

МИНИСТЕРСТВО ЗДРАВООХРАНЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО
ОБРАЗОВАНИЯ «РОСТОВСКИЙ ГОСУДАРСТВЕННЫЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ»
МИНИСТЕРСТВА ЗДРАВООХРАНЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Утверждено
на заседании педагогического совета
колледжа ФГБОУ ВО
РостГМУ Минздрава России
от 19.05.20 24 г.
Протокол № 10

Утверждаю
Руководитель ОН СПО по специальности
31.02.05 Стоматология ортопедическая –
Директор колледжа ФГБОУ ВО
РостГМУ Минздрава России
Э.Е. Бадалянц
от «19» 05 2024 г.



**РАБОЧАЯ ПРОГРАММА
УЧЕБНОЙ ДИСЦИПЛИНЫ**

**СГ.02 ИНОСТРАННЫЙ ЯЗЫК В
ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

специальность 31.02.05 Стоматология ортопедическая
квалификация Зубной техник
очная форма обучения

Ростов-на-Дону

2024

РАССМОТРЕНА
на заседании ЦК
общегуманитарных, социально-
экономических и естественно-
научных дисциплин
от 21.05.2024 г.
Протокол № 10

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Заместитель директора по УР
О.Ю. Крутянская *Ю.Ю. Крутянская*
« 23 » 05 2024 г.

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Рабочая программа учебной дисциплины СГ.02. Иностранный язык в профессиональной деятельности разработана на основе Федерального государственного образовательного стандарта по специальности среднего профессионального образования 31.02.05 Стоматология ортопедическая, утвержденным приказом Министерства просвещения РФ от 6 июля 2022 г. N 531, зарегистрированным в Минюсте РФ 29.07.2022 г., регистрационный № 69454 и примерной программой по специальности 31.02.05 Стоматология ортопедическая, утвержденной ФУМО В 2022 году.

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1. ОБЩАЯ ХАРАКТЕРИСТИКА РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

«Иностранный язык в профессиональной деятельности»

1.1. Место дисциплины в структуре основной образовательной программы:

Учебная дисциплина «Иностранный язык в профессиональной деятельности» является обязательной частью социально-гуманитарного цикла примерной основной образовательной программы в соответствии с ФГОС СПО по специальности 31.02.05 Стоматология ортопедическая

Особое значение дисциплина имеет при формировании и развитии ОК 02, ОК 04, ОК 05, ОК 09.

ОК, которые актуализируются при изучении учебной дисциплины:

ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности.

ОК 04. Эффективно взаимодействовать и работать в коллективе и команде.

ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста.

ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

1.2. Цель и планируемые результаты освоения дисциплины:

В рамках программы учебной дисциплины обучающимися осваиваются умения и знания

Код ПК, ОК, ЛР	Умения	Знания
ОК 02, ОК 04, ОК 05, ОК 09	<p><u>Уметь:</u></p> <ul style="list-style-type: none"> – строить простые высказывания о себе и о своей профессиональной деятельности; – взаимодействовать в коллективе, принимать участие в диалогах на общие и профессиональные темы; – применять различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии; – понимать общий смысл четко произнесенных высказываний на общие и базовые профессиональные темы; – понимать тексты на базовые 	<p><u>Знать:</u></p> <ul style="list-style-type: none"> – лексический и грамматический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; – лексический и грамматический минимум, необходимый для чтения и перевода текстов профессиональной направленности (со словарем); – общеупотребительные глаголы (общая и профессиональная лексика); – правила чтения текстов профессиональной направленности; – правила построения простых и сложных предложений на профессиональные темы;

	<p>профессиональные темы;</p> <ul style="list-style-type: none"> – составлять простые связные сообщения на общие или интересные профессиональные темы; – общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; – переводить иностранные тексты профессиональной направленности (со словарем); – самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас 	<ul style="list-style-type: none"> – правила речевого этикета и социокультурные нормы общения на иностранном языке; – формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии
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2. СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ
2.1. Объем учебной дисциплины и виды учебной работы

Вид учебной работы	Объем в часах
Объем образовательной программы учебной дисциплины	72
в т. ч. в форме практической подготовки	72
в т. ч.:	
теоретическое обучение	-
практические занятия	70
<i>Самостоятельная работа</i>	-
Промежуточная аттестация в форме дифференцированного зачета	2

2.2. Тематический план и содержание учебной дисциплины

Наименование разделов и тем	Содержание учебного материала и формы организации деятельности обучающихся	Объем, акад. ч / в том числе в форме практической подготовки, акад ч	Коды компетенций и личностных результатов, формированию которых способствует элемент программы
1	2	3	4
Раздел 1. Вводный курс		8/8	
Тема 1.1. Современный иностранный язык	<p>Содержание учебного материала</p> <p>1. Введение новых лексических единиц по теме «Роль английского языка в современном мире»</p> <p>2. Практика аналитического чтения текста «Международные медицинские организации»</p> <p>3. Основные принципы использования специализированных медицинских словарей.</p> <p>4. Имя существительное: образование формы множественного числа.</p> <p>5. Притяжательный падеж имен существительных.</p> <p>В том числе практических и лабораторных занятий</p> <p>Практическое занятие № 1. Английский язык как средство международного общения. Имя существительное.</p> <p>Практическое занятие № 2. Роль английского языка в профессиональной деятельности.</p>	4	ОК 02, ОК 04 ОК 05, ОК 09
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Составление и рассказ монолога по теме «Иностранный язык как средство международного общения в современном мире».	4	
Тема 1.2. Страна	Содержание учебного материала	4	ОК 02, ОК 04

