_\_\_ (call) the fire brigade immediately.
5. A: Where are you going? Are you going shopping?  
B: Yes, I \_\_\_\_\_ (buy) something for dinner.
6. A: I cannot work out how to use this camera.  
B: It's quite easy. I \_\_\_\_\_ (show) you.
7. A: What would you like to drink - tea or coffee?  
B: I \_\_\_\_\_ (have) tea, please.
8. A: Has George decided on what to do when he leaves school?  
B: Oh, yes. Everything is planned. He \_\_\_\_\_ (have) a holiday for a week or two and then he \_\_\_\_\_ (start) a computer programming course.
9. A: Did you post that letter for me?  
B: Oh, I'm sorry. I completely forgot. I \_\_\_\_\_ (do) it now.
10. Jack: We need some bread for lunch.  
Ben: Oh, do we? I \_\_\_\_\_ (go) to the shop and get some. I feel like a walk.

Before he goes out, Ben talks to Jane:

Ben: I \_\_\_\_\_ (get) some bread. Do you want anything from the shop?

Jane: Yes, I need some milk.

Ben: Okay. I \_\_\_\_\_ (get) you some.

**ЭТАЛОНЫ ОТВЕТОВ:**

1. A: I've got a terrible headache.

B: Have you? Wait here I will get an aspirin for you.

2. A: Why are you filling that bucket with water?

B: I am going to wash the car.

3. A: I have decided to re-paint this room.

B: Oh, have you? What color are you going to paint it?

4. A: Look! There is smoke coming out of that house. It is on fire!

B: Good heavens! I will call the fire brigade immediately.

5. A: Where are you going? Are you going shopping?

B: Yes, I am going to buy something for dinner.

6. A: I cannot work out how to use this camera.

B: It's quite easy. I will show you.

7. A: What would you like to drink - tea or coffee?

B: I will have tea, please.

8. A: Has George decided on what to do when he leaves school?

B: Oh, yes. Everything is planned. He is going to have a holiday for a week or two and then he is going to start a computer programming course.

9. A: Did you post that letter for me?

B: Oh, I'm sorry. I completely forgot. I will do it now.

10. Jack: We need some bread for lunch.

Ben: Oh, do we? I will go to the shop and get some. I feel like a walk.

Before he goes out, Ben talks to Jane:

Ben: I am going to get some bread. Do you want anything from the shop?

Jane: Yes, I need some milk.

Ben: Okay. I will get you some.

### **3. Модальные глаголы**

#### Вариант 1

##### *Задание 1.*

*Fill in: must/ mustn't, can/ can't, may, have to.*

1. Guess what! Our team has just won the game. No way!  
You ..... be joking!
2. Excuse me, sir. You ..... park here. It's forbidden.
3. How about to watch a movie? Sorry, but I ..... finish my homework.
4. Look! It's Jane! No, it ..... be. She is in Paris on business.
5. .... I have your name, please?

##### *Задание 2.*

*Choose the correct answer*

How can you get infected with the Aids virus?

- a) Using the same spoon with an infected person
- b) Taking a prick
- c) Using a drinking fountain after an infected person

d) *Задание 3.*

*You see a person who has lost his consciousness. Describe your actions.*

##### *Задание 4.*

*Answer the following questions:*

- a) *When did a civil war in the USA end? (between the Northern and Southern states)*
- b) *Into what parts does the river Thames divide London?*
- c) *What parts constitute the United Kingdom?*

#### Вариант 2.

##### *Задание 1.*

*Fill in: should/ shouldn't, must, can/can't, could*

- 1..... you help me please? I think I got lost.
2. The streets ..... get very slippery when it rains.
3. You ..... be very thirsty, it's hot outside.
4. You ..... obey your parents until you are 18.
5. You ..... smoke it's very bad for your health.

*Задание 2.*

*Choose the correct answer*

How can you get infected with the Aids virus?

- a) Going to a swimming-pool with an infected person and taking shower there
- b) Being bitten by a gnat
- c) Eating food that has been pre-chewed by an infected person

*Задание 3.*

*How can you help a person with poisoning?*

*Задание 4.*

*Answer the following questions:*

- a) *What is the capital*
- b) *Into what parts does the river Thames divide London?*
- c) *What parts constitute the United Kingdom?*

*Вариант 3.*

*Задание 1*

*Fill in: **should, have to, can/can't, may.***

1. We don't ..... go to school in August.
2. I ..... cook a very delicious chocolate cake with walnuts.
3. I ..... speak Spanish, but I would like to learn it.
4. You ..... be honest and sincere with your friends.
5. .... I borrow your car for a weekend, please?

*Задание 2.*

*Choose the correct answer*

How can you get infected with the Aids virus?

- d) Using the same spoon with an infected person
- e) Taking a prick
- f) Using a drinking fountain after an infected person

*Задание 3.*

*You see a person who has lost his consciousness. Describe your actions.*

*Задание 4.*

*Answer the following questions:*

- a) *When did a civil war in the USA end? (between the Northern and Southern states)*
- b) *Into what parts does the river Thames divide London?*
- c) *What parts constitute the United Kingdom?*

## ЭТАЛОНЫ ОТВЕТОВ:

### Вариант 1.

#### Задание 1.

Fill in: **must/ mustn't, can/ can't, may, have to.**

1. Guess what! Our team has just won the game. No way! You **must** be joking!
2. Excuse me, sir. You **mustn't** park here. It's forbidden.
3. How about to watch a movie? Sorry, but I **have to** finish my homework.
4. Look! It's Jane! No, it **can't** be. She is in Paris on business.
5. **May** I have your name, please.

#### Задание 2. b)

### Вариант 2.

#### Задание 1

Fill in: **should/ shouldn't, must, can/can't, could**

1. **Could** you help me please? I think I got lost.
2. The streets **can** get very slippery when it rains.
3. You **must** be very thirsty, it's hot outside.
4. You **must** obey your parents until you are 18.
5. You **shouldn't** smoke it's very bad for your health.

#### Задание 2. C)

### Вариант 3.

#### Задание 1

Fill in: **should, have to, can/can't, may.**

1. We don't **have to** go to school in August.
2. I **can** cook a very delicious chocolate cake with walnuts.
3. I **can't** speak Spanish, but I would like to learn it.
4. You **should** be honest and sincere with your friends.
5. **May** I borrow your car for a weekend, please?

## **4. Past Perfect. Past Simple**

1. I didn't see Linda last month because she \_\_\_\_\_ around Europe at that time.

1. travelled

2. was travelling

3. had travelled

4. had been travelling

2. He had been away for many years and when he visited his native town, he saw that it \_\_\_\_\_ greatly.

- a) changed
- b) was changing
- c) had been changing
- d) had changed

3. When I was young, I \_\_\_\_\_ that people over forty were very old. Now that I am forty myself I don't think so.

- a) thought
- b) used to think
- c) was thinking
- d) had thought

4. I looked everywhere for my car keys and then I remembered that my son \_\_\_\_\_ the car to work.

- a) took
- b) had taken
- c) was taking
- d) had been taking

5. The trouble started when Mrs. Leslie Cady \_\_\_\_\_ control of her car on a narrow mountain road.

- a) was losing
- b) lost
- c) had lost
- d) had been losing

6. When Alice was small, she \_\_\_\_\_ of darkness and always slept with the light on.

- 5. used to be afraid
- 6. was afraid
- 7. had been afraid
- 8. afraided

7. While the kids \_\_\_\_\_ in the garden, their mother was hurriedly cooking dinner.

- a. were playing
- b. played
- c. had been playing
- d. had played

8. Scarcely \_\_\_\_\_ out of the window when I saw a flash of light.

- a) had I looked
- b) I was looking
- c) had I been looking
- d) was I looking

## 7. КОМПЛЕКТ ЗАДАНИЙ И УПРАЖНЕНИЙ

### Раздел 1. Вводно-коррективный курс

#### Гласные буквы и звуки

#### Правила чтения гласных

В английском языке 5 гласных **A, E, I, O, U** и одна полугласная **Y**.

Каждая из гласных имеет несколько вариантов чтения (звучания).

*Чтение гласных зависит от ряда факторов:*

- 1) от чтения слога, в котором она стоит;
- 2) является ли она ударной или безударной;
- 3) от ее положения среди других, т.е. сколько и какие буквы следуют за ней или предшествуют ей.

#### Слогоделение

Обучение в английском языке невозможно без знаний правил слогаделения.

Основные из них сводятся к следующему:

- 1) слоги подразделяются на открытые и закрытые;
- 2) в слове столько слогов, сколько в нем гласных.  
*Например: my [mai], num – ber ['nʌm/bə], father ['fa:/ ðə] буквы th передают один звук [ð];*
- 3) слог может составлять одна гласная.  
*Например: a-tom ['æ/təm]; i-tem*
- 4) слог образует сочетания согласных с буквами **L, r, m, n**, если за ними следует «немая» **e**.  
*Например: ta-ble [tei/bl]; ti-tle [tai/tl];*
- 5) полугласная **W** никогда не бывает слоговым гласным, а является вторым элементом дифтонга.  
*Например: down [daun];*
- 6) дифтонг всегда образует только один слог.  
*Например: window ['win/dou];*
- 7) если на границе слогораздела имеется одна согласная буква, то она отходит ко второму слогу, если 2 или более, то первая относится к первому слогу, а остальные ко второму.

*Например: sys-tem* ['sis/təm]; *un-cle* ['ʌn/kl];

Безударная гласная «e» в конце слова не читается. Наличие этой буквы в конце слова только влияет на тип слога, а следовательно, на чтение букв в этом слоге. Слог становится открытым, и гласная читается в нем как в алфавите. *Например: name* ['neim].

### Типы ударных слогов

Существует 4 типа ударных слогов.

✓ I тип слога - открытый, в котором:

А) ударная гласная заканчивает односложное гласное слово: he, be, me;

Б) за ударной гласной следует другая гласная: pie, die, day;

В) за ударной гласной следует согласная и гласная: cake, rose, dame, note;

В открытом слоге гласные обычно передают долгий звук. Долгие звуки совпадают с названием данной буквы в алфавите, кроме буквы **y**-[ai]. Буква **Yu** – [wai] считается дублером буквы **Ii**, т.к. она читается по тем же правилам.

✓ II тип - закрытый, в котором:

А) за ударной гласной следует одна согласная: plan [plæn], up [ʌp], bed [bed];

Б) за ударной гласной следует удвоенная согласная: Ann [æn], inn [in], silly ['sili];

В) за ударной гласной следует две или более согласных: back [bæk], simpl [simpl];

В закрытом слоге гласные обычно передают краткий звук.

✓ III тип - слог, где за ударной гласной буквой следует буква r: turn [tə:n], firm [fə:m], car [ka:] -долгий звук.



- ✓ IV тип — слог, где за ударной гласной с буквой **r** следует еще одна гласная: here [hiə], tyre [taiə], fire [faɪə] - дифтонг со скольжением к [ə].

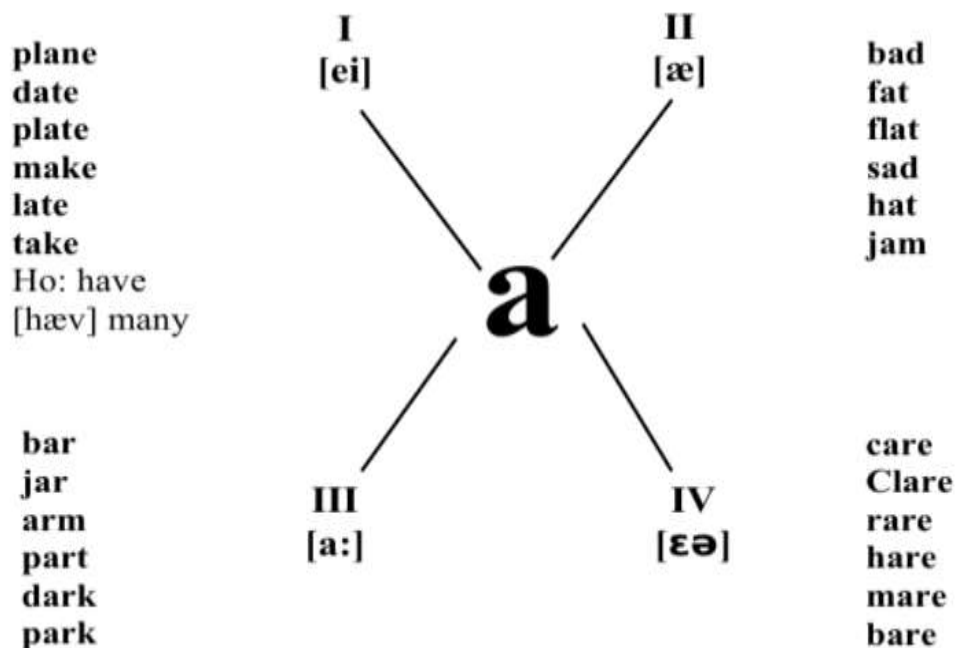
Таблица чтения гласных под ударением.

Тип слога Буквы	Алфавитное Чтение	Краткое Чтение	Чтение гласной в сочетании	
	I тип открытый слог	II тип закрытый слог	III тип гласная + r	IV тип гласная + r+e
a	[ei] name lake	[æ] man bad	[a:]: far, art	[eə] hare care
e	[i] me, eve	[e] end, pen	[ə:]: her, term	[iə] here, mere
i/y	[ai] ^ ice my Mike type	[i] ^ if Syd film myth	[ə:]: ^ first myrtle girl	[aiə] ^ fire tyre
u	[ju:]: Music, tune	[ʌ] up, but	[ə:]: turn, bum	[juə] pure, cure
o	[əu] no, home	[ɒ] on, not	[ɔ:]: or, form	[ɔ:]: Store, more

### Тренировочные упражнения

#### Exercise 1. Варианты чтения буквы Aa.

а) Слушайте, повторяйте, читайте.



в) Прочтите самостоятельно:

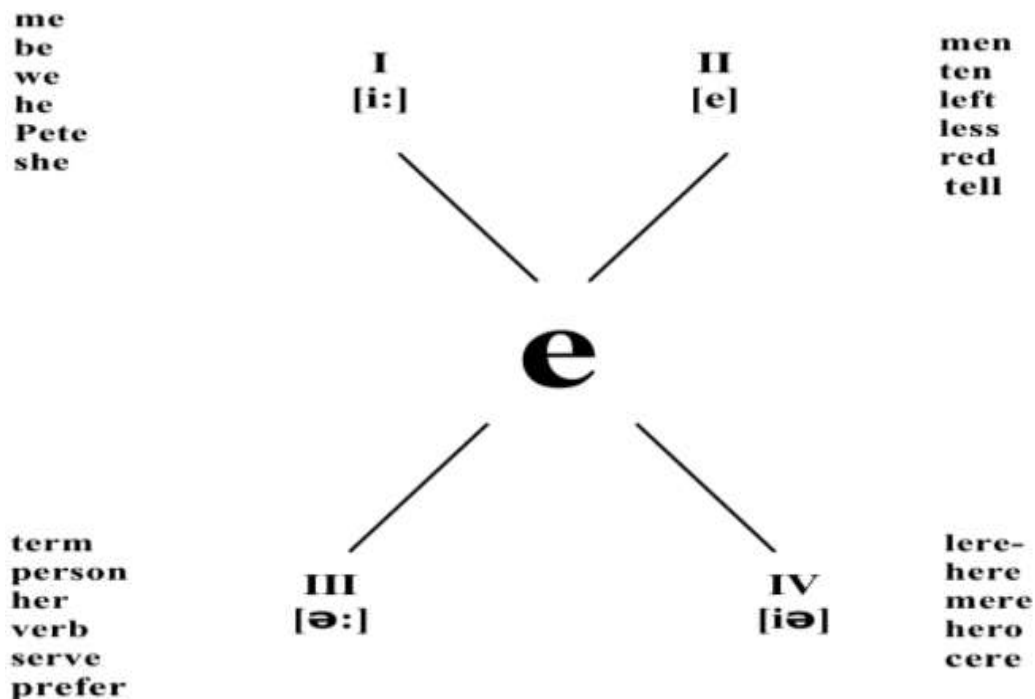
name, tram, hard, care, lake, map, dark, dare, date, man, skar, spare, hate, bad, part, hare, arm, mad, starve, fat, mark.

с) Запишите слова и запомните их значение:

nam	- имя	date	- дата, число
hard	- трудный	man	- мужчина
care	- забота	skar	- рубец
map	- карта	spare	- лишний, свободный
dark	- темный	hate	- ненавидеть
bad	- плохой	arm	- рука
mark	- отметка	fat	- жирный

## Exercise 2. Варианты чтения гласной Ee.

а) Слушайте, повторяйте, читайте:



в) Прочтите самостоятельно:

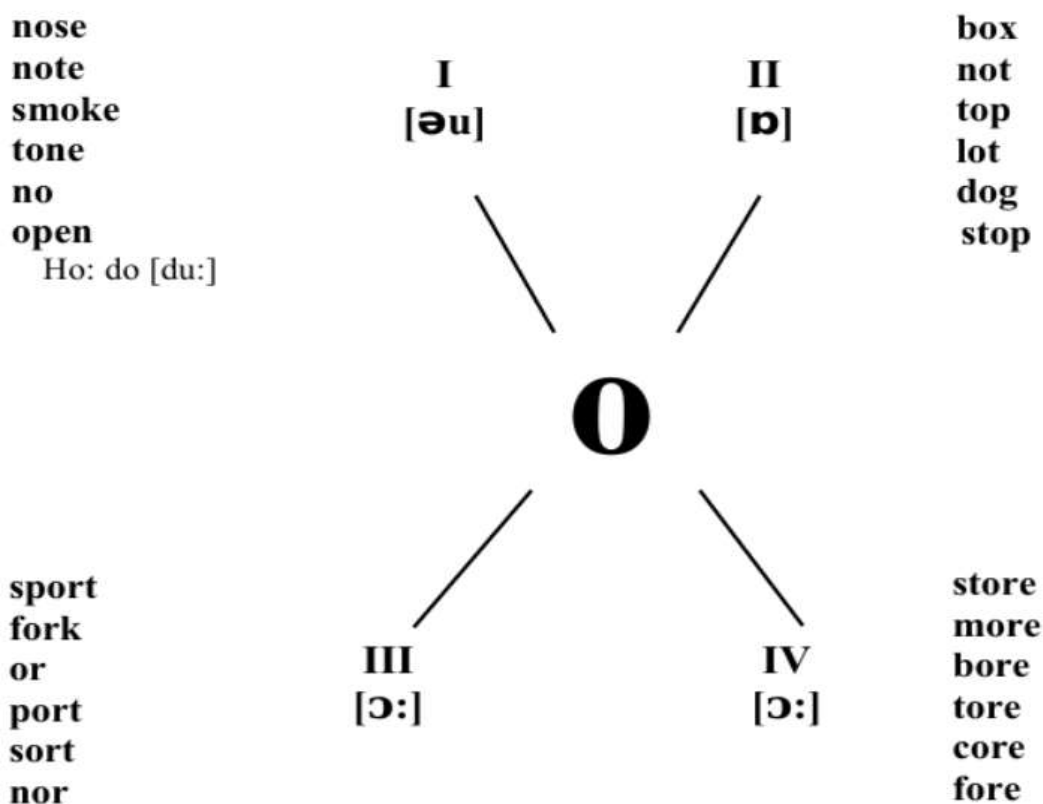
he, get, her, here, she, let, verb, here, we, ten, here, serve, red, hero, person, left, term.

с) Запишите слова и запомните их значение:

he	- он	verb	- глагол
she	- она	here	- здесь
we	- мы	men	- мужчины
person	- человек	left	- левый
less	- меньше	tell	- говорить
be	- быть	me	- мне
her	- её, ей	let	- позволять

### Exercise 3. Варианты чтения гласной Oo.

а) Слушайте, повторяйте, читайте



в) Прочтите самостоятельно:

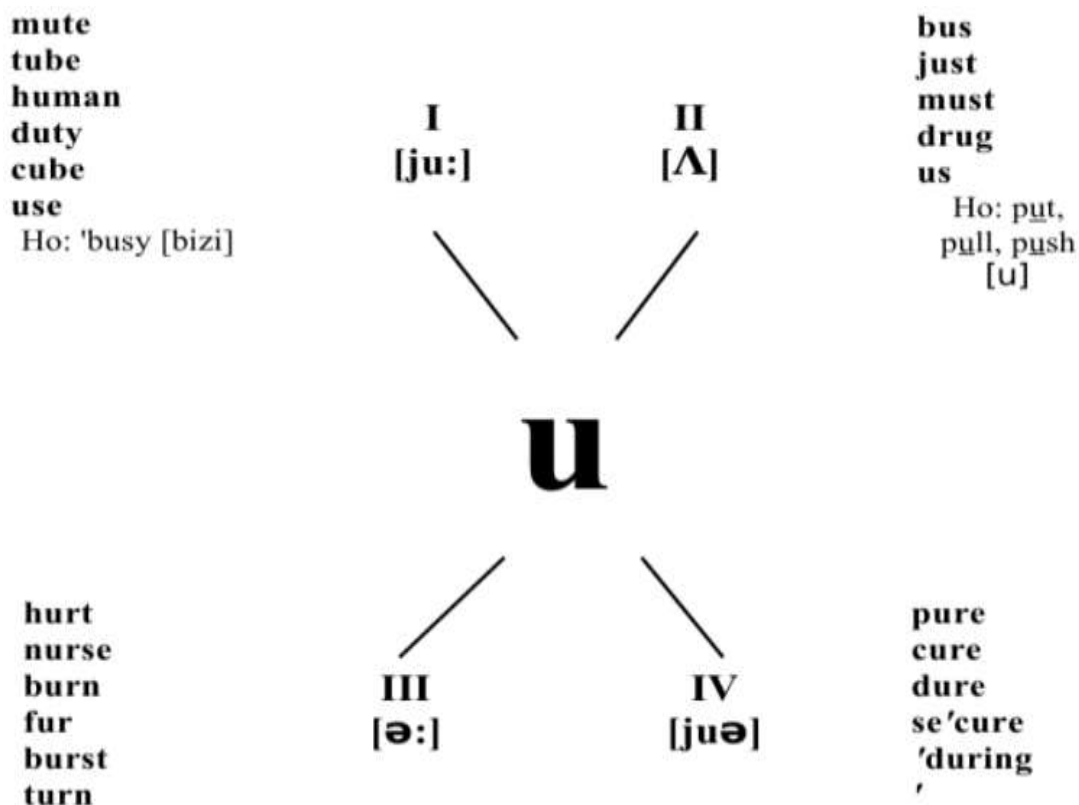
home, not, ore, or, hope, dog, port, more, note, store, top, box, smoke, nose, fork, norm, toe, probe, bone, so, open.

с) Запишите слова и запомните их значение:

home	- дом	note	- замечать
or	- или	top	- вершина
hope	- надеяться	box	- коробка
more	- больше	nose	- нос
toe	- большой палец на ноге	bone	- кость
so	- таким образом	open	- открывать
probe	- проба	fork	- вилка

#### Exercise 4. Варианты чтения буквы Uu.

а) Слушайте, повторяйте, читайте:



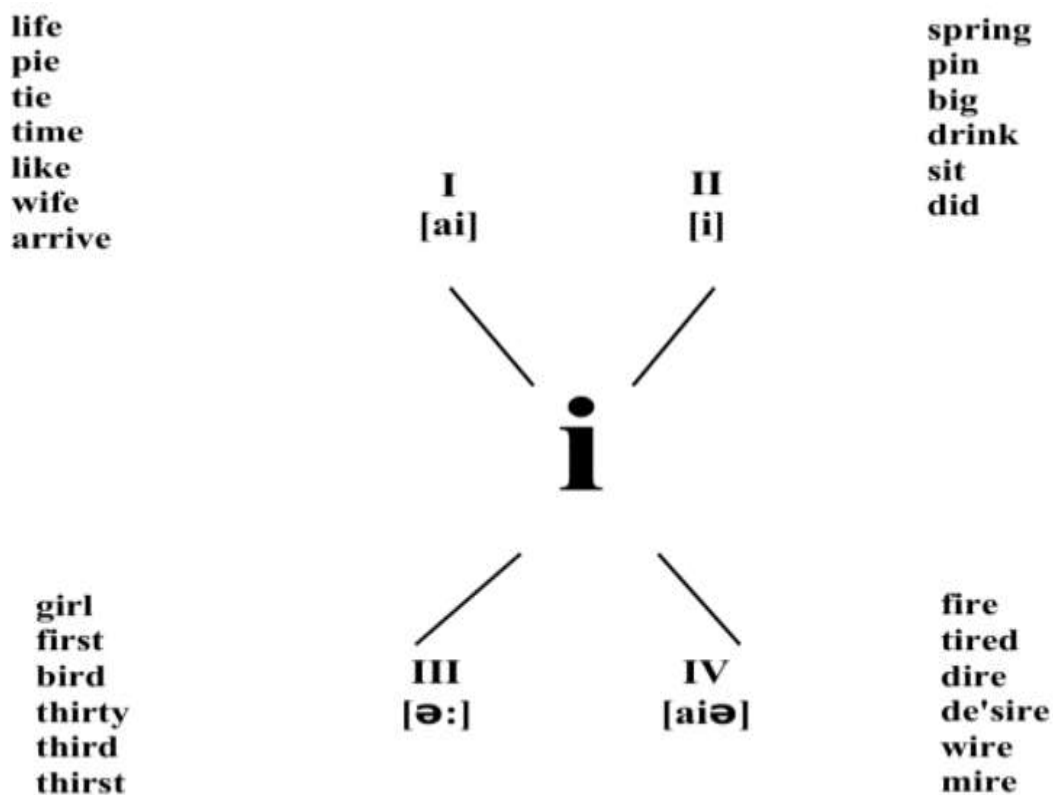
в) Прочтите самостоятельно:

tune, fun, bum, pure, student, under, burst, cure, union, butter, re'turn, during, human, nurse, tube, use, us, drug, hurt, just, supper, tune, cube, but, mute, im'mune, institute, 'husband.

с) Запишите слова и запомните их значение:

## Exercise 5. Варианты чтения буквы Ii.

а) Слушайте, повторяйте, читайте:



tube	- пробирка	secure	- обеспечивать
use	- применение	January	- январь
duty	- долг	during	- в течение
human	- человеческий	mute	- немой
im'mune	- иммунный	cure	- излечивать
unit	- единица	pure	- чистый
drug	- лекарство	but	- но
us	- нам, нас	must	- должен
just	- только что	nurse	- медицинская сестра
hurt	- причинять боль	husband	- муж
		busy	- занят

в) Прочтите

самостоятельно:

time, it, sir, fire, bird, ill, mine, milk, girl, tired, skirt, drink, wife, life, like, spring, did, arrive, thirst, de'sire, dire, big, pin, tin.

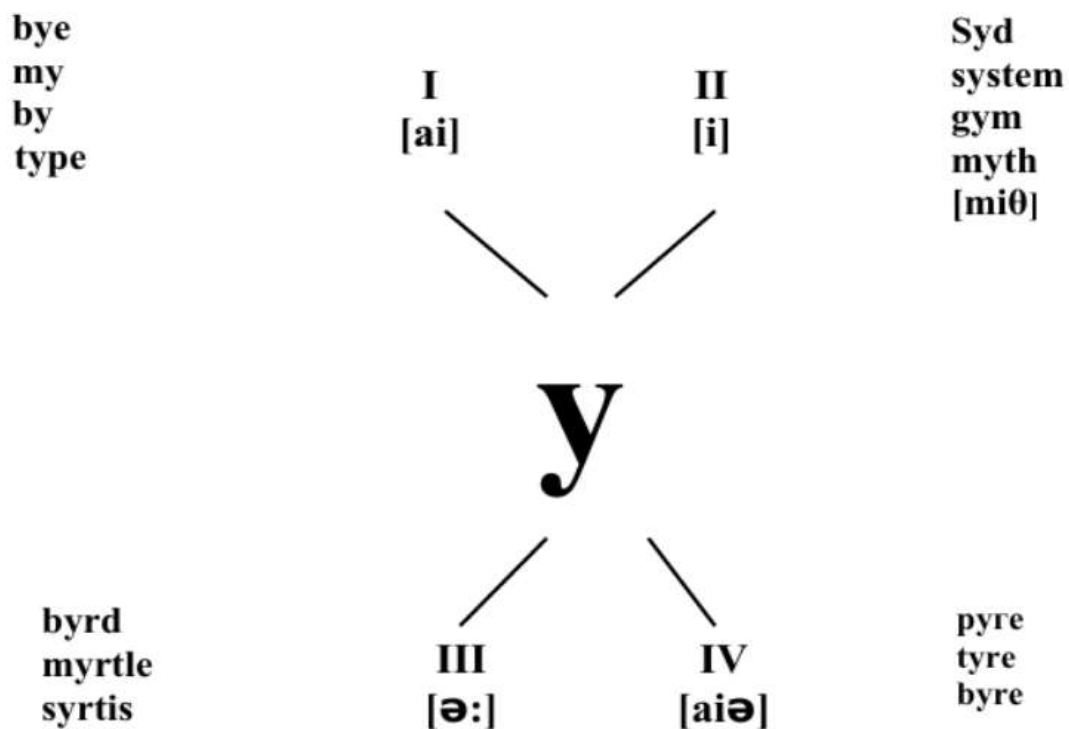
с) Запишите слова и запомните их значение:

time - время  
 it - это, он, она  
 ill - больной, нездоровый  
 thirst - жажда  
 dire - ужасный  
 drink - пить  
 mine - мой  
 big - большой

girl - девочка  
 de'sire - желание  
 fire - огонь  
 wife - жена  
 life - жизнь  
 like - нравится  
 tired - уставший  
 spring - весна

### Exercise 6. Варианты чтения буквы Yu.

а) Слушайте, повторяйте, читайте



в) Прочтите самостоятельно:

by, bye, system, typist, fly, myrtle, tyre, type, my, syntax, Вум, gym, myth, try, sky.

с) Запишите слова и запомните их значение:

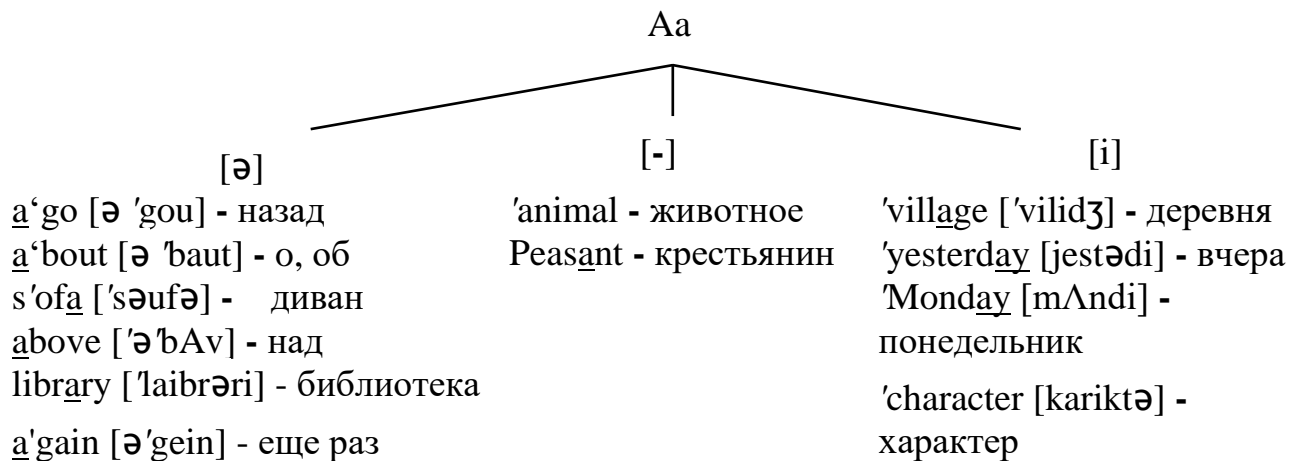
fly - летать	by - к (ко времени)
ty - мой	typist - машинистка
try - стараться, пытаться	gym - гимнастика

## Правила чтения гласных в неударном слогe

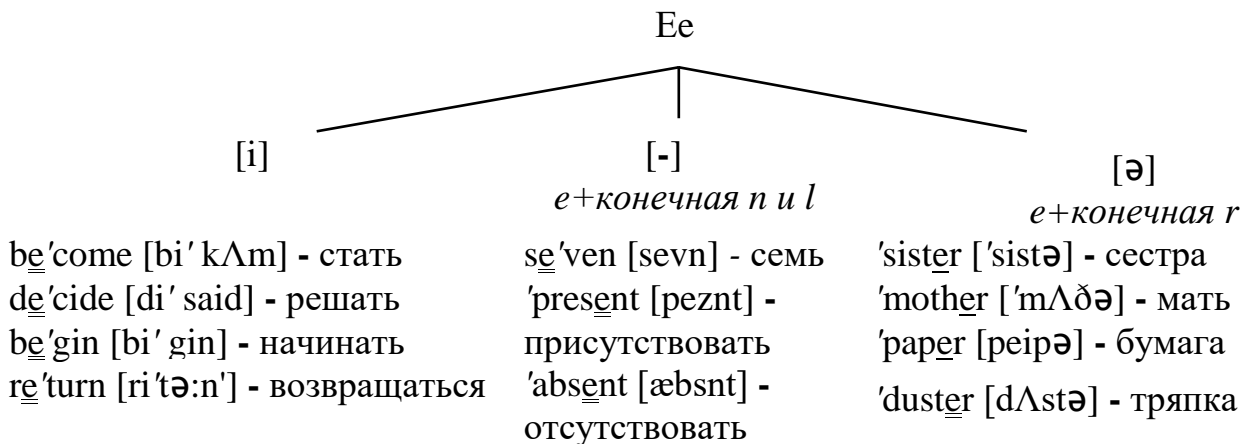
В безударном положении гласные редуцируются в звуки [ə], [ɪ], [ɪ] или могут совсем не читаться (перед **m, l, n**). Безударная буква **o** в конце слова имеет алфавитное чтение [əu].

**Exercise 7. Познакомьтесь с вариантами чтения гласных в неударном положении. Прочтите слова и запомните их значение:**

**a) Гласная Aa [eɪ] имеет 3 варианта чтения:**

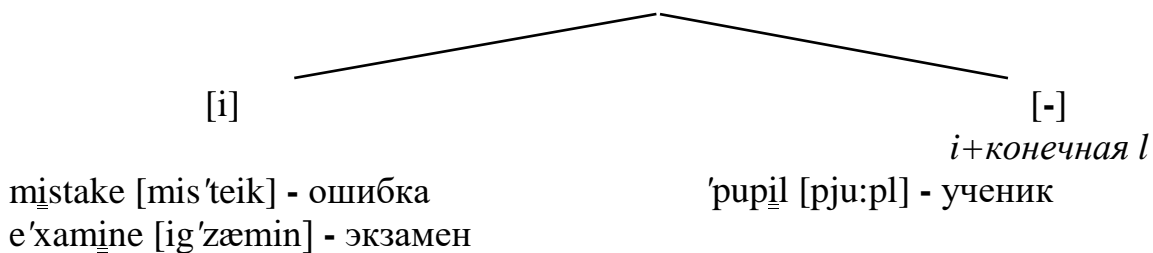


**b) Гласная Ee [i] имеет 3 варианта чтения:**

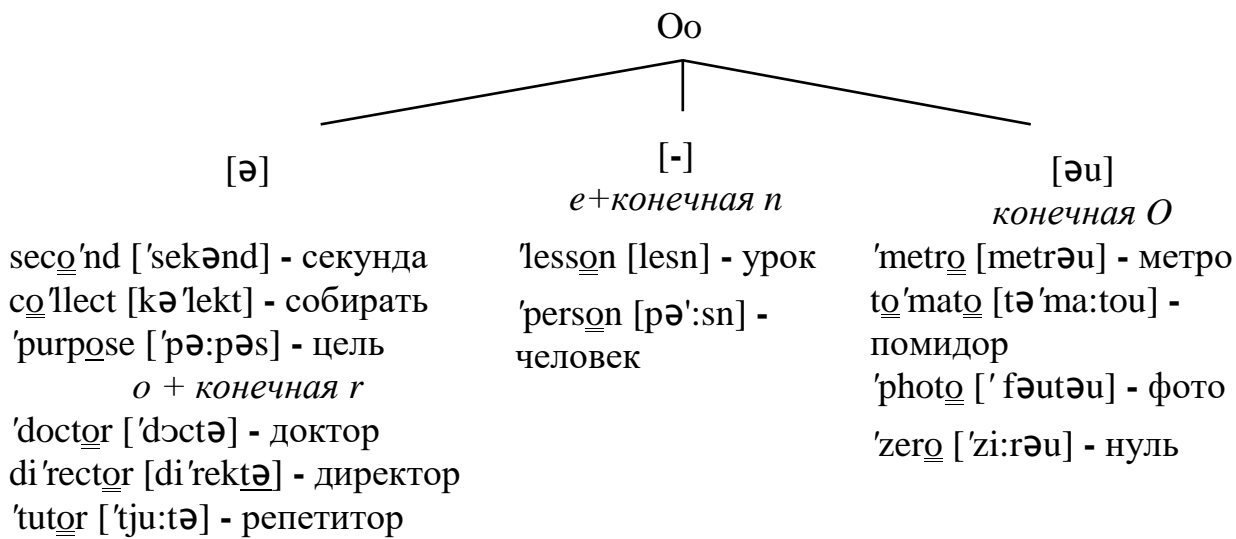


**c) Гласная Ii [aɪ] имеет 2 варианта чтения:**

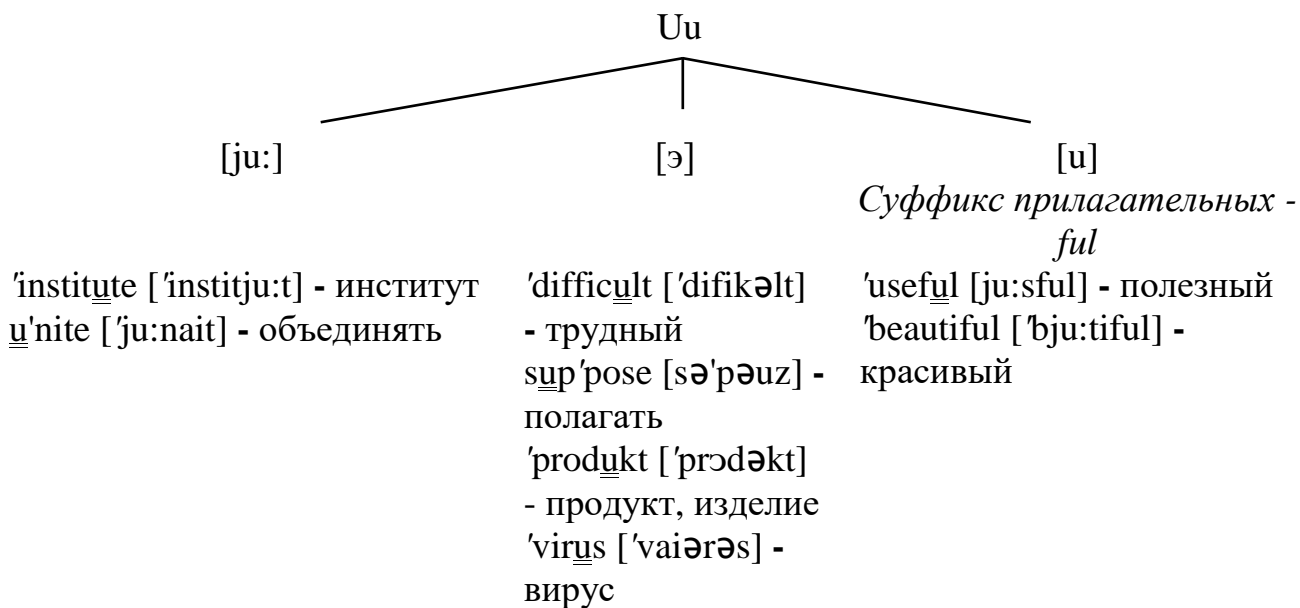
Ii  
|



**d) Гласная Oo [əu] имеет 3 варианта чтения:**

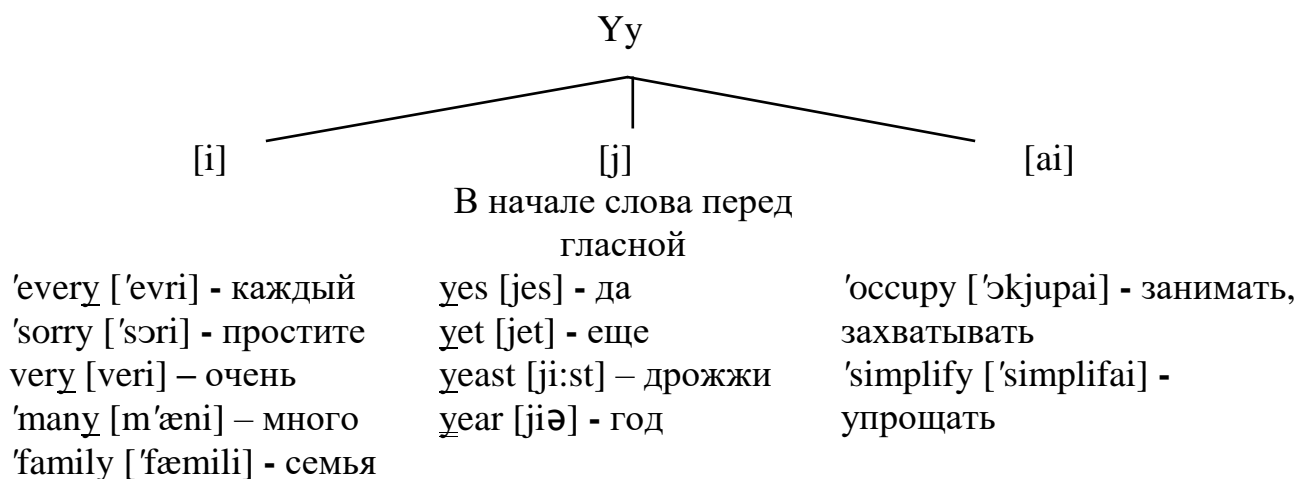


**e) Гласная Uu [ju:] имеет 3 варианта чтения:**



**f) Гласная Yy [wai] имеет 3 варианта чтения:**





**Тема: Страна изучаемого языка**

Л. Г. Козырева, Т. В. Шадская "Английский язык для медицинских колледжей и училищ". издание 17-е, - Ростов н/Д: Феникс, 2015-315, [1] с. – тексты и упражнения на стр. 156 – 160.