изучаемого языка	1. Страноведение: англоязычные страны, их роль в развитии событий в мире. 2. Введение новых лексических единиц по теме. Активизация НЛЕ. 3. Чтение и перевод текстов «Государственное устройство Соединенного Королевства и Северной Ирландии», «Соединенные Штаты Америки» «Канада, Австралия и Новая Зеландия». 4. Развитие навыков устной речи и аудирования по теме «Международные организации ООН, ЮНЕСКО, ВОЗ». 5. Местоимения: личные, объектные, возвратные, притяжательные.		ОК 05, ОК 09
	В том числе практических и лабораторных занятий	4	
	Практическое занятие № 3. Великобритания, США.	2	
	Практическое занятие № 4. Канада, Австралия и Новая Зеландия. Местоимения.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Самостоятельное чтение и перевод (со словарем) текстов по теме, ответы на вопросы по тексту.		
Раздел 2. Общепрофессиональный курс		62/62	
Тема 2.1. Моя будущая профессия	Содержание учебного материала	4	ОК 02, ОК 04, ОК 05, ОК 09
	1. Названия медицинских профессий; хирург, стоматолог-ортопед, зубной техник. 2. Устное высказывание о будущей профессии. 3. Основные стоматологические термины. 4. Значение санации ротовой полости; нравственные обязательства по отношению к больному. 5. Формы глагола to be в настоящем времени, его функции.		
	В том числе практических и лабораторных занятий	4	
	Практическое занятие № 5. Моя будущая профессия зубной техник.	2	
	Практическое занятие № 6. Глагола to be в настоящем времени.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на		

	закрепление активной лексики и фразеологических оборотов. Самостоятельное чтение и перевод (со словарем) текстов по теме, ответы на вопросы по тексту. Подготовка и пересказ монолога «Моя будущая профессия».		
Тема 2.2. Медицинское образование в России и за рубежом	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1. Учебные медицинские заведения. 2. Введение новых лексических единиц по теме. Активизация НЛЕ. 3. Практика аналитического чтения текста «Средние учебные медицинские заведения в России». 4. Отработка грамматических навыков по теме «Глагол to be в прошедшем и будущем времени». 5. Практика перевода профессионально- ориентированных текстов по теме «Медицинские учебные заведения в Англии и США»		
	В том числе практических занятий	4	
	Практическое занятие № 7. Учебный процесс в медицинском колледже. Глагол to be в Past Simple.	2	
	Практическое занятие № 8. Медицинское образование за рубежом. Глагол to be в Future Simple.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Самостоятельное чтение и перевод (со словарем) текста по теме, ответы на вопросы по тексту. Составление рассказа на тему «Сходства и различия медицинского образования в России и за рубежом» и перевод его на иностранный язык.		
Тема 2.3. Этические аспекты работы медицинских специалистов	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1. Названия медицинских профессий: медицинская сестра, акушерка, врач-гинеколог, терапевт, хирург, педиатр, участковый врач и т.д. 2.Глаголы для описания этических аспектов работы медицинского персонала . 3.Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ. 5.Отработка грамматических навыков по теме. «Числительное».		
	В том числе практических занятий	4	

	Практическое занятие № 9. Профессия медицинского работника.	2	
	Практическое занятие № 10. История медицины. Гиппократ.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Чтение и перевод (со словарем) текста «Клятва Гиппократа», ответы на вопросы к тексту. Подготовка диалога по теме и перевод его на иностранный язык. Ролевая игра «Посвящение в профессию».		
Тема 2.4. Скелет	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1. Скелет человека, основные характеристики. 2. Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ. 3. Практика аналитического чтения и перевода профессионально ориентированных текста «Skeleton». 4. Отработка грамматических навыков по теме «Глагол to have в настоящем времени». 5. Кости скелета		
	В том числе практических занятий	4	
	Практическое занятие № 11. Кости скелета.	2	
	Практическое занятие № 12. Строение тела. Глагол to have.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Чтение и перевод (со словарем) текстов по теме «Строение тела», «Скелет», ответы на вопросы по тексту.		
Тема 2.5. Строение кровеносной системы	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1. Кровеносная система: строение и функции, анатомия и физиология. 2. Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ. 3. Практика аналитического чтения и перевода профессионально ориентированных текстов, развитие навыка устной речи и аудирования по теме «Нарушение кровообращения». 4. Чтение и перевод (со словарем) текста «Проблемы в функционировании		

	кровеносной системы» 5. Выполнение лексико -грамматических упражнений по теме «Настоящее простое время».		
	В том числе практических занятий	4	
	Практическое занятие № 13. Сердечно-сосудистая система.	2	
	Практическое занятие № 14. Настоящее простое время. Нарушение кровоснабжения.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Чтение и перевод (со словарем) текста по теме. Обсуждение и ответы на вопросы в форме дискуссии.		
Тема 2.6. Строение дыхательной системы	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1.Органы дыхания: общая характеристика. 2.Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ. 3.Практика аналитического чтения и перевода профессионально ориентированных текстов, развитие навыка устной речи и аудирования. 4. Выполнение лексико -грамматических упражнений по теме «Настоящее простое время» (построение вопросительных и отрицательных предложений)		
	В том числе практических занятий	4	
	Практическое занятие № 15. Легкие, трахея, аорта. The Present Simple Tense.	2	
	Практическое занятие № 16. Проблемы, связанные с функционированием органов дыхательной системы.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов Чтение и перевод (со словарем) текстов по теме. Ответы на вопросы в форме дискуссии.		
Тема 2.7.	Содержание учебного материала	4	ОК 02, ОК 04

Строение пищеварительной системы	1.Пищеварительная система: строение пищеварительной системы, органы пищеварительной системы и их функции. 2.Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ. 3.Практика аналитического чтения и перевода профессионально ориентированных текстов, развитие навыка устной речи и аудирования. 4.Отработка грамматических навыков по теме «Прошедшее простое время»		ОК 05, ОК 09
	В том числе практических занятий	4	
	Практическое занятие № 17. Органы пищеварительной системы.	2	
	Практическое занятие № 18. Влияние состояния полости рта на работу ЖКТ.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Чтение и перевод (со словарем) текстов по теме, ответы на вопросы в форме дискуссии.		
Тема 2.8. Строение выделительной системы	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1.Выделительная система: строение моче-выделительной системы и ее функция. 2.Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ. 3.Практика аналитического чтения и перевода профессионально ориентированных текстов, развитие навыка устной речи и аудирования. Почки. 4.Отработка грамматических навыков по теме «Прошедшее простое время»		
	В том числе практических занятий	4	
	Практическое занятие № 19. Почки.	2	
	Практическое занятие № 20. Мочевой пузырь.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на		

	закрепление активной лексики и фразеологических оборотов. Чтение и перевод (со словарем) текста по теме, ответы на вопросы по тексту.		
Тема 2.9. Строение нервной системы	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1. Отделы нервной системы, функции нервной системы, центральная нервная система. Головной мозг: строение, функции, общее описание. 2. Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ. 3. Практика аналитического чтения и перевода профессионально ориентированных текстов, развитие навыка устной речи и аудирования. 4. Отработка грамматических навыков по теме «Будущее простое время»		
	В том числе практических занятий	4	
	Практическое занятие № 21. Роль и функции нервной системы.	2	
	Практическое занятие № 22. Будущее простое время. Придаточные предложения условия I типа.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов Чтение и перевод (со словарем) текстов по теме, ответы на вопросы в форме дискуссии.		
Тема 2.10. Основы личной гигиены	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1. Роль гигиены в жизни человека. 2. Предметы гигиены (одноразовые и хозяйственные перчатки, чистящие и моющие средства, бумажное полотенце, носовой платок, мыло и т.д.). 3. Правила гигиены в повседневной жизни. 4. Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ. 5. Практика аналитического чтения профессионально ориентированных текстов. Развитие навыка чтения, устной речи и аудирования. 6. Выполнение лексико-грамматических упражнений по теме «Настоящее продолженное время».		
	В том числе практических занятий	4	
	Практическое занятие № 23. Соблюдение гигиенических норм.	2	

	Практическое занятие № 24. Настоящее продолженное время.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Чтение и перевод (со словарем) текста по теме, ответы на вопросы по тексту. Составление и пересказ монолога по теме.		
Тема 2.11. Оказание первой помощи	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1.Отравление, виды отравлений, симптомы отравлений, оказание первой помощи при отравлении. 2.Описание симптомов, признаков шока, обморока. 3.Оказание первой помощи при отравлении, обмороке. 4.Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ. 5.Практика аналитического чтения и перевода профессионально ориентированных текстов, развитие навыка устной речи и аудирования.		
	В том числе практических занятий	4	
	Практическое занятие № 25. Отравления. Симптомы и первая помощь.	2	
	Практическое занятие № 26. Обморок. Признаки шокового состояния. Первая помощь.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Просмотр видеоролика по теме. Обсуждение, ответы на вопросы.		
Тема 2.12. Система здравоохранения в России и за рубежом	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1. Здравоохранение в России и за рубежом. 2. Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ. 3. Практика аналитического чтения и перевода профессионально ориентированных текстов, развитие навыка устной речи и аудирования.		
	В том числе практических занятий	4	
	Практическое занятие № 27. Система здравоохранения в России.	2	
	Практическое занятие № 28. Здравоохранение в Великобритании.	2	

	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Чтение и перевод (со словарем) текстов по теме. Ответы на вопросы в форме дискуссии.		
Тема 2.13. В больнице	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1. Названия отделений больницы (кардиологическое, почечное, инфекционное, неврологическое, акушерское и т.д., основное оборудование отделений).		
	2. Слова для описания специализации отделений.		
	3. Введение новых лексических единиц (НЛЕ) по теме. Активизация НЛЕ.		
	4. Развитие навыков аналитического чтения и перевода. Развитие навыков устной речи и аудирования.		
	5. Отработка грамматических навыков по теме. «Прошедшее продолженное время »		
	В том числе практических занятий	4	
	Практическое занятие № 29. Отделения стационара и их функции.	2	
	Практическое занятие № 30. Прошедшее продолженное время.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Просмотр видеоролика по теме. Обсуждение, ответы на вопросы.		
Тема 2.14. Обязанности среднего медицинского персонала в поликлинике	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1. Обязанности медицинского персонала. Подготовка пациентов к предстоящей диагностике и рекомендованному лечению.		
	2. Слова для описания расположения кабинетов в стоматологической поликлинике.		
	3. Введение новых лексических единиц (НЛЕ) по теме «Правила работы со стоматологическими инструментами». Активизация НЛЕ.		
	4. Развитие навыков аналитического чтения и перевода. Развитие навыков устной речи и аудирования.		