**Сочетание гласных букв**

**Exercise 1. Рассмотрите таблицу чтения буквосочетания гласных.**

Звук	Буквосочетания	Примеры	Исключения
1	2	3	4
[ei]	ai	main, train	key [ki:]
	au	day, say	says [sez]
	eu - под ударением	grey, they	'mountain [mauntin]
	ei	Vein	said [sed]
	ei <u>gh</u>	eight, weight	
[i:]	ee	see, meet, tree	
	ea	sea, meat, tea	
	ie - перед согласной	field, brief	
	ei	seize, believe	
	eo	people, receive	
[i]	eu - в неударном слоге	[ʌ] [ʌ] 'money, 'honey	
[ɔ:]	au	author, August, pause, fault	
	aw	awful, saw	
	our	four, your	tour [tuə]
	oor	door, floor	poor [puə]
[ai]	ie - в конце слова	lie, die, tie	
	igh	night, high, sigh	

	eye	<u>eye</u>	
	bye	<u>bye</u>	
	buy	<u>buy</u>	
[u:]	oo	<u>too</u> , <u>room</u> , <u>spoon</u> , <u>fool</u>	blood [blʌd]
	ou	you, <u>soup</u> , <u>rouble</u>	flood [flʌd]
[u]	oo + k	<u>book</u> , <u>look</u>	good, <u>foot</u> , <u>wool</u>
	oi	<u>oil</u> , <u>point</u> , <u>noise</u>	
[ɔi]	oy	<u>boy</u> , <u>joy</u> , <u>toy</u>	
	ou	<u>boat</u> , <u>soap</u> , <u>road</u>	board [bɔ: d]
[ou]	ow - в конце слова	<u>window</u> , <u>snow</u>	now [naʊ], <u>how</u> [haʊ]
	ou - в середине слова	<u>house</u> , <u>round</u> , loud	soul [soul]
[au]	ow - в середине слова	<u>down</u> , <u>town</u>	should [ʃʊd], could [kʊd]
[ʌ]	ou	<u>country</u> , young, trouble, touch, <u>enough</u>	
[iə]	ere	<u>here</u> , mere	<u>there</u> [ðeə]
	eer	<u>beer</u> , deer	
	ear	<u>ear</u> , hear, <u>dear</u>	<u>heart</u> [ha:t], <u>bear</u> [beə]
[eə]	are	<u>dare</u>	
	air	<u>air</u> , <u>hair</u> , <u>pair</u>	
[ju:]	eu, ue	<u>feud</u> , <u>due</u> , <u>hue</u>	<u>sew</u> [sou]
	ew	<u>new</u> , <u>few</u>	
	iew	<u>view</u>	
	eau	<u>beauty</u>	
[auə]	our	our, sour, <u>hour</u> [auə]	
	ower	<u>flower</u> , <u>power</u>	
[ə]	er	' <u>sister</u> , ' <u>letter</u>	
	or	' <u>doctor</u>	
	ous	' <u>famous</u> ['feiməs], ' <u>favourite</u> ['feivərit]	
[a:]	au	<u>aunt</u> , <u>laugh</u> [la:f]	

## Тренировочные упражнения

**Exercise 2. Прочтите слова со звуком [i:]. Запомните их значение:**

<u>see</u> – видеть	<u>meat</u> – мясо	be' <u>lieve</u> - верить
<u>feet</u> – ноги	<u>meal</u> – прием пищи	re' <u>ceive</u> – получать
<u>sleep</u> – спать	<u>tea</u> – чай	' <u>people</u> – люди

**Exercise 3. Прочтите слова со звуком [i]. Запомните их значение:**

' <u>money</u> – деньги	<u>lip</u> – губа	<u>his</u> – его
' <u>kidney</u> – почка	<u>hip</u> – бедро	<u>pill</u> – пилюля

**Exercise 4. Прочтите слова со звуком [ai]. Запомните их значение:**

<u>die</u> – умирать	<u>high</u> – высокий	<u>eye</u> - глаз
<u>size</u> - размер	<u>sight</u> – зрение	<u>buy</u> - покупать
<u>bye</u> - до свидания	<u>night</u> – ночь	<u>bright</u> – яркий

**Exercise 5. Прочтите слова со звуком [a:]. Запомните их значение:**

<u>heart</u> – сердце	<u>arm</u> – рука	<u>starve</u> – голодать
<u>aunt</u> – тетя	<u>hard</u> – трудный	<u>scar</u> – рубец

**Exercise 6. Прочтите слова со звуком [ei:]. Запомните их значение:**

<u>pain</u> – боль	<u>vein</u> – вена	<u>say</u> – говорить
<u>day</u> – день	<u>aid</u> – помощь	<u>grey</u> – серый
<u>weight</u> – вес	<u>eight</u> – 8	<u>they</u> – они

**Exercise 7. Прочтите слова со звуком [ə]. Запомните их значение:**

' <u>order</u> - приказ	' <u>paper</u> – бумага	' <u>enter</u> – входить
' <u>letter</u> - письмо	<u>cancer</u> - рак	' <u>sister</u> – сестра
	[k] [s]	

'famous – знаменитый

**Exercise 8. Прочтите слова со звуком [ʌ]. Запомните их значение:**

<u>double</u> – двойной	<u>young</u> – молодой	<u>us</u> – нас
<u>trouble</u> – беспокойство	<u>drug</u> – лекарство	' <u>summer</u> – лето
<u>blood</u> – кровь		

**Exercise 9. Прочтите слова со звуками [u:] [u] [ju:]. Запомните их значение:**

[ju:]	[u:]	[u]	[u]
<u>new</u> – новый	<u>food</u> – пища	<u>put</u> – класть	<u>book</u> – книга
<u>few</u> – мало	<u>too</u> – тоже	<u>full</u> – полный	<u>good</u> – хороший
<u>view</u> – вид	<u>you</u> – ты	<u>pull</u> – толкать	<u>foot</u> – нога

**Exercise 10. Прочтите слова со звуками [ou] [au] [auə]. Запомните их**

**значение:**

[ou]	[auə]	[au]
sou <u>l</u> – душа	ou <u>r</u> – наш	no <u>w</u> – сейчас
'wi <u>ndow</u> – окно	so <u>ur</u> – кислый	ho <u>w</u> – как
to'mo <u>rr</u> ow – завтра	sho <u>w</u> er – душ	mo <u>u</u> se – мышь
so <u>a</u> p – мыло	[ʃ]	mo <u>u</u> th – рот
mo <u>a</u> n – стонать		

**Exercise 11. Прочитайте слова со звуками [ɔ:] [ɔi]. Запомните их****значение:**

[ɔ:]	[ɔi]
yo <u>u</u> r – твой/ваш	bo <u>y</u> – мальчик
do <u>o</u> r – дверь	'po <u>i</u> son – яд
fo <u>u</u> r – четыре	vo <u>i</u> ce – голос
fa <u>u</u> lt – ошибка	jo <u>i</u> nt – сустав

**Exercise 12. Прочитайте слова со звуками [iə] [ɛə] [uə]- Запомните их****значение:**

[iə]	[ɛə]	[uə]
he <u>r</u> e – здесь	pr <u>e</u> 'p <u>a</u> re – приготовить	po <u>o</u> r – бедный
se've <u>r</u> e – суровый, сильный	dispa <u>r</u> e – отчаяние	S <u>u</u> re [ʃuə] – конечно
he <u>a</u> r – слышать	s <u>p</u> are – лишний	To <u>u</u> r – путешествие
ea <u>r</u> – ухо	ca <u>r</u> e – забота	
	[k]	

**Тема: Моя будущая профессия**

Л. Г. Козырева, Т. В. Шадская "Английский язык для медицинских колледжей и училищ". издание 17-е, - Ростов н/Д: Феникс, 2015-315, [1] с. – текст и упражнения на стр. 24 – 26.

**Exercise 1. Read and translate the text «Our college».**

## Our college

My name is Sveta Popova. I'm 17. I'm a student of the medical college. Our college is one of the oldest educational establishments of the region with its own traditions. Its graduates are considered to be the most highly trained specialists in the region. There are 7 departments in our college. I would like to teil you about them.

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

"Obstetrician Affair" is another interesting department, it offers qualification of an obstetrician. An obstetrician provides preventive and curative medical help to the pregnant women and patients with gynaecological diseases.

Boys and girls whose future profession is dentist study at the "Stomatology". A dentist is a highly-trained specialist who works independently or under the guidance of a senior doctor who provides preventive and curative medical help for the population.

"Medical-prophylactic affair" gives qualification of a sanitary doctor assistant, who prevents appearance and spreading of infections and other kinds of the diseases. He controls the influence of the conditions of work and life on a person's health and takes some measures to prevent this harmful influence of the surroundings. They work in the centres of state sanitary inspectors and laboratories of different branches.

A dental mechanic-while studying at the "Orthopedic stomatology" departments a future specialist learns to make artificial teeth and crowns, plastics and porcelain teeth. On graduating from the college, they usually work in the dental mechanic laboratories. As for me I am a student of the "Pharmacy" department. My future profession is pharmacist.

I'll be provided the population with different medicines. My work will demand the knowledge of preventive rules, the rules of herb's preparation and so on.

The graduates of our department will be able to work in the chemist's, pharmacological enterprises, laboratories.

I like to study at our college very much.

## Exercise 2. Answer the questions.

1. Where does Sveta Popova study? 2. How many departments are there in the college? 3. What kind of qualification does the "Nursing affair" department give? 4. Who can work at the station of emergency medical help? 5. What does an obstetrician provide to the pregnant women and patients with gynaecological diseases? 6. Where do the sanitary doctor assistants work? 7. What is Sveta's future profession?

## Exercise 3. Say it in English.

Студентка медицинского колледжа; медицинская сестра; фельдшер; главная задача; станция скорой помощи; акушерка; беременная; зубной врач; медицинская помощь населению; условия работы; вредное влияние; будущая профессия; знание.

## Грамматический практикум Местоимение. The Pronoun



Вводно-фонетический курс английского языка для начинающих медиков =  
Phonetic course of English language for medical beginners: учеб.-метод. пособие  
/ сост.: Т.А. Трофимова; ФГБОУ ВО РостГМУ Минздрава России, колледж. –  
Ростов н/Д: Изд-во РостГМУ, 2018. – упражнения на стр., 57 – 58; 78 – 81;

### Личные местоимения

## Exercise 4. Carefully read and remember the table "Personal pronouns".

Личные местоимения могут употребляться в именительном падеже (**подлежащие**), в объектном падеже (**дополнение**) и в притяжательном падеже (**определение**), принимая следующие формы:

Личные местоимения			
Именительный падеж кто? who? что? what?	Объектный падеж whom? кому?	Притяжательный падеж whose?	
		Относительная форма (местоимение + существительное)	Абсолютная форма (без существительных)
подлежащее who?	дополнение whom?	определение whose?	

Единственное число	I (я) you (ты) he (он) she (она) it (они)	me (мне, меня) you (тебе, тебя) him (ему, его) her (ей, её) it (ему, ей) неод. (его, её)	my (мой, -я, -ё) your (твой, -я, -ё) his (его) her (её) its (его, её) неод.	mine (мой, -я, -ё) yours (твой, -я, -ё) his (его) hers (её) its (его, её) неод.
Множественно е число	we (мы) you (вы) they (они)	us (нам, нас) you (вам, вас) them (им, их)	our (наш, -а, -е) your (ваш, -а, -е) their (их)	ours (наш, -а, -е) yours (ваш, -а, -е) theirs (их)

1. Местоимения в **именительном** падеже (I, you, he, she, it, we, you, they) отвечают на вопросы who? (кто?), what? (что?), всегда являются подлежащими и стоят перед сказуемыми.
2. Местоимения в **объектном** падеже (me, you, him, her, it, us, them) отвечают на вопрос whom? (кого? кому?), what? (что?), всегда являются дополнением и стоит после сказуемого.
3. **Притяжательные** местоимения имеют формы (my - mine; your - yours; his - his; her - hers; its - its; our - ours; their - theirs), отвечают на вопрос whose? (чей?) и являются определением существительного, указывают на принадлежность.
4. Местоимения в **первой** форме (**относительная форма**) всегда стоят перед существительным не зависимо от его числа.

Например: my book – mine

her book – hers

This is my address.

This address is mine.

Это мой адрес.

Этот адрес мой.

Личное местоимение it заменяет существительное, обозначающее неодушевленные предметы, названия птиц и животных. Оно может употребляться и как указательное местоимение в значении «это» и быть формальным непереводаемым подлежащим в безличных предложениях.

Например: It is a map – Это карта.

It is cold - Холодно.

**Exercise 5. Read personal pronouns:**

**Who?** – I, you, he, she, we, you, they, (it).

**Exercise 6. Read the object pronouns:**

**Whom?** – Me, you, him, her, us, you, them, it.

**Exercise 7. Read the possessive pronouns:**

**Whose?** – My - mine, your - yours, his - his, her - hers, our - ours, their - theirs, its - its.

**Указательные местоимения**

**Exercise 8. Carefully read and remember the table "Demonstrative pronouns".**

какой? which? [wɪtʃ]		
	Единственное число	Множественное число
Рядом с говорящим	this [ðɪs] (эта, этот, это)	these [ði:z] (эти)
На расстоянии от говорящего	that [ðæt] (та, тот, то)	those [ðoʊz] (те)

1. **Указательные** местоимения **this** (этот) и **that** (тот) указывают на предмет в единственном числе, **these** (эти) и **those** (те) - во множественном числе.
2. Указательные местоимения могут употребляться в функции:
  - а) Определения – This city is very beautiful. (Этот город очень красивый)
  - б) Подлежащего – This is a very beautiful city. (Это очень красивый город)
  - в) Дополнения – We know this already. (Мы уже знаем это)

К указательным местоимениям относятся:

such a [sʌtʃ] такой и such - такие the same - тот же самый /те же самые



## Exercise 9. Read the demonstrative pronouns:

**Which?** this - these; that - those;  
this - that, these – those;  
this pen - these pens;  
that pen - those pens.

### Неопределенные местоимения

С глаголом **to have** часто употребляются неопределенные местоимения.

## Exercise 10. Remember the most commonly used indefinite pronouns:

1. Some [sʌm] - некоторый, несколько, какой-то. С этим значением оно употребляется в утвердительном предложении.
2. Any - с тем же значением в вопросительном и отрицательном предложении: **not any**
3. No - никакой, ни один, несколько при глаголе в утвердительной форме (без not), так как в английском предложении может употребляться только одно отрицание.

Every - каждый

Many /much - много

(a)little/(a) few - мало

many, (a) few употребляются с исчисляемыми существительными.

much, (a) little - с неисчисляемыми.

some	books	some	tea, milk
any	girls, hens	any	water
(a) few	rooms	much	coffee
no		(a) little	meat

**Примечание:** местоимение – *any* – может употребляться в утвердительном предложении, но со значением «любой», «всякий».

*One* - некто. Предложение, где оно выполняет функцию подлежащего, является неопределенно-личным.

В роли существительного *one* может иметь форму множественного числа (*ones*) и форму притяжательного падежа (*one's*).

*Например:* One must obey traffic rules - Необходимо соблюдать правила дорожного движения, (т.е. оно не переводится).

### Exercise 11. Translate the following pairs of words into English:

много воды, много дней, мало пациентов, мало раствора, много денег, много кофе, много музыки, мало врачей, много палат, мало времени, много ошибок, мало вопросов, много работы, мало воздуха, много тепла, много друзей, мало книг.

### Производные неопределенные местоимения

Exercise 12. Consider the table of derived pronouns from **some**, **any**, **no**, **every**, **one**.

Remember the ways of their formation and meaning.

	some - какой-то	any - какой- нибудь	no - ни один, никакой	every - каждый
body - человек	somebody - кто-то	anybody - кто-нибудь	nobody - никто	everybody - каждый, все
thing - предмет	something - что-то	anything - что-нибудь	[Λ] nothing - ничто	everything - всё
one - некто	someone - кто-то, один	anyone - кто-нибудь	noone/none - никто, ни один	everyone - каждый
where - где, куда	somewhere - где-то, куда- то	anywhere - где-нибудь, куда-нибудь	nowhere - нигде, никуда	everywhere - везде, всюду
how - как	somehow - как-то	anyhow - как-нибудь	nohow - никак, ни коим образом	

Производные местоимения от **some** употребляются в утвердительных предложениях, от **any** - в вопросительных, от **no** - в отрицательных предложениях.

Exercise 13. Put the verb to have (got) in the correct form:

1) This patient... a very poor appetite. 2) I ... a high temperature. 3) She ... a bad headache. 4) Who ... the normal blood pressure? 5) We ... English lesson now. 6) They ... a

Exercise 14. Insert **some**, **any**, **no**, **every** or **one**.

1) Have you got ... English books at home? - Yes, I have ... 2) Does she have ... duties about the house? No, she has ... duties. 3) Have they got ... friends in group?

I think they have got... friends. 4) I want to drink. Have you got... water? Yes, I have ... 5) Have you got... juice in the shop? I am sorry we have ... juice. We have ... mineral water. 6) They have got English lesson ... day. 7) ... must know these rules.

### **Контрольные упражнения**

**Exercise 1. Identify the letter combinations of consonants in the following words and record their transcription:**

writer, literature, profession, sandwich, square, chemicals, century, association, foreigner, photographer, which, want, chalk, special, quantity, class, half, psychological, fashion, listen, solemn, watch, bought, know, mouth, comb, science, whose, accident, debt, phase, whistle.

**Exercise 2. Write out the words in which the letter s is read as the sound [s], the letter c is read as [s], and the letter g is read as [g].:**

see, reads, funds, keeps, vessel, list, space, climate, mice, cat, fence, scene, clean, pencil, chace, gate, gentle, girl, ago, register, gymnasium, guest, guide, liquid.

**Exercise 3. Write down the words with the sound [k] from the list:**

cheep, cheese, chemistry, technique, city, scheme, equipment, litchen, know, clever, economic, centre, cow, box, exam, cycle, car, scan, except, succeed.

**Exercise 4. Write the following words in the transcription:**

task, camply. jar, meant, crisp, bath, exercise, architect, dialogue, characteristic, grandfather, sure, sugar, within, wolf.

**Exercise 5. Write down which letters and letter combinations give sounds:**

[tʃ], [ʃ], [ŋ], [θ], [ð], [ʃn], [tʃ], [tʃə], [ə], [aiə], [iə], [eə]

**Exercise 6. Prepare a phonetic reading of the text «Meals», translate it.**

#### Meals

We have three meals a day.: breakfast, dinner and supper. We usually do not have lunch. As a rule, we have bread and butter, eggs, ham or sausage for breakfast. We also drink a cup of tea or coffee. I don't like coffee with milk. On week days we have our dinner at the canteen.

The canteen is near our office. It's a self-service canteen. Usually we take salad, soup, beefsteak with vegetables or potatoes. For dessert we take stewed fruit. I do not have coffee for dinner. I have some milk or tea. When we come home from

work, we have our supper: fish or meat, cheese, bread, butter and tea. We try to obey the rule: "Eat at pleasure, drink with measure".

## **Раздел 2. Анатомия человека.**

### **Тема: Скелет.**

#### **Exercise 1. Read and translate the text «The Skeleton».**

##### The Skeleton

The skeleton is composed of bones. In the adult the skeleton has over 200 bones.

The bones of the skull consist of cranial and facial parts. There are 26 bones in the skull.

The bones of the trunk are the spinal column or the spine and the chest (ribs and the breastbone). The spine consists of the cervical, thoracic, lumbar and sacral vertebrae and the coccyx.

The vertebra is a small bone, which is formed by the body and the arches. All the vertebrae compose the spinal column or the spine. There are 32 or 34 vertebrae in the spine of the adult. In the spinal column there are seven cervical vertebrae, twelve thoracic vertebrae, five lumbar, five sacral vertebrae and from one to five vertebrae which form the coccyx. The cervical part of the spine is formed by seven cervical vertebrae. Twelve thoracic vertebrae have large bodies. The lumbar vertebrae are the largest vertebrae in the spinal column. They have oval bodies.

The chest (thorax) is composed of 12 thoracic vertebrae, the breastbone and 12 pairs (nap) of ribs. The breastbone is a long bone in the middle of the chest. It is composed of three main parts. The basic part of the chest is formed by the ribs. On each side of the chest seven ribs are connected with the breastbone by cartilages. The cartilages of three other ribs are connected with each other and with the seventh rib. But the cartilages of these ribs are not connected with the breastbone. The eleventh and the twelfth ribs are not connected with the breastbone either (также). They are not connected with other ribs, they are free. Each rib is composed of a head, neck and body.

The lower extremity consists of the thigh, leg and foot. It is connected with the trunk by the pelvis. The upper extremity is formed by the arm, forearm and hand. It is connected with the trunk by the shoulder girdle (пояс).

The bones of the skeleton are connected together by the joints or by the cartilages and ligaments. The bones consist of organic and inorganic substance.

The main part of the head and face is called the skull. The skull is composed of twenty-six bones. These bones form two basic parts of the skull – facial and cranial parts.

The bones of the skull are connected with the first cervical vertebra. The

bones of the skull are connected together so firmly ['fə:mli] (крепко) that it is very difficult to separate them.

The bones of the skull form one large cavity and some smaller cavities. The large cavity is called the cranial cavity. The brain is in the cranial cavity.

One of the smaller cavities is the cavity of the nose. The other two cavities are the orbits. The eyeballs are in the orbits.

### **Exercise 2. Read and translate the following words and expressions:**

1. arch [a:rtʃ]: arches ['a:rtʃiz], the arch of the vertebra, the arch of the aorta [ei'o:ta];
2. breastbone ['brestbaʊn]: the breastbone is a long bone; the breastbone is in the middle of the chest;
3. extremity [iks'tremɪti]: the lower extremity, the arm is an upper extremity, the leg is a lower extremity;
4. shoulder ['ʃoʊldə]: the right shoulder, the left shoulder;
5. joint [dʒɔɪnt]: to be connected together by the joints, some bones of the skeleton are connected together by the joints, joint experiments.

### **Exercise 3.**

#### **a) Read the following words and find the synonyms among them:**

*vertebral, column, injury, cage, damage, harm, box, backbone*

#### **b) Read the following words and find the antonyms among them:**

*to include, inside, immovable, in front of, lower, behind, invertebrate, to exclude, movable, vertebrate, outside, upper, higher*

### **Exercise 4. ANATOMY. Find the equivalents.**

Скальп	Shoulder
Лоб	Axilla
Бровь	Finger
Десна	Inferior vena cava
Кишка	Nostrils
Нижняя полая вена	eyebrow
Щека	Forehead
Ноздри	Gum

Небо	Gut
Челюсть	Cheek
Брюшная стенка	Palate
Верхние конечности	Jaw
Плечо	Abdominal wall
Подмышечная ямка	Loin
Палец руки	Back
Ладонь	Sternum
Ягодица	Waist
Грудина	Chest mediastenum
Средостение	Buttock
Талия	Palm of the hand
Спина	Upper limbs
Поясница	Scalp

**Exercise 5. ANATOMY. Find the equivalents.**

Подбородок	Wrist
Слюнная железа	Thigh
Миндалины	Chin
Главный бронх	Thyroid gland
Щитовидная железа	Heel
Грудь	Calf
Брюшная полость	Shin
Тонкая кишка	Forearm
Толстая кишка	Upper arm
Аорта	Small intestine
Плечо	Peritoneal cavity
Предплечье	Breast

Палец ноги	Main bronchus
Голеностопный сустав	Salivary gland
Подошва стопы	Aorta
Пятка	Tonsils
Икра	Toe
Голень	Ankle
Бедро	Sole of foot
Запястье	Large intestine

**Exercise 6. Insert a word that fits the meaning.**

1. The principal parts of the human body are .....
2. The skull contains .....
3. The face consists of .....
4. In the mouth there are .....
5. The principal organs in the chest are .....
6. The principal organs in the abdominal cavity are .....
7. On each hand we have .....
8. Each arm consists of .....
9. The leg consists of .....
10. The body is covered with the .....

**Exercise 7. Translate the sentences.**

1. The main part of the head and face is called the skull.
2. The bones of the skull form one large cavity and some smaller cavities.
3. The large cavity is called the cranial cavity (МОЗГОВАЯ ПОЛОСТЬ).
4. The brain is in the cranial cavity.
5. One of the smaller cavities is the cavity of the nose.
6. The skeleton is composed of bones.
7. In the adult the skeleton has over 200 bones.

8. There are 26 bones in the skull.
9. The chest is composed of 12 thoracic vertebrae, the breastbone (грудина) and 12 pairs of ribs.
10. The breastbone is along bone in the middle of the chest.
11. The eleventh and twelfth ribs are not connected with the breastbone.
12. The lower extremity consists of the thigh, leg and foot.
13. The upper extremity is formed by the arm, forearm and the hand.
14. The bones of the skeleton are connected together by the joints or by the cartilages and ligaments.
15. The bones consist of organic and inorganic substances.

**Exercise 8. Translate to English.**

- |                   |                 |
|-------------------|-----------------|
| 1. Врач           | 1. Cavity       |
| 2. Пациент        | 2. Nose         |
| 3. Студент        | 3. Breastbone   |
| 4. Хрящ           | 4. Brain        |
| 5. Кость          | 5. Neck         |
| 6. Глазное яблоко | 6. Eyeball      |
| 7. Составлять     | 7. Doctor       |
| 8. Разделять      | 8. Patient      |
| 9. Мозг           | 9. Student      |
| 10. Шея           | 10. Cartilage   |
| 11. Называть      | 11. To connect  |
| 12. Туловище      | 12. Compose     |
| 13. Нос           | 13. To separate |
| 14. Грудина       | 14. To call     |
| 15. Полость       | 15. Trunk       |
| 16. Сустав        | 16. Joint       |



## **Тема: Строение кровеносной системы**

### **Exercise 1. Read and translate the text «VALVES».**

#### VALVES

Blood is pumped from the right atrium to the right ventricle through the tricuspid valve. Similarly, on the other side of the heart; blood is pumped from the left atrium to the left ventricle through the mitral valve. The purpose of these valves is to prevent blood flowing the wrong way. They ensure that blood always flows in the correct direction from the atrium to the ventricle.

Similar valves called semilunar valves are present in the aorta and pulmonary artery at the point where they leave their respective ventricles. Again, their function is to prevent blood flowing backwards from the arteries into the heart. Sometimes the heart valves are damaged by disease such as rheumatic fever or they may be defective at birth. Any of these forms of valvular heart disease. present a risk of a very serious complication called infective endocarditis.

Many systemic veins also have valves to ensure that blood will only flow towards the heart. Sometimes they become defective and blood leaks back 1st the opposite direction, causing distension of the veins. These are called varicose veins.

### **Exercise 2. Read and translate the text «THE CIRCULATION».**

#### THE CIRCULATION

Blood returning from all parts of the body, except the lungs, enters the right atrium. All this blood enters the right atrium through two great veins — the superior vena cava bringing blood from the head, neck and arms, and the inferior vena cava which brings it back from the rest of the body.

From the right atrium, blood passes through the tricuspid valve into the right ventricle. It then passes out of the right ventricle through the pulmonary artery to the lungs.

Here the blood gives up the waste carbon dioxide it is carrying and takes in fresh oxygen, which is part of the fuel necessary for the working of the body. This oxygenated blood is carried from the lungs in the pulmonary vein to the left atrium

of the heart. From here it passes through the mitral valve into the left ventricle. Then it is pumped out of the left ventricle into the aorta. This great artery divides into many smaller arteries which convey oxygenated blood all round the body.

When these smaller arteries reach their destination they divide again into very thin-walled vessels called capillaries. Oxygen from the blood passes through the walls of these capillaries to the body cells. Carbon dioxide, which is a waste product formed in the body cells, also passes through the capillary walls, but in the reverse direction, from the body cells to the blood. The capillaries then unite, to form veins which carry the blood and waste carbon dioxide back to the right atrium of the heart via the superior and inferior vena cava. As already described, the blood passes on again via the tricuspid valve, right ventricle and pulmonary artery to the lungs.

**Exercise 3. Answer the questions.**

1. Where does blood returning from all parts of the body enter?
2. Where does it pass into from the right atrium?
3. What does it take in the lungs?
4. The oxygenated blood is carried to the left atrium of the heart, isn't it?
5. Where does it pass into after that?
6. What do smaller arteries divide into?
7. Does oxygen from the blood pass through the walls of these capillaries or through the walls of veins?
8. What direction does carbon dioxide pass?
9. What do capillaries form?
10. Where do veins carry the blood?

**Exercise 4. Translate the text and learn « Blood».**

**BLOOD**

In liquid state blood contains a fluid called plasma, with erythrocytes, leucocytes and platelets.

About 5 litres of blood fill our arteries, veins and capillaries. Arteries carry blood from the heart.

Veins carry blood to the heart. The blood performs an important function in metabolism: it delivers the nutrients to the tissues of all the organs and carries the waste products away.

Blood delivers oxygen to the tissues of all the organs and carries carbon dioxide away.

The amount and composition of blood in a healthy person are constant.

### **Exercise 5. Translate sentences.**

1. Студенты изучили различные методы временной остановки кровотечения.
2. У пациента большая потеря крови. Врач выяснил причину кровотечения.
3. Медсестра наладила систему капельного переливания крови.
4. Медсестра взяла стандартные сыворотки и определила группу крови пациента.
5. Консервированная кровь храниться долго.
6. У пациента противопоказания для переливания крови.
7. Врач возместил кровопотерю у пациента и начал бороться с анемией.
8. В экстренном случае необходимо прямое переливание крови.
9. Врач изучил реакцию пациента на переливание крови.
10. У пациента в норме лейкоцитарная и эритроцитарная масса.

### **Грамматический практикум**

Смысловой глагол to have (have got) - иметь.

Наиболее распространенными глаголами английского языка являются **to be** и **to have (have got)**. В глагол **to have** в разговорной речи часто заменяется глагольной конструкцией **to have (got)**.

### **Exercise 6. Remember the conjugation of the verb to have got:**

I have ... (Я имею, у меня есть) I have got...

He has ... (Он имеет, у него есть) He has got...

She has ... (Она имеет, у нее есть) She has got...

It has ... (Он/она имеет, у него/ее есть) It has got...

We have ... (Мы имеем, у нас есть) We have got...

You have ... (Ты имеешь, у тебя есть, вы имеете, у вас есть) You have got...

They have ... (Они имеют, у них есть) They have got...

Who has (got)...? (У кого есть ...?)

Вопросительные и отрицательные предложения с глаголом **to have** образуются при помощи вспомогательных глаголов **do (does)**, а с глагольной конструкцией **to have got** вспомогательные глаголы не требуются.

**Exercise 7. Remember the interrogative and negative forms of the verbs *to have* and *to have got*:**

Do I have ...? У меня есть ...? Have I got...?

Does he have...? У него есть...? Has he got...?

Does she have...? У нее есть...? Has she got...?

Does it have...? У него есть...? Has it got...?

Do	<table><tr><td>we</td><td rowspan="3">  have...?</td><td>у нас есть..?</td></tr><tr><td>they</td><td>у них есть..?</td></tr><tr><td>you</td><td>у тебя (у вас) есть</td></tr></table>	we	have...?	у нас есть..?	they	у них есть..?	you	у тебя (у вас) есть	Have	<table><tr><td>we</td><td rowspan="3">  got...</td></tr><tr><td>they</td></tr><tr><td>you</td></tr></table>	we	got...	they	you
we	have...?	у нас есть..?												
they		у них есть..?												
you		у тебя (у вас) есть												
we	got...													
they														
you														

I do not have...

У меня нет...

I have not got...

He does not have...

У него нет...

He has not got...

She does not have...

У нее нет...

She has not got...

It does not have...

У него (нее) нет...

It has not got...

We do not have...

У нас нет...

We have not got...

They do not have...

У них нет...

They have not got...

You do not have...

У вас (у тебя) нет...

You have not got...

*Краткие формы: don't have / doesn't have;  
have't got / hasn't got.*

**Тема: Кровь и её элементы**

**Exercise 1. Read the words.**

<b>contain</b> [kən'tein] содержать	<b>agranulocyte</b> [a'grænjuləsait] агранулоцит
<b>plasma</b> ['plæzmə] плазма	<b>cytoplasm</b> ['saitəplæzm] цитоплазма
<b>microscopical</b> [maikrə'skoupi:kəl] микроскопичный	<b>granulocyte</b> ['grænjulasait] гранулоцит
<b>element</b> ['elimənt] элемент	<b>eosinophil</b> [i:si'nəfil] эозинофил
<b>erythrocyte</b> [i'riθrəusait] эритроцит	<b>basophil</b> ['beisəfil] базофил
<b>leucocyte</b> ['lju:kəusait] лейкоцит	<b>neutrophil</b> ['nju:trəfil] нейтрофил
<b>thrombocyte</b> ['θrəmbəsait] тромбоцит	<b>node</b> [nəud] узел
<b>bone marrow</b> [mərou] костный мозг	<b>spleen</b> [spli:n] селезенка
<b>transport</b> [tra:ns'pə:t] транспортировать, переносить	<b>lymphocyte</b> ['limfəsait] лимфоцит
<b>convert</b> [kən'və:t] преобразовывать? превращать	<b>monocyte</b> ['mənəsait] моноцит
<b>carry</b> ['kæri] переносить	<b>tiny</b> ['tini] крошечный
<b>arrive</b> [ə'raiv] прибывать	<b>Blood clotting</b> ['klətiŋ] свертываемость крови
<b>expel</b> [ik'spel] вытеснять, выводить	<b>occur</b> [ə'kə:] происходить. случаться
<b>catabolism</b> ['kætəbəlizm] катаболизм	<b>remain</b> [ri'mein] оставаться
<b>hemoglobin</b> (haemoglobin) [himou'gloubin] гемоглобин	<b>coagulation</b> [kougju'leiʒn] коагуляция
	<b>complete</b> [kəm'pli:t] заканчивать

**Exercise 2. Read and translate the text «BLOOD».**

## BLOOD

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

Erythrocytes are red blood cells of which 4:5—5 million are found in each cubic millimetre. These cells are made in the bone marrow and are important in transporting oxygen from the lungs through the blood stream to the cells all over the body. The oxygen is then used up by body cells in the process of converting food to energy (catabolism). Hemoglobin, containing iron, is an important protein in erythrocytes which helps in carrying the oxygen as it travels through the blood stream. Erythrocytes also carry away carbon dioxide (CO<sub>2</sub>), a waste product of catabolism of food in cells, from the body cells to the lungs. On arriving there it is expelled in the process of breathing.

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

Granulocytes are cells with granules in their cytoplasm formed in the bone marrow. There are three types of granulocytes: eosinophils, basophils, neutrophils.

Agranulocytes are produced in lymph nodes and spleen. There are two types of agranulocytes: lymphocytes and monocytes.

Thrombocytes or platelets are tiny cells formed in the bone marrow. They are necessary for blood clotting. Their number is 400,000 per cubic millimeter. The plasma is the fluid portion before clotting has occurred. The serum is the fluid portion of blood remaining after the coagulation process is completed.

### **Exercise 3. Find English equivalents from the text.**

1. микроскопические клеточные элементы 2. в каждом кубическом миллиметре 3. через кровоток 4. по всему организму 5. процесс превращения пищи в энергию 6. выводить 7. продукт отхода 8. выталкивать, выбрасывать 9. несколько видов 10. лимфатические узлы 11. крошечные клетки 12. свертываемость крови 13. завершаться

**Exercise 4. Translate the following phrases.**

the habit of smoking, the way of producing it, the hope of seeing you, the chance of getting the prize, the method of transporting, the necessity of knowing, the importance of carrying away waste products, the time of arriving, the fact of existing

**Exercise 5. Translate sentences.**

1. Blood contains a fluid called plasma and cellular elements.
2. Erythrocytes are important in gas exchange taking place in the lungs.
3. Leucocytes are subdivided into different types.
4. Granulocytes are formed in the bone marrow.
5. Agranulocytes are produced in lymph nodes and spleen.
6. Platelets are tiny cells formed in the bone marrow.
7. The fluid portion of blood remaining after the coagulation process is the serum.

**Exercise 6. Translate sentences.**

1. Тромбоциты необходимы для свертывания крови.
2. Плазма – это жидкость, где происходит свертывание.
3. Существует два типа агранулоцитов.
4. Гранулоциты – это клетки с гранулами в цитоплазме.
5. Количество лейкоцитов от 4 000 до 10 000 на кубический сантиметр.
6. Кислород используется клетками тела в процессе преобразования пищи в энергию.
7. Углекислый газ выделяется в процессе дыхания.
8. Эритроциты переносят кислород из легких к потоку крови.
9. Они также уносят продукты жизнедеятельности катаболизма.