	5.Отработка грамматических навыков по теме.		
	В том числе практических занятий	4	
	Практическое занятие № 31. Стоматологическая поликлиника.	2	
	Практическое занятие № 32. Обязанности среднего медицинского персонала.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Чтение и перевод (со словарем) текста по теме, ответы на вопросы по тексту. Составление и пересказ монолога по теме.		
Тема 2.15. Работа медицинской документацией	Содержание учебного материала	4	ОК 02, ОК 04 ОК 05, ОК 09
	1.Заполнение амбулаторной карты больного. 2.Акты о выполненных процедурах 3.Введение новых лексических единиц (НЛЕ) по теме. «Составление договора на оказание медицинской помощи». Активизация НЛЕ. 4.Практика аналитического чтения и перевода профессионально ориентированных текстов, развитие навыка устной речи и аудирования. 5.Отработка грамматических навыков по теме. Коммуникативная грамматика – <i>Past Simple / Past Continuous (образование форм глагола, утвердительная, отрицательная и вопросительная форма, правила употребления).</i>		
	В том числе практических занятий	4	
	Практическое занятие № 33. Медицинская документация в стоматологической поликлинике.	2	
	Практическое занятие № 34. Заполнение амбулаторной карты и составление договора на оказание стоматологических услуг.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Чтение и перевод (со словарем) текста по теме. Заполнение медицинской карты.		
Тема 2.16. Визит к врачу	Содержание учебного материала	2	ОК 02, ОК 04 ОК 05, ОК 09
	1. Распределение ролей врача и пациента. Лексика ситуативного		

(ролевая игра)	общения «Посещение стоматолога». 2. Введение новых лексических единиц (НЛЕ) по теме «Сбор анамнеза». 3. Ролевая игра «На приеме у стоматолога».		
	В том числе практических занятий	2	
	Практическое занятие № 35. Ролевая игра у стоматолога.	2	
	Введение новых лексических единиц по теме занятия. Фразы, речевые обороты и выражения. Фонетическая отработка и выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов. Чтение и перевод (со словарем) диалогов по теме, ответы на вопросы. Ролевая игра «На приеме у врача».		
Промежуточная аттестация в форме дифференцированного зачета		2	
Всего:		72/72	

3. УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

3.1. Для реализации программы учебной дисциплины предусмотрен

кабинет иностранного языка, оснащенный
оборудованием:

- функциональная мебель для обеспечения посадочных мест по количеству обучающихся
 - функциональная мебель для оборудования рабочего места преподавателя
- техническими средствами обучения:*
- компьютер (ноутбук) с лицензионным программным обеспечением;
 - оборудование для отображения графической информации и ее коллективного просмотра;
 - методические материалы на электронных носителях информации.

Лицензионное программное обеспечение:

1. Office Standard, лицензия № 66869707 (договор №70-А/2016.87278 от 24.05.2016).
2. System Center Configuration Manager Client ML, System Center Standard, лицензия № 66085892 (договор №307-А/2015.463532 от 07.12.2015);
3. Windows, лицензия № 66869717 (договор №70-А/2016.87278 от 24.05.2016).
4. Office Standard, лицензия № 65121548 (договор №96-А/2015.148452 от 08.05.2016);
5. Windows Server - Device CAL, Windows Server – Standard, лицензия № 65553756 (договор № РГМУ1292 от 24.08.2015);
6. Windows, лицензия № 65553761 (договор №РГМУ1292 от 24.08.2015);
7. Windows Server Datacenter - 2 Proc, лицензия № 65952221 (договор №13466/РНД1743/РГМУ1679 от 28.10.2015);
8. Kaspersky Total Security 500-999 Node 1 year Educational Renewal License (Договор № 273-А/2023 от 25.07.2024).
9. Предоставление услуг связи (интернета): «Эр-Телеком Холдинг» - договор РГМУ262961 от 06.03.2024; «МТС» - договор РГМУ26493 от 11.03.2024.
10. МойОфис стандартный 2, 10шт., лицензия ПР0000-5245 (Договор № 491-А/2021 от 08.11.2021)
11. Astra Linux рабочая станция, 10 шт., лицензии: 216100055-smo-1.6-client-5974, m216100055-alse-1.7-client-max-x86_64-0-5279 (Договор № 491-А/2021 от 08.11.2021)
12. Astra Linux рабочая станция, 150 шт., лицензия: 216100055-alse-1.7-client-medium-x86_64-0-9783 (Договор № 328-А/2022 от 30.09.2022)
13. Astra Linux рабочая станция, 60 шт., лицензия: 216100055-alse-1.7-client-medium-x86_64-0-12604 (Договор № 400-А/2022 от 09.09.2022)
14. Astra Linux сервер 10 шт. лицензия: 216100055-alse-1.7-server-medium-x86_64-0-12604 (Договор № 400-А/2022 от 09.09.2022)
15. МойОфис стандартный 2, 280шт., лицензия: ПР0000-10091 (Договор № 400-А/2022 от 09.09.2022)
16. Система унифицированных коммуникаций CommuniGate Pro, лицензия: Dyn-Cluster, 2 Frontends , Dyn-Cluster, 2 backends , CGatePro Unified 3000 users , Kaspersky AntiSpam 3050-users , Contact Center Agent for All , CGPro Contact Center 5 domains . (Договор № 400-А/2022 от 09.09.2022)
17. Система управления базами данных Postgres Pro AC, лицензия: 87A85 3629E CSED6 7BA00 70CDD 282FB 4E8E5 23717(Договор № 400-А/2022 от 09.09.2022)
18. МойОфис стандартный 2, 600шт., лицензия: ПР0000-24162 (Договор № 500-А/2023 от 16.09.2023)

19. Программный комплекс ALD Pro, лицензия для клиента 800шт : 216100055-ald-2.0-client-0-19543 (Договор № 500-А/2023 от 16.09.2023)
20. Программный комплекс ALD Pro, лицензия для сервера 2шт : 16100055-ald-2.0-server-0-19543 (Договор № 500-А/2023 от 16.09.2023)
21. Astra Linux рабочая станция, 10 шт., лицензия: 216100055-alse-1.7-client-medium-FSTEK-x86_64-0-19543 (Договор № 500-А/2023 от 16.09.2023)
22. Astra Linux сервер, 16 шт., лицензия: 216100055-alse-1.7-server-max-FSTEK-x86_64-0-19543 (Договор № 500-А/2023 от 16.09.2023)
23. МойОфис Частное Облако 2, 900шт., лицензия: ПР0000-24161 (Договор № 500-А/2023 от 16.09.2023)

3.2. Информационное обеспечение реализации программы

Для реализации программы библиотечный фонд образовательной организации должен иметь печатные и/или электронные образовательные и информационные ресурсы, для использования в образовательном процессе. При формировании библиотечного фонда образовательной организацией выбирается не менее одного издания из перечисленных ниже печатных изданий и (или) электронных изданий в качестве основного, при этом список, может быть дополнен новыми изданиями.

3.2.1. Основные печатные издания

1. Козырева, Л.Г. Английский язык для медицинских колледжей и училищ : учебное пособие / Л.Г. Козырева, Т.В. Шадская. - Ростов-на-Дону : Феникс, 2024. - 329 с. – ISBN 978-5-222-41469-9.

3.2.2. Основные электронные издания

2. Козырева, Л. Г. Английский язык для медицинских колледжей и училищ : учебное пособие / Козырева Л. Г. , Шадская Т. В. - Ростов н/Д : Феникс, 2020. - 334 с. - ISBN 978-5-222-35182-6. Доступ из ЭБС «Конс. студ.». - Текст электронный.

3. Стадульская, Н. А. Английский язык для зубных техников. Dentistry English for college : учебное пособие / Н. А. Стадульская, Н. В. Кузнецова, Л. А. Антипова [и др.]. - Москва : ГЭОТАР-Медиа, 2022. - 496 с. - ISBN 978-5-9704-6827-2. Доступ из ЭБС «Конс. студ.». - Текст: электронный.

3.2.3. Дополнительные источники

1. Английский язык. Микробиология : учебно-методическое пособие / сост.: Т. А. Трофимова : ФГБОУ ВО РостГМУ Минздрава России. – Ростов- на-Дону : Изд-во РостГМУ, 2020. – 59 с.

2. Английский язык. Часть 1. Основы анатомии и физиологии человека : учеб.-метод. пособие / сост.: Т.Д. Чащина : Рост. гос. мед. ун–т, колледж.– Ростов-на-Дону : Изд-во РостГМУ, 2017. – 40 с. Доступ из ЭУБ РостГМУ

3. Английский язык. Базовый курс : учебник для медицинских училищ и колледжей / Марковина И.Ю. Громова Г.Е. Полоса С.В. – Москва : ГЭОТАР-Медиа, 2020. – 152 с. - ISBN 978-5-9704-5512-8. Доступ из ЭБС «Конс. студ.». - Текст: электронный.

4. Безкоровайная, Г. Т. Английский язык / Г. Т. Безкоровайная. - Москва : ГЭОТАР-Медиа, 2021. - 416 с. - ISBN 978-5-9704-6229-4. Доступ из ЭБС «Конс. студ.» - Текст: электронный.

5. Вводно-фонетический курс английского языка для начинающих медиков = Phonetic course of English language for medical beginners : учеб.- метод. пособие / сост.: Т.А. Трофимова. – Ростов н/Д : Изд-во РостГМУ, 2018. – 104 с.

6. Малецкая О.П. Сборник текстов с упражнениями по дисциплине «Иностранный язык» (английский) для студентов медицинского колледжа : учебное пособие / О.П. Малецкая, И.М. Селевина. – Изд. 5-е, стер. – Санкт-Петербург : Лань, 2021. – 192 с. – ISBN 978-5-8114-7193-5:550.00.

7. Марковина И.Ю. Английский язык. Вводный курс : учебник / И. Ю. Марковина, Г. Е. Громова, С. В. Полоса. – Москва : ГЭОТАР-Медиа, 2023. – 160 с. : ил. – 160 с. - ISBN 978-5-9704-7761-8. Доступ из ЭБС «Конс. студ.». - Текст: электронный.

8. Марковина, И. Ю. Английский язык. Полный курс : учебник / И. Ю. Марковина, Г. Е. Громова, С. В. Полоса. - Москва : ГЭОТАР-Медиа, 2023. - 304 с. - ISBN 978-5-9704-7206-4. Доступ из ЭБС «Конс. студ.». - Текст: электронный.

9. Марковина, И. Ю. Англо-русский медицинский словарь / Под ред. И. Ю. Марковиной, Э. Г. Улумбекова - Москва : ГЭОТАР-Медиа, 2013. - 496 с. - ISBN 978-5-9704-2473-5. Доступ из ЭБС «Конс. студ.». - Текст: электронный.

10. Петров, В. И. Англо-русский медицинский словарь эпонимических терминов / Петров В. И., Перепелкин А. И. - 2-е изд., перераб. и доп. - Москва : ГЭОТАР-Медиа, 2015. Доступ из ЭБС «Конс. студ.». - Текст: электронный.