**Exercise 7. Read and translate the text.*****Text B***

The body contains about five litres of blood kept at a constant temperature of 37°C. Blood consists of three different types of cell floating in a liquid called

plasma. The blood cells are known as red cells, white cells and platelets. Red cells and platelets are unique among body cells in having no nucleus. Blood cells are so small that one cubic millimetre of blood (the size of a pin head) contains about five million red cells, 7,000 white cells and 250,000 platelets.

### **Red Cells**

The red blood cells contain a pigment called haemoglobin which gives the blood its red colour. The main function of red cells is to carry oxygen (O<sub>2</sub>) to the body cells.

For its journey from the lungs to the body cells, oxygen combines with the haemoglobin of the red cells. It is then released from the haemoglobin when the body cells are reached. Some people do not have enough haemoglobin in their red cells and are consequently short of oxygen. This condition is called anaemia and such people tire easily, become breathless on exertion and have a pale complexion. They need special care during general anaesthesia.

### **White Cells**

The white blood cells defend the body against disease. They do this by attacking germs and repairing damage.

### **Platelets**

The function of platelets is to stop bleeding. They do this in two ways: by blocking the cut blood vessels; and by producing substances which help the blood to clot.

### **The Future Continuous Tense.**

<b>AFFIRMATIVE</b>	<b>NEGATIVE</b>	<b>INTERROGATIVE</b>
I <b>will be reading</b>	I <b>will not be reading</b>	<b>Will I be reading?</b>
He <b>will be reading</b>	He <b>will not be reading</b>	<b>Will he be reading?</b>
She <b>will be reading</b>	She <b>will not be reading</b>	<b>Will she be reading?</b>



It <b>will be reading</b>	It <b>will not be reading</b>	<b>Will</b> it <b>be</b> reading?
We <b>will be reading</b>	We <b>will not be reading</b>	<b>Will</b> we <b>be</b> reading?
You <b>will be reading</b>	You <b>will not be reading</b>	<b>Will</b> you <b>be</b> reading?
They <b>will be reading</b>	They <b>will not be reading</b>	<b>Will</b> they <b>be</b> reading?

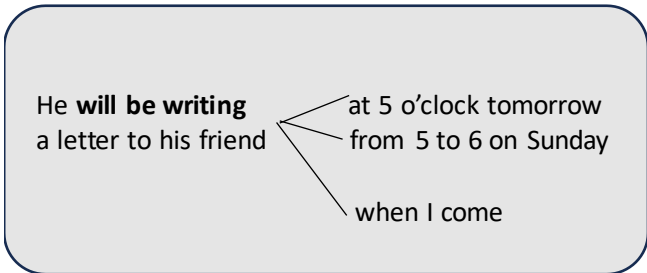
**I'll be reading**

**I won't be reading**

NOTE: *Will* is used for all persons (I, we, he, she, you, etc.). In British English, *shall* can be used for / and we.

**The Future Continuous** denotes a temporary action taking place at a given moment in the future.

**The Future Continuous** is used with the following adverbials of time: *at five (o'clock) tomorrow, from five to/till six tomorrow, for three days next week, etc.* Most adverbials of time usually go at the end of a sentence.  
 • They will be writing a test **from 10 till 11 tomorrow.**



**Exercises 8. Put the verb in brackets into the Future Continuous**

Model: At this time tomorrow we (write) *will be writing* a test.

1. Don't ring her up at 12 o'clock. She (have) ..... her music lesson.
2. At this time tomorrow the boys of our group (play) ..... football.
3. When we arrive in St. Petersburg, it probably (rain) .....
4. It is the end of September, soon the leaves (fall).....
5. Let's wait here; the Palace Bridge (open) ..... in a minute to let that ship through.

**Exercises 9. Answer the questions in the Future Continuous Tense, using the given suggestions.**

Model: What will he be doing tomorrow afternoon?

(drive to the seaside)

*He will be driving to the seaside.*

1. What will she be doing on Sunday? (make a dress) –  
.....
2. What will you be doing at this time next week? (bathe in the Black Sea) –  
.....
3. What will Grandfather be doing when we arrive? (work in the garden) –  
.....
4. What will he be doing at Oxford University for five years? (study law) –  
.....
5. What will they be doing at this time tomorrow? (fly to Kiev) -  
.....
6. What will she be doing at the concert tonight? (sing Russian folk-songs) –  
.....
7. What will he be doing at this time the day after tomorrow? (interview a foreign delegation) –  
.....
8. What will she be doing next term? (lecture at the Institute of Foreign Languages) – .....

**Exercises 10. Extend the statements in the *Future Continuous Tense*, using the words in brackets.**

Model: Don't call for me at six. (have a bath)

*Don't call for me at six, I will be having a bath.*

1. Don't ring them up at seven in the morning. (sleep) –  
.....
2. Don't send us any letters in June. (travel) –  
.....
3. Don't call on us tonight. (pack) –  
.....
4. Don't leave the child alone. (cry) –  
.....
5. Don't tell Granny about it. (grumble) –  
.....

- .....
6. Don't expect him to come next Saturday. (work) –  
.....
  7. Don't wait for Maggie tomorrow. (keep to her room) –  
.....

## **Тема: Строение дыхательной системы**

### **Exercise 1. Read and translate the text.**

#### **What is the respiratory system?**

Our respiratory system is made up of the organs in our body that help us to breathe. Remember: Respiration = Breathing. The goal of breathing is to deliver oxygen to the body and to take away carbon dioxide.

#### **Parts of the respiratory system:**

- **Lungs**

The lungs are the main organs of the respiratory system. In the lungs oxygen is taken into the body and carbon dioxide is breathed out. The red blood cells are responsible for picking up the oxygen in the lungs and carrying the oxygen to all the body cells that need it. The red blood cells drop off the oxygen to the body cells, then pick up the carbon dioxide which is a waste gas product produced by our cells. The red blood cells transport the carbon dioxide back to the lungs and we breathe it out when we exhale.

- **Trachea**

The trachea is sometimes called the windpipe. The trachea filters the air we breathe and branches into the bronchi.

- **Bronchi**

The bronchi are two air tubes that branch off of the trachea and carry air directly into the lungs.

- **Diaphragm**

Breathing starts with a dome-shaped muscle at the bottom of the lungs called the diaphragm. When you breathe in, the diaphragm contracts. When it contracts it flattens out and pulls downward. This movement enlarges the space that the lungs are in. This larger space pulls air into the lungs. When you breathe out, the diaphragm expands reducing the amount of space for the lungs and forcing air out. The diaphragm is the main muscle used in breathing.

#### **Why do we yawn?**

When you are sleepy or drowsy the lungs do not take enough oxygen from the air. This causes a shortage of oxygen in our bodies. The brain senses this shortage of oxygen and sends a message that causes you to take a deep long breath – a yawn.

#### **Why do we sneeze?**

Sneezing is like a cough in the upper breathing passages. It is the body's way of removing an irritant from the sensitive mucous membranes of the nose. Many

things can irritate the mucous membranes. Dust, pollen, pepper or even a cold blast of air are just some of the many things that may cause you to sneeze.

### **What causes hiccups?**

Hiccups are the sudden movements of the diaphragm. It is involuntary – you have no control over hiccups, as you well know. There are many causes of hiccups. The diaphragm may get irritated, you may have eaten too fast, or maybe some substance in the blood could even have brought on the hiccups.

### **Exercise 2. Find in the text above the equivalents of the following words and expressions:**

верхние дыхательные пути, раздражитель, причины, слизистые оболочки, вызывать, красные кровяные тельца, кашель, непроизвольный, движение, воздух, диафрагма сокращается, куполовидная мышца, передают воздух напрямую в лёгкие; может быть, вы ели слишком быстро; целью дыхания является доставить кислород в организм.

### **Exercise 3.**

#### **I. Make up sentences using the following words:**

- a) this, that, in, movement, are, lungs, the, enlarges, space, the
- b) lungs, are, oxygen, sleepy, or, not, the, do, enough, drowsy, air, the, you, take, from, when
- c) or, even, many, you, dust, some, a, cold, things, pepper, cause, to, blast, of, sneeze, air, are, just, of, pollen, the, that, may

#### **II. Translate the sentences from Ex.2 (I) into Russian.**

### **Exercise 4. Find the synonyms:**

interior, per minute, to take place, because, to occur, since, internal, each minute, a minute

### **Exercise 5. Make up the antonyms to these words using the following prefixes:**

**-ex-, -un-, -in-**

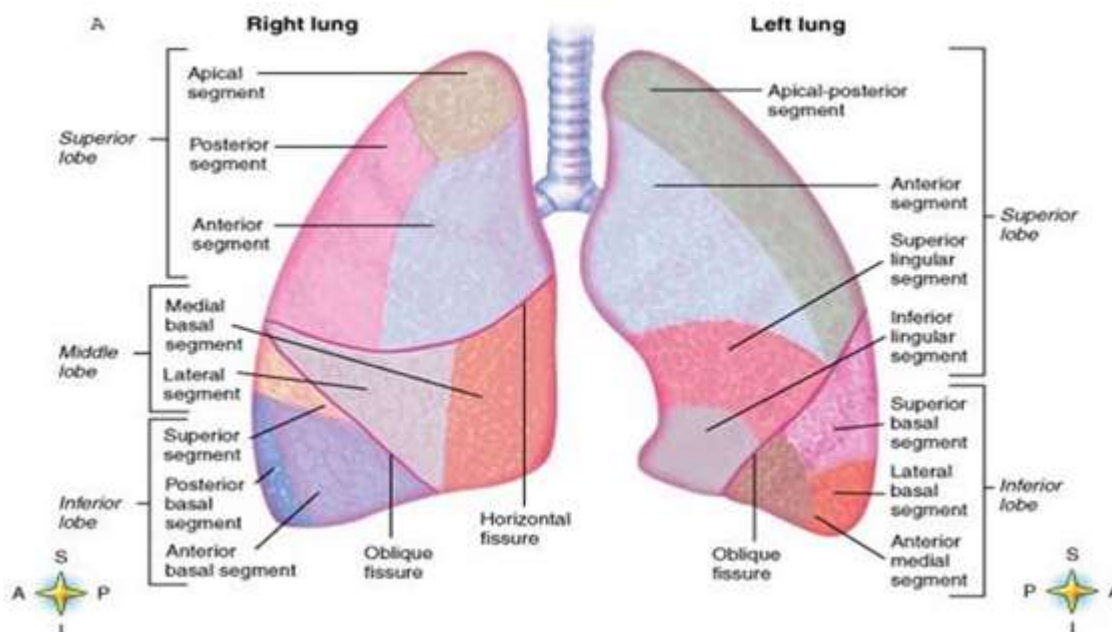
interior, decrease, inspiratory, important

### **Exercise 6. Translate information from the text into Russian in writing:**

- a) about lungs
- b) about diaphragm
- c) about sneezing
- d) about hiccups

### **Exercise 7. THE HUMAN LUNGS. Look at the picture below and describe it.**

*Model: There are... on the picture. We can see here...  
A right (left) lung consists of the following parts (lobes, segments): ...*



### **Exercise 8. Translate and learn the following words:**

superior lobe  
middle lobe  
inferior lobe  
apical segment  
posterior segment  
anterior segment  
superior lingular segment  
inferior lingular segment  
superior basal segment  
lateral basal segment  
anterior basal segment  
medial basal segment  
lateral segment  
posterior basal segment

### **Exercise 9. Read and translate the text «THE LUNGS».**

#### **THE LUNGS**

The lungs are the main organs of the respiratory system. There are two lungs in the human body located in the lateral cavities of the chest. The lungs are separated from each other by the mediastinum. The lungs are covered with the pleura. They are conical in shape. Each lung has the base, apex, two borders and three surfaces.

The lung has the apex extending upward 3-4 centimetres (cm) above the level of the first rib. The base of the lung is located in the convex (выпуклый)

surface of the diaphragm.

The posterior borders of the lungs are on each side of the spinal column. The anterior borders are thin and overlap (перекрывают) the pericardium.

The weight of the lungs varies according to many conditions. In the adult male the weight of the lungs is about 1,350 gr. The right lung is about 15% heavier than the left one. The vital capacity of the lungs is 3,5-4 liters in the male and it is 3-3,5 liters in the female.

The right lung consisting of three lobes is heavier than the left one because the latter consists only of two lobes. The lower lobe of the left lung is larger than the upper one.

In infants the lungs are of a pale rose colour, but later they become darker. The lung is covered with an external serous coat, i.e. with visceral layer of the pleura. The parenchyma or proper substance of the lungs consists of the bronchial tree with elastic tissue and vessels.

The aorta is the main vessel of the systemic arteries or the arteries of the general system. It begins at the upper part of the left ventricle, goes up, arches over the root (корень) of the left lung to the left side of the trunk at the level of the fourth thoracic vertebra. On its way from the fifth thoracic vertebra to about the level of the last thoracic vertebra it is called the thoracic aorta. Then it goes down through the diaphragm. From the point of the last thoracic vertebra to the level of the fourth lumbar vertebra it is called the abdominal aorta. It then goes to the border of the fourth lumbar vertebra and here it finishes dividing into the left and right iliac arteries.

### **Exercise 10. Insert the missing letters.**

Diap\_ragm; ex\_ale; bre\_the; na\_es; bron\_hi; aver\_ge; pl\_ura; cil\_a; ape\_; pas\_ageway; d\_nse; capil\_ary; gob\_et cell; alve\_lus; bronchiol\_; exp\_nd.

### **Exercise 11. Translate the following sentences into Russian:**

1. Легкие должны функционировать постоянно, чтобы поддерживать жизненную функцию организма.
2. Легкое может временно сжиматься у своего корня.
3. Описание этого заболевания должно быть включено в статью.
4. В медицинском журнале должны быть опубликованы детальные обзоры новых методов лечения респираторных заболеваний.
5. Небольшое количество воды может вырабатываться легкими.
6. Аритмией можно управлять стандартным образом.

7. Специальный реагент коагуляции крови должен быть использован в данном случае.
8. Жизненную емкость легких можно установить во время осмотра.

**Exercise 12. Choose the correct translation of the underlined words:**

1. Each lung is surrounded by a double-folded membrane, the pleura. (окружает, окружило, окружено)
2. The tonsils are located in the oropharynx. (были расположены, расположат, расположены)
3. Numerous questions were being discussed at the lesson. (обсуждались, обсуждают, будут обсуждены)
4. The concept of respiration was based directly upon the work of Lavoisier. (была основана, основывают, основана)
5. The total number of alveoli in the lung has been estimated as 750 millions. (насчитывают, насчитали, насчитал).

**Exercise 13. Ask the questions to the underlined words:**

1. The weight of the lungs varies according to many conditions.
2. In the adult the weight of the lungs is about 1,350 gr.
3. The right lung is about 15% heavier than the left one.
4. From the point of the last thoracic vertebra to the level of the fourth lumbar vertebra it is called the abdominal aorta.
5. There are two lungs in the human body located in the lateral cavities of the chest.

**Exercise 14. Give a title to each part (paragraph) of the text «The lungs».**

**Exercise 15. Retell the text using the titles from Ex. 5.**

**Exercise 16. Use the prompts to make sentences, as in the example.**

1) Mary / *live* / *in* / *town* / near Dublin.

Mary lives *in* a town near Dublin.

2) John / *not have got* / brown eyes.

3) *Be* / *Bob* / mechanic?

4) He / *enjoy* / *reading* / *books* / in his free time.

5) Be / *there* / *many festivals* / in your country?

6) I / *usually* / *not work* / on Saturdays.



**Exercise 17. Choose the correct item.**

1. Peter..... spending money.

A) hate

B) hating

C) hates

2. She..... like cold weather.

A) doesn't

B) don't

C) hasn't

3. How many students..... there in your class?

A) is

B) are

C) have

4. Tara's..... a friendly smile.

A) has

B) got

C) have

5. .... I have some water, please?

6. "What..... Laura do?". "She's a dancer."

A) Do

B) Am

C) Can

7. I'm..... my friend this evening.

A) see

B) seeing

C) sees

8. Sarah and I..... from Italy.

A) haven't

B) isn't

C) aren't

9. This is a picture of..... and my father.

A) me

B) I

C) my

10. Look at..... They're crying.

A) him

B) them

C) they

11. Where..... Sue from?

A) is

B) do

C) are

12. .... Ann like eating spaghetti?

A) Do

B) Does

C) Is

**Exercise 18. Find equivalents.**

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. city hospital                 | 1. станция скорой помощи              |
| 2. maternity home                | 2. городская больница                 |
| 3. prenatal dispensary           | 3. диспансер                          |
| 4. adult polyclinic              | 4. родильный дом                      |
| 5. infectious diseases hospital  | 5. взрослая поликлиника               |
| 6. general hospital              | 6. многопрофильная больница           |
| 7. first aid station             | 7. детская поликлиника                |
| 8. children s polyclinic         | 8. больница скорой медицинской помощи |
| 9. multi field hospital          | 9. дом престарелых                    |
| 10. emergency hospital           | 10. военный госпиталь                 |
| 11. military hospital            | 11. соматическая больница             |
| 12. geriatric home               | 12. инфекционная больница             |
| 13. subnormality hospital        | 13. женская консультация              |
| 14. feldsher - obstetric station | 14. больница для умственно - отсталых |
| 15. dispensary                   | 15. фельдшерско акушерский пункт      |

### **Exercise 19. Translate the sentence into Russian.**

1. The patient was admitted to infectious disease hospital
2. If a person falls ill, he rings up his local polyclinic and call in a doctor
3. Many specialists such as therapists, neurologists, surgeons, obstetrician-gynecologists work in the polyclinic.
4. The laboratory assistant makes blood analysis, the analysis of urine and other tests.
5. The laboratory findings help physician to make a diagnosis.
6. If it is necessary a nurse comes to a patient's house.
7. Geriatric nurses work in geriatric home.
8. When the patient is admitted to resuscitation department, an expert in resuscitation begins his work.
9. In our town there are many adult polyclinics.
10. Pregnant woman must visit prenatal dispensary regularly.
11. A duty doctor makes examination of the patient in the admissions department.
12. The children must be born in the maternity home.
13. The patient entered a hospital with unknown diagnosis.
14. The emergency hospital is a multi - field hospital.
15. The first - aid stations are necessary for every village.
16. The medical staff is very large in the city hospital.
17. The militarymen are treated in the military hospital.
18. The patient was admitted to hospital for making a diagnosis.
19. When patients are admitted to a hospital, they are received by a nurse on duty at the reception word.
20. Hospitalizing a patient a doctor on duty examines him in the reception ward.

## Тема: Строение пищеварительной системы

### DIGESTIVE SYSTEM AND DIGESTION

**Exercise 1. Read, translate and learn some information about the digestive system:**

#### Components

##### Necessary Organs

- **Oral cavity** (the cavity of mouth, irregular in shape, contains tongue, teeth and salivary glands)
- **Esophagus** (muscular tube passing the food from pharynx to stomach)
- **Stomach** (muscular, hollow and dilated part of alimentary canal, involved in both mechanical and chemical digestion of food, secretes strong acid and enzymes to aid in digestion of food)
- **Small Intestine** (lies between stomach and large intestine, majority of digestion and absorption takes place here, about 5 meters in length)
- **Large Intestine** (second-to-last part of alimentary canal, main function is to absorb water from indigestible food)
- **Anus** (last part of alimentary canal, opens to outside for ejection of food, controls the expulsion of feces)

##### Accessory Organs

- **Liver** (produces bile for emulsification of fats)
- **Pancreas** (secretes pancreatic juice containing different digestive enzymes into the small intestine)
- **Teeth** (chewing and mastication of food)
- **Tongue** (rolling and lubrication of food)

##### Functions

Digestion and absorption of food

**Exercise 2. Read and learn the following words:**

#### **Active Vocabulary**

1. to assimilate (амер. |ə'sɪməleɪt|, брит. |ə'sɪmɪleɪt|) - усваивать
2. carbohydrate (амер. |,kɑ:rbə'hɑɪdret|, брит. |,kɑ:bə'hɑɪdreɪt|) - углевод
3. nutrients (амер. |'nu:triənts|, брит. |'nju:triənts|) – питательные вещества
4. starchy (амер. |'stɑ:rtʃi|, брит. |'stɑ:tʃi|) - содержащий крахмал
5. to moisten (амер. |'mɔɪsn|, брит. |'mɔɪs(ə)n|) - смачивать, увлажнять

6. Saliva (амер. |sə'laɪvə|, брит. |sə'lAɪvə|) - слюна
7. oral cavity – ротовая полость
8. soft and hard palates – мягкое и твердое небо
9. salivary glands – слюнные железы
10. dilated – расширенный, распространенный
11. alimentary tract – питающий, пищеварительный тракт
12. pyriform – |'pɪrɪfɔ:m| - грушевидный
13. to dissolve (амер. |dɪ'zɔ:lv|, брит. |dɪ'zɒlv|) - растворять, растворяться
14. to hydrolyse – подвергать гидролизу
15. gastric (амер. |'gʌstrɪk|, брит. |'gɑstrɪk|) - желудочный, гастрический, относящийся к желудку:  
gastric juice - желудочный сок  
gastric glands – желудочные железы
16. hydrochloric acid - соляная кислота
17. to digest – переваривать (пищу)
18. peptone – пептон (продукт переваривания белковых веществ)
19. bloodstream – |'blʌdstri:m| - кровоток
20. bile – |baɪl| - жёлчь
21. the juice of the pancreas (амер. |'rʌŋkriəs|, брит. |'pɑŋkrɪəs|) - панкреатический сок
22. intestinal crypts – кишечные крипты
23. ducts – |dʌkts| - каналы, протоки, трубы
24. sodium chloride (амер. |'soʊdiəm 'klɔ:raɪd|, брит. |'səʊdiəm 'klɔ:rAɪd|) - хлористый натрий, поваренная соль
25. potassium chloride (амер. |pə'tʃjsiəm 'klɔ:raɪd|, брит. |pə'tasɪəm 'klɔ:rAɪd|) - хлористый калий
26. enzyme (амер. |'enzaɪm|, брит. |'ɛnzAɪm|) - энзим, фермент
27. jejunum – |dʒɪ'dʒu:nəm| - тощая кишка
28. duodenum (амер. |du:ə'di:nəm|, брит. |,dju:ə'di:nəm|) - двенадцатиперстная кишка
29. ileum – |'ɪliəm| - подвздошная кишка
30. entire (амер. |ɪn'taɪər|, брит. |ɪn'tAɪə|) - весь, целый, полный
31. villi – |'vɪli| - ворсинки, ворс; щетина

- 32.projection – |prə'dʒekʃn|- выступ; проекция
- 33.by-product (амер. |'baɪ,prɑ:dəkt|, брит. |'bʌɪprɒdʌkt|) - побочный продукт
- 34.caecum – |'si:kəm| - слепая кишка
- 35.colon (амер. |'kɒlən|, брит. |'kɔlən|) - толстая кишка, ободочная кишка
- 36.ascending - |ə'sendɪŋ| - восходящая
37. transverse (амер. |'trʌnzvɜ:rs|, брит. |tranz'vɜ:s|)- поперечная
- 38.descending (амер. |də'sendɪŋ|, брит. |di'sendɪŋ|) - нисходящая
- 39.sigmoid colon – |'sɪgmɔɪd| - S-образная, сигмовидная ободочная кишка
40. rectum – |'rektəm| - прямая кишка
- 41.vermiform – |'vɜ:mɪfɔ:m| - червеобразный
- 42.vermiform appendix /appendage/ — анат. червеобразный отросток
- to hang – |hʌŋ| - висеть

**Exercise 3. Read and translate the text «THE DIGESTIVE SYSTEM»**

**THE DIGESTIVE SYSTEM**

The human body needs energy for its functioning. Our body assimilates proteins, fats, carbohydrates and other nutrients. The digestion of the starchy parts of food begins in the mouth where they are moistened with saliva. In the tongue papillae (lingual papillae) there are the taste receptors. Over the mucous membrane of the oral cavity there are many tactile, temperature and pain receptors. The teeth, the gums, the soft and hard palates and the salivary glands are important structures located in the oral cavity. In the oral cavity the food must be chewed between the teeth. Then the food passes through the pharynx (throat) and down through the esophagus (gullet) into the stomach which is a dilated portion of the alimentary tract pyriform in shape.

In the stomach the components of food are dissolved and hydrolysed by gastric juice. Different gastric glands are found in the stomach. They produce hydrochloric acid and pepsin to digest food. The gastric juice secreted by the stomach possesses antibacterial activity. Pepsin converts proteins to smaller

substances called peptones. But food does not enter the bloodstream through the stomach.

Further digestion and absorption of food into the blood takes place in the small intestine. After portions of the stomach contents enter the duodenum they turn acid, but then the reaction rapidly changes because the hydrochloric acid of the gastric juice is neutralized by the bile, the juice of the pancreas, the juice of the duodenal glands and intestinal crypts. The bile comes from the liver and gallbladder by means of special ducts. The pancreatic juice, a colourless clear fluid contains sodium, potassium chlorides and is rich in enzymes which digest proteins, fats and carbohydrates.

Food passes in peristaltic waves from the duodenum to the jejunum and the ileum, which is attached to the large intestine. The entire small intestine has many projections called villi. It is the small intestine where the so-called cavital and membrane hydrolyses of nutrients takes place. The products of digestion are absorbed into the blood and lymph.

The remaining part of food (the fluid by-products of digestion) from the small intestine pass into the large intestine which consists of caecum, colon (ascending, transverse, descending), sigmoid colon and rectum. The vermiform appendix hangs from the caecum. The rectum ends in the anus. The process of digestion is completed in the large intestine by the absorption of water. The unabsorbed and undigested components of food, the remains of the digesting fluids are evacuated from the body.

#### **Exercise 4. Answer the questions:**

1. What organs does the alimentary tract consist of?
2. What are the main structures of the oral cavity?
3. What is the tongue?
4. Where does food pass from the mouth?
5. What is the role of the stomach?
6. What is the largest cavity in the human body?
7. What are the chief portions of the small intestine?
8. What is the large intestine divided into?
9. What role does the liver play?
10. What does the liver secrete?

11. What process does bile participate in?
12. What does the gallbladder serve as?
13. What does the pancreas secrete?

**Exercise 5. Read and translate the cognate words:**

digest, digested, undigested, digestion, indigestion;  
defend, defending, defended, defense, defensive;  
move, moving, moved, movement;  
participate, participation, participating, participant;  
act, active, actively, action, activity

**Exercise 6. Put the verbs below into the correct present continuous form as in the example: mow, ride, have, not go, play, wash, not clean, water, stay, eat.**

1. Gary is mowing the lawn.
2. Juan and Maria..... a sandwich
3. I ..... my room. I..... chess.
4. Kelly..... a horse.
5. I..... to the party. I..... in.
6. She..... the flowers.
7. We..... the car.
8. They..... a dinner party on Saturday.

**Тема: Строение выделительной системы**

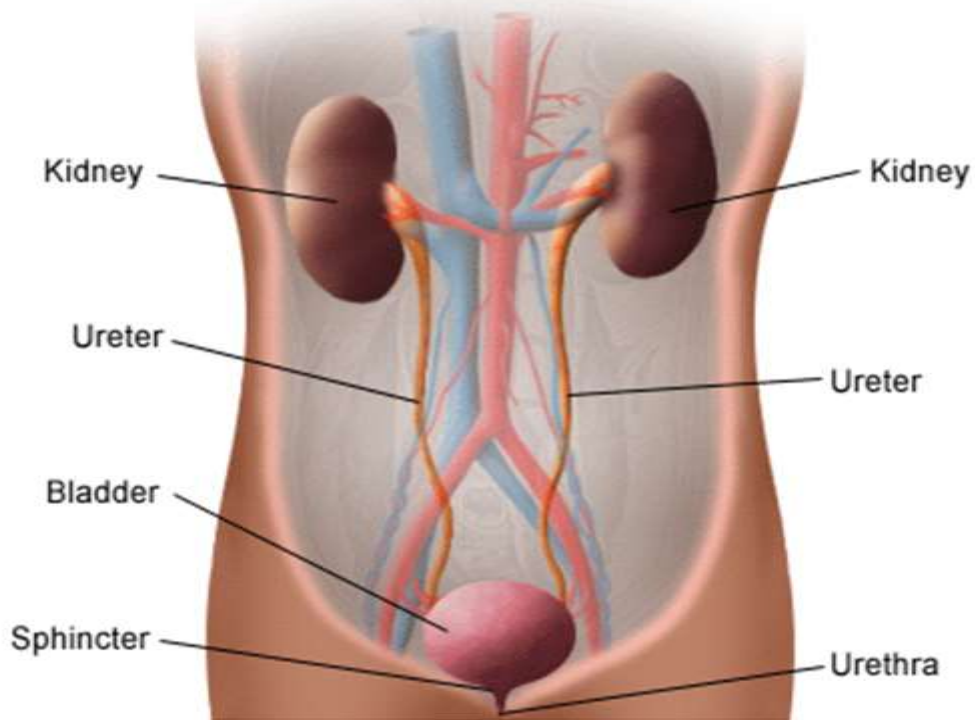
**Anatomy of the Urinary System**

How does the urinary system work?

The urinary system's function is to filter blood and create urine as a waste by-product. The organs of the urinary system include the kidneys, renal pelvis, ureters, bladder and urethra.



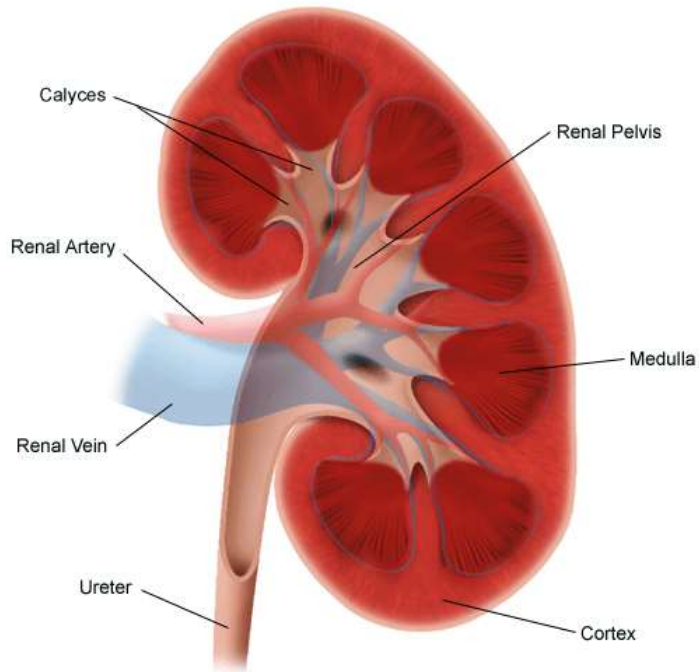
## Front View of Urinary Tract



The body takes nutrients from food and converts them to energy. After the body has taken the food components that it needs, waste products are left behind in the bowel and in the blood.

The kidney and urinary systems help the body to eliminate liquid waste called urea, and to keep chemicals, such as potassium and sodium, and water in balance. Urea is produced when foods containing protein, such as meat, poultry, and certain vegetables, are broken down in the body. Urea is carried in the bloodstream to the kidneys, where it is removed along with water and other wastes in the form of urine.

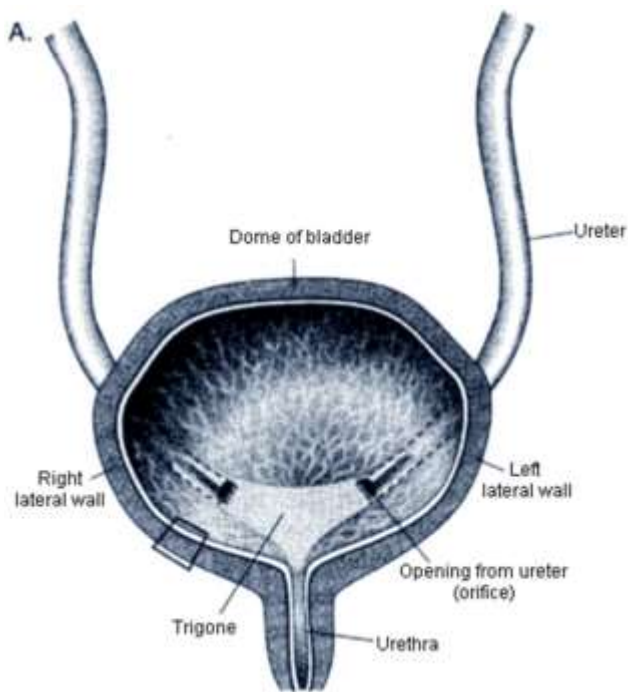
### Anatomy of the Kidney



Other important functions of the kidneys include blood pressure regulation and the production of erythropoietin, which controls red blood cell production in the bone marrow. Kidneys also regulate the acid-base balance and conserve fluids.

### Kidney and urinary system parts and their functions

- **Two kidneys.** This pair of purplish-brown organs is located below the ribs toward the middle of the back. Their function is to:
  - Remove waste products and drugs from the body
  - Balance the body's fluids
  - Release hormones to regulate blood pressure
  - Control production of red blood cells

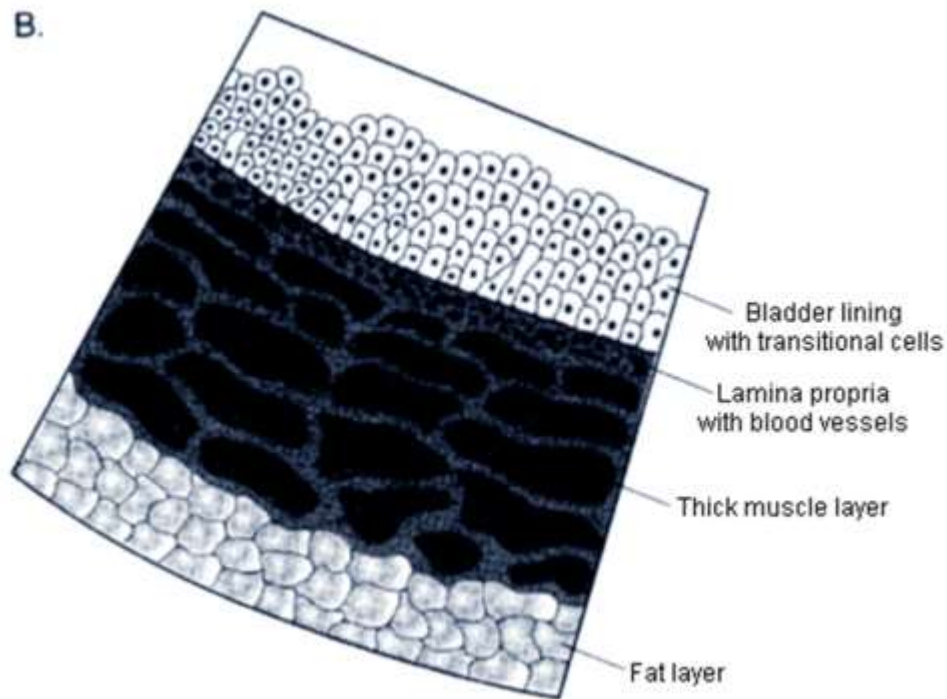


The kidneys remove urea from the blood through tiny filtering units called nephrons. Each nephron consists of a ball formed of small blood capillaries, called a glomerulus, and a small tube called a renal tubule. Urea, together with water and other waste substances, forms the urine as it passes through the nephrons and down the renal tubules of the kidney.

- **Two ureters.** These narrow tubes carry urine from the kidneys to the bladder. Muscles in the ureter walls continually tighten and relax forcing urine downward, away from the kidneys. If urine backs up, or is allowed to stand still, a kidney infection can develop. About every 10 to 15 seconds, small amounts of urine are emptied into the bladder from the ureters.
- **Bladder.** This triangle-shaped, hollow organ is located in the lower abdomen. It is held in place by ligaments that are attached to other organs and the pelvic bones. The bladder's walls relax and expand to store urine, and contract and flatten to empty urine through the urethra. The typical healthy adult bladder can store up to two cups of urine for two to five hours.

Upon examination, specific "landmarks" are used to describe the location of any irregularities in the bladder. These are:

- Trigone: a triangle-shaped region near the junction of the urethra and the bladder
- Right and left lateral walls: walls on either side of the trigone
- Posterior wall: back wall
- Dome: roof of the bladder



- **Two sphincter muscles.** These circular muscles help keep urine from leaking by closing tightly like a rubber band around the opening of the bladder.
- **Nerves in the bladder.** The nerves alert a person when it is time to urinate, or empty the bladder.
- **Urethra.** This tube allows urine to pass outside the body. The brain signals the bladder muscles to tighten, which squeezes urine out of the bladder. At the same time, the brain signals the sphincter muscles to relax to let urine exit the bladder through the urethra. When all the signals occur in the correct order, normal urination occurs.

### Facts about urine

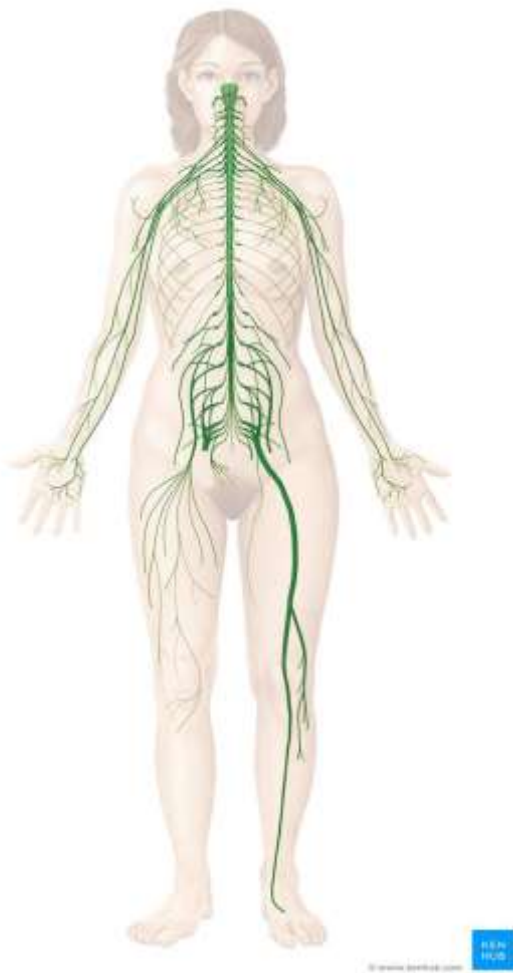
- Normal, healthy urine is a pale straw or transparent yellow color.
- Darker yellow or honey colored urine means you need more water.
- A darker, brownish color may indicate a liver problem or severe dehydration.
- Pinkish or red urine may mean blood in the urine.

## Тема: Строение нервной системы

The nervous system is a network of neurons whose main feature is to generate, modulate and transmit information between all the different parts of the human body. This property enables many important functions of the nervous system, such as regulation of vital body functions (heartbeat, breathing, digestion), sensation and body movements. Ultimately, the nervous system structures preside over everything that makes us human; our consciousness, cognition, behaviour and memories.

### The nervous system consists of two divisions:

- *Central nervous system (CNS)* – is the integration and command center of the body.
- *Peripheral nervous system (PNS)* – represents the conduit between the CNS and the body. It is further subdivided into the somatic nervous system (SNS) and the autonomic nervous system (ANS).