Интернет-ресурсы:

	ЭЛЕКТОРОННЫЕ ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	Доступ к ресурсу
1.	Электронная библиотека РостГМУ. – URL: http://109.195.230.156:9080/opac/	Доступ неограничен
2.	Консультант студента [Комплекты: «Медицина. Здравоохранение. ВО», «Медицина. Здравоохранение СПО», «Психологические науки», к отдельным изданиям комплектов: «Гуманитарные и социальные науки», «Естественные и точные науки», входящих в «ЭБС «Консультант студента»] : Электронная библиотечная система. – Москва : ООО «Консультант студента». - URL: https://www.studentlibrary.ru + возможности для инклюзивного образования	Доступ неограничен
3.	Научная электронная библиотека eLIBRARY. - URL: http://elibrary.ru	Открытый доступ
4.	Российское образование. Единое окно доступа: - URL: http://window.edu.ru/	Открытый доступ
5.	Федеральный центр электронных образовательных ресурсов. – URL: http://www.edu.ru/index.php	Открытый доступ
6.	Президентская библиотека : сайт. - URL: https://www.prlib.ru/collections	Открытый доступ
7.	Thieme. Open access journals : журналы открытого доступа / Thieme Medical Publishing Group . – URL: https://open.thieme.com/home	Контент открытого доступа
8.	Karger Open Access : журналы открытого доступа / S. Karger AG. – URL: https://www.karger.com/OpenAccess/AllJournals/Index	Контент открытого доступа
9.	Архив научных журналов / НП НЭИКОН. - URL: https://arch.neicon.ru/xmlui/	Открытый доступ
10.	Официальный интернет-портал правовой информации. - URL: http://pravo.gov.ru/	Открытый доступ
11.	Проект Английский язык онлайн – Native English[сайт]. – Москва,2003. – URL: http://enegv.ru/categori/ptoiznoshenie	Открытый доступ

4. КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Результаты обучения	Критерии оценки	Методы оценки
<p><u>Знать:</u></p> <ul style="list-style-type: none"> - лексический и грамматический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; - лексический и грамматический минимум, необходимый для чтения и перевода текстов профессиональной направленности (со словарем); - общеупотребительные глаголы (общая и профессиональная лексика); - правила чтения текстов профессиональной направленности; - правила построения простых и сложных предложений на профессиональные темы; - правила речевого этикета и социокультурные нормы общения на иностранном языке; - формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии. 	<ul style="list-style-type: none"> - владеет лексическим и грамматическим минимумом, относящимся к описанию предметов, средств и процессов профессиональной деятельности; - владеет лексическим и грамматическим минимумом, необходимым для чтения и перевода текстов профессиональной направленности (со словарем); - демонстрирует знания при употреблении глаголов (общая и профессиональная лексика); - демонстрирует знания правил чтения текстов профессиональной направленности; - демонстрирует способность построения простых и сложных предложений на профессиональные темы; - демонстрирует знания правил речевого этикета и социокультурных норм общения на иностранном языке; - демонстрирует знания форм и видов устной и письменной коммуникации на иностранном языке при межличностном и межкультурном 	<p>Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов.</p>

	взаимодействии	
<p><u>Уметь:</u></p> <ul style="list-style-type: none"> - строить простые высказывания о себе и о своей профессиональной деятельности; - взаимодействовать в коллективе, принимать участие в диалогах на общие и профессиональные темы; - применять различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии; - понимать общий смысл четко произнесенных высказываний на общие и базовые профессиональные темы; - понимать тексты на базовые профессиональные темы; - составлять простые связные сообщения на общие или интересующие профессиональные темы; - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; - переводить иностранные тексты профессионально направленности (со словарем); - самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас. 	<ul style="list-style-type: none"> - строит простые высказывания о себе и о своей профессиональной деятельности; - взаимодействует в коллективе, принимает участие в диалогах на общие и профессиональные темы; - применяет различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии; - понимает общий смысл четко произнесенных высказываний на общие и базовые профессиональные темы; - понимает тексты на базовые профессиональные темы; - составляет простые связные сообщения на общие или интересующие профессиональные темы; - общается (устно и письменно) на иностранном языке на профессиональные и повседневные темы; - переводит иностранные тексты профессионально направленности (со словарем); - совершенствует устную 	<p>Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.</p>

	и письменную речь, пополняет словарный запас	
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В соответствии с требованиями ФГОС по специальности достижение личностных результатов не выносятся на итоговую оценку обучающихся, а является предметом оценки эффективности воспитательно-образовательной деятельности колледжа. Оценка этих достижений проводится в форме, не представляющей угрозы личности, психологической безопасности и эмоциональному статусу обучающегося, и может использоваться исключительно в целях оптимизации личностного развития обучающихся.

Комплексная характеристика общих и профессиональных компетенций, личностных результатов составляется на основе Портфолио обучающегося. Цель Портфолио – собрать, систематизировать и зафиксировать результаты развития обучающегося, его усилия и достижения в различных областях, продемонстрировать весь спектр его способностей, интересов, склонностей, знаний и умений.

Приложение к рабочей программе учебной дисциплины СГ.02 Иностранный язык в профессиональной деятельности

**КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
СГ.02 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

специальность СПО 31.02.05 Стоматология ортопедическая
Квалификация Зубной техник

Ростов-на-Дону

2024

Контрольно-оценочные средства по учебной дисциплине СГ.02 «Иностранный язык в профессиональной деятельности» разработаны в соответствии с Федеральным государственным образовательным стандартом по специальности среднего профессионального образования 31.02.05 Стоматология ортопедическая, утвержденным приказом Министерства образования и РФ от 6 июля 2022 г. N 531, зарегистрированным в Минюсте РФ 29.07.2022 г., регистрационный № 69454 и примерной программой по специальности 31.02.05 Стоматология ортопедическая, утвержденной ФУМО В 2022 году.

Разработчик: *Дерягина А.А.*, преподаватель первой квалификационной категории колледжа ФГБОУ ВО РостГМУ Минздрава России

1. Паспорт комплекта контрольно-оценочных средств

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины СГ.02 Иностранный язык в профессиональной деятельности

КОС включают контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета

КОС разработаны в соответствии с:

программой подготовки специалистов среднего звена по специальности СПО 31.02.05 Стоматология ортопедическая;

программой учебной дисциплины СГ.02 «Иностранный язык в профессиональной деятельности».