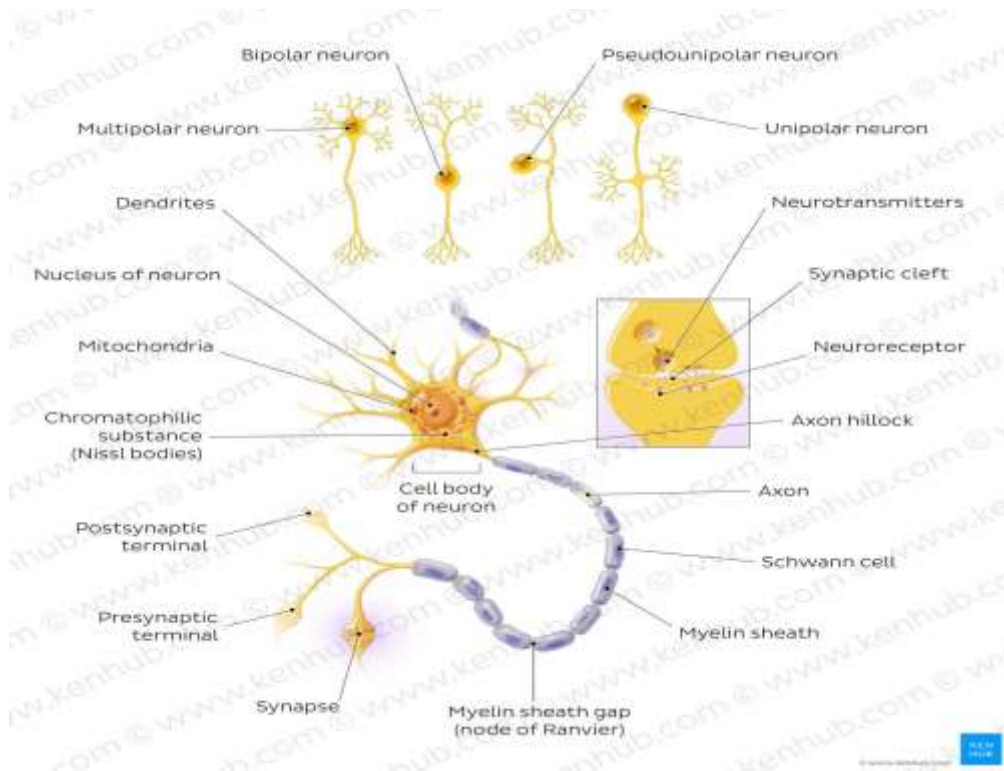


Understanding the nervous system requires knowledge of its various parts, so in this article you will learn about the nervous system breakdown and all its various divisions.

## Cells of the nervous system

Two basic types of cells are present in the nervous system:

- **Neurons**
- **Glial cells**



**Neurons**, or nerve cell, are the main structural and functional units of the nervous system. Every neuron consists of a body (soma) and a number of processes (neurites). The nerve cell body contains the cellular organelles and is where neural impulses (action potentials) are generated. The processes stem from the body, they connect neurons with each other and with other body cells, enabling the flow of neural impulses. There are two types of neural processes that differ in structure and function;

**Axons** are long and conduct impulses away from the neuronal body.

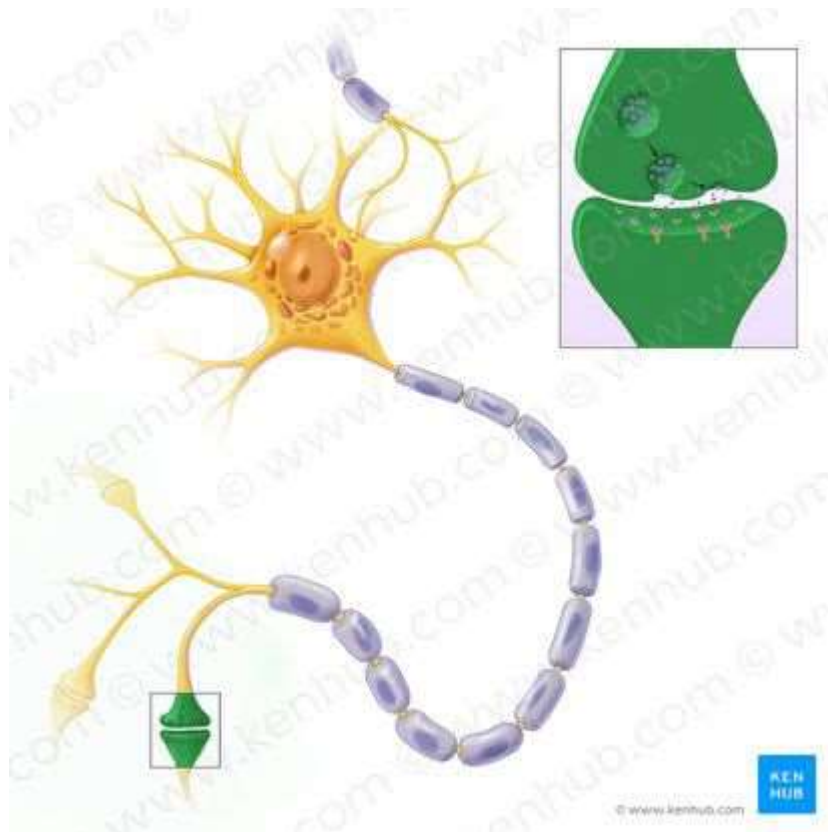
**Dendrites** are short and act to receive impulses from other neurons, conducting the electrical signal towards the nerve cell body.



Every neuron has a single axon, while the number of dendrites varies. Based on that number, there are four structural **types of neurons**; multipolar, bipolar, pseudounipolar and unipolar.

### **How do neuron's function?**

The morphology of neurons makes them highly specialized to work with neural impulses; they generate, receive and send these impulses onto other neurons and non-neural tissues.



There are two types of neurons, named according to whether they send an electrical signal towards or away from the CNS.

- **Efferent neurons** (motor or descending) send neural impulses from the CNS to the peripheral tissues, instructing them how to function.

- **Afferent neurons** (sensory or ascending) conduct impulses from the peripheral tissues to the CNS. These impulses contain sensory information, describing the tissue's environment.

The site where an axon connects to another cell to pass the neural impulse is called a synapse. The **synapse** doesn't connect to the next cell directly. Instead, the impulse triggers the release of chemicals called **neurotransmitters** from the very end of an axon. These neurotransmitters bind to the effector cell's membrane, causing biochemical events to occur within that cell according to the orders sent by the CNS.

### Past Simple

#### Exercise 1. Write the Past Simple of the verbs below in the correct box.

Welcome, try, go, have, watch, admire, make, live, be, tidy, enjoy, sit, close, take, study, snow, cry, receive, carry, send

-d	
-ed	
-ied	
irregular	

#### Exercise 2. Put the verbs in brackets into the correct form of the past simple.

- A: ..... (*you/go*) on holiday last summer?  
B: Yes, I ..... (*go*) to Hungary.
- A: Where ..... (*be*) you last night?  
B: I ..... (*meet*) a friend for dinner.
- I ..... (*call*) her house but there..... (*be*) no answer.
- Yesterday, Sue ..... (*receive*) a package in the post from Tom.
- A: What ..... (*you/do*) when you ..... (*finish*) school?  
B: I ..... (*travel*) through Europe.



6. I ..... (*send*) an e-mail to Marie yesterday and she ..... (*write*) back immediately.

7. A: ..... (*they/go*) to the football game on Saturday?

B: No, they ..... (*watch*) it on TV.

8. A: ..... (*you/finish*) the book I ..... (*give*) you?

B: Yes, I did.

**Exercise 3. Form the Past Simple of the verbs below and write them in the correct column of the chart. Then read them aloud.**

*Reply, employ, land, refer, dance, book, cry, answer, travel, destroy, refer, cook, fry, arrange, stay, sneer, plan, phone, offer, deny, enjoy, complete, try, play, stop, prefer, dive, rub.*

(V + -ed)	(V + -d)	(V + double consonant + -ed)	(V + -ied)	(V + -yed)
.....	.....	.....	.....Replied.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

**Exercise 4. Read a sentence about the present and then write a sentence about the past.**

Model: Granny usually gets up at 6.30. Yesterday she got up at 8.00.

1. Granny usually wakes up early.

Yesterday morning.....

2. Granny usually walks in the garden.

Yesterday.....

3. Granny usually has a sandwich for lunch.

Yesterday.....

4. Granny usually goes out in the evening.

Yesterday evening .....

5. Granny usually sleeps very well.

Yesterday.....

**Exercise 5. Put the one of these verbs in each sentence:**

hurt teach spend sell throw

fall catch buy cost

Model: I was thirsty so I bought apple juice in the shop.

1. My father ..... me how to drive when

I was 17.

2. James ..... down the stairs and

..... his leg.

3. We needed some money so we.....

our summer house.

4. They..... a lot of money yesterday.

They..... a dishwasher which

.....10,000 rubles.

5. The boy ..... the ball to the dog

and the dog .....it.

**Exercise 6. Write questions. A friend has just come back from Italy you are asking him about the trip.**

Models: What place/ go to?

What place did you go to?

The weather/ fine?

Was the weather fine?

1. how long/ stay there? .....
2. stay at a hotel? .....
3. go alone? .....
4. how/ travel? .....
5. the food/ good? .....
6. what/ do in the evenings? .....
7. make any friends there? .....

**Exercise 7. Put the verb into the correct form. All the sentences are past.**

Model: I (not/go) didn't go to the park yesterday

because the weather (not/be) wasn't very  
good.

1. I (not / have) ..... breakfast this  
morning because I (not / have) ..... time.
2. We (not / buy) ..... anything because  
we (not / have) ..... any money.
3. I (not / sleep) ..... because I (not / feel)

.....sleepy.

4. She (not / be) .....interested in the book  
because she (not / understand) .....it.

**Exercise 8. Fill in the gaps with the right verb in the Past Simple Tense.**

have decide bake want decorate  
prepare go by return

A)

Pam (1) .....to prepare a birthday  
present for her sister Kate who was very busy in her  
office and (2) ..... to stay there until  
7 p.m. So, Pam (3) ..... to cheer up her  
sister a bit. First, she (4) .....a birthday  
cake with chocolate cream and a cherry on top.

Then, she (5) ..... her sister's room with  
funny balloons and (6) .....a special  
present - a new CD of her favorite band. After that,

she (7) .....to the cinema to buy two  
tickets for the next day film. When Kate

(8) .....home after her tiresome day in  
the office, she was very excited about the presents  
her younger sister (9) ..... for her.

### **Раздел 3. История медицины.**

**Тема: История медицины. The Present Perfect Tense.**

**Read the texts and complete the tasks.**

#### **History of medicine**

Medicine is among the most ancient of human occupations. It began as an art and gradually developed into a science over the centuries. There are 3 main stages in medicine development: Medicine of Ancient Civilizations, Medicine of Middle Ages and Modern Medicine.

Early man, like the animals, was subject to illness and death. At that time medical actions were mostly a part of ceremonial rituals. The medicine—man practiced magic to help people who were ill or had a wound. New civilizations, which developed from early tribes, began to study the human body, its anatomic composition. Magic still played an important part in treating but new practical methods were also developing. The early Indians, e. g., set fractures and practiced aromatherapy. The Chinese were pioneers of immunization and acupuncture. The contribution of the Greeks in medicine was enormous. An early leader in Greek medicine was Aesculapius. His daughters, Hygeia and Panacea gave rise to dynasties of healers (curative medicine) and hygienists (preventive medicine). The division in curative and preventive medicine is true today. The ethic principles of a physician were summarized by another Greek, Hippocrates. They are known as Hippocrates Oath.

The next stage of Medicine's development was the Middle Ages. A very important achievement of that time was the hospital. The first ones appeared in the 15–th century in Oriental countries and later in Europe. Another advance of the Middle Ages was the foundation of universities during 13–14–th centuries. Among other disciplines students could study medicine. During 18–th century new discoveries were made in chemistry, anatomy, biology, others sciences. The advances of that time were invention of the stethoscope (by Rene Laennec), vaccination for smallpox, discovery of anesthetics and development of immunology and scientific surgery. The next century is rise of bacteriology. Important discoveries were made by Louis Pasteur and Robert Koch. The development of scientific bacteriology made possible advances in surgery: using antiseptics and control of wound infection.

Medicine in the 20–th century made enormous contribution in the basic medical sciences. These are discovery of blood groups and vitamins, invention of insulin and penicillin, practice of plastic surgery and transplantation.

**Exercise 1. Define the following concepts**

medicine –  
human –  
occupation –  
to develop –  
science –  
civilization –  
Middle ages –  
modern –  
animal –  
illness –  
death –  
discovery –  
blood –

### **History of Microbiology**

Microbiology began with the development of the microscope in the 17th and 18th centuries. By 1680 the Dutch scientist Anthony van Leeuwenhoek had produced a simple hand-held device that allowed scientists to view a variety of microbes – which Leeuwenhoek called “animalcules” – in stagnant water and in scrapings from teeth.

In the late 1700s Edward Jenner conducted the first vaccinations, using cowpox virus to protect people against smallpox. Later an altered form of the rabies virus was used to protect against the dreadful disease rabies. Vaccines remain the major means of protection against most viral infections.

Modern microbiology had its origin in the work of the French scientist Louis Pasteur – considered the father of microbiology – who developed methods of culturing and identifying microbes. During the second half of the 19th century, he and his contemporary Robert Koch provided final proof of the germ theory of disease. Pasteur was the first to propose that microbes cause chemical changes as they grow. Koch derived a central principle of modern microbiology, known as Koch’s Postulate that determines whether a particular germ causes a given disease.

Pasteur and his contemporaries developed pure culture methods for the growth of microbes. Another great advance in pure culture methods came in the late 19th century, when microbiologists discovered that each kind of microbe preferred a certain medium for optimal growth. In 1929 Alexander Fleming observed that molds can produce a substance that prevents the growth of bacteria. His discovery, an antibiotic is called penicillin, was later isolated and produced commercially to protect people against the harmful effects of certain microorganisms and used for different therapeutic purposes. In the 1940s microbiology expanded into the fields of molecular biology and

genetics. Scientists found that DNA (deoxyribonucleic acid) could be removed from living cells and spliced together in any combination. They were able to alter the genetic code dictating the entire structure and function of cells, tissues, and organs.

**Exercise 1. Find the English equivalents of the following words and phrases in the text:**

микробиология, микроскоп, развитие, столетие, ученые, микробы, вакцинация, защищать, вирус, бешенство, вирусные инфекции, вторая половина 19 века, вызывать болезнь, рост микробов, функции клеток, ткани, определенная среда, антибиотик, различные виды пенициллина, биология, генетика, ДНК, кислота, изучать.

**Exercise 2. Agree or disagree with the following statements:**

1. Microbiology began with the development of the microscope in the 15th and 16th centuries.
2. In the late 1800s Edward Jenner conducted the first vaccinations, using cowpox virus to protect people against smallpox.
3. The French scientist Louis Pasteur developed methods of culturing and identifying microbes.
4. During the second half of the 19th century, Pasteur and his contemporary Robert Koch provided final proof of the germ theory of disease.
5. Today several kinds of penicillin are synthesized from various species of the mold *Penicillium*.

## Раздел 4. Медицинские учреждения.

Тема: Обязанности среднего медицинского персонала в поликлинике

### The Future Perfect Tense

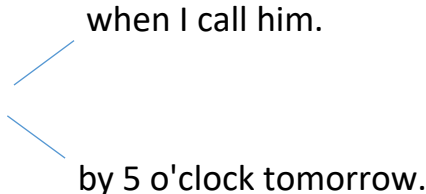
AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I will have worked	I will not have worked	Will I have worked?
He will have worked	He will not have worked	Will he have worked?
She will have worked	She will not have worked	Will she have worked?
It will have worked	It will not have worked	Will it have worked?
We will have worked	We will not have worked	Will we have worked?
You will have worked	You will not have worked	Will you have worked?
They will have worked	They will not have worked	Will they have worked?

I'll have worked

I won't have worked

**NOTE:** *Will* is used for all persons (*I, we, he, she, you, etc.*). In *British English, shall* can be used for *I* and *we*.

**The Future Perfect** denotes an action completed before a definite moment in the future. It is often used with the preposition by («к»).

He will have finished his work 

#### Exercise 1. Put the verbs in brackets into the Future Perfect

1. I (translate) .....this letter by 6 o'clock this afternoon. 2. I (make) .....this doll by her birthday. 3. He(not/learn) ..... his lesson by tomorrow if he has not yet begun to study it. 4. This work is so arduous that I (not/complete) ..... it in a year's time. 5. After you finish this book, you(come).....to some decision. 7. If she returns after July 1, I won't see her since I already (go).....to the South by the time.

#### Exercise 2. Answer the questions in the Future Perfect Tense, using the words in brackets.

Model: Will you be busy if I call you at six? (finish) Oh no, we will have finished by that time.



1. Will they still be staying at the hotel tomorrow? (move to their new house)  
.....
2. Will you be discussing the plan at 2 o'clock? (make a decision)  
.....
3. Will you students be writing a test at ten in the morning? (finish)  
.....
4. Will your brother still be a student next autumn? (graduate)  
.....
5. Will you still remember me in five years? (forget) .....
6. Will he be at home on Saturday? (leave for Scotland) .....
7. Will she be expecting your call tomorrow morning? (receive my letter)  
.....
8. Will you be having a lesson when I come home? (go to the swimming-pool)  
.....

**Exercise 3. Translate into English.**

1. К завтрашнему дню я закончу этот отчёт.
2. Мы сделаем эту работу к 3 часам дня, а потом пойдём в парк.
3. К 20 июня мы сдадим все экзамены.
4. Строители построят школу к 1 сентября.
5. Я напишу это письмо к тому времени, как придёт секретарь.
6. Поезд уже уедет к тому времени, когда мы придём на станцию.
7. Я переведу эту статью к понедельнику.

**Exercise 4. Translate the following into English, using the proper forms of the verbs. The first two numbers have been done for you.**

1. - Твои друзья будут в Англии, когда ты приедешь туда летом?  
- Will you friends be in England when you come there in the summer?  
- Я уверен, что они уже вернутся из Южной Африки.

- I'm sure they will have already returned from South Africa
2. - Ты будешь готовиться к экзамену в субботу?
- Will you be reading up for your exam on Saturday?
- Я уверен, что уже сдам его.
- I'm sure I'll have passed it already.
3. - Ты будешь ещё готовить обед завтра в 12 часов?
- .....
- Уже закончу готовку.
- .....
4. - Ты поможешь бабушке искать очки, когда вернёшься?
- .....
- Она их уже найдёт.
- .....
5. - Ты увидишься с Джерри в Атланте, когда я вернусь?
- .....
- Я уверен, что он уже приедет.
- .....
6. - Кит будет дома, если я позвоню в 8 часов?
- .....
- Он уже придёт.
- .....
7. - Они будут обедать завтра в 6 часов?
- .....
- Они уже пообедают к этому времени.
- .....

8. - Ты ещё будешь чинить машину, если я зайду за тобой в 5?

- .....

- Уже починю её.

- .....

**Тема: Визит к врачу**

**Exercise 1. Read the following dialogue with a partner to learn important vocabulary used for making doctor's appointments. Practice this dialogue with a friend to help you feel confident when you next make an appointment in English. Check your understanding with the quiz and review vocabulary.**

**Role Play: Making a Doctor's Appointment**

**Doctor's Assistant:** Good morning, Doctor Jensen's office. How may I help you?

**Patient:** Hello, I'd like to make an appointment to see Doctor Jensen, please.

**Doctor's Assistant:** Have you been in to see Doctor Jensen before?

**Patient:** Yes, I have. I had a physical last year.

**Doctor's Assistant:** Fine, what is your name?

**Patient:** Maria Sanchez.

**Doctor's Assistant:** Thank you, Ms. Sanchez, let me pull up your file... Okay, I've located your information. What's the reason for your making an appointment?

**Patient:** I haven't been feeling very well lately.

**Doctor's Assistant:** Do you need urgent care?

**Patient:** No, not necessarily, but I'd like to see the doctor soon.

**Doctor's Assistant:** Of course, how about next Monday? There's a slot available at 10 in the morning.

**Patient:** I'm afraid I'm working at 10. Is there anything available after three?

**Doctor's Assistant:** Let me see. Not on Monday, but we have a three o'clock opening next Wednesday. Would you like to come in then?

**Patient:** Yes, next Wednesday at three would be great.

**Doctor's Assistant:** All right, I'll pencil you in for three o'clock next Wednesday.

**Patient:** Thank you for your help.

**Doctor's Assistant:** You're welcome. We'll see you next week. Goodbye.

**Patient:** Goodbye.

### **Key Making an Appointment Phrases**

**Make an appointment:** schedule a time to see the doctor

**Have you been in before?:** used to ask if the patient has seen the doctor before

**Physical (examination):** yearly check-up to see if everything is okay.

**Pull up a file:** find a patient's information

**Not feeling very well:** feel ill or sick

**Urgent care:** similar to an emergency room, but for everyday problems

**A slot:** an available time to make an appointment

**Is there anything open?:** used to check if there is an available time for an appointment

**Pencil someone in:** to schedule an appointment

### **True or False?**

Decide whether the following statements are true or false:

1. Ms. Sanchez has never seen Doctor Jensen.
2. Ms. Sanchez had a physical examination with Doctor Jensen last year.
3. The doctor's assistant already has the file open.
4. Ms. Sanchez is feeling fine these days.
5. Ms. Sanchez needs urgent care.
6. She can't come in for a morning appointment.
7. Ms. Sanchez schedules an appointment for next week.

Answers:

1. False
2. True
3. False
4. False

5. False
6. True
7. True

## **Preparing for your Appointment**

Once you've made an appointment you'll need to make sure you're prepared for your doctor's visit. Here is a short overview of what you'll need in the United States.

### **Insurance / Medicaid / Medicare Card**

In the US doctor's have medical billing specialists whose job it is to bill the correct insurance provider. There are many insurance providers in the US, so it's essential to bring your insurance card. If you are over 65, you probably will need your Medicare card.

### **Cash, Check or Credit/Debit Card to Pay for Co-payment**

Many insurance companies require a co-payment which represents a small portion of the total bill. Co-payments can be as little as \$5 for some medicines, and as much as 20 percent or more of larger bills. Make sure to check with your insurance provider for much information on co-payments in your individual insurance plan as these vary widely. Bring some form of payment to your appointment to take care of your co-pay.

### **Medication List**

It's important for your doctor to know which medications you take. Bring a list of all medications that you currently take.

## **Key Vocabulary**

**Medical billing specialist:** (noun) a person who processes charges to insurance companies

**Insurance provider:** (noun) company that insurances people for their health care needs

**Medicare:** (noun) a form of insurance in the US for people over 65

**Co-payment / co-pay:** (noun) partial payment of your medical bill

**Medication:** (noun) medicine

**True or False?**

1. Co-payments are payments made by the insurance company to the doctor to pay for your medical appointments.
2. Medical billing specialists will help you deal with insurance companies.
3. Everyone in the US can take advantage of Medicare.
4. It's a good idea to bring a list of your medications to a doctor's appointment.

Answers:

1. False - patients are responsible for co-payments.
2. True - medical billing specialists specialize in working with insurance companies.
3. False - Medicare is national insurance for those over 65.
4. True - it's important for your doctor to know which medications you are taking.

**The verb “can”**

**Exercise 2. Make true sentences using or can't, as in the example.**

1. an elephant / play tennis

An elephant can't play tennis

2. a typist / type letters

.....

3. a whale / read

.....

4. an artist / paint pictures

.....

5. a sheep / fly

.....

6. a chef / cook delicious dishes

.....

**Exercise 3. Write three true sentences about yourself, as in the example.**

I can swim but I can't fly a plane

.....

.....

.....

**Exercise 4. Translate the words in brackets, using the verb can.**

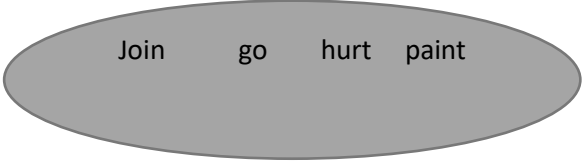
1. Of course I (могу)..... translate this article 2. I think I (мог бы)..... show you how to do it. 3. You (можно)..... go and tell her about it. 4. (можно)..... I see the doctor now? 5. He (мог бы помочь).....

you but he didn't want to bother. 6. You (можете)..... easily get there in 20 minutes. 7. You(сможете)..... do it directly on return. 8. (Можно).....I have some cream with my tea? 9. You (нельзя)..... discuss the subject with your friends. 10. She was in a hurry, she (не могла)..... wait for us. 11. There is a sign. You (нельзя)..... take pictures here. 12. The swimmer was very tired but he (смог)..... reach the shore. 13. Before her illness, she (могла)..... work fourteen hours a day. 14. When they buy a car, they (смогут)..... visit their friends more often.

**Exercise 5. Choose the correct alternative.**

1. Why did we listen to you? John can be/could have been in hospital at the moment instead of lying here and waiting for the ambulance. 2. Excuse me, Madam, can you/could you turn off the light, please?3. I couldn't have watched/haven't been able to watch this film for years. It's dishonest! 4. Finally, they could/were able to visit their birthplace.5. You could have helped/could help your brother instead of watching TV. 6. The trip insurance cost \$700 but I could buy/was able to buy it for \$650 because my sister worked in the travel industry. Can you/could you lend me some money, Dad? 8. I haven't the least notion where your mobile phone is. It can be/could be in the bedroom, that's all I know. 9. I wish I had married her, I could have been/ can be in Italy now. 10. He was able to find/could find his sister in the crowd, I don't know how.

**Exercise 6. Tell about the things which were possible but did not happen. Complete the sentences using could or could have with a suitable verb from the box.**



*Model: I don't know where to go on holiday.*

*I could go to America.*

1. In the holiday I.....my room but I spent my time with friends instead.
2. You..... your room blue if you want.
3. I suppose I..... the tennis club this year.
4. Sam didn't know what to do last night. He .....  
to the cinema but he stayed at home.
5. When Sam was climbing that tree, he fell down. He..... himself badly but he was lucky. He only banged his knee.



## **Раздел 5. Микробиология**

**Тема: Микробиология.**

**Read and translate the text**

### **History and types of laboratory research**

The discovery of the X-ray, which was one of the most important scientific discoveries of all time, was discovered November 8, 1895 at the University of Wurzburg in Wurzburg Germany. It was discovered by Dr. Wilhelm Conrad Roentgen who was a physical scientist. The first photograph of an X-ray was of Dr. Roentgen's wife. It was an image of her hand and copies were sent all over the world. For Dr. Roentgen it took fifteen minutes of X-ray exposure to get the image and with today's technology it takes 1/30 of one second.

If you have ever broken a bone, had a CT scan, or an MRI you have probably seen a radiologic technologist. Radiologic technologists specialize in x-rays, computed tomography (CT) and magnetic resonance imaging (MRI) equipment, all of which involve radiation. If the technician is specializing in one area, then they are usually called CT technicians, MRI technicians, or X-ray technicians, depending on the equipment they work with. Radiologic technologists have many duties and responsibilities, which include maintaining and adjusting the imaging equipment, following the doctor's orders precisely, and preparing the patients for the procedures. The patient's preparation will ensure the proper safety procedures are being followed and that the patient and equipment is positioned correctly. So radiologic technologists are employed everywhere around the world, so it is a highly reliable career field.

#### **Exercise 1. Answer the questions**

1. When and where was X-ray radiation discovered?
2. Who discovered X-rays?
3. What did the first x-ray photograph show?
4. How long did it take to obtain the first x-ray image?
5. What technologies are used in radiology?

**Тема: Лабораторные исследования крови.**

**Blood test**

*N=nurse, P=patient*

**N:** How do you feel?

**P:** Tired all the time, really – I never have any energy.

**N:** Have you had a blood test before?

**P:** No, I haven't, no. How much blood will you take?

**N:** Oh, just enough to fill the syringe – just five millilitres ... Well we've got the results of your blood test. As I thought, you're a little bit anaemic.

**P:** Is that bad?

**N:** No, not necessarily. It just means that your red blood cell count is a little on the low side. A normal count is about 4.2 to 5.4 million red blood cells per microlitre of blood, and yours was 3.9.

**P:** Oh dear – what does that mean?

**N:** Don't worry – anaemia's very common in women. If you take iron supplements, your red cell count should soon go up. The cells are normal in size and shape, so that looks good. Your white cells are a little high, but you've just had a sore throat, haven't you?

**P:** Yes.

**N:** Well, that's just a sign that your body's been fighting the infection, so that's fine. And platelets were normal.

**Exercise 1. Complete the text using the words given below.**

*Slide, drop, vein, test tube, microscope, syringe, pipette.*

Use a \_\_\_1\_\_\_ to take some blood from a \_\_\_2\_\_\_ in the patient's arm. Put the blood into a \_\_\_3\_\_\_. Then, use a \_\_\_4\_\_\_ to put a \_\_\_5\_\_\_ of the blood onto a \_\_\_6\_\_\_. Examine it under a \_\_\_7\_\_\_. What do you see?

**Exercise 2. Complete the text using the words below.**

*Infection, haemoglobin, clot, white blood cell, platelets, oxygen, red blood cells.*

A CBC measures the number of different cells that make up the blood: □  
\_\_\_\_1\_\_\_\_ - these take \_\_\_\_2\_\_\_\_ from the lungs to the body's tissues, and take  
carbon dioxide away at the same time. The CBC also measures the amount of  
\_\_\_\_3\_\_\_\_ (a protein in the cells that carries the oxygen), and looks the size and  
the shape of the cells. □ \_\_\_\_4\_\_\_\_ - these protect the body against  
\_\_\_\_5\_\_\_\_. □ \_\_\_\_6\_\_\_\_ - these make the blood \_\_\_\_7\_\_\_\_.

**Exercise 3. Read the text and answer the questions:**

1. How does the patient feel? (Как себя чувствует пациент?)
2. How much blood is the nurse going to take? (Сколько крови собирается взять медсестра?)
3. What problem does the test result show? (Какую проблему показал результат анализа?)
4. How many million red blood cells per microlitre does it show? (Сколько миллионов красных кровяных телец на микролитр показал анализ?)
5. How can the patient correct the problem? (Как пациент может скорректировать свою проблему?)
6. How is the shape of the red cells? (Какая форма у красных кровяных клеток?)
7. How is the patient's white blood cells count? (Каков результат по лейкоцитам?)
8. How are her platelets? (Каков результат по тромбоцитам?)

**Exercise 4. Complete the sentences using the text «TAKING BLOOD»**

\_\_\_\_1\_\_\_\_ are specially trained in taking blood. They are skilled at \_\_\_\_2\_\_\_\_ -  
puncturing the vein to take the blood sample. The wrist, hand and foot can be used  
but more often a vein in the inner part of the elbow is used. If it is difficult to  
locate a suitable vein, the patient may be asked to make a \_\_\_\_3\_\_\_\_, or a  
\_\_\_\_4\_\_\_\_ may be applied on the upper arm to make the vein more apparent.  
Afterwards, a \_\_\_\_5\_\_\_\_ is applied and the patient is asked to press gently. This  
helps to stop the bleeding and prevent \_\_\_\_6\_\_\_\_ at the site. It is important that

\_\_\_\_\_7\_\_\_\_\_ are labeled correctly before they are sent to the haematology  
\_\_\_\_\_8\_\_\_\_\_, where a full blood count or other investigations will be carried out.

### **Тема: Future Simple**

**Exercise 1.** Запишите предложения в будущем времени (Future Simple).

1. My uncle is a doctor.
2. I am in the park.
3. My friends are busy.
4. We are on holiday.
5. My sister is ill.
6. You are right.
7. It is 5 o'clock.
8. The child is funny.

**Exercise 2.** Отнесите предложения к будущему времени. Внесите необходимые изменения в указания на время.

1. The students are at the lecture now.
2. It was cold yesterday.
3. My grandmother is at home now.
4. Ann and Mary are on holidays this week.
5. It was a public holiday yesterday.
6. I am at the library today.
7. I was in London last month.
8. It was warm yesterday.
9. The museum is full of visitors now.
10. I was busy last Sunday.

**Exercise 3.** Составьте предложения по образцу, употребив время Future Simple.

*Образец:*

*Ann will be hungry. (thirsty)*

*Ann will not be hungry. She will be thirsty.*

1. The book will be cheap. (very expensive)
2. My sister and I will be in time. (late)
3. The suitcases will be light. (full of heavy things)

4. Max will be happy. (ill)
5. The weather will be sunny next Sunday. (wet)
6. Mary will be good at mathematics. (fond of physics)
7. Max and Mary will be busy. (on holiday)
8. The day will be rainy. (sunny)

## **Раздел 6. Здоровый образ жизни.**

### **Тема: Основы личной гигиены**

#### **Exercise 1. Match the words (1-7) with the definitions (A-G).**

1. \_\_\_ antibiotic
2. \_\_\_ bacteria
3. \_\_\_ disinfectant
4. \_\_\_ isolate
5. \_\_\_ transmit
6. \_\_\_ infection
7. \_\_\_ hygiene

A – a substance used to clean an object and kill any microorganisms on it

B – used to kill or prevent the growth of unicellular microorganisms

C – to pass something from one place to another

D – unicellular microorganisms that are capable of infecting a host organism

E – a colonization of a host organism by a microorganism

F – to put a person or animal in isolation to prevent the spread of a disease

G – the practice of keeping oneself clean

#### **Exercise 2. Read the sentence pairs. Choose the sentence that uses the underlined part correctly.**

1. A – It's important to use a good infection when you're cleaning your kitchen.  
B – The man contracted a virus and was so ill that he could not go to work.
1. A – Mr. Kim was transmitted to avoid making the other patients sick.  
B – Jerry uses antimicrobial soap because it kills more viruses

#### **Exercise 3. Listen and read the poster again. What makes washing more effective?**

### **Listening**

**Exercise 4. Listen to a conversation between a nurse and a patient. Choose the correct answers.**

**1. What is the main idea of the conversation?**

- A – treating a patient with a virus
- B – preventing the spread of a virus
- C – describing the symptoms of a virus
- D – investigating how a patient caught a virus

**2. What can be inferred about the woman?**

- A – She was infected at her job.
- B – She will not cook for her family.
- C – She passed the virus to her children.
- D – She is not going to work the next day.

**✓ Listen again and complete the conversation.**

Nurse: How's it going today, Samantha?

Patient: Actually, I think I'm sick. Something's been

**1** \_\_\_\_\_.

Nurse: I see. How are you feeling?

Patient: I have a **2** \_\_\_\_\_ and a fever, and my stomach has been cramping.

Nurse: It sounds like you have a **3** \_\_\_\_\_. Is anyone else in your family sick?

Patient: No, not yet. And I don't want them to get sick, either.

Nurse: Of course not. Make sure that you **4** \_\_\_\_\_ often.

Patient: Oh, of course.

Nurse: And if you're not using **5** \_\_\_\_\_ soap, it'd be worth switching.

Patient: I'll pick some up on the way home. It's still okay for me to cook for my family, right?

Nurse: Well, be careful. Definitely use a good

**Exercise 5. Past Continuous. Put the verbs in brackets into the correct tense (Past Simple, Past Continuous), then choose the correct linking word to complete the sentences, as in the example.**

1. Pat ...was reading... (*read*) a magazine *when/while* her son ...was watching... (*watch*) TV.

2. The children ..... (*play*) in the park *and/when* it ..... (*start*) to rain.

3. Ed ..... (*wear*) his new leather jacket when/while he ..... (*spill*) oil on it.

4. I ..... (*hurt*) my leg *and/as* I ..... (*run*) down the street.

5. Tom ..... (*clean*) the swimming pool when/and Lily ..... (*paint*) the fence.

6. *When/While* I ..... (*go*) to Sally's house I ..... (*find*) nobody there.

7. Victoria ..... (*cut*) her finger *as/and* she ..... (*slice*) the cheese.

### **Exercise 6. Mygiene. Subject - specific Vocabulary:**

1. Antimicrobial – противомикробный
2. Bacteria – бактерии
3. Disinfectant – дезинфицирующие средства
4. Infection – заражение, инфекция, зараза
5. Virus – вирус
6. Antibiotic – антибиотик
7. Transmit – передавать
8. Quarantine – карантин
9. Facemask – маска

### **General English Vocabulary:**

#### **Nouns/ Phrases:**

1. Buildup – сосредоточение, рост
2. Unicellular – одноклеточный
3. Microorganism – микроорганизмы
4. Isolation – изоляция
5. Isolation period – карантин

#### **Adverbs:**

1. Fortunately – к счастью
2. Rapidly – быстро, стремительно
3. Definitely – точно, несомненно, разумеется, конечно

#### **Verbs:**

1. Transmit – передавать
2. Spread – простираться; распространяться
3. Survive – уцелеть, пережить, остаться
4. Investigate – исследовать, изучать
5. Cramp – судорога, спазм

## ***Language:***

1. Actually, I think I'm sick - на самом деле я думаю, что я болею
2. Make sure that you ... often - убедитесь, что бы часто...
3. If you're not using... soap, it's better...

Get ready!

Why is proper hygiene important?

Proper hygiene is important because without it infections spread very easily

Now do nurses help patients use proper hygiene?

Nurses can help patients to use proper hygiene by ensuring that all public areas in the hospital have been cleaned using disinfectant. Also, they can remind patients and visitors to wash their hands when they get into the hospital and at regular intervals, preferably with antimicrobial soap or gel. Also, nurses need to make sure that all equipment that they use has been sterilized, and that they change patients' bandages regularly, cleaning any cuts or wounds with antibiotic fluid.

## **Exercise 7. Before you read the passage, talk about these questions.**

**Why is proper hygiene important?**

**How do nurses help patients use proper hygiene?**

It's easy to transmit diseases and infections when you don't use proper hygiene.

Fortunately, using proper hygiene is easy, just follow these simple rules:

Wash your hands. Live viruses are often present on an object that a sick person has touched. Washing your hands removes the viruses you pick up in this way. Using antimicrobial soap makes hand washing even more effective.

Use disinfectant in your home. Using a disinfectant to clean your kitchen and bathroom prevents the buildup of harmful bacteria.

Apply antibiotic ointments as needed. When someone in your family gets a cut or scrape, use antibiotic ointment to clean the wound.

Wear a facemask when working around sick people. Many diseases are transmitted through the air we breathe.

Sometimes, very sick patients need to be isolated. This usually only happens when the disease they have is easy to transmit and spreads rapidly.

## **Exercise 8. Read the poster. Then, mark the following statements as true (T) or false (F).**

Viruses cannot survive on inanimate objects.



Antimicrobial soap should be used to disinfect bathrooms.

People with diseases that pass quickly from one person to another sometimes require quarantine.

## Раздел 7. Болезни.

### Тема: Общие симптомы заболеваний.

#### General symptoms of diseases

*Exercise 1. Распределите данные слова и словосочетания по графам:*

Название заболевания	Патологические симптомы	Лечебные процедуры

1. gastric ulcer; 2. serum transfusion; 3. continuous haemorrhage; 4. carcinoma; 5. anaemia; 6. intermittent fever; 7. prophylactic vaccination; 8. profuse external bleeding; 9. chemotherapy; 10. chronic gastritis; 11. dryness in the mouth; 12. acute cholecystitis; 13. parenteral injections; 14. severe nausea

*Exercise 2. Выберите симптомы, наиболее характерные для указанных заболеваний:*

1. *In acute cholecystitis* the patient suffers from... (a) atrial fibrillation; б) intense pains in the right hypochondrium and in the umbilical area; в) slight pain and general epigastric discomfort)
2. *In attacks of acute appendicitis* the patient usually develops... (a) profuse external bleeding; б) vomiting of blood; в) sharp pains in the epigastrium, which soon become generalized in the abdomen)
3. *Perforating ulcers* are characterized by... (a) pain which is usually dull in character; б) acute pain in the stomach; в) sharp pain in the substernal area radiating down the arm)
4. *The development of chronic gastritis* is characterized by the appearance of... (a) the loss of appetite, pain and epigastric discomfort after meals; б) nausea, vomiting accompanied by haemorrhage; в) cold perspiration at night and intermittent fever)

#### **Text. Symptoms of Diseases of the Liver and Bile Ducts**

When the physician is taking the patient's medical history he must pay attention to the patient's working and living conditions, the diet which the patient follows, the history of past diseases, particularly of those of the alimentary tract, and the condition of the nervous and endocrine systems, because a hepatic disease is often directly associated with these factors.

For example, overeating, particularly of fatty foods, alcoholism may sometimes suggest the diagnosis of the fatty degeneration of the liver. A persistent lesion of the liver may be observed after Botkin's disease and in chronic infections. Involvement of the liver and bile ducts is often found after gastrointestinal diseases, gastritis being one of them.

The patient's complaints of loss of weight, pain in the right hypochondrium and abdominal enlargement may contribute to the proper diagnosis of the diseases of the liver and bile ducts. Among the characteristic symptoms of a hepatic disease are a yellowish colour of the skin, sclerae and of the mucous membranes of the oral cavity, dilatation of the veins in the umbilical area, tenderness in the left and right hypochondrium.

Palpation and percussion of the liver and spleen may supply important evidence for a diagnosis. The size of the liver may be enlarged or contracted, it may be soft or firm, its surface may be nodular, the lower border may be sharp. And all these findings enable the physician not to doubt an adequate diagnosis.

**Тема: Аппендицит.**

**Exercise 1. Read the text and answer the questions.**

Appendicitis usually presents as an acute inflammation of the appendix. It can lead to perforation with subsequent peritonitis. The inflammation can be caused by an obstruction such as an indurated mass of feces, a foreign body in the lumen of the appendix, parasitic infection, fibrous disease of the bowel wall, or adhesions.

Appendicitis is usually seen in teenagers and young adults and found more frequently in males.

The most common representation of acute appendicitis is constant pain that develops in the right lower quadrant of the abdomen at McBurney's point. However, initially it usually begins as an intermittent pain in the mid abdomen that subsequently localizes in the lower right quadrant. The patient tends to bend the knees in order to prevent tension of the abdominal muscles and decrease the pain. The pain of acute appendicitis is aggravated by walking and coughing.

The patient usually develops a low-grade fever, nausea, vomiting, elevated white blood count, rebound tenderness, decreased or absent bowel sounds, and rigid abdomen. Besides, the patient may have board-like rigidity of the abdomen.

The most common complication of appendicitis is peritonitis, inflammation of the peritoneum. When peritonitis begins, following the rupture of the appendix, the patient may have a sudden relief of the pain. The patient has increased fever and chills, progressive abdominal distention and abdominal pain, tachycardia, tachypnea, restlessness.

Another complication is appendiceal abscess. Abscess usually occurs 2-6 days after the onset of the disease. In this case, a tender mass in the lower right quadrant or pelvis will be palpated.

In elderly patients, the abdominal findings may be absent or unimpressive, until perforation of the appendix occurs. It may also be difficult to make a diagnosis in a pregnant woman or an obese.

Typical findings in acute appendicitis normally occur when the appendix occupies the iliac fossa. If the appendix extends over the pelvic brim, the

abdominal signs may be minimal, with tenderness being elicited only on rectal examination. Patients with a retrocecal appendix may have poorly localized abdominal tenderness. If the appendix lies high and lateral, maximal tenderness may be present in the flank.

Treatment of appendicitis is appendectomy, surgical removal of the appendix.

***Questions:***

1. What is the most common representation of acute appendicitis?
2. How do patients with appendicitis describe the pain?
3. List some objective and subjective symptoms the patient may complain of.
4. Describe peritonitis as a complication of appendicitis.
5. When examining a patient with peritonitis, what physical findings is the doctor likely to see?
6. When does appendiceal abscess usually occur?
7. What are the clinical findings in elderly patients?
8. How can a surgeon treat acute appendicitis?

**Тема: Пневмония**

**Exercise 1. Read and translate text.**

The disorders of the respiratory system still figure largely in the list of causes of death in infancy and childhood. The incidence and severity of respiratory system diseases are due to immaturity of the respiratory organs in children. The most common types of inflammation of the lungs are croupous or lobar pneumonia, and bronchopneumonia or lobular pneumonia (catarrhal pneumonia).

Lobar pneumonia is caused by pneumococci, streptococci, staphylococci. In lobar pneumonia one lobe or a portion of a lobe may become affected. The pathologic process often arises in the lower right lobe, then in the lower left and upper right lobes. The onset of lobar pneumonia is sudden. Pain in the side is often absent in children, especially young ones. Cough is usually slight or even absent. Respiration is shallow and accelerated. The pulse-respiration ratio falls to 2-3:1. The temperature may reach 40°C at the height of the disease.

Auscultation and percussion reveal bronchial respiration, dullness, moist bubbling râles and crepitation. On auscultation attention should be given to the following spaces: the axillae – early appearance of bronchial respiration in lobar pneumonia, the paravertebral spaces – frequent localization of.

**Exercise 2. Answer the questions.**

1. What disorders figure largely in the list of causes of death in infancy?
2. Why do disorders of the respiratory system still figure largely in the list of causes of death in infancy?

3. What part of the lung is affected in lobar pneumonia?
4. What is the onset of lobar pneumonia marked by?
5. What are characteristic features of cough, respiration and temperature in lobar pneumonia?
6. What do auscultation and percussion reveal in lobar pneumonia?
7. How many apices must one remember for a thorough examination of the lungs?
8. What does treatment of lobular pneumonia consists of?
9. What procedure tends to promote resolution of the consolidation in the lung?
10. What pneumonia predominates in childhood?

**Тема: Гастрит.**

**Exercise 1. Read the text and answer the questions.**

Gastritis is an inflammation of the stomach or gastric mucosa. The word comes from the Greek gastro- meaning of the stomach and -itis meaning inflammation. This disease may persist acutely or chronically, depending on the cause.

Acute gastritis is caused by the ingestion of food contaminated with disease-causing microorganisms or food that is irritating or too highly seasoned, the overuse of aspirin or other nonsteroidal anti-inflammatory drugs, excessive alcohol intake, bile reflux, or radiation therapy.

Chronic gastritis is caused by benign or malignant ulcers or by the bacteria *Helicobacter pylori*; may also be caused by autoimmune diseases, dietary factors, medications, alcohol, smoking, or reflux.

Symptoms of gastritis can be related to the underlying cause. In acute gastritis, the patient complains of abdominal discomfort, anorexia, nausea, vomiting, and possibly hiccupping. Patients with chronic gastritis experience such symptoms as upper abdominal pain or discomfort, anorexia, nausea, vomiting, heartburn after eating, or sour taste in the mouth. The doctor should carefully monitor for signs of hemorrhagic gastritis like hematemesis, tachycardia, and hypotension.

In suspected cases, a doctor usually orders gastroscopy to determine gastritis and related conditions such as peptic ulcer and gastric cancer. It is always important that the doctor reviews a patient's history regarding medications, alcohol intake, smoking, and other factors that can be associated with gastritis. In some cases, the appearance of the stomach lining seen during gastroscopy is reliable in determining gastritis and the cause. However, the most reliable method is doing a biopsy during gastroscopy and checking for histological characteristics of gastritis and infection (*Helicobacter* infection).

The treatment usually consists of removing the irritant or the infection. Antibiotics (Clarithromycin, Amoxicillin), proton pump inhibitors and bismuth salts may be prescribed.

In cases of acute gastritis, foods and fluids should be withheld until symptoms subside, followed by clear liquids, and then solid food is introduced. The patient should avoid irritating foods, fluids, and other substances such as spicy and highly seasoned foods, caffeine, alcohol, and nicotine.

***Questions:***

1. What are the causes of acute gastritis?
2. What are the main reasons of chronic gastritis?
3. Describe the symptoms of gastritis.
4. What method is the most reliable in making a diagnosis?
5. How to treat gastritis?
6. What is the purpose for prescribing antibiotics?
7. What are the other drugs that could be successfully prescribed?
8. What food is to be avoided in gastritis?

**Exercise 2. Are these statements true (T) or false (F)? If the statement is false, correct the statement.**

1. Gastritis is an inflammation of the intestinal mucosa.
2. Symptoms of gastritis are lower abdominal pain and diarrhea.
3. The doctor should ask the patient about dietary irregularities, medications, alcohol intake, smoking, stress and other factors.
4. Histological characteristics and determining *Helicobacter pylori* infection help confirm the diagnosis.
5. Spicy food is allowed for patients after relieving the symptoms.

## **Раздел 8. Первая медицинская помощь.**

### **Тема: Оказание первой помощи**

- При ушибах и кровотечениях.

#### **Exercise 1. Read and translate the text « BLEEDING».**

### **BLEEDING**

Bleeding can lead to a severe loss of blood. The best way to stop bleeding is by direct pressure with a clean cloth. If the bleeding is from the arm or the leg, the limb can be kept in a raised position. If the bleeding is from a nose, put a cold compress on the nose. It will stop the blood. Ice placed on the nose also stops bleeding. In severe case doctors make blood transfusion.

Words:

1. bleeding – кровотечение
2. severe - тяжелый
3. loss – потеря
4. case - случай
5. blood transfusion - переливание крови.

#### **Exercise 2. Find English equivalents.**

Лучший способ остановить кровотечение, потеря крови, чистая ткань, поднятое положение, кровотечение из носа, остановить кровотечение, переливание крови.

#### **Exercise 3. Find Russian equivalents.**

Bleeding from the arm or the leg; cold compress; severe case; severe loss of blood; direct pressure; to put a compress on

#### **Exercise 4. Answer the questions.**

1. What can lead to a severe loss of blood?
2. What is the best way to stop the bleeding?
3. What do the doctors make in severe cases?

- При шоке, обмороке.

#### **Exercise 1. Read and translate the text « FAINTING».**

### **FAINTING**

The cause of fainting may be different: strong emotion, want of food, fatigue or pain, in fainting person loses consciousness. Blood doesn't get to the brain. The

face of a person before fainting gets very pale and sweat appears on his forehead. He feels dizzy and weak. His breathing is shallow. His pulse is weak and slow.

**If you help a person who lost his consciousness:**

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

**Words:**

1. fainting—обморок
2. cause - причина; вызывать
3. emotion - душевное волнение
4. want of food – голод
5. fatigue – усталость
6. lose consciousness - терять сознание
7. brain – мозг
8. to feel dizzy - чувствовать головокружение
9. weak – слабый
10. shallow – поверхностный
11. slow – медленный
12. to lay - (laid) положить
13. flat - плоско[flæt]
14. to loose - зд. Ослабить
15. to cover – покрывать
16. to sprinkle – брызгать
17. sweat - пот, испарина [swet]
18. ammonia - нашатырный спирт.

**Exercise 2. Find English equivalents.**

Сильные эмоции; терять сознание; кровь не поступает в мозг; лицо становится бледным; уложить на спину; поднять ноги; побрызгать водой; ослабить одежду тепло укрыть.

**Exercise 3. Find Russian equivalents.**

The cause of fainting; want of food; the face gets pale; sweat appears; he feels dizzy; shallow breathing; weak pulse; slow pulse

#### Exercise 4. Answer the questions.

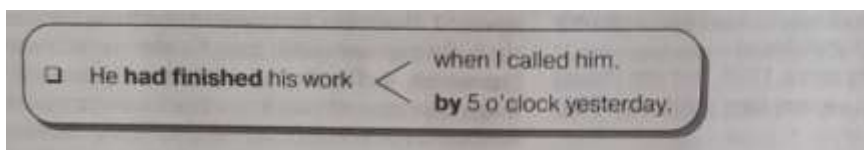
1. What may be the cause of fainting?
2. What does person lose in fainting?
3. What appears on his forehead before fainting?
4. What does person feel?
5. How can you help a person who lost his consciousness?

#### *The Past Perfect Tense*

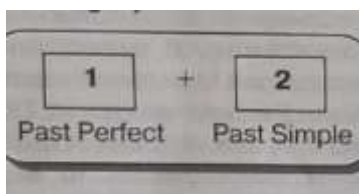
AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I had worked	I had not worked	Had I worked?

I'd worked. I hadn't worked

**The Past Perfect Tense** denotes an action completed before a certain moment in the past. It is often used with the preposition by («k»).



When we have two past references, we often need **the Past Perfect** for the event that happened first to avoid ambiguity.



1. When we came to the station, the train left. (i.e. at that moment)
2. When we came to the station, the train had already left. (i.e. before we got there)

#### Exercise 5. Use the Past Perfect Tense.

*Model: Why didn't you listen to that play on the radio?*

*a) Because I had heard it before.*

*b) / didn't listen to that play on the radio because I had heard it before.*



- 1) Why didn't you see Fred when you came to Moscow? (leave)  
.....
- 2) Why didn't Kate want to go to the cinema? (see the film) .....
- 3) Why didn't Jeff hear about Kate's examination? (pass/before)  
.....
- 4) Why did Fred come home so soon from his holiday? (spend all the money)  
.....
- 5) What did you learn about Bob? (get married) .....
- 6) What did he learn about Helen from the letter he received? (be ill for a month)  
.....

**Exercise 6. Complete the sentences, using the verbs in brackets. You visited a friend and learned a lot of news about his family and other friends.**

*Model: His father didn't work in the bank anymore. He (retire) had retired.*

1. His parents didn't live there any longer. They (go).....to live in the country.
2. His sister wasn't there, either. She (get)..... married.
3. His house was larger. He (build)..... the third storey.
4. Your friends, Mike and Brenda, were away. They (leave).....for Sweden.

**Exercise 7. Complete the sentences, using the verb in brackets.**

*Model: I was very excited about visiting London because I (be) had never been there before.*

1. The little boy couldn't wait to get to the sea. He (see).....before.
2. The teacher was late that morning. The class didn't know what to think. She (be/late) .....
3. Yesterday Larry taught Nell to play the guitar. She felt very unsure because she (play).....
4. It was Miss Kelly's first day at school. She was very nervous because she (teach).....

**Exercise 8. Make sentences, using the words in brackets.**

*Model: His hair was wet. (He/just/have/a shower) He had just had a shower.*

- 1) There was nobody on the platform. (the train/just/leave) .....
- 2) We didn't find anybody home. (everybody/ already/go out) .....
- 3) The children were playing in the garden. (they/ just/come/from school)  
.....
- 4) Bob wasn't at home when I arrived. (he/arrange/ to meet/some friends/at the club) .....
- 5) I couldn't recognize the child after all that time. (I/not/see/her/for seven years) .....

## **Раздел 9. Проблемы современного человечества.**

### **Тема: Наркомания и ее воздействие на организм.**

#### **Drug abuse problem**

When we speak about drugs, we normally mean the soft drugs marijuana and hash(ish) and hard drugs like heroin, cocaine or crack. But there are many more drugs available, like opium, LSD, etc. Some are even used medically, for example morphine or barbiturates: only the continued abuse of such medical drugs is really dangerous.

Not only hard drugs but also soft drugs have harmful consequences for people's health. They are habit-forming and alter patterns of mood, thought and behavior. No matter whether the drugs are taken as pills, smoked, snorted or injected intravenously, they will lead to physical, psychological and mental dependence and consequently to addiction. Drugs cannot be taken in a moderate and controlled way over a long period because no drug is non-addictive. Once stronger doses of soft drugs are needed, the use of hard drugs often becomes inevitable.

There is an alarming tendency among more and more - mainly young - people to:

- 1) become addicted to drugs;
- 2) start by using hard drugs (bypassing marijuana and hash);
- 3) start taking drugs very early (some even at the age of 10 or 12);
- 4) die of a drug overdose before reaching the age of 30;
- 5) have easy access to drugs which are supplied in large quantities;
- 6) take drugs even if they live in small towns or in the country and not in big cities where this is more common;
- 7) mix "cocktails" to make the intoxicating or narcotic effect stronger and to intensify the euphoric feelings induced by drugs;
- 8) switch to cheaper but even more dangerous synthetic drugs, which are also more addictive;
- 9) commit drug related crimes to get money to support their habit.

**Exercise 1.** Discuss the following:

– Drugs addicts tend to die before reaching the age of 30. How can the society help combat drug abuse?

– What do you think of more research into the psychological and social reasons for drug abuse so that the roots of the problem can be tackled?

**Exercise 2.** Make a list of all the illegal drugs that you know.

ü Which of those are soft drugs and which are hard drugs?

ü Which of the drugs in your list are dangerous? How dangerous are they?

ü Do you know different names for the same drug?

**Exercise 3.** Discuss the following:

➤ What is the law in your country regarding drugs – both possession of drugs and drug dealing?

➤ Are there any drugs in your list that you think should be made legal? Which ones and why?

**Exercise 4.** As you read through the article think of the answer to this question: If you were on the panel, would you have come to the same conclusion?

### *GRASS IS GOOD FOR YOU*

A panel of doctors, economists, parents and police officers in the United States has decided that drugs should be made legal. Their conclusions took into account factors of crime, medicine and even prison space.

“We have a prison population of over 10 million in this country. Many of those are in jail for drug-related crime, such as the sale or possession of illegal substances”, said an officer of the Chicago Police Force. Because of new, tough laws, currently 3 out of 5 people in prison are there because of drug-related crimes, which means little space is left for violent criminals, the ones the public would really like to see locked away.

But there were more reasons raised for legalizing drugs. “There are cancer patients out there who are wandering around dark streets at night trying to buy marijuana for pain relief,” said one of the doctors on the panel. “They should be able to get what they need without entering the criminal underworld.”

The effectiveness of marijuana on patients going through chemotherapy has long been known by the medical profession, but political conservatives still raise opposition. One senator spoke out against the panel’s conclusions. “I can sympathize with the patients, but the fact is, marijuana is

addictive and harmful and we don't want that kind of thing in our communities," he said.

But the panel disagreed. They argued that, although marijuana was admittedly a potentially addictive substance, research has proved that legal substances such as nicotine and alcohol are far more addictive and harmful. "Marijuana actually does some good. The same cannot be said of cigarettes and alcohol."

On other substances, the panel agreed that drugs such as heroin and cocaine did not serve the community in the same way marijuana could, but argued that keeping those substances illegal meant money for criminals. "We don't have people shooting each other over tequila or controlling prostitutes with Marlboros," said a teacher on the panel. "Keeping drugs illegal allows people to do illegal things."

The panel will shortly be presenting its findings to the government.

**Exercise 5.** What were some of the reasons for legalizing drugs mentioned in the article? Tick those which were mentioned in the article:

1. Drugs can help people who are ill.
2. Drugs keep criminals in business.
3. Making drugs legal means that they can be taxed, and that means revenue for the government.
4. Drug-trafficking is not as serious as violent crime, according to many people.
5. Legalizing drugs could make the job of law enforcement officers much easier.
6. Alcohol and cigarettes are more addictive and more harmful and are already legal.

How many of those six points do you agree with?

**Exercise 6.** Use the following words to complete the sentences below:

*illegal, addictive, immediate, beneficial, long-term, damaging, legal, designer*

1. Cigarette smoking is more . . . . to your health than smoking marijuana or cannabis.

2. Nicotine is more . . . . than marijuana.
3. Marijuana can have very . . . . effects on cancer patients, helping them through chemotherapy.
4. The . . . . effects of smoking dope are well-known – feeling extremely carefree and relaxed. The . . . . effects are less clear.
5. How can it be . . . . for a 16-year-old to buy and smoke cigarettes when at the same time it is . . . . for a 21-year-old to buy and smoke marijuana? It's crazy!
6. One of the biggest dangers today is the so-called . . . . drugs which young people use at discos and parties.

**Exercise 7.** Do you agree with the following opinions? Discuss them in small groups:

1. Getting high on a joint is less dangerous than getting drunk.
2. People who smoke dope change their personality over time. They become irresponsible, unreliable and ruin their lives.
3. The drug laws in our country are already too relaxed. They should be far stricter. Fine people for a first offence and then send them to prison if they re-offend. It's the only way.
4. Experimenting with drugs is OK. You just need to know when to stop.
5. Soft drugs lead to hard drugs. Just don't even think of starting!
6. More people die from alcohol-related problems or accidents than drug related problems. Statistically, drugs are safer than alcohol.
7. All recreational drugs should be made legal for adults. That would immediately stop related crime.
8. Some countries in the Far East have the right idea – execute all drug dealers. That would soon stop the drugs trade.

**Exercise 8.** Discuss the following:

- What problems have you seen in your community caused by drugs?

- What would be the effect of legalizing drugs? Take two minutes to think of three implications. Then tell your group what you have thought of.

## **Раздел 10. Страноведение.**

**Тема: Соединенное Королевство Великобритании и Северной Ирландии**

*Прочитайте и переведите текст.*

### **Political system of the United Kingdom**

The U.K of Great Britain and Northern Ireland is a parliamentary democracy with a constitutional monarch, Queen Elizabeth II as head of state. The organs of government are: Parliament, the executive and the judiciary. The legislature, Parliament, is the supreme authority. It comprises 2 chambers - the House of Lords and House of Commons - together with the Queen in her constitutional role.

The executive consists of the central Government - that is the Prime-Minister and Cabinet and other ministers who are responsible for initiating and directing the national policy, government departments, local authorities, and public corporations. The judiciary determines common law and interpret status and is independent of both the legislature and executive.

The Government derive its authority from the elected House of Commons. A general election. For all seats in the House of Commons, must be held every 5 years. The Government is normally formed by the political party which is supported by the majority in the House of Commons. The Party's leader is appointed Prime-Minister by the Queen. He chooses a team of ministers of whom 20 or so are in the Cabinet. The second largest party becomes the official opposition with its own leader and Shadow Cabinet. The House of Commons comprises members from the constituencies in England, Scotland, Wales and Northern Ireland who represent people whose history and traditions differ. The House of Lords is a hereditary Chamber.

The United Kingdom is a political union made up of four constituent countries: England, Scotland, Wales, Northern Ireland and several overseas territories, including Gibraltar and the Falkland Islands.

The UK is a highly developed country, a member of the **Group of Eight (GE)**, member of the **European Union (EU)**, is a founding member of the **North Atlantic Treaty Organisation (NATO)**, the **United Nations (UN)**, where it holds a permanent seat in the Security Council.

The UK has close relations with such EU nations as France and Germany, and, of course, with major Commonwealth countries (former British colonies): Singapore, South Africa, Canada, Australia and New Zealand. The relations between the USA and member nations of the Commonwealth of Nations are sometimes called "**the special relationship**", meaning the warm political, diplomatic, historical and cultural relationship.

Britain is a parliamentary democracy what can be seen through free elections, freedom of speech and open and equal treatment before the law. Britain still does not have a written constitution. And the laws have never been brought into a single document.

**Дайте определение ниже приведенных понятий.**

- Group of Eight —
- Trooping of the Colour —
- the Derby at Epsom —
- the Royal Ascot —
- the House of Commons —
- the House of Lords —
- Act of Parliament —
- county —
- borough ['bʌrə] —
- secret ballot —
- Speaker —
- Government —
- opposition —
- "Shadow Cabinet" —
- "front-benchers" — "переднескамеечники" —
- "back-benchers" —
- Chaplain ['tʃæplɪn] —
- Serjeant-at-Arms ['sɑ:dʒənt ət'a:mz] —
- Lords Temporal —
- Lords Spiritual —
- right of inheritance —
- peerage ['pɪərɪdʒ] —



- Lord Chancellor
- woolsack —
- the Conservative Party ("Tory") —
- the Liberal Party ("Whigs") —
- the Party of Liberal Democrats —
- proportional representation system —

**Тема: Медицинское образование в Великобритании и США.**

Text с. Oxford Colleges

Oxford is one of the oldest universities in England. This University has 32 colleges—27 for men and 5 for women. There are 16 faculties there, among them the medical, humanitarian and others. A large college has about 500 students; about one hundred students study at a small college. Most of the students of Oxford are those young people who finished private schools.

During the first days after his entrance to Oxford the student meets his tutor (teacher) and begins to work. At the first interview the tutor asks his student many questions. This helps the tutor to understand the general intellectual development of his student. The tutor tells him about the lectures which he must attend and gives the list of books which the student must read during the term.

At the beginning or end of each term the student must take college examinations in written form. In many colleges of Oxford the tutors meet with the head of the college regularly and discuss the students' work.

At Oxford the working hours of the student are from 9 a.m. to 1 p.m. At 9 o'clock he sees his tutor or goes to the library or to the lectures. From 2 p.m. to 5 p.m. he goes in for sports and does different exercises. From 5 p.m. to 7 p.m. he works in the library or in the laboratory. At 7 p.m. he has dinner. After dinner the students have club activities or attend different societies. At about 10 p.m. the student begins to work again and works for about two hours.

**Exercise 1. Answer the following questions:**

What have you learned about higher education in England and about the daily regimen of an Oxford student?

**Exercise 2. Прочтите текст D со словарём. Скажите, что вы узнали о медицинском образовании в разных странах.**

Text d. Medical education in different countries

Medical Institutes in the USSR as well as other higher schools of our country are open for the working people and their children.

But in capitalist countries we see another picture. For most people of poor classes the doors of higher schools are closed.

In the USA young people from rich families which make up only 10% of all the youth, constitute<sup>1</sup> about 80-90% of all students. The young people from poor families constitute only 5%.

The race discrimination principle plays even greater role. For example, only 2% of Negroes study at all medical higher schools of the USA.

There are definite limitation for admission of young women which constitute only 10%.

Only in socialist countries young women can freely enter medical higher schools. About 55 to 60% of all the number of students are young women.

In the USA the education fee<sup>2</sup> is increasing every year and is about 5000 American dollars a year.

In 1974 only about 1000 young people entered 11 medical faculties in the USA, while more than 50000 young people entered 91 higher medical schools in the USSR.

In all socialist countries the whole course of higher medical education lasts for six years. But in capitalist countries the duration of education varies considerably, for example in the GFR (German Federative Republic) it is nine years, in Holland — eight years, in France—7 years, in England and Italy— 5 years, in the USA — 4 years offer graduation from 7 or 8 years' course at a college.

In capitalist countries there is a various order to receive the right to medical practice.

For example, in England a young doctor must attend internship during a year, then he must take an examination and only then he gets the right to practice.

In the USA only the doctor, who has passed the examination in the chosen field of medicine, and has got the necessary certificate<sup>3</sup> can practice medicine.

1. Read Text B. Entitle it.
2. Find and translate the sentences in Present Indefinite Passive.
3. Ask each other questions on the text and answer them:

### Text B

The main part of the head and face is called the skull. The skull is composed of twenty-six bones. These bones form two basic parts of the skull, that is facial and cranial parts.

The bones of the skull are connected with the first cervical vertebra. The bones of the skull are connected together so firmly [ fa:mli] (крепко) that it is very difficult to separate them.

The bones of the skull form one large cavity and some smaller cavities. The large cavity is called the cranial cavity. The brain is in the cranial cavity. One of the smaller cavities is the cavity of the nose. The other two cavities are the orbits. The eyeballs are in the orbits.

### **Exercise 3. Read and translate the text. Answer the questions after text.**

#### **Difference between British English and American English**

English may be said to have traveled to North America with the ship "Mayflower"<sup>1</sup> in 1620. The earliest English colonists in the New World were speaking Elizabethan English, the language of Shakespeare, Lyly, Marlowe, when they came to America. ... Besides the various Indian influences American English reflects the other non-English cultures. In the westward expansion of their territory, the English-speaking colonists soon came into contact with the French, From the French in America were derived a considerable number of words, such as prairie, rapids.

Spanish words were adopted at two different periods. In the old colonial days, American received Creole, mulatto. Then, after the Mexican War (1846 – 1848) contact with Spanish-speaking inhabitants of Texas and the Spanish West resulted in the acquisition of such words as canyon, ranch, sombrero.

The Dutch settlers of New York contributed to American the following words: boss, Santa Claus, cookie. We ought just to notice that in American English there is an increasing tendency to employ a simplified spelling. This tendency is the use of – or in all words that in English contain – our: thus Americans write honor and honorable for honour and honourable. Many Americans write thru for through.

Is there a difference between the English language as it is spoken by the English and by the Americans not only with reference to the pronunciation? Well, just listen to me for a few minutes and you will see. When you arrive in America and want to continue your journey by railroad (not railways you are used to call it), you won't take your tickets at the booking – office but at the ticket – window, and the man who hands it to you is no longer the booking – clerk, but the ticket – agent. You walk out on the platform, oh, I beg your pardon, it is here called track.

The train is already waiting and you quickly get into a car which in England you would call a carriage. If you want to fix an appointment with a friend, it will be best to call-him up. You are quite right in guessing that this is the same as to ring him up. He will tell you how to get to his hotel, whether you have to go by subway by which the underground railway is understood, or whether you had better take the trolley car, he may also call it street car, or even surface car. Your friend will probably be expecting you in the lobby, in England you call it lounge. Then you will both get into the elevator (must I tell you that this is the lift). Which will take you up to your friend's room. Your friend will probably take you out for a walk to have a look at the shops or stores as they call them in America. And then, I suppose, you will drop into one of numerous movies. I hope you will not mind the "cinema" being called movies here.

***Questions:***

1. What linguistic influences have been reflected in American English through contact with other cultures?

American English has reflected influences from various languages, including Spanish, French and Dutch.

2. What new words were adopted into American English from the French?

From the French, words such as "prairie" and "rapids" migrated into American English.

3. What Spanish words were adopted into American English after the Mexican War?

After the Mexican War, American English introduced words such as "canyon," "ranch," and "sombrero."

4. What words were introduced into the American language by the Dutch settlers of New York?

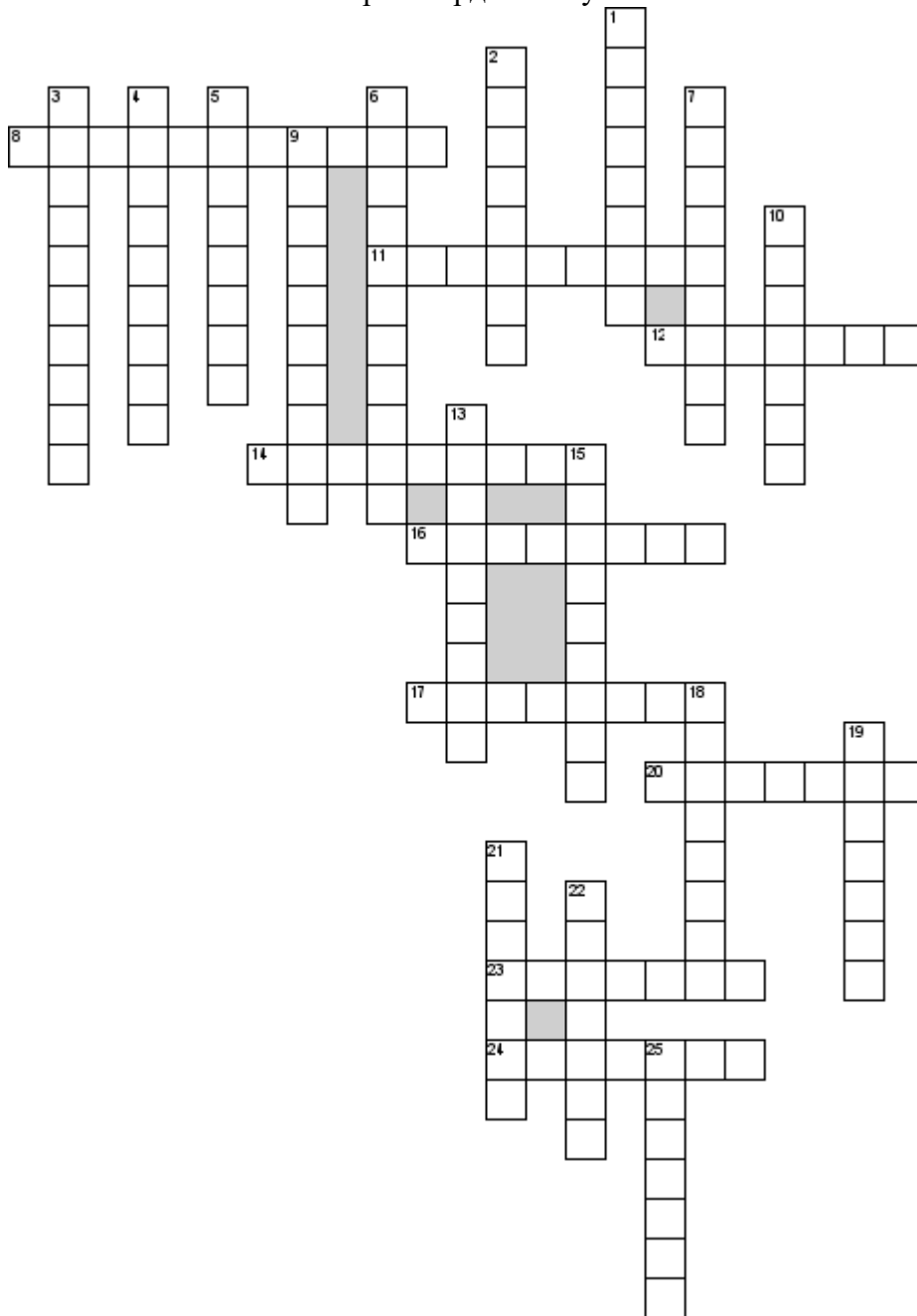
Dutch settlers of New York City introduced words like "boss," "Santa Claus" and "cookie" into the American language.

5. What is the growing trend of simplified writing in American English?

A growing trend in simplified spelling in American English is to use "our" instead of "honorable and honorable" and other similar cases.

## 8. КОМПЛЕКТ КРОССВОРДОВ

Кроссворд на тему "Education"



### По горизонтали

- 8. Кафедра
- 11. Очень серьёзное наказание
- 12. Наука, изучающая живых существ
- 14. Расписание уроков
- 16. Язык
- 17. Институт

20. Сервис

23. В некоторых школах она обязательна

24. Человек, обучающий школьников

**По вертикали**

1. Академик

2. Бакалавриат

3. Технология

4. Кандидат

5. Студенты

6. Университет

7. Оставление после уроков

9. Математика

10. Родной язык на родине пиццы

13. Менеджмент

15. Образование

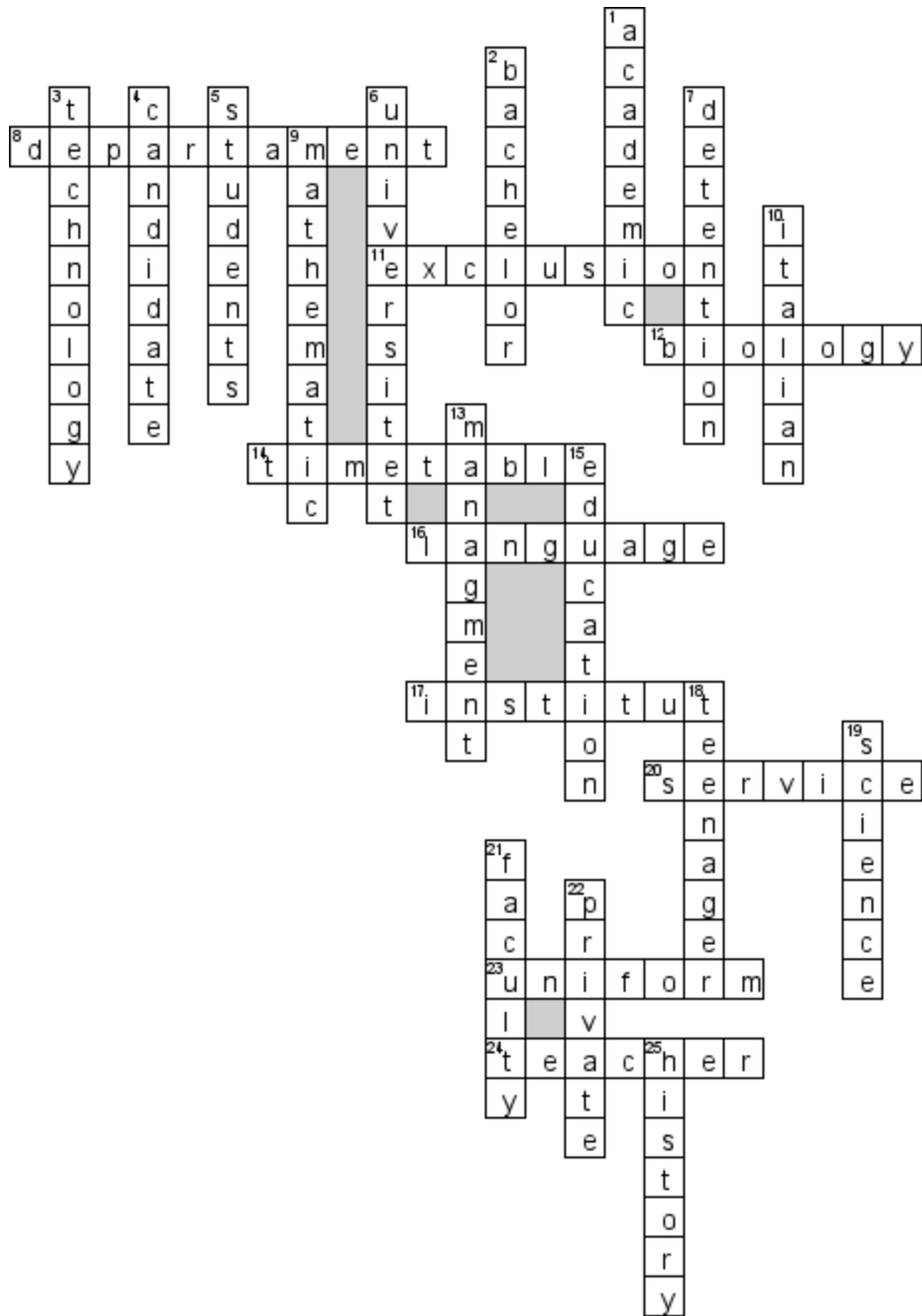
18. Подросток

19. Наука

21. Факультет

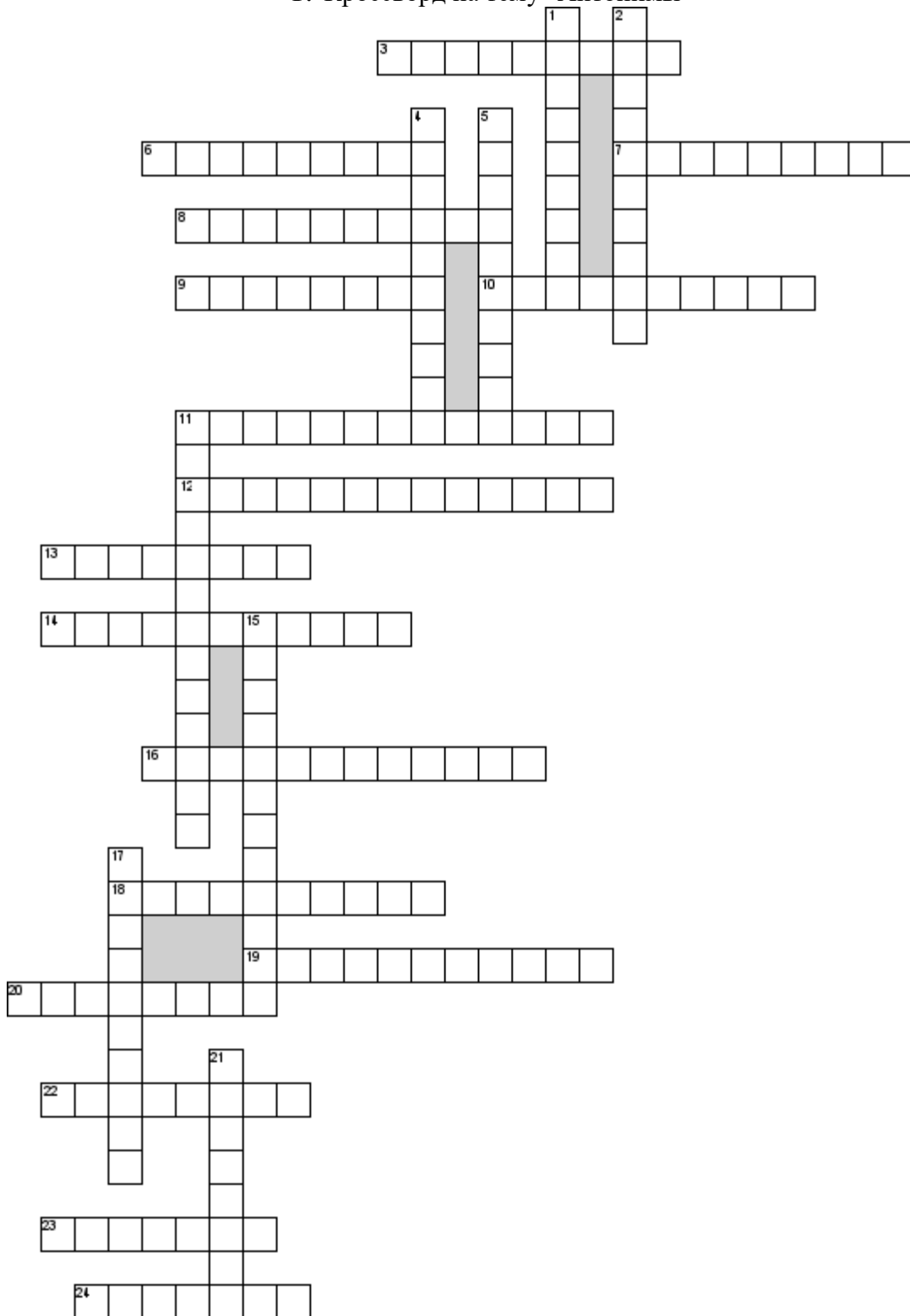
22. Школа, где образование платное

25. История





# 1. Кроссворд на тему "Антонимы"



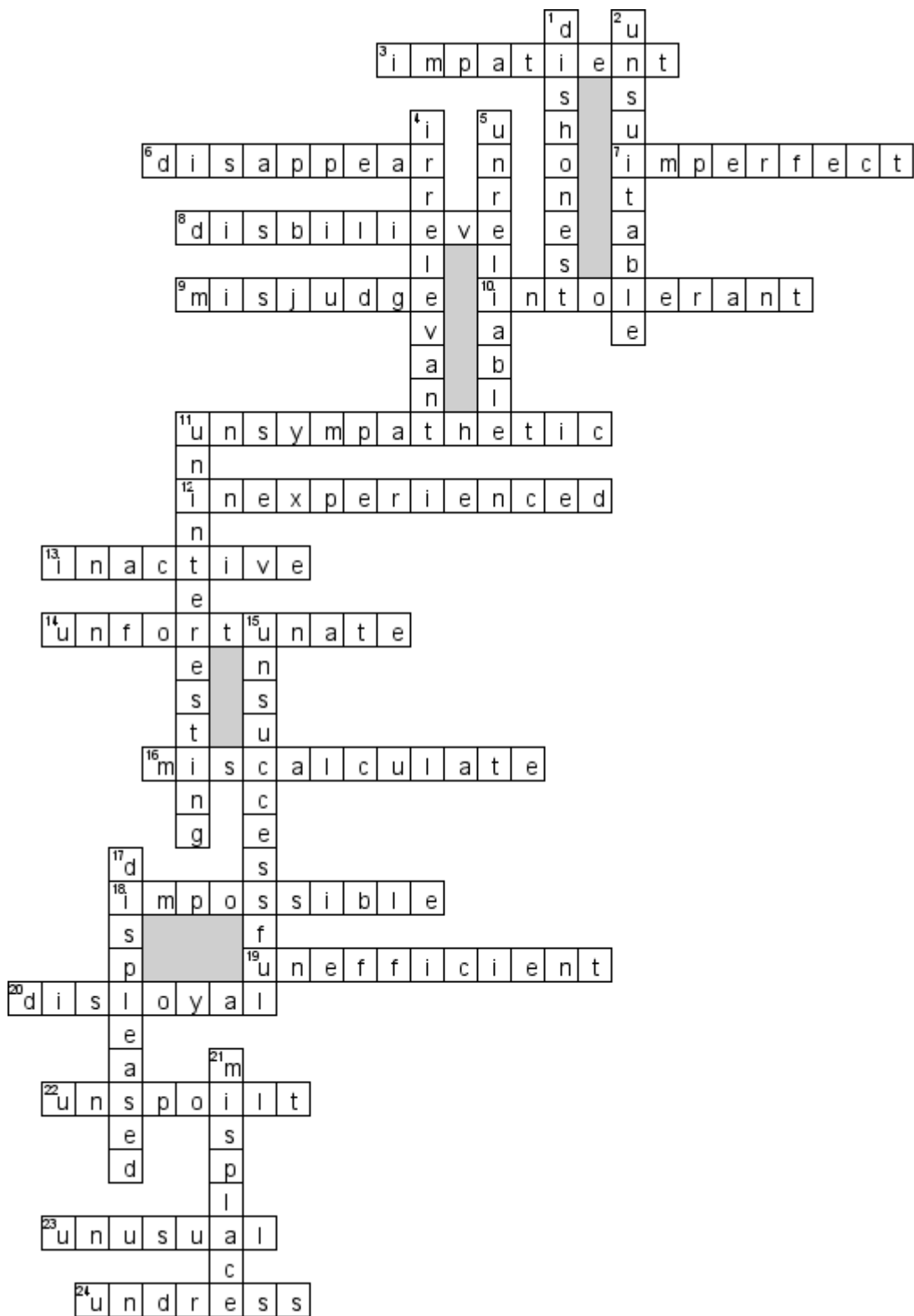
## По горизонтали

3. The opposite of patient
6. The opposite of appear
7. The opposite of perfect
8. The opposite of believe
9. The opposite of judge
10. The opposite of tolerant