2. Требования к результатам освоения дисциплины

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

- строить простые высказывания о себе и о своей профессиональной деятельности;
- взаимодействовать в коллективе, принимать участие в диалогах на общие и профессиональные темы;
- применять различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии;
- понимать общий смысл четко произнесенных высказываний на общие и базовые профессиональные темы;
- понимать тексты на базовые профессиональные темы;
- составлять простые связные сообщения на общие или интересующие профессиональные темы;
- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
- переводить иностранные тексты профессиональной направленности (со словарем);
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

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

- лексический и грамматический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;
- лексический и грамматический минимум, необходимый для чтения и перевода текстов профессиональной направленности (со словарем);
- общеупотребительные глаголы (общая и профессиональная лексика);
- правила чтения текстов профессиональной направленности;

- правила построения простых и сложных предложений на профессиональные темы;
- правила речевого этикета и социокультурные нормы общения на иностранном языке;
- формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии.

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.

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

ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.

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
Умения:	
У1. строить простые высказывания о себе и о своей профессиональной деятельности;	Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
У2. взаимодействовать в коллективе, принимать участие в диалогах на общие и профессиональные темы;	
У3. применять различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии;	
У4. понимать общий смысл четко произнесенных высказываний на общие и базовые профессиональные темы;	
У5. понимать тексты на базовые профессиональные темы;	
У6. составлять простые связные сообщения на общие или интересующие профессиональные темы;	
У7. общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;	
У8. переводить иностранные тексты профессиональной направленности (со словарем);	
У9. самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.	
Знания:	
З 1. лексический и грамматический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов.
З 2. лексический и грамматический минимум, необходимый для чтения и перевода текстов профессиональной направленности (со словарем);	
З 3. общеупотребительные глаголы (общая и профессиональная лексика);	
З 4. правила чтения текстов профессиональной направленности;	
З 5. правила построения простых и сложных предложений на профессиональные темы;	

З 6. правила речевого этикета и социокультурные нормы общения на иностранном языке;	
З 7. формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии.	

4. Контроль и оценка освоения учебной дисциплины по темам (разделам), видам контроля
по дисциплине СГ.02 Иностранный язык в профессиональной деятельности
(наименование дисциплины)

№ п/п	Контролируемые разделы (темы) дисциплины	Код контролируемой компетенции (или ее части), умений, знаний	Наименование оценочного средства
1.	Раздел 1. Вводно-коррективный курс		
	Тема 1.1. Современный иностранный язык	<u>У 1.,</u> <u>З 1., З 7.</u> ОК 02, ОК 05, ПК 3.2.	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
	Тема 1.2. Страна изучаемого языка	<u>У 1.,</u> <u>З 1., З 7.</u> ОК 02, ОК 05, ПК 3.2.	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
2.	Раздел 2.Общепрофессиональный курс		
	Тема 2.1. Моя будущая профессия	<u>У 1., У 2.,</u> <u>З 2., З 5., З 6., З 7.</u> <u>ОК 02, ОК 05,</u> <u>ОК 09, ПК 2.1., 3.2.</u>	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
	Тема 2.2. Медицинское образование в России и за рубежом	<u>У 1., У 2.,</u> <u>З 1., З 3., З 4., З 7.</u> <u>ОК 03, ОК 05,</u> <u>ОК 09, ПК 3.1.,</u> <u>3.2.</u>	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых

			играх. Практические задания по работе с информацией, документами, профессиональной литературой.
Тема 2.3. Этические аспекты работы медицинских специалистов	<u>У 1., У 2., У 3.,</u> <u>З 1., З 2., З 3., З 4.,</u> <u>ОК 02, ОК 05,</u> <u>ОК 09, ПК 2.1., 3.1.,</u> <u>3.2</u>		Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
Тема 2.4. Скелет	<u>У 1., У 1.,</u> <u>З 3., З 6., З 7.</u> <u>ОК 05, ОК 09</u> <u>ПК 3.1.,</u> <u>3.2., 3.4. ,</u>		Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
Тема 2.5. Строение кровеносной системы	<u>У 1., У 2.,</u> <u>З 2., З 3., З 7.</u> <u>ОК 02, ОК 05,</u> <u>ПК 3.2.</u>		Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
Тема 2.6. Строение дыхательной системы	<u>У 1., У 2., У 3.,</u> <u>З 1., З 3., З 7.</u> <u>ОК 05,</u> <u>ПК 2.1., 3.2.</u>		Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.

	Тема 2.7. Строение пищеварительной системы	<u>У 1., У 2., З 1., З 3., З 7. ОК 02, ОК 05, ОК 09, ПК 2.1., 3.2.</u>	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
	Тема 2.8. Строение выделительной системы	<u>У 1., У 3., З 1., З 3., З 4., З 6. ОК 05, ОК 09, ПК 2.1., 3.4., 4.4.</u>	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
	Тема 2.9. Строение нервной системы	<u>У 1., У 2., У 3., З 1., З 2., З 3., З 4., З 5., З 6., З 7. ОК 02, ОК 03, ОК 05, ОК 09, ПК 2.1., 3.1., 3.2., 3.4., 4.4.</u>	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
	Тема 2.10. Основы личной гигиены	<u>У 2., У 3., З 2., З 3., З 5., З 7. ОК 09, ПК 2.1., 3.2., 3.4., 4.4.</u>	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
	Тема 2.11. Оказание первой помощи	<u>У 1., У 2., З 1., З 2., З 3., З 5., ОК 02, ОК 05, ПК 3.1., 3.2., 4.4.</u>	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений.