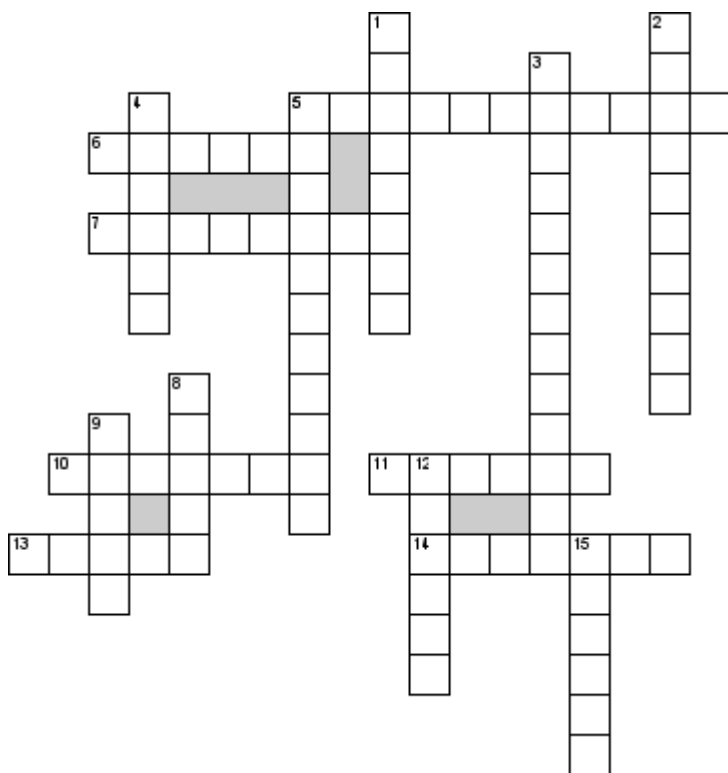
11. The opposite of sympathetic
12. The opposite of experienced
13. The opposite of active
14. The opposite of fortunate
16. The opposite of calculate
18. The opposite of possible
19. The opposite of efficient
20. The opposite of loyal
22. The opposite of spoilt
23. The opposite of usual
24. The opposite of dress

**По вертикали**

1. The opposite of honest
2. The opposite of suitable
4. The opposite of relevant
5. The opposite of reliable
11. The opposite of interesting
15. The opposite of successful
17. The opposite of pleased
21. The opposite of place



## Кроссворд на тему "Family"



### По горизонтали

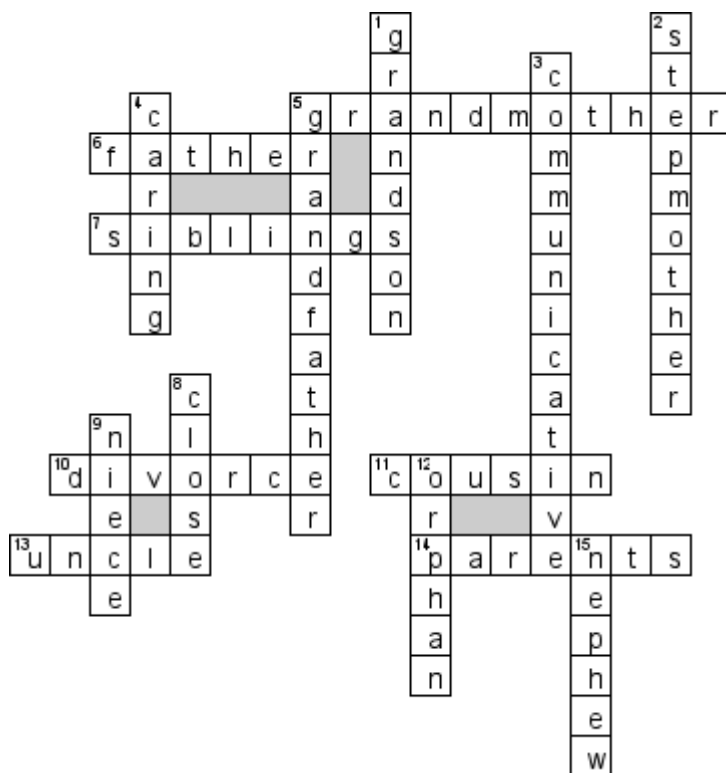
5. Mothers mother
6. Отец
7. Brother and sister
10. Развестись
11. Aunts son
13. Mothers brother
14. Mother and father

### По вертикали

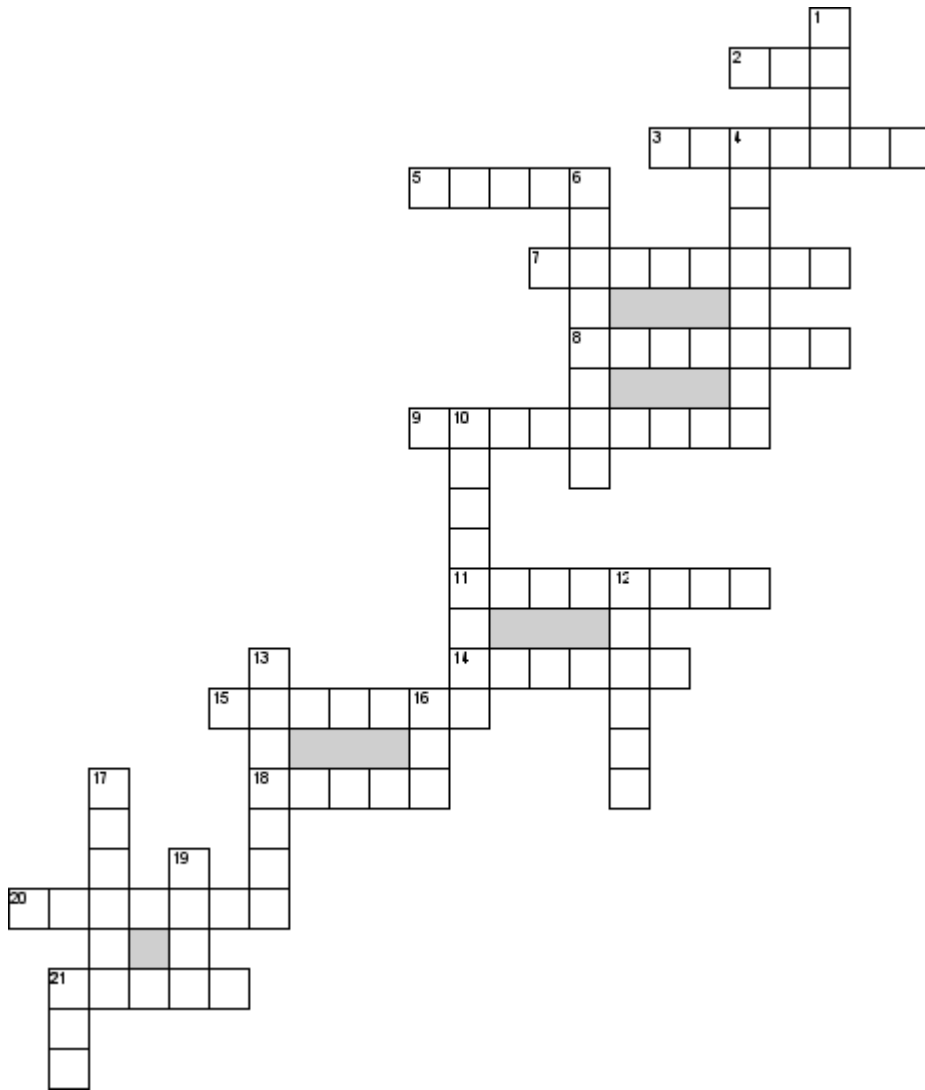
1. Daughters son
2. Fathers second wife
3. Общительный
4. Заботливый
5. Дедушка
8. Закрытый
9. Brothers daughter

12. Child without parents

15. Sisters son



## Кроссворд на тему "Числительные"

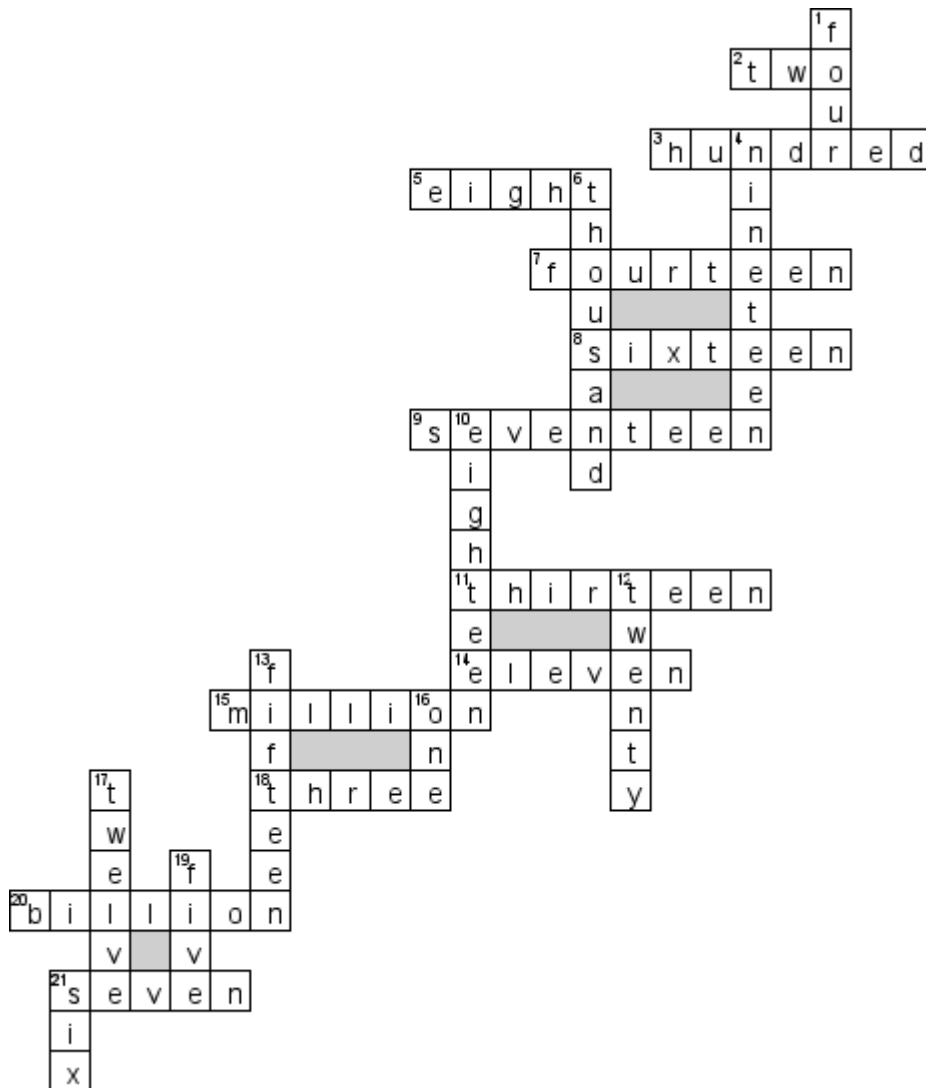


### По горизонтали

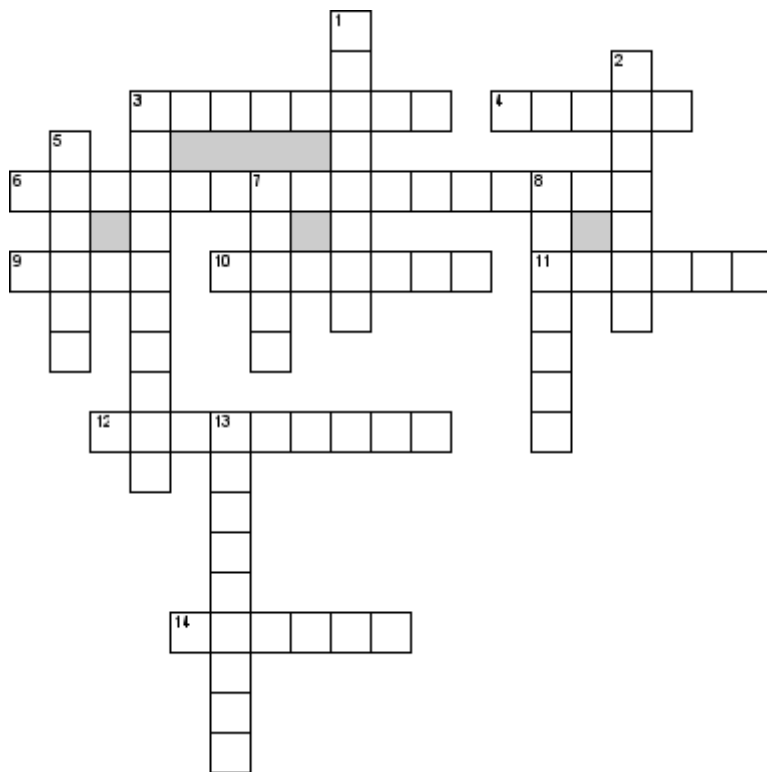
2. Два
3. Сто
5. Восемь
7. Четырнадцать
8. Шестнадцать
9. Семнадцать
11. Тринадцать
14. Одиннадцать
15. Миллион
18. Три
20. Миллиард
21. Семь

### По вертикали

1. Четыре
4. Девятнадцать
6. Тысяча
10. Восемнадцать
12. Двадцать
13. Пятнадцать
16. Один
17. Двенадцать
19. Пять
21. Шесть



## Кроссворд на тему "Органы человека"



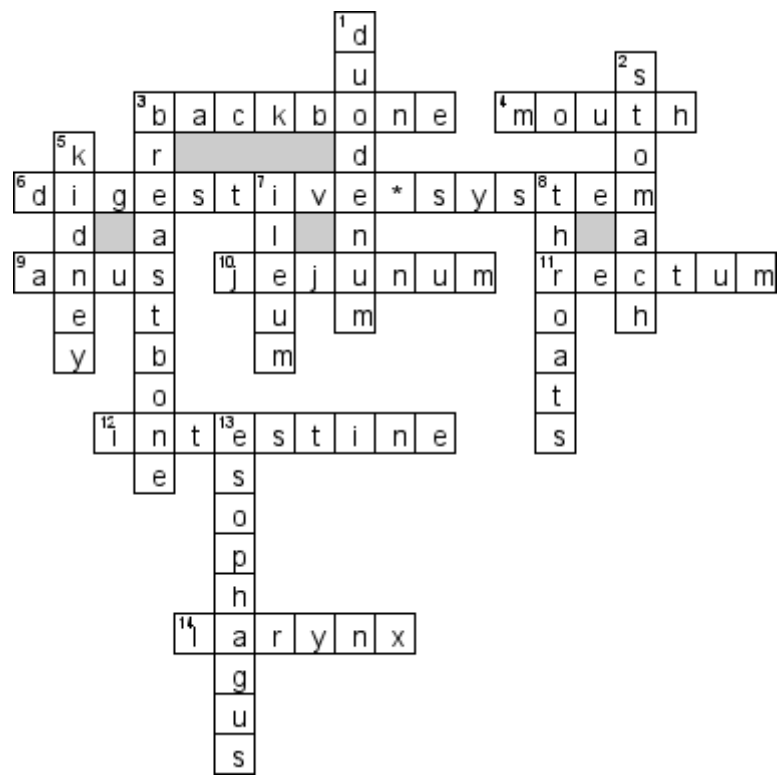
### По горизонтали

3. Позвоночник
4. Рот
6. Пищеварительная система
9. Задний проход
10. Тощая кишка
11. Прямая кишка
12. Кишка
14. Гортань

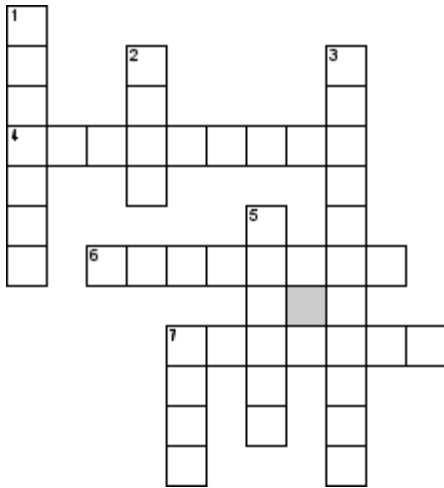
### По вертикали

1. 12-перстная кишка
2. Желудок
3. Грудина
5. Почка
7. Подвздошная кишка
8. Глотка
13. Пищевод





## 2. Кроссворд на тему "Мышцы"

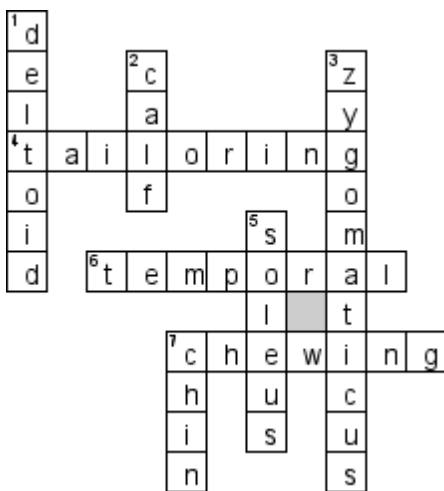


### По горизонтали

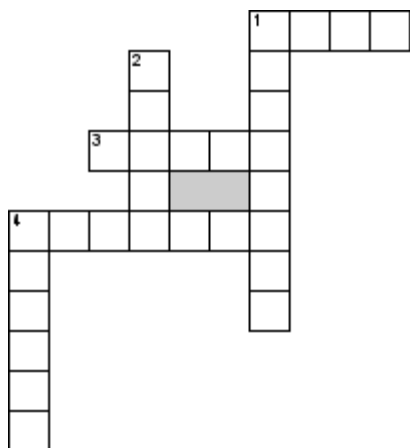
4. Портняжная мышца
6. Височная мышца
7. Жевательная мышца

### По вертикали

1. Дельтовидная мышца
2. Икроножная мышца
3. Большая скуловая мышца
5. Камбаловидная мышца
7. Подбородочная



# Кроссворд на тему "Части тела"

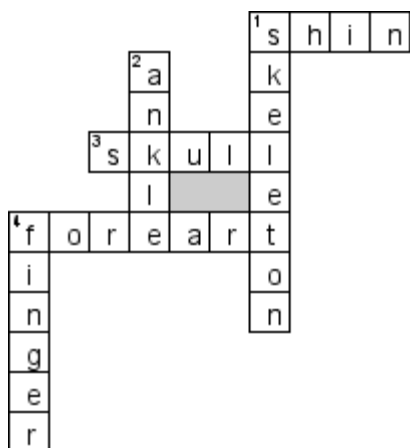


## По горизонтали

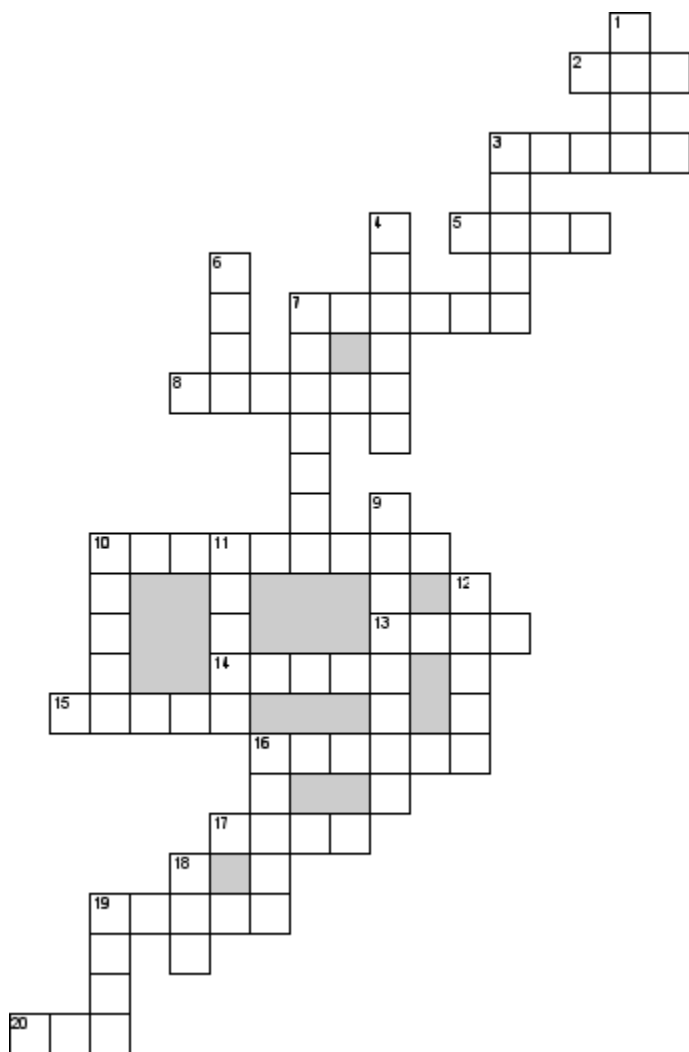
1. голень
3. череп
4. рука

## По вертикали

1. скелет
2. лодыжка
4. палец кисти



## Кроссворд на тему "Present perfect"



### По горизонтали

2. Кормить
3. Пить
5. Класть, накрывать на стол
7. Сломать
8. Становится
10. Забывать
13. Когда-нибудь
14. Есть
15. Знать
16. Падать
17. Только что
19. Слушать

20. Резать

**По вертикали**

1. Быть

3. Рисовать

4. Выбирать

6. Ходить

7. Приносить

9. Недавно

10. Летать

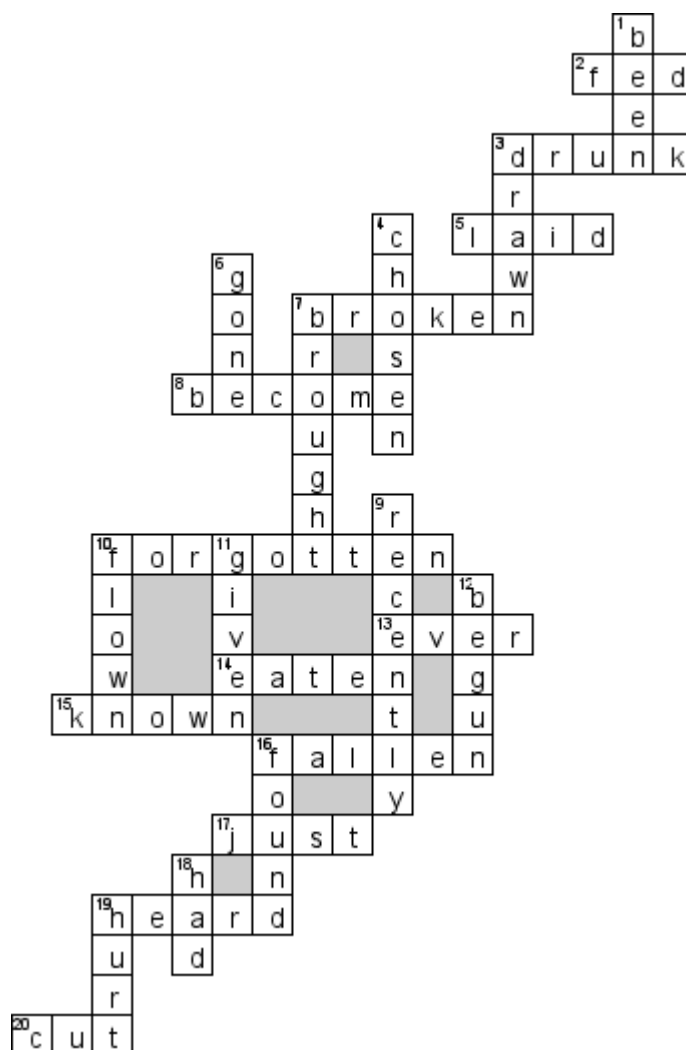
11. Давать

12. Начинать

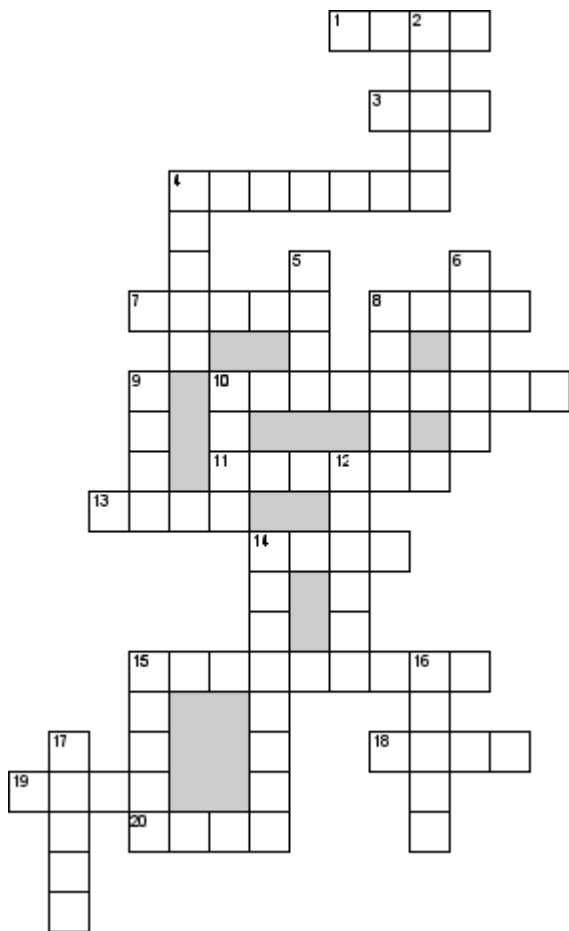
16. Находить

18. Иметь

19. Причинять боль



## Кроссворд на тему "Глаголы"

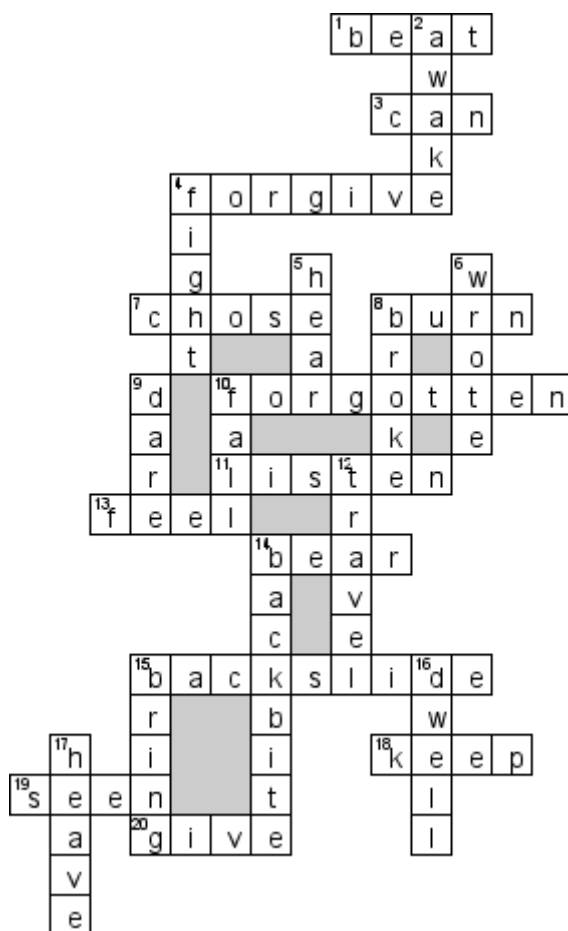


### По горизонтали

1. Бить
3. Мочь
4. Простить
7. выбирать
8. Жечь, гореть
10. Забывать (iii форма)
11. Слушать
13. Чувствовать
14. Родить
15. Отпадать, отказываться
18. Хранить
19. Видеть (iii форма)
20. Давать

## По вертикали

2. Будить, пробуждать
4. Сражаться
5. Слышать
6. Писать (ii форма)
8. ломать
9. Сметь
10. Падать
12. Путешествовать
14. Клеветать, злословить
15. Принести
16. Обитать
17. Подыматься



## 9. КОМПЛЕКТ МАТЕРИАЛОВ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Прочитайте и переведите текст. Выполните следующие за ним задания.

Text 1.

### THE NATIONAL HEALTH SERVICE

The National Health Service<sup>1</sup> was established throughout the United Kingdom on 5th July 1948. Similar services operate in England and Wales, in Scotland and in Northern Ireland, but with administrative differences<sup>2</sup>.

The introduction of the new health service did not mean a complete break with the past. On the contrary<sup>3</sup>, all that was good in the existing services was absorbed into a new scheme. The National Health Service made it possible that the benefits once available only to insured persons or those who could afford to pay for them, or as a form of charity, became available to everyone<sup>4</sup>. The Service consists of three main parts:

the general practitioner services<sup>4</sup>,  
the hospital and specialist services<sup>5</sup>,  
and a local health authority services<sup>6</sup> (comprising a range of home and clinical services<sup>7</sup> for prevention, treatment or care).

The public is free to use the Service, or any independent part of it, as it pleases\*. The patient is free to choose his doctor, and to change to another if he wishes to do so. The doctor may accept private patients<sup>9</sup> while taking part in the Service.

About 97 per cent of the whole population of Great Britain is using the Service. The great majority of specialists and general practitioners are taking part in the Service.

afford - [ə'fɔ:d]	иметь возможность; позволять себе
charity - [tʃærɪti]	благотворительность
comprise - [kəm'praɪz]	охватывать, включать
free - [fri:]	бесплатный
choose (chose, chosen) - [tʃu:z]	выбирать
majority - [mə'dʒɔrɪti]	большинство
health service - [hə:lvɪs]	здравоохранение
establish - [ɪ'stæblɪʃ]	устанавливать
introduction - [ɪntrə'dʌkʃn]	введение
absorb - [əb'sɔ:b]	поглощать
scheme - [ski:m]	схема
benefit - [benɪfɪt]	преимущество, льгота
insured - [ɪn'sʊəd]	застрахованный

#### NOTES

1. National Health Service — Государственная служба здравоохранения

2. on the contrary — наоборот

3. that the benefits once available only to insured persons or those who could afford to pay for them, or as a form of charity, became available to everyone — чтобы медицинская помощь, некогда доступная застрахованным лицам и тем, кто мог ее оплачивать, либо получая в форме благотворительности, стала доступной каждому

4. the general practitioner services — служба врачей общей практики

5. the hospital and specialist services — больничная и специализированные службы

6. local health authority services — местные органы здравоохранения

7. home and clinical services — помощь на дому и в поликлинике

8. The public is free to use the Service, or any independent part of it, as it

pleases. — Население может свободно пользоваться либо всеми услугами Государственной службы здравоохранения, либо только некоторыми, по своему усмотрению.

9. private patients - частные пациенты

1. Find in the text English equivalents for these words and word combinations:

1. быть созданным 2. административные различия 3. означать 4. полный разрыв 5. все, что было хорошо 6. доступная только застрахованным людям 7. благотворительность 8. по своему усмотрению 9. свободен в выборе врача 10. подавляющее большинство специалистов

2. Answer these questions:

1. When was the National Health Service established in the United Kingdom?

2. Do similar services operate throughout Great Britain?

3. What did the introduction of the new health service mean?

4. What did the National Health Service make possible?

5. What parts does the Service consist of?

6. Is any patient free to choose his doctor?



7. May the doctor accept private patients if he takes part in the Service?
8. What can you say about the number of people in Great Britain using the Service?

Text 2.

## IMMUNITY

Immunity means resistance to disease. It is provided by certain white blood cells which release antibodies and antitoxins into the blood plasma. Many causative factors can stimulate white cells to produce antibodies and antitoxins; for example, microorganisms; bacterial, plant and animal toxins; foreign bodies; transplants; transfusion of incompatible blood cells. All such factors are called antigens. When infection occurs, inflammation results, and part of this defensive reaction involves antibodies and antitoxins. They are present in the blood and help overcome the microorganisms concerned. Some of these antibodies and antitoxins can remain in the blood for life and prevent any repetition of the same infection. Such life-long protection<sup>2</sup> is called acquired immunity; but unfortunately it does not occur for every type of microorganism. However, where immunity is possible it can be reproduced artificially in people who have never been infected by a particular microorganism. It may be done by giving a non-immune person a dose of dead microorganisms<sup>3</sup>. This is called *vaccination*. Dead microorganisms cannot produce disease but they do stimulate the host's body to produce antibodies and antitoxins against the particular microorganisms concerned. Thus any subsequent infection<sup>4</sup> with these organisms is immediately overcome by the antibodies and antitoxins already present. If there has been no vaccination or prior exposure to disease, acquired immunity is not present. However, all individuals inherit some degree of natural immunity and this helps explain why some people are more resistant to disease than others.

overcome - [əuvə'kʌm]	подавлять
concerned - [kən'sɜ:n]	имеющий отношения, связанный
remain - [ri'mein]	оставаться
acquired immunity - [ə'kwɔ:zɪəd]	приобретенный иммунитет
reproduce - [ri'prɔ'dju:s]	воспроизводить
immunity - [i'mju:nɪti]	иммунитет
resistance - [ri'zɪstəns]	сопротивляемость
artificially - [ɑ:ti'fiʃli]	искусственно
vaccination - [væksɪ'neɪʃn]	вакцинация
host - [həʊst]	хозяин
thus - [ðʌs]	таким образом
subsequent - [sʌbsɪkwənt]	последующий
immediately - [i'mɪdʒətli]	сразу же
exposure - [eks'pəʊʒə]	проявление
inherit - [ɪn'herɪt]	наследовать
provide - [prə'vaɪd]	обеспечивать
antibody - [æntɪ'bɒdi]	антитело
antitoxin - [æntɪ'tɒksɪn]	антитоксин
causative - [kɔ:zətɪv]	причинный
stimulate - [stɪmju'leɪt]	стимулировать
foreign body - [fɔ:ri'n]	чужеродное тело
transplant - [trænsplɑ:nt]	трансплантат
transfusion - [træns'fju:ʒn]	переливание (крови)
incompatible - [ɪnkəm'pætəbl]	несоответствующий, несовместимый
antigen - [æntɪdʒen]	антиген
involve - [ɪn'vɒlv]	вовлекать

### NOTES

1. **inflammation results** — наступает воспаление
2. **Such life-long protection** — Такая защита, имеющая место на протяжении всей жизни
3. **dead microorganisms** — ослабленные микроорганизмы
4. **any subsequent infection** — любое последующее инфицирование

1. Find in the text English equivalents for these words and word combinations:

1. невосприимчивость к заболеванию 2. вырабатывать антитела 3. все факторы 4. они присутствуют в крови 5. предупреждать повторное инфицирование 6. приобретенный иммунитет 7. искусственно 8. вакцинация 9. они действительно стимулируют 10. таким образом 11. наследовать 12. врожденный иммунитет 13. это помогает объяснить

2. Answer these questions:

1. What is immunity?
2. What is it provided by?
3. What factors can stimulate white cells to produce antibodies and antitoxins?
4. What happens when infection occurs?
5. How long can antibodies and antitoxins remain in the blood?
6. Does acquired immunity occur for every type of microorganism?
7. Can it be reproduced artificially?
8. How may it be done?
9. What do dead microorganisms stimulate?
10. Is acquired immunity always present?
11. What is natural immunity?

Text 3.

• Read and translate the text. Carry out the tasks that follow it.

HIPPOCRATES- THE FATHER OF MEDICINE (460-377 B.C.<sup>1</sup>)

Hippocrates was born in Greece. He was the son of a doctor. Hippocrates studied medicine and then went from town to town where he practised the art of medicine<sup>2</sup>. It is known that he drove out plague from Athens by lighting fires<sup>3</sup> in the streets of the city. That is all we know of Hippocrates himself. But we have his writings which are called *Hippocratic Collection*. The Collection consists of more than one hundred books. Some of Hippocratic thoughts are quite modern<sup>4</sup>. The Collection begins with the famous Oath<sup>5</sup>.

Hippocrates was known as an excellent practitioner and a teacher of medicine. This great physician taught his pupils to examine patients very attentively and to give them quick help. He created medicine on the basis of experience<sup>6</sup>.

Hippocrates freed medicine from superstition<sup>7</sup>. He hated the idea that a disease was the punishment of gods.

Hippocrates paid much attention to diet<sup>8</sup>, gymnastics, massage and seabathing in treatment.

He knew how to use many drugs and was also a good surgeon. Hippocrates set fractures<sup>9</sup> and even trephined the skull. Aristotle, the famous philosopher, called him "Hippocrates the Great".

medicine [ˈmɛdɪsɪn]	1. медицина; 2. лекарство
superstition [ˌsuːpəˈstɪʃn]	предвзвешенность
free [friː]	1. свободный 2. освобождать
practice [ˈpræktɪs]	практика
practise	заниматься врачебной деятельностью
massage [ˈmæʒɑːʒ]	массаж
treatment [ˈtriːtmənt]	лечение
drug [drʌŋ]	лекарство
surgeon [sɜːdʒən]	хирург
fracture [ˈfræktʃə]	перелом
trephine [ˈtriːfɪn]	производить трепанацию
hate [heɪt]	ненавидеть
drive out [ˈdraɪv]	изгонять
disease [dɪˈziːz]	болезнь
plague [ˈpleɪɡ]	чума
punishment [ˈpʌnɪʃmənt]	наказание
quite [kwaɪt]	совершенно, вполне
diet [ˈdiːt]	правильное питание, диета
oath [əʊθ]	клятва
practitioner [ˈpræktɪʃən]	практикующий врач, практик
physician [fɪˈzɪʃn]	врач
examine [ɪɡˈzæmɪn]	осматривать (пациента)
skull [skʌl]	череп
create [kriˈeɪt]	создавать
basis [ˈbeɪsɪs]	основа
experience [ɪkˈspɪəriəns]	опыт

NOTES

1. B.C. — до нашей эры
2. the art of medicine — искусство медицины
3. by lighting fires — разжигая костры
4. quite modern — вполне современны
5. the famous Oath — знаменитая клятва Гиппократа (ее дают все представители медицинской профессии)
6. He created medicine on the basis of experience. — Он создал медицину на основе опыта
7. freed medicine from superstition — освободил медицину от предвзвешенности
8. paid much attention to diet — много внимания уделял правильному питанию
9. to set fractures — лечить переломы

1. Find in the text English equivalents for these words and word combinations:

1. изучал медицину 2. известно, что .. 3. изгнал чуму из Афин 4. у нас есть его письменные труды 5. знаменитая клятва 6. прекрасный практик 7. тщательно обследовать пациентов 8. отвергал идею... 9. как использовать многие лекарства 10. хороший хирург 11. трепанировать череп

2. Answer these questions:



1. Where was Hippocrates born?
2. What was his father?
3. Where did he practise the art of medicine?
4. How did he drive out plague from Athens?
5. How many books does the Collection consist of?
6. What does the Collection begin with?
7. Was Hippocrates an excellent practitioner or a teacher of medicine?
8. What did he teach his pupils?
9. What was his medicine based on?
10. What idea did he hate?
11. Was he a good surgeon?

#### Text 4.

### DIGESTION

For life to continue<sup>1</sup>, the body requires fuel in the form of oxygen and food. Respiration provides the oxygen. Our food, however, cannot be utilized by the body in the form in which it is eaten<sup>2</sup>. It must be specially processed by the body before it can be of any use<sup>3</sup>. This special processing is known as digestion. It is brought about by the action on the food of certain substances called enzymes which are made by the body and mixed with the food during its passage through the body.

The food we eat consists of protein, carbohydrate and fat. It also contains small quantities of vitamins and minerals.

Proteins are found in meat, fish, eggs, milk and cheese. They are broken down<sup>4</sup> into amino-acids during digestion. Protein is necessary for cell growth and repair.

Carbohydrates are found in sweet and starchy foods such as sugar, flour and potatoes. They are broken down into glucose during digestion. Carbohydrates provide body cells with the energy required to perform their functions.

Fats are found in meat, fish, dairy products and vegetable oils. The digestive process breaks them down to fatty acids. Fats provide energy and body fat, which is stored in a layer beneath the skin<sup>5</sup>. It acts as a reserve source of energy when needed, and also as insulation which helps maintain body temperature in cold weather.

The body requires water for the production of blood, digestive juices, urine and sweat. Many foods contain a large quantity of water but it is still necessary to drink more than a litre of fluid daily.

glucose - [ˈgluːkoʊs]	глюкоза
perform - [pəˈfɔːm]	осуществлять
dairy - [ˈdeəri]	молочный
layer - [ˈleɪə]	слой
beneath - [biˈniːθ]	под, ниже
source - [sɔːs]	источник
insulation - [ˌɪnsjuˈleɪʃn]	изоляция, изоляционная прослойка
require - [rɪˈkwaɪə]	требовать
utilize - [ˈjuːtɪlaɪz]	потреблять
process - [ˈprəʊses]	процесс
enzyme - [ˈenzɪm]	фермент
protein - [ˈprəʊtiːn]	белок
carbohydrate - [ˌkɑːboʊˈhaɪdreɪt]	углевод
juice - [dʒuːs]	сок
sweat - [ˈswet]	пот
daily - [ˈdeɪli]	ежедневно
fat - [fæt]	жир
amino-acid - [æˈsɪd]	аминокислота
repair - [rɪˈpeə]	восстановление
starchy - [ˈstɑːtʃɪ]	содержащий крахмал

### NOTES

1. **for life to continue** — для поддержания жизни
2. **in the form in which it is eaten** — в том виде, в котором мы ее потребляем
3. **before it can be of any use** — перед тем как ее использовать
4. **to be broken down** — расщепляться
5. **to be stored in a layer beneath the skin** — накапливаться в подкожном слое

1. Find in the text English equivalents for these words and word combinations:

1. организму необходимо 2. быть специально переработанным 3. оно производится 4. по мере ее происхождения 5. небольшое количество 6. можно найти 7. для роста и восстановления клетки 8. обеспечивать энергией 9. для осуществления их функций 10. дополнительный источник энергии 11. желудочный сок 12. ежедневно

2. Answer these questions:

1. What does the body require for life?
2. Can food be utilized in the form in which it is eaten?
3. How is the processing of food by the body called?
4. What are enzymes?

5. What does our food consist of?
6. Where are proteins found?
7. What are proteins necessary for?
8. What do carbohydrates provide body cells with?
9. Where are fats found?
10. Where is body fat stored?
11. How does body fat act?
12. How much water is it necessary to drink daily?

Text 5.

## THE CIRCULATION

Blood returning from all parts of the body, except the lungs, enters the right atrium. All this blood enters the right atrium through two great veins — the superior vena cava bringing blood from the head, neck and arms, and the inferior vena cava which brings it back from the rest of the body.

From the right atrium, blood passes through the tricuspid valve into the right ventricle. It then passes out of the right ventricle through the pulmonary artery to the lungs.

Here the blood gives up the waste carbon dioxide it is carrying and takes in fresh oxygen, which is part of the fuel necessary for the working of the body. This oxygenated blood is carried from the lungs in the pulmonary vein to the left atrium of the heart. From here it passes through the mitral valve into the left ventricle. Then it is pumped out of the left ventricle into the aorta. This great artery divides into many smaller arteries which convey oxygenated blood all round the body.

When these smaller arteries reach their destination they divide again into very thin-walled vessels called capillaries. Oxygen from the blood passes through the walls of these capillaries to the body cells. Carbon dioxide, which is a waste product formed in the body cells, also passes through the capillary walls, but in the reverse direction, from the body cells to the blood. The capillaries then unite to form veins which carry the blood and waste carbon dioxide back to the right atrium of the heart via the superior and inferior vena cava. As already described, the blood passes on again via the tricuspid valve, right ventricle and pulmonary artery to the lungs.

### What are the superior vena cava and inferior vena cava?

fresh - [frefʃ]	свежий
reach - [ri:tʃ]	достигать
destination - [desti'neɪʃn]	место назначения
capillary - [kə'pɪləri]	капилляр
reverse - [ri'vɜ:s]	обратный
describe - [di'skraɪb]	описывать
except - [ɪk'sept]	кроме
enter - [entə]	входить
the rest of -	остальные (части)
through - [θru:]	через
pulmonary - [pʌlmənəri]	легочной
bring - [brɪŋ]	приносить
pass - [pɑ:s]	проходить

1. Find in the text English equivalents for these words and word combinations:

1. кроме легких 2. поступать в правое предсердие 3. из остальных частей тела 4. проходить через 5. выходить из правого желудочка 6. отдавать 7. обогащенная кислородом кровь 8. по всему организму 9. в противоположном направлении 10. объединяются, образуя вены

2. Answer these questions:

1. Where does blood returning from all parts of the body enter?
2. Where does it pass into from the right atrium?
3. What does it take in the lungs?
4. The oxygenated blood is carried to the left atrium of the heart, isn't it?
5. Where does it pass into after that?
6. What do smaller arteries divide into?
7. Does oxygen from the blood pass through the walls of these capillaries or through the walls of veins?
8. What direction does carbon dioxide pass?
9. What do capillaries form?
10. Where do veins carry the blood?



## BLOOD

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

Erythrocytes are red blood cells of which 4,5—5 million are found in each cubic millimetre. These cells are made in the bone marrow and are important in transporting oxygen from the lungs through the blood stream to the cells all over the body. The oxygen is then used up by body cells in the process of converting food to energy (catabolism). Hemoglobin, containing iron, is an important protein in erythrocytes which helps in carrying the oxygen as it travels through the blood stream. Erythrocytes also carry away carbon dioxide (CO<sub>2</sub>), a waste product of catabolism of food in cells, from the body cells to the lungs. On arriving there it is expelled in the process of breathing.

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

Granulocytes are cells with granules in their cytoplasm formed in the bone marrow. There are three types of granulocytes: eosinophils, basophils, neutrophils.

Agranulocytes are produced in lymph nodes and spleen. There are two types of agranulocytes: lymphocytes and monocytes.

Thrombocytes or platelets are tiny cells formed in the bone marrow. They are necessary for blood clotting. Their number is 400,000 per cubic millimeter. The plasma is the fluid portion before clotting has occurred. The serum is the fluid portion of blood remaining after the coagulation process is completed.

agranulocyte - [ə'grænju:ləsait]	агранулоцит
cytoplasm - [saɪtəplæzɪm]	цитоплазма
granulocyte - [grænju:ləsait]	гранулоцит
eosinophil - [i:'sɪnəfɪl]	эозинофил
basophil - [bæ'sɪfɪl]	базофил
neutrophil - [nju:'trɒfɪl]	нейтрофил
node - [nəʊd]	узел
spleen - [spli:n]	селезенка
lymphocyte - [lɪmfəsait]	лимфоцит
monocyte - [mɒnəsait]	моноцит
platelet - [pleɪtlɪt]	тромбоцит
tiny - [tɪni]	крошечный
blood clotting - [klɒtɪŋ]	свертываемость крови
occur - [ə'kɜ:t]	происходить, случаться
remain - [rɪ'meɪn]	оставаться
coagulation - [kəʊgju:'leɪʃn]	коагуляция
complete - [kəm'pli:t]	заканчивать
contain - [kən'teɪn]	содержать
plasma - [plæzmə]	плазма
microscopical - [maɪkrə'skɒpɪkəl]	микроскопический
element - [elɪmɪnt]	элемент
erythrocyte - [ɪ'ri:θrəʊsaɪt]	эритроцит
leucocyte - [lju:kəʊsaɪt]	лейкоцит
thrombocyte - [θrɒmbəsaɪt]	тромбоцит
bone marrow - [bɒnə'mɔ:]	костный мозг
transport - [træn'spɔ:t]	транспортировать, переносить
convert - [kən'veɪt]	преобразовывать, превращать
carry - [kæri]	переносить
arrive - [ə'rɪv]	прибывать
expel - [ɪk'spel]	вытеснять, выводить
catabolism - [kætə'bɒlɪzəm]	катаболизм
hemoglobin (haemoglobin) - [hɪməʊ'glɒbɪn]	гемоглобин

1. Find in the text English equivalents for these words and word combinations:

1. микроскопические клеточные элементы
2. в каждом кубическом миллиметре
3. через кровоток
4. по всему организму
5. процесс превращения пищи в энергию
6. выводить
7. продукт отхода
8. выталкивать, выбрасывать
9. несколько видов
10. лимфатические узлы
11. крошечные клетки
12. свертываемость крови
13. завершаться

2. Answer these questions:

1. What does blood contain?
2. How many erythrocytes can be found in each cubic millimeter?
3. Where are these cells made?
4. What is their function?
5. What role does hemoglobin play?
6. What are the types of leucocytes?

7. Where are agranulocytes produced?
8. What types of granulocytes do you know?
9. What organ forms thrombocytes?
10. How many platelets are there in one cubic millimeter?
11. What is the difference between the plasma and the serum?

Text 7.

PROGRESS OF CHEMISTRY

We shall define chemistry today as the study of formation, composition, structure and reactions of the chemical elements and their compounds. Many will say that this is not the definition of chemistry but inorganic chemistry.

A modern chemist slightly<sup>1</sup> distinguishes between inorganic, organic and physical chemistry. He will attach organic groups to a metal atom if it is more convenient for investigation; he will use any of the available methods of physical chemistry if necessary for the solution of his problems.

Two facts helped the development of inorganic chemistry: the growth of the theoretical techniques of quantum mechanics and new optical, electrical and magnetic techniques of physical measurement<sup>2</sup> by which they can be investigated. For a full understanding of the way in which these achievements affected the development of inorganic chemistry, we'll make a short survey<sup>3</sup> of the history of the subject.

We shall start with 1828, the year in which Wohler, the pioneer of organic synthesis, showed the interrelationship between inorganic and organic chemistry. For the next fifty years inorganic and organic chemistry progressed side by side<sup>4</sup>. The main work in inorganic chemistry dealt with<sup>5</sup> the preparation of new compounds and the development of methods of analysis. Great numbers of new compounds were described and important work was carried out on the determination of atomic weights. At the same time organic chemistry developed into a system in which structure could be determined. Organic chemistry constantly attracted workers of inorganic chemistry. The year 1887 may be accepted as the date of appearance of physical chemistry.

People say that facts give a science its substance, but it is the theory which provides its strength. It is owing to<sup>6</sup> the development of the theory that chemistry has before it such exciting prospects at the present time.

define [di'fain]	определить
compound [kəm'paund]	хим. соединение; смесь, состав.
carbon ['kɑ:bən]	углерод
slightly [slaitli]	слегка, немного; едва
distinguish [dis'tiŋgwɪʃ]	различать, отличать
attach [ə'tætʃ]	относить
convenient [kən'vi:niənt]	удобный
available [ə'veɪləbl]	доступный
solution [sə'lu:ʃn]	решение
affect [ə'fekt]	оказывать влияние, воздействовать
survey [sə:'reɪ]	1. обозревать; 2. обзор
determination [di,tə:'mi:neɪʃn]	определение
weight [weɪt]	вес
attract [ə'trækt]	привлекать
accept [ək'sept]	принимать, соглашаться
substance [sʌbstəns]	вещество, суть
provide [prə'vaɪd]	обеспечивать
strength [streŋθ]	сила
exciting [ɪk'saɪtɪŋ]	возбуждающий, волнующий

NOTES

1. **slightly** — зд. почти не
2. **physical measurement** — физические измерения
3. **short survey** — краткий обзор
4. **side by side** — рядом, рука об руку
5. **deal with** — иметь дело с
6. **It is owing to ...** — Именно благодаря ...



1. Find in the text English equivalents for these words and word combinations:

1. многие скажут 2. определение химии 3. более удобно 4. доступные методы 5. решение проблем 6. квантовая механика 7. полное понимание 8. краткий обзор 9. взаимоотношения 10. рука об руку 11. большое количество 12. определение атомного вещества 13. в то же самое время 14. именно теория

2. Answer the questions:

1. What is chemistry?
2. What will many say about this definition?
3. What are the main branches of chemistry today?
4. What facts helped the development of inorganic chemistry?
5. What did Wohler show in 1828?
6. How did organic and inorganic chemistry progress?
7. What work was carried out?
8. When did physical chemistry appear?
9. What system did organic chemistry develop?
10. What do people say about facts and the theory?
11. What prospects does chemistry have at the present time?

Text 8.

SECRETION

Secretion is a process generally brought about by an organ called a gland. A gland whether simple or complex in structure may be looked upon as a tube whose walls are composed of highly specialized epithelial cells, gland cells. The tube is closed at the end. In many glands the other end of the lumen opens up, either directly or by means of a special duct, onto a free surface, such as the skin, the interior of the mouth, etc. The materials produced by the gland are poured onto this free surface, for which reason the secretion of this type of gland is spoken of as an external secretion. The gland is surrounded by a dense network of capillaries.

The distinct process takes place in a gland: the gland cell serves as a transfer agency or it acts as a manufacturing plant or both. In the first instance, certain materials, water and NaCl are taken out of the cell, passed into the duct and secreted on a free surface. All types of glands transfer water in this manner.

Other glands take certain materials out of the blood stream and chemically transform them into new compounds, they then being poured into the duct.

The activity of the gland is normally accompanied by a great dilation of its blood vessels. Without this increased flow of blood a gland cannot function for any appreciable length of time. Nevertheless in many instances its blood flow in itself is not the direct cause of secretion, for by administering certain drugs it is possible to stop the secretion completely although the flow of blood continues.

tube - [tju:b]	трубка
lumen - [lju:mən]	просвет
duct - [dʌkt]	проток
pour - [pɔ:]	лить
dense - [dens]	густой
distinct - [di'stɪŋkt]	четкий, определенный
accompany - [ə'kʌmpəni]	сопровождаться
secretion - [si'kri:ʃn]	выделение, секреция
dilation - [di'leɪʃn]	растяжение, расширение
appreciable - [ə'pri:ʃəbl]	значительный
nevertheless - [nevəðə'les]	тем не менее
administer - [əd'mɪnɪstə]	назначать
although - [ɔ:l'ðəʊ]	хотя

1. Find in the text English equivalents for these words and word combinations:

1. орган, называемый железой 2. клетки железы 3. либо прямо, либо посредством специального протока 4. быть окруженным 5. производящее предприятие 6. подобным образом 7. преобразовывать химически 8. увеличенный кровоток 9. применение лекарства 10. полностью

2. Answer these questions:

1. What is secretion?
2. How may a gland be looked upon?
3. Where does the other end of the lumen open up in many glands?
4. Where are the materials produced by the gland poured?
5. How is the secretion of this type of gland spoken of?
6. What is the gland surrounded by?
7. What process takes place in a gland?
8. What glands transfer water in this manner?
9. What do other glands take out of the blood stream?
10. What is the activity of the gland normally accompanied by?
11. Is the blood flow the direct cause of secretion and why?

## OUTLINE OF ANATOMY AND PHYSIOLOGY

Let's speak about human anatomy and physiology, which are the study, respectively, of the normal structure and functioning of the body. Just as houses are built of individual bricks, so is the body made up of millions of microscopic individual units called cells. Each cell has a job to do and must be supplied with fuel and oxygen before it can do it. In this respect<sup>1</sup> the body is not different from any other working engine or machine. All engines, machines and body cells are alike in requiring oxygen to burn their fuel and thereby produce the energy needed to perform their functions.

The fuel needed by the body comes from our food, while oxygen is present in the air we breathe. Fuel and oxygen are conveyed in the blood to all parts of the body by the heart and circulation.

The food we eat is turned into usable fuel by a process known as<sup>2</sup> digestion. The digestive system contains the stomach and intestines.

Oxygen is obtained from the air we breathe. The process by which it enters the blood to reach the body cells is called respiration. The respiratory system consists of the air passages, and lungs.

Overall control and coordination of body functions is effected by the nervous system, which consists of the brain and nerves. The brain may be likened to<sup>3</sup> a computerized telephone exchange with the nerves serving as telephone lines.

There are many different types of cell in the body, depending on their particular function, but they all contain a central nucleus and are bounded<sup>4</sup> by a cell wall. The nucleus is responsible for growth by cell division, and contains chromosomes and genes which transmit the hereditary factors, which make every person a unique individual. The cell wall is sufficiently thin to allow oxygen and nutrients from the blood to enter the cell<sup>5</sup> and waste products to leave.

human anatomy - [ˈhju:mən əˈnætəmi]	анатомия человека
passage - [ˈpæsɪdʒ]	проход
physiology - [fɪˈzɪjələdʒi]	физиология
cell - [ˈsel]	клетка
fuel - [fju:əl]	горючее, топливо
oxygen - [ˈɒksɪdʒən]	кислород
blood - [blʌd]	кровь
heart - [hɑ:t]	сердце
circulation - [ˌsɑ:kjuˈleɪʃn]	кровообращение
digestion - [daɪˈdʒestʃn]	пищеварение
stomach - [ˈstʌmək]	желудок
intestines - [ɪnˈtestɪnz]	кишечник
respiration - [ˌrespiˈreɪʃn]	дыхание
lung - [lʌŋ]	легкое
nervous - [ˈnɜ:vəs]	нервный
brain - [breɪn]	головной мозг
nerve - [nɜ:v]	нерв
nucleus - [nju:kliəs]	ядро
chromosome - [ˈkrɒməsəʊm]	хромосома
gene - [dʒi:n]	ген
hereditary - [ˌhɪˈredɪtri]	наследственный
nutrient - [ˈnju:triənt]	питательное вещество
waste products - [weɪst]	отходы; продукты распада

## NOTES

1. in this respect — в этом отношении
2. known as — известный как
3. may be likened to — можно сравнивать с
4. to be bounded — быть связанным
5. to enter the cell — войти в клетку

1. Find in the text English equivalents for these words and word combinations:

1. иметь дело с 2. отдельные кирпичики 3. быть обеспеченным горючим и кислородом 4. переноситься 5. для того чтобы попасть в клетки тела 6. выводиться из тела 7. общий контроль и координирование 8. служащие в качестве 9. в зависимости от 10. отвечает за рост 11. уникальная индивидуальность 12. позволять 13. питательные вещества

2. Answer these questions:

1. What do anatomy and physiology study?
2. What is body made up of?
3. What must each cell be supplied with?
4. Where does the fuel for the body come from?
5. What is digestion?



6. What main parts does the respiratory system consist of?
7. How is cell waste eliminated from the body?
8. What may the brain be likened to?
9. The nucleus is responsible for growth by cell division, isn't it?
10. What do chromosomes and genes do?
11. How do oxygen and nutrients enter the cell?

## Text 10.

### SCIENCE

Biology is the study of living organisms and as soon as<sup>1</sup> man's mind developed to the point where it was conscious of itself<sup>2</sup> as an object from the unmoving and unfeeling ground upon which he was standing, a form of biology began. For uncounted centuries biology was not in the form we would recognize as a science. Men were attempting to cure themselves and others of<sup>3</sup> ailments, were trying to allay pain and restore health.

Again, man was observing the living machinery of the animal organism. He was gathering information for years. The best minds, however, devoted themselves<sup>4</sup> not to the study of the visible world, but to the attempts to reach, through inspiration<sup>5</sup>, understanding of the endless universe and controlling the world beyond.

But individual man must concentrate on the study of the world as it is revealed through the senses, on the study of the fundamental units of every living thing (animal or plant) such as the cell, for example. So the aim of biology was to present the surrounding world in a logical fashion<sup>6</sup> and to give fundamental understanding of its ever standing, ever changing units and man himself.

#### •Read and learn the following words:

restore [rɪ'stɔː]	восстанавливать
gather [gæθə]	собирать
inspiration [ɪnspɪ'reɪʃn]	вдохновение
reveal [rɪ'vi:l]	проявляться
unit [ju:nɪt]	единица
cell [sel]	клетка
surround [sə'raʊnd]	окружать
fashion [fæʃn]	1. образ действия 2. мода
mind [maɪnd]	ум, разум
point [pɔɪnt]	точка
conscious [kənʃəs]	осознающий, находящийся в сознании
attempt [ə'tempt]	пытаться
cure [kjʊə]	лечить
ailment [aɪlment]	недомогание, нездоровье, болезнь
allay [ə'leɪ]	избавиться

#### NOTES

1. **as soon as** — как только
2. **to be conscious of oneself** — осознавать себя
3. **to cure themselves and others of ...** — лечить себя и других от ...
4. **to devote oneself** — посвятить себя
5. **through inspiration** — зд. интуитивно
6. **in a logical fashion** — логическим образом

1. Find in the text English equivalents for the following words and word combinations:

1. ум человека 2. осознать себя 3. неисчислимый 4. вылечить самих себя 5. восстановить здоровье 6. собирать информацию 7. лучшие умы 8. бесконечная вселенная 9. сосредоточиться на ... 10. логическим образом 11. постоянно изменяющийся

2. Answer these questions:

1. What is biology?
2. When did it begin?
3. Was it realized as a science at once?
4. What were men trying to do for uncounted centuries?
5. How long was the information gathered?
6. What did the best minds devote themselves to?
7. How must a man study the world?
8. What is the aim of biology?

## Text 11.

### THE ABDOMEN

The abdomen is a cavity containing the main organs of digestion. It is immediately below<sup>1</sup> the chest but separated from it by the diaphragm.

The stomach lies just below the diaphragm and receives all the food which has passed down the oesophagus after being swallowed. Food stays in the stomach for a few hours while the stomach enzymes begin the first stages of digestion.

After leaving the stomach, the partially digested food enters the small intestine. This is a long coiled tube about six metres long in which digestion is completed. It manufactures its own enzymes for this purpose<sup>2</sup> but also receives some help from the pancreas. This gland lies in the loop of the duodenum, which is the first part of the small intestine after the stomach. The pancreas produces some enzymes which pass into the duodenum.

When the food has been completely digested in the small intestine, the indigestible residue passes into the large intestine. This is a wider tube, nearly two metres long, leading from the small intestine to the rectum. The large intestine absorbs water and minerals from waste food remnants. The rectum carries this waste to the external orifice or anus where it is eliminated from the body. The whole system of tubes through which the food passes on its way from mouth to anus is called the alimentary canal.

After digestion has been completed in the intestines, the digested food, which is now in a state the body can use<sup>3</sup>, passes through the walls of the intestines into capillaries where the blood carries it to the liver.

The liver lies just below the diaphragm to the right of the stomach. It is a storehouse for digested food and distributes it to those parts of the body requiring it. It also produces a digestive juice known as bile. This is stored in the gall-bladder, which lies underneath the liver. Bile passes into the duodenum at the same point as<sup>5</sup> the digestive juice from the pancreas.

cavity - ['kævɪtɪ]	полость
oesophagus - [i:'sɒfəgəs]	пищевод
swallow - ['swɒləʊ]	глотать
coiled - [kɔɪld]	изогнуть
manufacture - [mænju'fæktʃə]	производить
loop - [lu:p]	петля
duodenum - [dju:'dɪnəm]	двенадцатиперстная кишка
rectum - ['rektəm]	прямая кишка
remnants - ['remnənts]	остатки
orifice - ['ɒrɪfɪs]	отверстие
anus - ['eɪnəs]	анус
alimentary canal - [æli'mentri]	пищеварительный тракт
liver - ['lɪvə]	печень
storehouse - ['stɔ:khəʊs]	склад
distribute - [dɪs'trɪbjʊ:t]	распределять
bile - [baɪl]	желчь
gall-bladder - ['gɔ:l,blædə]	мочевой пузырь

#### NOTES

1. immediately below — непосредственно под
2. for this purpose — для этого
3. in a state the body can use — в том виде, который приемлем для организма
4. to those parts of the body requiring it — между теми органами, которым она нужна
5. at the same point as — в том же месте, что и ...

1. Find in the text English equivalents for these words and word combinations:

1. полость, содержащая основные органы пищеварения 2. отделено от грудной клетки 3. после проглатывания 4. первый этап пищеварения 5. поладает в тонкий кишечник 6. где завершается пищеварение 7. вырабатывает свои ферменты 8. первый отдел кишечника 9. не переваренные остатки пищи 10. ведущий от кишечника к прямой кишке 11. вся система труб 12. проникать через стенку 13. она скапливается в желчном пузыре

2. Answer these questions:

1. What is the abdomen?
2. Where is it situated?
3. Where does the stomach lie?
4. How long does food stay in the stomach?
5. What does the partially digested food enter?
6. Where is digestion completed?

7. What does the small intestine manufacture?
8. Where does pancreas lie?
9. What does it produce?
10. What is the large intestine?
11. How long is it?
12. What does the large intestine do?
13. Can you characterize the alimentary canal?
14. What carries the digested food to the liver?
15. Where does the liver lie and what does it do?
16. How is digestive juice called?



## Text 12.

### SYSTEMS OF THE BODY

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

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

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

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

The circulatory system consists of the heart and blood vessels and the blood which is pumped through the blood vessels by the heart. Its function is mainly that of transportation system: the nutrients, oxygen, special substances which are required by cells<sup>3</sup> are carried by the blood stream; and the cellular wastes and sometimes other materials produced by the cells are carried away by the blood stream.

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

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

The urinary system consists of the kidneys which produce urine by removing nitrogenous and other wastes<sup>4</sup> from the blood: the two ureters, which convey the urine away from the kidneys; the urinary bladder, where the urine is stored<sup>5</sup> until it is discharged; and the urethra through which the urine is discharged.

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

pump - [pʌmp]	насос
stream - [stri:m]	ток, поток
alimentary - [æli'mentəri]	пищеварительный
gland - [glænd]	железа
convey - [kən'vei]	передать, переносить
carbon dioxide - [daɪ'ɔksɪd]	двуокись углерода
skeletal - [s'kɛlɪtɪ]	скелетный
muscular - [mʌskjʊlə]	мышечный
digestive - [daɪ'dʒɛstɪv]	пищеварительный
respiratory - [rɪ'spɪrətɪ]	дыхательный
urinary - [jʊərɪnəri]	мочевой
endocrine - [ɛndoukrɪn]	эндокринный
kidney - [kɪdni]	почка
urine - [jʊərɪn]	моча
ureter - [jʊə'rɪtə]	уретра
urinary bladder - [ɒlədɜ]	мочевой пузырь
be stored - [ɪstɔ:d]	сохраняться, храниться, скапливаться
discharge - [dɪs'tʃɑ:dʒ]	удалять, выводить из организма
hormone - [hɔ:moun]	гормон
reproductive - [rɪ'prɒ'dʌktɪv]	репродуктивный, половой
bone - [bəʊn]	кость
ligament - [lɪ'gɪmənt]	связка
cartilage - [kɑ:tɪlɪdʒ]	хрящ
join - [dʒɔɪn]	соединять
structural - [s'trʌktʃərəl]	структурный
spinal - [s'pɪnəl]	спинной, позвоночный
cord - [kɔ:d]	столб
vessel - [vɛsl]	сосуд

### NOTES

1. to move us about — осуществлять наше движение
2. for receiving, processing and communicating information — для получения, обработки и передачи информации
3. which are required by cells — которые необходимо клеткам
4. by removing nitrogenous and other wastes — путем выведения азотосодержащих и других продуктов

отхода

5. where urine is stored — где накапливается моча

1. Find in the text English equivalents for the following words and word combinations:

1. несколько основных систем 2. которые их соединяют 3. основная функция 4. со всеми необходимыми средствами 5. переносится кровотоком 6. ведущих к ним воздухоносных путей 7. где он поступает в кровоток 8. выводит мочу из почек 9. до тех пор, пока она не выведена 10. вырабатывают вещества - регуляторы

2. Answer the following questions:

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

## Text 13.

### HISTORICAL HIGHLIGHTS

Although signs of inflammation were described in an Egyptian papyrus, Celsus, a Roman writer of the first century AD, was the first to list the four cardinal signs of inflammation: redness, swelling, heat, and pain. The fifth clinical sign, loss of function, was later added by Virchow. In 1793 the Scottish surgeon John Hunter noted what is now considered an obvious fact: inflammation is not a disease but a nonspecific response of the organism. Julius Cohnheim (1839—1884) first used the microscope to observe inflamed blood vessels in thin membranes of the frog tongue. Noting the initial changes in blood flow, the subsequent edema which had been caused by increased vascular permeability and the characteristic leucocyte emigration, he wrote descriptions that can hardly be improved on.

The Russian biologist I. Mechnikov discovered the process of phagocytosis (1882). He concluded that the purpose of inflammation was to bring phagocytic cells to the injured area to engulf invading bacteria. At that time Mechnikov contradicted the prevailing theory that the purpose of inflammation was to bring in factors from the blood serum to neutralize the infectious agents. It soon became clear that both phagocytes and serum factors (antibodies) were critical to the defence against microorganisms and in recognition of this both I. Mechnikov and P. Ehrlich (who developed the humoral theory), shared the Nobel Prize in 1908.

Highlights - [ˈhaɪlaɪtsɪz]	факты
improve - [ɪmˈpruːv]	улучшать
purpose - [ˈpɜːpəs]	цель
engulf - [ɪnˈɡʌlf]	поглощать
prevailing - [ˈpriːveɪlɪŋ]	преобладающий, господствующий
list - [lɪst]	перечислять
sign - [saɪn]	знак
swelling - [ˈswelɪŋ]	припухлость
obvious - [ˈɒvɪəs]	очевидный
recognition - [ˌrekəɡnɪʃn]	признание
share - [ʃeə]	разделить
response - [rɪˈspɒns]	ответ, реакция
tongue - [tʌŋ]	язык
edema - [ɪˈdiːmə]	отек
permeability - [ˌpɜːmiəˈbɪləbɪləti]	проницаемость

1. Find in the text English equivalents for the following words and word combinations:

1. первым перечислил 2. нарушение функции 3. очевидный факт 4. неспецифическая реакция 5. кровеносные сосуды 6. первоначальные изменения 7. проницаемость 8. вряд ли могут быть улучшены 9. цель воспаления 10. противоречить 11. стало очевидно 12. как ... так

2. Answer the following questions:

1. Who was the first to list the four cardinal signs of inflammation?
2. What are these signs?
3. Who added the fifth clinical sign?
4. What was noticed by John Hunter?
5. What did Julius Cohnheim use the microscope for?
6. What kind of descriptions did he write?
7. Who discovered the process of phagocytosis?
8. Did Mechnikov's theory contradict the prevailing theory at that time?
9. What factors were critical to the defence against microorganisms?
10. In what year did Mechnikov and Ehrlich share the Nobel Prize?



## Text 14.

### HEART

The heart is simply a pump which circulates blood throughout the body. Tubes called blood vessels carry it from the heart to all parts of the body and back again. This round trip is known as the circulation. Vessels carrying blood away from the heart are known as arteries and those returning blood to the heart are known as veins.

The heart pumps blood round the body about 70 times a minute in adults. The heartbeats can be felt as the pulse<sup>1</sup> where certain arteries lie just beneath the skin, and the most well-known place where this occurs is at the wrist.

The heart lies in the chest immediately behind the breast bone<sup>2</sup>. It consists of two chambers, left and right, separated from each other by a wall. Each chamber, is further divided<sup>3</sup> into upper and lower compartments which communicate with each other<sup>4</sup> by valves. Each upper compartment is called an atrium and each lower a ventricle. Note that there is no communication at all between the left and right sides of the heart.

Heart failure<sup>5</sup>, or cardiac arrest, means that the heart has stopped beating. This, of course, means that no blood is being pumped round the body and death occurs in a few minutes. But as the heart is just a simple pump<sup>6</sup>, it can be made to beat artificially by rhythmically applying pressure to the chest. This squeezes the heart between the breast bone and forces blood out the heart into the circulation. When pressure on the chest has been relaxed, blood returns to the heart again.

breast - [brɛst]	грудь
chamber - [tʃeɪmbə]	камера
valve - [vælv]	клапан
atrium - [eɪtriəm]	предсердие
ventricle - [ventrɪkl]	желудочек
death - [deθ]	смерть
apply - [ə'plai]	применять
pressure - [prɛʃə]	давление
squeeze - [skwi:z]	сжимать
spine - [spain]	позвоночник
relax - [rɪ'læks]	расслабиться
pump - [pʌmp]	насос
circulate - [sə:kjuleɪt]	циркулировать
tube - [tju:b]	труба
carry - [kæri]	переносить
artery - [ɑ:təri]	артерия
vein - [veɪn]	вена
adult - [ædʌlt]	взрослый
pulse - [pʌls]	пульс
skin - [skɪn]	кожа
occur - [ə'kɜ:]	происходить
wrist - [rɪst]	запястье
chest - [tʃest]	грудная клетка

### NOTES

1. can be felt as the pulse — можно определить по пульсу
2. immediately behind the breast bone — непосредственно за грудиной
3. is further divided — далее подразделяется
4. communicate with each other — сообщаются друг с другом
5. heart failure — паралич, остановка сердца; сердечная недостаточность
6. as the heart is just a simple pump — поскольку сердце всего лишь простой насос

1. Find in the text English equivalents for these words and word combinations:

1. просто насос 2. кровеносные сосуды 3. круговое движение 4. известны как 5. у взрослых 6. располагаться непосредственно под кожей 7. где это происходит 8. состоит из двух камер 9. каждый верхний отдел 10. вообще нет сообщения 11. его можно заставить биться искусственно 12. выталкивать кровь из сердца

2. Answer these questions:

1. What is heart?
2. What are tubes carrying blood called?
3. Where can the heartbeats be felt?
4. Where does the heart lie?
5. What does the heart consist of?
6. What compartments is each chamber divided into?
7. What are the compartments called?
8. What does heart failure mean?
9. Can the heart be made to beat artificially? 10. When does blood return to the heart again?

Text 15.

INFECTION

Infection means invasion of the body by microorganisms which are harmful. The most common sources of infection in medical practice are direct contact with a patient's blood and saliva, consequently instruments and equipment used in the treatment become contaminated. If no action were taken infection may enter the body through skin cuts or abrasions or the eyes, it may also be swallowed. Infection from the contamination would be passed on from patient to patient, from patient to staff and from staff to patient. This involvement is called cross-infection.

Even ancient people taught that body's first line of defence against infection was an intact surface, e.g. the outer layer of skin and the protective outer layer of mucous membrane. If infection had passed it the second line of defence started its action. It was the liquid secretion produced by the protective surfaces. The mucous membrane and the salivary glands had produced saliva which neutralized some bacterial poisons and could kill some microorganisms. Tears and sweat had a similar effect. The acidity of gastric juice killed many bacteria in food. The third line of defence is discovered now. It is immunity.

And we also know that if these defence mechanisms fail to prevent infection, the last line of defence is a response by the body called inflammation.

mean - [mi:n]	означать
invasion - [in'veiʒn]	инвазия, вторжение
saliva - [sə'laɪvə]	слюна
contaminated - [kən'tæmɪneɪtɪd]	зараженный
skin cuts -	порезы
abrasion - [ə'breɪʒn]	абразия
defence - [dɪ'fens]	оборона
intact - [ɪn'tækt]	неповрежденный
surface - [sə'fɪs]	поверхность
liquid - ['lɪkwɪd]	жидкость
produce - [pra'dju:ɪs]	производить
poison - [pɔɪzən]	яд
kill - [kɪl]	убивать
tears - [tiəz]	слезы
sweat - [swet]	пот
similar - ['sɪmɪlə]	подобный, схожий
inflammation - [ɪnflə'meɪʃn]	воспаление
staff - [stɑ:f]	медицинский персонал

1. Find in the text English equivalents for the following words and, word combinations:

1. означать 2. кровь и слюна пациента 3. через порезы на коже 4. глотать 5. наружный слой слизистой оболочки 6. продуцируемая защитной поверхностью 7. яды, вырабатываемые бактериями 8. желудочный сок 9. пища 10. ответная реакция

2. Answer these questions:

1. What are the most common sources of infection?
2. How may infection enter the body?
3. What did ancient people teach?
4. When does the second line of defence start its action? .
5. What is it produced by?
6. What can saliva do?
7. What effect do tears and sweat have?
8. When was the third line discovered?
9. What is the last line of defence?



Text 16.

RESPIRATION

Respiration means breathing. Its function is to provide the means whereby oxygen enters the blood and carbon dioxide leaves. This interchange of gases occurs in the lungs which are situated in the chest, one on each side of the heart.

The chest forms a protective cage for the heart and lungs. The bars of the cage are formed by the ribs — which are joined to the breast bone in front and spine behind. The spaces between the ribs are filled by the rib muscles. The floor of the cage<sup>1</sup> is formed by the diaphragm, which is a sheet of muscle separating the chest from the abdomen.

In order<sup>2</sup> to reach the lungs, the air we breathe enters the throat through the nose or mouth and passes into the larynx. Below the larynx the air passes along a tube called the trachea, which runs down the neck to the chest where it divides into two. These two branches are known as the right and left bronchi and they enter their respective lungs. Just as arteries divide up into smaller arteries and finally into thin-walled capillaries, so do the bronchi<sup>3</sup> divide inside the lungs. Each bronchus divides into many smaller and smaller tubes until it eventually ends up as a huge number of tiny air sacs, which comprise each lung. A network of capillaries originating from the pulmonary artery passes round each air sac<sup>4</sup>.

Air breathed in through the nose<sup>5</sup> passes via the throat, larynx, trachea and bronchi to the air sacs of the lungs. This passage from nose to lungs is known as the airway. In the lungs, oxygen from the air passes through the thin walls of each air sac and its surrounding capillary to reach the blood. In the same way carbon dioxide passes simultaneously out of the blood into the air sacs. This gaseous exchange for replenishing the blood with oxygen and eliminating the waste product, carbon dioxide, is the sole purpose of respiration.

Oxygen enters the blood by combining with haemoglobin in the red cells; whereas carbon dioxide is carried by the plasma.

breathing - ['bri: ðɪŋ]	дыхание
provide - [prə'vaɪd]	обеспечивать
interchange - [ɪntə'tʃeɪndʒ]	обмен
protective - [prə'tektɪv]	защитный
muscle - [mʌsl]	мышца
diaphragm - ['daɪəfræm]	диафрагма
abdomen - [æbdə'men]	живот
throat - [θrəʊt]	горло
larynx - [læ'rɪŋks]	глотка
trachea - [trə'kiə]	трахея
bronchi - [brɒŋ'ki]	bronхи
huge - [hju:dʒ]	огромный
tiny - ['taɪni]	крошечный
network - [netwə:k]	сеть
passage - [pæ'sɪdʒ]	1. проход 2. проходить
airway - ['eəweɪ]	воздушный путь
surround - [sə'raʊnd]	окружать
simultaneously - [sɪm'l'teɪnjəsli]	одновременно
replenish - [rɪ'plenɪʃ]	пополнять; снова насыщать
eliminate - [ɪ'lɪmɪneɪt]	устранять
cage - [keɪdʒ]	клетка
rib - [rɪb]	ребро

NOTES

1. the floor of the cage — основание клетки
2. in order to — для того чтобы...
3. just as arteries ... so do the bronchi — как артерии..., так и бронхи ...
4. passes round each air sac — оплетает каждую альвеолу
5. breathed in through the nose — вдыхаемый через нос

1. Find in the text and write out the equivalents for the following words and word combinations:

отделяющий грудную клетку от живота, ниже гортани, крошечные воздушные мешочки, воздушный путь, одновременно, соединяясь с гемоглобином

2. Answer these questions:

1. What is respiration?
2. How can you characterize its function?
3. Where does the interchange of gases take place?

4. What does the chest form?
5. What are the spaces between ribs filled by?
6. What does the diaphragm separate?
7. Where does the air pass below the larynx?
8. How do the bronchi divide inside the lungs?
9. What passes round each air sac?
10. How can you describe the airway?
11. What is the sole purpose of respiration?
12. What takes place in the red cells during respiration?

Text 17.

MICROORGANISMS

The body provides a home for a great number of the smallest organisms — microorganisms. Most of them are harmless but some take part in dental diseases. There are three different groups of microorganisms: fungi, bacteria and viruses. They may be of different kinds, both harmless and more or less dangerous.

**Bacteria** are subdivided into groups according to their shape: bacilli, cocci, spirochaetes, spores.

**Bacilli** are rod-shaped bacteria. For example, lactobacillus is found in decayed teeth.

**Cocci** are round bacteria.

**Streptococci** are berry-shaped bacteria which grow in twisted chains. They are associated with different diseases.

**Hemolytic streptococci** (called *hemolytic* because bacteria cause hemolysis) are responsible for such conditions as "strep" throat, tonsillitis.

**Streptococci viridans** (*viridans* means "green" and these bacteria produce a green colour on the growth medium) are less virulent (poisonous) than the hemolytic form and cause infections in teeth.

**Staphylococci** are bacteria which grow in small clusters like grapes. One strain of staphylococcus may be found in gumboils.

There are also **spiral bacteria** (spirochaetes) found in acute necrotizing ulcerative gingivitis.

Some bacteria can exist in the form of **spores**. Spores can survive extremes of temperature and live for years until conditions become more favourable again. They are highly resistant to destruction.

strain - [streɪn]	штамм
gumboil - [ˈɡʌmboɪl]	флюс
acute - [əˈkju:t]	острый
gingivitis - [dʒɪndʒɪˈvaɪtɪs]	воспаление десен
exist - [ɪgˈzɪst]	существовать
survive - [sʌˈvaɪv]	выживать
resistant - [rɪˈzɪstənt]	резистентный
harmless - [ˈhɑ:nɪləs]	безвредный
dangerous - [ˈdeɪndʒərəs]	опасный
subdivide - [sʌbdiˈvaɪd]	подразделять
shape - [ʃeɪp]	очертание, форма
decayed teeth -	гнилые (испорченные) зубы
chain - [tʃeɪn]	цепь
cluster - [ˈklʌstə]	гроздь
fungi - [ˈfʌndʒɪ]	грибы
spirochaetes - [ˈspɪrɪkɪtəs]	палочки
spores - [spɔ:z]	споры
hemolytic - [ˈheɪməlɪtɪk]	гемолитический (разрушающий клетки крови)

1. Find in the text English equivalents of the following words and word combinations:

1. безвредный 2. более или менее опасные 3. в соответствии с формой 4. ассоциироваться 5. менее вирулентны 6. острый 7. споры 8. перепады температуры 9. более благоприятные условия 10. разрушение

2. Answer these questions:

1. What does a mouth provide a home for?
2. Are all bacteria harmless?
3. What groups of bacteria do you know?
4. How are bacteria subdivided?
5. What are bacilli and where are they found?
6. How do streptococci grow?
7. What do they initiate?
8. What bacteria are called Staphylococci?
9. What can be found in acute necrotizing ulcerative gingivitis?
10. Can spores survive extremes of temperature?



Text 18.

PATHOLOGY

Pathology is the study of disease. It covers the changes in normal anatomy and physiology brought about<sup>1</sup> by disease and the body's reaction to it.

Any shallow breach of the skin or mucous membrane is called an ulcer. The raw base of an ulcer often has a painful bleeding surface. A cyst is an abnormal sac of fluid. Cysts are usually small and localized and can occur in soft tissues or bone anywhere in the body.

A tumour is a swelling caused by an abnormal and uncontrolled growth of body cells. It serves no useful purpose<sup>2</sup> and may cause displacement or destruction of adjacent structures. Some types of tumour can spread throughout the body causing severe, and often fatal, destructive effects. This condition is commonly known<sup>3</sup> as cancer.

Congenital defects are defects which are present at birth, such as heart and valvular defects, cleft palate or other deformities.

The cause or nature of an ulcer or tumour cannot always be determined by physical or X-ray examination. Confirmation of the diagnosis often necessitates<sup>4</sup> surgical removal of some diseased tissue for examination under a microscope. This minor operation is called a biopsy. The biopsy specimen is sent to a hospital pathology department.

The diagnosis of infections often requires bacteriological examination of a swab or smear from an infected surface. Other types of disease are commonly diagnosed by blood and urine tests.

spread (spread) - [sprɛd]	распространяться
severe - [si'veɪə]	сильный, тяжелый (о болезни)
fatal - [feɪtəl]	фатальный
cancer - [kænsə]	рак
congenital - [kən'dʒenɪl]	врожденный
cleft palate - [kleɪt]	волчья пасть
X-ray - [eks'reɪ]	рентген
determine - [dɪ'tɛɪnɪn]	определять
confirmation - [kənfa'meɪʃn]	подтверждение
pathology - [pə'tɒlədʒɪ]	патология
change - [tʃeɪndʒ]	изменение
shallow - [ʃə'ləʊ]	неглубокий
breach - [brɪ:tʃ]	нарушение
mucous - ['mju:kəs]	слизистый
membrane - [membrɛɪn]	мембрана, оболочка
removal - [rɪ'mu:vəl]	удаление
minor - [maɪnə]	малый
biopsy - [baɪ'ɒpsi]	биопсия
specimen - [spesɪmən]	образец
swab - [swæb]	мазок
smear - [smiə]	мазок
ulcer - [ʌlsə]	язва
raw - [rɔ:]	ссадина
bleeding - [bli:diŋ]	кровоточащий
cyst - [sɪst]	киста
sac - [sæk]	мешочек
localized - [ləʊkəlaɪzɪd]	локализованный
tumour - [tu:mə]	опухоль
growth - [graʊθ]	рост
destruction - [dɪ'strʌkʃn]	разрушение
adjacent - [ə'dʒeɪsənt]	прилегающий
to cleave - [kli:v]	трескаться, раскалывать

NOTES

1. brought about — вызванные
2. It serves no useful purpose — Она (опухоль) не несет ничего хорошего
3. commonly known — широко известно
4. often necessitates — часто влечет за собой

1. Find in the text English equivalents for these words and word combinations:

1. изучение заболевания 2. реакция организма 3. слизистая оболочка 4. болезненная кровоточащая поверхность 5. локализованный 6. неконтролируемый рост клеток 7. близлежащие структуры 8.

значительные и часто фатальные разрешающие воздействия 9. врожденные отклонения 10. при рождении  
11. рентгенологическое исследование 12. хирургическое удаление 13. под микроскопом 14. анализы крови  
и мочи

3. Answer the questions:

1. What is pathology?
2. What does it cover?
3. Is any shallow breach of the skin of mucous membrane called an ulcer or a cyst?
4. What is a cyst?
5. When can cysts occur?
6. What is a tumour?
7. What may it cause?
8. What condition is called cancer?
9. When are congenital defects already present?
10. Can the cause of an ulcer or tumour be determined by only physical examination?
11. What is called a biopsy?
12. How are other types of disease commonly diagnosed?

## Text 19.

### A MAN WHO DISCOVERED CHLOROFORM

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

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

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

After the experiment Dr. Simpson began to use chloroform during his operations. It was a very important discovery. Doctors could operate on the people without hurting them and it was easier for the surgeon to operate because the patients were calm and did not move during the operation.

**to suffer** — страдать

**to breathe in** — вдохнуть

**pain** — боль

**to fall into a deep sleep** — погрузиться в глубокий сон

**to overcome** — преодолеть, снять (о боли)

**discovery** — открытие

**bottle** — пузырек

**to hurt** — причинять боль

**unpleasant** — неприятный

**calm** — спокойный

**smell** — запах

1. Find in the text English equivalents for these words and word combinations:

1. испытывать сильную боль 2. преодолеть боль 3. сильный и неприятный запах 4. вдохнуть хлороформ 5. сделать тоже самое 6. крепко уснуть 7. использовать при операции 8. важное открытие 9. не причиняя боль 10. не двигаться во время операции

2. Answer the questions:

1. What was the name of the doctor who discovered chloroform?
2. Where did he live?
3. How did he discover the possibilities of chloroform?
4. Do you think it was a brave action? Why?
5. Why was discovery of chloroform very important?
6. How did Dr. Simpson help the patients?



## Text 20.

### DRUGS

The metric system is used exclusively when ordering and prescribing drugs. The metric unit of weight is the gram (*g*) and this is divided into thousandths called milligrams (*mg*).

The unit of volume is the litre (*l*) which is subdivided into thousandths called millilitres (*ml*). A litre is equivalent to just under two pints<sup>1</sup>. The standard medicine teaspoon holds 5 ml.

Various reference books are available<sup>2</sup> to help practitioners keep up to date with new drugs<sup>3</sup>, the trade names<sup>4</sup> of drugs, dosages and precautions with particular drugs. Manufacturers are also legally required to provide data sheets<sup>5</sup> for all new drugs, giving full details of usage.

Drugs may be administered externally or internally.

Drugs are classified into groups which have a specific action, such as antibacterial drugs, which are used for the treatment of infections, or local anaesthetics, which abolish pain<sup>6</sup>. Some drugs belong to more than one group; for example, lignocaine, which is a local and surface anaesthetic. Let's take antibacterial drugs as an example.

They are administered internally to kill bacteria.

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

drug	[ˈdrʌɡ]	1. лекарство; 2. наркотик
exclusively	- [ɪk'sklʊ:zɪvli]	исключительно
order	- [ɔ: də]	заказывать
prescribe	- [pri'skrɪb]	предписывать
volume	- [vɒljʊ:m]	объем
reference book	- [ɪnfrɪns]	справочник
available	- [ə'veɪləbəl]	доступный
precaution	- [pri'keɪʃn]	осторожность; противопоказание
administer	- [əd'mɪnɪstə]	назначать, применять, давать (лекарство)
externally	- [eks'tɜ:nli]	наружно
anaesthetic	- [ə'neɪs'tetɪk]	анестетик
abolish	- [ə'bɒlɪʃ]	снимать, устранять
kill	- [kɪl]	убивать
derive	- [dɪ'naɪv]	происходить от
derivatives	- [dɪ'ɪvətɪvz]	производные
liable	- [laɪəbəl]	подверженный, склонный
beforehand	- [bɪ'fo:rhænd]	заранее
data sheet	- [deɪtəʃi:t]	вкладыш - инструкция

### NOTES

1. just under two pints — приблизительно двум пинтам
2. various reference books are available — существуют самые различные справочники
3. keep up to date with new drugs — осваивать новые препараты
4. trade names — торговые знаки
5. to provide data sheets — обеспечить вкладышем - инструкцией
6. which abolish pain — которые действуют обезболивающе

1. Find in the text English equivalents for these words and word combinations:

1. метрическая система 2. деленные на тысячные доли 3. стандартная чайная ложка содержит 5 мл 4. торговый знак 6. представляя детальное предписание по употреблению 7. внутреннее или наружное применение 8. классифицироваться по группам 9. местное обезболивающее 10. получаемые из микроорганизмов 11. быть аллергическим 12. опросить заранее

2. Answer these questions:

1. What system is used when ordering and prescribing drugs?
2. What is the metric unit of weight?
3. What units of volume do you know?
4. Why are reference books useful to practitioners?
5. Who are legally required to provide full details of new drugs usage?
6. How are drugs administered?
7. What groups are drugs classified into?
8. Do drugs belong only to one group?
9. What is the aim of administering antibacterial drugs?
10. What are antibiotics originally derived from?
11. What reaction can develop if the people are allergic to some drugs?

## 10. КРИТЕРИИ ОЦЕНИВАНИЯ

### КРИТЕРИИ ОЦЕНИВАНИЯ ЗАДАНИЙ В ТЕСТОВОЙ ФОРМЕ ВХОДНОГО КОНТРОЛЯ (остаточных знаний)

#### **Оценка «5» (отлично) – 100-80% правильных ответов**

из 10 тестов не менее 8 правильных ответов  
из 15 тестов не менее 12 правильных ответов  
из 20 тестов не менее 16 правильных ответов  
из 30 тестов не менее 24 правильных ответов  
из 35 тестов не менее 28 правильных ответов  
из 50 тестов не менее 40 правильных ответов  
из 100 тестов не менее 80 правильных ответов

#### **Оценка «4» (хорошо) – 79-70% правильных ответов**

из 10 тестов не менее 7 правильных ответов  
из 15 тестов не менее 10 правильных ответов  
из 20 тестов не менее 14 ответов правильных  
из 30 тестов не менее 21 правильных ответов  
из 35 тестов не менее 24 правильных ответов  
из 50 тестов не менее 35 правильных ответов  
из 100 тестов не менее 70 правильных ответов

#### **Оценка «3» (удовлетворительно) – 69-60% правильных ответов**

из 10 тестов не менее 6 правильных ответов  
из 15 тестов не менее 9 правильных ответов  
из 20 тестов не менее 12 правильных ответов  
из 30 тестов не менее 18 правильных ответов  
из 35 тестов не менее 21 правильных ответов  
из 50 тестов не менее 30 правильных ответов  
из 100 тестов не менее 60 правильных ответов

#### **Оценка «2» (неудовлетворительно) – менее 60% правильных ответов**

из 10 тестов 5 и менее правильных ответов  
из 15 тестов 10 и менее правильных ответов  
из 20 тестов 11 и менее правильных ответов  
из 30 тестов 17 и менее правильных ответов  
из 35 тестов 20 и менее правильных ответов  
из 50 тестов 29 и менее правильных ответов  
из 100 тестов 59 и менее правильных ответов

### КРИТЕРИИ ОЦЕНИВАНИЯ КРОССВОРДОВ

#### **Оценка «5» (отлично) – 100-90% правильных ответов**

из 10 вопросов не менее 9 правильных ответов  
из 15 вопросов не менее 14 правильных ответов  
из 20 вопросов не менее 18 правильных ответов

#### **Оценка «4» (хорошо) – 89-80% правильных ответов**

из 10 вопросов не менее 8 правильных ответов  
из 15 вопросов не менее 12 правильных ответов  
из 20 вопросов не менее 16 ответов правильных

#### **Оценка «3» (удовлетворительно) – 79-70% правильных ответов**

из 10 вопросов не менее 7 правильных ответов  
из 15 вопросов не менее 11 правильных ответов  
из 20 вопросов не менее 14 правильных ответов

#### **Оценка «2» (неудовлетворительно) – менее 70% правильных ответов**

из 10 вопросов 6 и менее правильных ответов  
из 15 вопросов 10 и менее правильных ответов  
из 20 вопросов 13 и менее правильных ответов

### КРИТЕРИИ ОЦЕНИВАНИЯ ТЕРМИНОЛОГИЧЕСКОГО ДИКТАНТА

#### **Оценка «5» (отлично) – 100-90% правильных ответов**

из 10 вопросов не менее 9 правильных ответов

из 15 вопросов не менее 14 правильных ответов

из 20 вопросов не менее 18 правильных ответов

**Оценка «4» (хорошо) – 89-80% правильных ответов**

из 10 вопросов не менее 8 правильных ответов

из 15 вопросов не менее 12 правильных ответов

из 20 вопросов не менее 16 ответов правильных

**Оценка «3» (удовлетворительно) – 79-70% правильных ответов**

из 10 вопросов не менее 7 правильных ответов

из 15 вопросов не менее 11 правильных ответов

из 20 вопросов не менее 14 правильных ответов

**Оценка «2» (неудовлетворительно) – менее 70% правильных ответов**

из 10 вопросов 6 и менее правильных ответов

из 15 вопросов 10 и менее правильных ответов

из 20 вопросов 13 и менее правильных ответов

### **КРИТЕРИИ ОЦЕНИВАНИЯ ГРАФИЧЕСКОГО ДИКТАНТА**

**Оценка «5» (отлично) – 100-90% правильных ответов**

из 10 утверждений не менее 9 правильных ответов

из 15 утверждений не менее 14 правильных ответов

из 20 утверждений не менее 18 правильных ответов

**Оценка «4» (хорошо) – 89-80% правильных ответов**

из 10 утверждений не менее 8 правильных ответов

из 15 утверждений не менее 12 правильных ответов

из 20 утверждений не менее 16 ответов правильных

**Оценка «3» (удовлетворительно) – 79-70% правильных ответов**

из 10 утверждений не менее 7 правильных ответов

из 15 утверждений не менее 11 правильных ответов

из 20 утверждений не менее 14 правильных ответов

**Оценка «2» (неудовлетворительно) – менее 70% правильных ответов**

из 10 утверждений 6 и менее правильных ответов

из 15 утверждений 10 и менее правильных ответов

из 20 утверждений 13 и менее правильных ответов

### **КРИТЕРИИ ОЦЕНИВАНИЯ ЗАДАНИЙ В ТЕСТОВОЙ ФОРМЕ**

**Оценка «5» (отлично) – 100-90% правильных ответов**

из 10 тестов не менее 9 правильных ответов

из 15 тестов не менее 14 правильных ответов

из 20 тестов не менее 18 правильных ответов

из 30 тестов не менее 27 правильных ответов

из 35 тестов не менее 31 правильных ответов

из 50 тестов не менее 45 правильных ответов

из 100 тестов не менее 90 правильных ответов

**Оценка «4» (хорошо) – 89-80% правильных ответов**

из 10 тестов не менее 8 правильных ответов

из 15 тестов не менее 12 правильных ответов

из 20 тестов не менее 16 ответов правильных

из 30 тестов не менее 24 правильных ответов

из 35 тестов не менее 28 правильных ответов

из 50 тестов не менее 40 правильных ответов

из 100 тестов не менее 80 правильных ответов

**Оценка «3» (удовлетворительно) – 79-70% правильных ответов**

из 10 тестов не менее 7 правильных ответов

из 15 тестов не менее 11 правильных ответов

из 20 тестов не менее 14 правильных ответов

из 30 тестов не менее 21 правильных ответов

из 35 тестов не менее 24 правильных ответов

из 50 тестов не менее 35 правильных ответов

из 100 тестов не менее 70 правильных ответов

**Оценка «2» (неудовлетворительно) – менее 70% правильных ответов**

из 10 вопросов 6 и менее правильных ответов

из 15 вопросов 10 и менее правильных ответов

из 20 вопросов 13 и менее правильных ответов

из 30 тестов 20 и менее правильных ответов

из 35 тестов 23 и менее правильных ответов

из 50 тестов 34 и менее правильных ответов

из 100 тестов 69 и менее правильных ответов

### **КРИТЕРИИ ОЦЕНКИ ТЕОРЕТИЧЕСКОГО КОМПОНЕНТА**

**5 (отлично)** – обучающийся демонстрирует знания в полном объеме программы основной учебной дисциплины, свободно владеет материалом смежных дисциплин, дает полные ответы на вопросы, выделяя при этом основные и самые существенные положения, приводит точные и полные формулировки, свободно владеет понятийным аппаратом учебной дисциплины, отвечает без наводящих вопросов, мыслит последовательно и логично, способен вести полемику, развивать положения предлагаемые преподавателем.

**4 (хорошо)** – обучающийся демонстрирует знания в полном объеме программы основной учебной дисциплины, в основном владеет материалом смежных учебных дисциплин, понимает предмет разбора, однако дает не вполне исчерпывающие ответы, отвечая на дополнительные наводящие вопросы, владеет понятийным аппаратом учебной дисциплины, мыслит последовательно и логично.

**3 (удовлетворительно)** – обучающийся демонстрирует знания основ изучаемой учебной дисциплины, владеет основами смежных учебных дисциплин, понимает предмет разбора, однако дает не вполне исчерпывающие ответы, на наводящие дополнительные вопросы отвечает в целом правильно, но не полно, испытывает затруднения при использовании понятийного аппарата учебной дисциплины.

**2 (неудовлетворительно)** – обучающийся не знает значительной части вопросов по основной и смежным учебным дисциплинам, затрудняется систематизировать материал и мыслить логично.

### **КРИТЕРИИ ОЦЕНИВАНИЯ ИНДИВИДУАЛЬНОЙ РАБОТЫ С КАРТОЧКАМИ**

**Оценка «5» (отлично) – 100-90% правильных ответов**

из 10 выражений не менее 9 правильных ответов

из 15 выражений не менее 14 правильных ответов

из 20 выражений не менее 18 правильных ответов

**Оценка «4» (хорошо) – 89-80% правильных ответов**

из 10 выражений не менее 8 правильных ответов

из 15 выражений не менее 12 правильных ответов

из 20 выражений не менее 16 ответов правильных

**Оценка «3» (удовлетворительно) – 79-70% правильных ответов**

из 10 выражений не менее 7 правильных ответов

из 15 выражений не менее 11 правильных ответов

из 20 выражений не менее 14 правильных ответов

**Оценка «2» (неудовлетворительно) – менее 70% правильных ответов**

из 10 выражений 6 и менее правильных ответов

из 15 выражений 10 и менее правильных ответов

из 20 выражений 13 и менее правильных ответов

## КРИТЕРИИ ОЦЕНИВАНИЯ ЛЕКСИКО-ГРАММАТИЧЕСКИХ УПРАЖНЕНИЙ

Оценка	Лексика	Грамматика	Фонетика и интонация	Правописание
«5»	Обучающийся использует лексику и простые структуры отлично, также использует сложные семантические структуры.	Обучающийся не допускает грамматические ошибки.	Обучающийся демонстрирует правильное и понятное произношение и ударение.	Обучающийся не допускает ошибки в правописании.
«4»	Обучающийся использует лексику и простые структуры правильно, допускает ошибки при использовании сложных семантических структур.	Обучающийся редко допускает грамматические ошибки.	Обучающийся демонстрирует правильное и понятное произношение и ударение с некоторыми ошибками, которые редко мешают пониманию.	Обучающийся редко допускает ошибки в правописании, которые не мешают пониманию.
«3»	Обучающийся использует лексику и простые структуры в основном правильно.	Обучающийся допускает некоторые грамматические ошибки.	Обучающийся демонстрирует часто неправильное и непонятное произношение и ударение, которые иногда мешают пониманию.	Обучающийся допускает ошибки в правописании, которые иногда мешают пониманию.
«2»	Обучающийся использует ограниченную лексику, не соответствующую уровню знания языка, допускает ошибки.	Обучающийся часто допускает грамматические ошибки.	Обучающийся демонстрирует неправильное и непонятное произношение и ударение, которые мешают пониманию.	Обучающийся допускает ошибки в правописании, которые мешают пониманию.

## КРИТЕРИИ ОЦЕНИВАНИЯ КОНТРОЛЬНЫХ РАБОТ

процент выполненных задач	оценка
100 – 91 % работы	«5»
90 - 70 % работы	«4»
69 – 50 % работы	«3»
менее 50 %	«2»

## КРИТЕРИИ ОЦЕНИВАНИЯ ЧТЕНИЯ ТЕКСТА С ОБЩИМ ОХВАТОМ СОДЕРЖАНИЯ (ОЗНАКОМИТЕЛЬНОЕ)

Оценка «5» ставится учащемуся, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком. Скорость чтения иноязычного текста может быть несколько замедленной по сравнению с той, с которой ученик читает на родном языке. Заметим, что скорость чтения на родном языке у учащихся разная.

Оценка «4» ставится ученику, если он понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения более замедленен.

Оценка «3» ставится школьнику, который не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка.

Оценка «2» выставляется ученику в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать незнакомую лексику (понимать её значение).

## КРИТЕРИИ ОЦЕНИВАНИЯ ЧТЕНИЯ ТЕКСТА С ПОЛНЫМ ПОНИМАНИЕМ СОДЕРЖАНИЯ (ИЗУЧАЮЩЕЕ)

Чтение с полным пониманием осуществляется на несложных аутентичных текстах, построенных в основном на изученном языковом материале, с использованием различных приемов смысловой переработки текста (языковой догадки, выборочного перевода) и оценки полученной информации. Объем текста для чтения - около 300 слов.

оценка	Навыки чтения (скорость, произношение)	Понимание содержание текста	Выход на говорение
«5»	Обучающийся умеет выявить буквенно-звуковые соответствия в языке, узнает устные с образцы слов в тексте. Чтение выразительное (достаточно беглое, быстрое, правильное произношение)  Отсутствовали ошибки, искажающие смысл и понимание слов, или они были незначительны (1-4)	Обучающийся понял содержание текста (согласно вида чтения), успешно выполняет все задания, направленные на проверку понимания содержания текста.  У него развита языковая догадка, и он не затрудняется в понимании некоторых незнакомых слов и не испытывает необходимость обращаться к словарю (1-2 раза)	Обучающийся может ответить на дополнительные вопросы учителя, высказать и подтвердить свою точку зрения согласно теме текста, используя дополнительные факты.
«4»	Обучающийся умеет выявить буквенно-звуковые соответствия в языке, узнает устные с образцы слов в тексте. Чтение выразительное, но недостаточно беглое, быстрое, правильное	Обучающийся понял содержание текста (согласно вида чтения) за исключением деталей и частностей, не влияющих на понимание содержания всего текста, выполняет задания, направленные на проверку	Обучающийся может ответить на дополнительные вопросы учителя, но недостаточно логично высказать свою точку зрения согласно теме текста, используя факты текста и свои



	<p>произношение</p> <p>Допускаются ошибки, не искажающие смысл и понимание слов (5-8)</p>	<p>понимания содержания текста, используя сам текст.</p> <p>У него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов и испытывает необходимость обращаться к словарю.</p>	<p>примеры.</p>
«3»	<p>Обучающийся умеет выявить буквенно-звуковые соответствия в языке, узнает устные образцы слов в тексте. Чтение не выразительное, недостаточно беглое, быстрое, правильное произношение.</p> <p>Допускаются ошибки, среди которых встречались и такие, которые искажают смысл и понимание слов (9-13)</p>	<p>Обучающийся неточно понял содержание текста (согласно вида чтения), сумел выделить небольшое количество фактов, выполняет не все задания, направленные на проверку понимания содержания текста, только с опорой на текст.</p> <p>У него совсем не развита языковая догадка, и он не сумел догадаться о значении некоторых незнакомых слов и многократно обращается к словарю.</p>	<p>Обучающийся может ответить на дополнительные вопросы учителя, но нелогично высказывает свою точку зрения согласно теме текста, не может ее подтвердить фактами.</p>
«2»	<p>Обучающийся не может прочитать предложенный отрывок текста. При попытке чтения допускаются грубые многочисленные ошибки (свыше 15), нарушающие смысл и понимание слов. Чтение текста производится только с посторонней помощью.</p>	<p>Обучающийся не понял содержание текста, не может ориентироваться в тексте и выделять факты, подробности для выполнения заданий по проверке понимания содержания текста.</p>	<p>Обучающийся не может ответить на дополнительные вопросы учителя, не высказывает свою точку зрения согласно теме текста.</p>

### КРИТЕРИИ ОЦЕНИВАНИЯ УСТНОГО ВЫСКАЗЫВАНИЯ

(10 -15 ФРАЗ)

Оценка	Решение коммуникативной задачи	Лексико – грамматическое оформление	Организация	Произносительная сторона речи
«5»	<p>Задание полностью выполнено: тема раскрыта в заданном объёме (все перечисленные в задании аспекты были раскрыты в высказывании). Социокультурные знания использованы в соответствии с</p>	<p>Используемый лексико-грамматический материал соответствует поставленной коммуникативной задаче. Учащийся демонстрирует большой словарный запас и владение</p>	<p>Логичность высказывания соблюдена: вступление, основная информация, заключение. Средства логической связи адекватны</p>	<p>Речь обучающегося понятна: не допускает фонематических ошибок, практически все звуки в потоке речи произносятся правильно, соблюдается правильный</p>

	ситуацией.	разнообразными грамматическими структурами. Допущены отдельные ошибки, которые не затрудняют понимание	поставленной задаче и разнообразны.	интонационный рисунок. Социокультурные знания использованы в соответствии с ситуацией общения.
«4»	Задание выполнено частично: тема раскрыта не в полном объеме. Социокультурные знания в основном использованы в соответствии с ситуацией.	Используемый лексико-грамматический материал в целом соответствует поставленной коммуникативной задаче. Но учащийся делает языковые ошибки или допускает языковые ошибки, затрудняющие понимание.	Логичность высказывания вполне соблюдена: вступление, основная информация, заключение.  Средства логической связи адекватны поставленной задаче, но однообразны.	Речь понятна: не допускаются фонематические ошибки; практически все звуки в потоке речи произносятся правильно; соблюдается правильный интонационный рисунок
«3»	Задание выполнено частично: тема раскрыта в ограниченном объеме, социокультурные знания мало использованы.	Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи.	Логичность высказывания не вполне соблюдена: вступление, основная информация, заключение. Средства логической связи неадекватны поставленной задаче и однообразны.	В основном речь понятна: не допускает грубых фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный
«2»	Задание не выполнено: тема не раскрыта.	Используемый лексико-грамматический материал не позволяет выполнить поставленную коммуникативную задачу	Логичность высказывания не соблюдена: вступление, основная информация, заключение. Средства логической связи неадекватны поставленной задаче и однообразны.	Речь плохо воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков

## КРИТЕРИИ ОЦЕНИВАНИЯ ТВОРЧЕСКИХ РАБОТ

Оценка	Критерии оценки
«5»	<p>1. Содержание: коммуникативная задача решена полностью.</p> <p>2. организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.</p> <p>3. лексика: лексика соответствует поставленной задаче и требованиям данного года обучения.</p> <p>4. грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.</p> <p>5. Орфография и пунктуация: орфографические ошибки отсутствуют, соблюдены правила пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдены основные правила расстановки запятых.</p>
«4»	<p>1. Содержание: коммуникативная задача решена полностью.</p> <p>2. организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.</p> <p>3. лексика: лексика соответствует поставленной задаче и требованиям данного года обучения. Но имеются незначительные ошибки.</p> <p>4. грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.</p> <p>5. Орфография и пунктуация: незначительные орфографические ошибки, соблюдены правила пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдены основные правила расстановки запятых.</p>
«3»	<p>1. Содержание: Коммуникативная задача решена,</p> <p>2. организация работы: высказывание нелогично, неадекватно использованы средства логической связи, текст неправильно поделен на абзацы, но формат высказывания соблюден.</p> <p>3. лексика: местами неадекватное употребление лексики.</p> <p>4. грамматика: имеются грубые грамматические ошибки.</p> <p>5. Орфография и пунктуация: незначительные орфографические ошибки, не всегда соблюдены правила пунктуации: не все предложения начинаются с заглавной буквы, в конце не всех предложений стоит точка, вопросительный или восклицательный знак, а также не соблюдены основные правила расстановки запятых.</p>
«2»	<p>1. Содержание: Коммуникативная задача не решена.</p> <p>2. организация работы: высказывание нелогично, не использованы средства логической связи, не соблюден формат высказывания, текст не поделен на абзацы.</p> <p>3. лексика: большое количество лексических ошибок.</p> <p>4. грамматика: большое количество грамматических ошибок.</p> <p>5. Орфография и пунктуация: значительные орфографические ошибки, не соблюдены правила пунктуации: не все предложения начинаются с заглавной буквы, в конце не всех предложений стоит точка, вопросительный или восклицательный знак, а также</p>

	не соблюдены основные правила расстановки запятых.
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### КРИТЕРИИ ОЦЕНКИ ПРЕЗЕНТАЦИЙ

Оценка	5	4	3	2
Содержание	Работа полностью завершена	Почти полностью сделаны наиболее важные компоненты работы	Не все важнейшие компоненты работы выполнены	Работа сделана фрагментарно и с помощью педагога
	Работа демонстрирует глубокое понимание описываемых процессов	Работа демонстрирует понимание основных моментов, хотя некоторые детали не уточняются	Работа демонстрирует понимание, но неполное	Работа демонстрирует минимальное понимание
	Даны интересные дискуссионные материалы. Грамотно используется научная лексика	Имеются некоторые материалы дискуссионного характера. Научная лексика используется, но иногда не корректно.	Дискуссионные материалы есть в наличии, но не способствуют пониманию проблемы. Научная терминология или используется мало или используется некорректно.	Минимум дискуссионных материалов. Минимум научных терминов
	Обучающийся предлагает собственную интерпретацию или развитие темы (обобщения, приложения, аналогии)	Обучающийся в большинстве случаев предлагает собственную интерпретацию или развитие темы	Обучающийся иногда предлагает свою интерпретацию	Интерпретация ограничена или беспочвенна
	Везде, где возможно выбирается более эффективный и/или сложный процесс	Почти везде выбирается более эффективный процесс	Обучающемуся нужна помощь в выборе эффективного процесса	Обучающийся может работать только под руководством педагога
Дизайн	Дизайн логичен и очевиден	Дизайн есть	Дизайн случайный	Дизайн не ясен
	Имеются постоянные элементы дизайна. Дизайн подчеркивает содержание.	Имеются постоянные элементы дизайна. Дизайн соответствует содержанию.	Нет постоянных элементов дизайна. Дизайн может и не соответствовать содержанию.	Элементы дизайна мешают содержанию, накладываясь на него.
	Все параметры шрифта хорошо подобраны (текст хорошо читается)	Параметры шрифта подобраны. Шрифт читаем.	Параметры шрифта недостаточно хорошо подобраны, могут мешать восприятию	Параметры не подобраны. Делают текст трудночитаемым

Графика	Хорошо подобрана, соответствует содержанию, обогащает содержание	Графика соответствует содержанию	Графика мало соответствует содержанию	Графика не соответствует содержанию
Грамотность	Нет ошибок: ни грамматических, ни синтаксических	Минимальное количество ошибок	Есть ошибки, мешающие восприятию	Много ошибок, делающих материал трудным для восприятия

**Максимальный балл, который может получить обучающийся за презентацию, – 50 баллов.**

Шкала перевода рейтинга в четырёхбалльную шкалу оценок

Оценка	«2» неудовлетворительно	«3» удовлетворительно	«4» хорошо	«5» отлично
Первичный балл	0-32	33-37	38-42	43-50