			<p>Составление диалогов.</p> <p>Участие в диалогах, ролевых играх.</p> <p>Практические задания по работе с информацией, документами, профессиональной литературой.</p>
	Тема 2.12. Система здравоохранения в России и зарубежом	<u>У 1., У 2.,</u> <u>З 1., З 2., З 3., З 5.,</u> <u>ОК 02, ОК 05,</u> <u>ПК 3.1., 3.2., 4.4.</u>	<p>Письменный и устный опрос.</p> <p>Тестирование.</p> <p>Дискуссия.</p> <p>Выполнение упражнений.</p> <p>Составление диалогов.</p> <p>Участие в диалогах, ролевых играх.</p> <p>Практические задания по работе с информацией, документами, профессиональной литературой.</p>
	Тема 2.13. В больнице	<u>У 1., У 3.,</u> <u>З 2., З 3., З 6., З 7.</u> <u>ОК 02, ПК 3.1., 3.2.,</u> <u>3.4., 4.4.</u>	<p>Письменный и устный опрос.</p> <p>Тестирование.</p> <p>Дискуссия.</p> <p>Выполнение упражнений.</p> <p>Составление диалогов.</p> <p>Участие в диалогах, ролевых играх.</p> <p>Практические задания по работе с информацией, документами, профессиональной литературой.</p>
	Тема 2.14. Обязанности среднего медицинского персонала в поликлинике	<u>У 1., У 3.,</u> <u>З 1., З 3., З 6., З 7.</u> <u>ОК 02, ПК 3.1., 3.2.,</u> <u>3.4., 4.4.</u>	<p>Письменный и устный опрос.</p> <p>Тестирование.</p> <p>Дискуссия.</p> <p>Выполнение упражнений.</p> <p>Составление диалогов.</p> <p>Участие в диалогах, ролевых играх.</p> <p>Практические задания по работе с информацией, документами, профессиональной литературой.</p>
	Тема 2.15. Работа с медицинской документацией	<u>У 1., У 3.,</u> <u>З 1., З 2., З 3., З 5., З</u> <u>7.</u> <u>ОК 02, ОК 05, ОК 09,</u> <u>ПК 3.2.</u>	<p>Письменный и устный опрос.</p> <p>Тестирование.</p> <p>Дискуссия.</p> <p>Выполнение упражнений.</p> <p>Составление диалогов.</p> <p>Участие в диалогах, ролевых играх.</p>

			Практические задания по работе с информацией, документами, профессиональной литературой.
	Тема 2.16. Визит к врачу (ролевая игра)	<u>У 1., У 3.,</u> <u>З 1., З 2., З 3., З 5.,</u> <u>З 7.</u> <u>ОК 02, ОК 05, ОК 09,</u> <u>ПК 3.2.</u>	Письменный и устный опрос. Тестирование. Дискуссия. Выполнение упражнений. Составление диалогов. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.
	Промежуточная аттестация (дифференцированный зачет)		- устное монологическое высказывание по теме; - работа с текстом

5. КОМПЛЕКТ ТЕСТОВЫХ ЗАДАНИЙ ДЛЯ ВХОДНОГО КОНТРОЛЯ

Раздел 1. Вводно-коррективный курс

Местоимение

1. It is a very good project, but ... is better.
 - 1.our
 - 2.ours**
 - 3.us
2. Those kids should know better. ... shouldn't tease that boy anymore.
 - 1.We
 - 2.Their
 - 3.They**
 - 4.Our
3. Why don't you come with ...? We're going to have a great time at the party.
 - 1.us**
 - 2.their
 - 3.you
 - 4.our
4. Why don't you trust ...? I said I would do it and I will.
 - 1.I
 - 2.me**
 - 3.mine
 - 4.my
5. We should learn how to grow our own food, so we can take care of ... in a healthy and organic way.
 - 1.ourselves**
 - 2.himself
 - 3.itself
 - 4.themselves
6. The dog sat down and licked ... paws.
 - 1.itself
 - 2.it
 - 3.your
 - 4.its**
7. Don't touch your sister's clothing. Those sweaters are ... and she'll be very angry if she finds you wearing them without permission.
 - 1.theirs
 - 2.his
 - 3.her
 - 4.hers**
8. I thought you liked teaching children. Why don't you like teaching ... anymore?
 - 1.they
 - 2.we
 - 3.them**
 - 4.their

9. I don't like ... He is rude and loud.

1.himself

2.he

3.his

4.him

10. Don't touch ...! I told you that I never want to see you again, so get out of my house!

1.mine

2.me

3.myself

4.my

Оборот there is / there are

1. There ___ 8 letters in the word "November"

1. **are**

2. is

3. am

2. ___ there a bag under the table?

1. were

2. is

3. are

3. There ___ a book on the desk last lesson.

1. were not

2. was not

3. is not

4. There ___ a pen and two copybooks in my packet.

1. is

2. are

3. were

5. There ___ a new shop near my house next month.

1. is

2. are

3. will be

6. There ___ a new store next to my house in a few weeks.

1. is

2. are

3. will be

7. ___ there a man and a woman in that car?

1. is

2. are

3. was

8. ___ there a teacher in the classroom? ___

1. is/Yes

2. is/ Yes, he is

3. is/ Yes, there is

9. There ___ six girls and five boys in our group.

1. is
- 2. are**
3. be

10. ___ there a pen on my desk last lesson?

1. were
2. is
- 3. was**

Глагол to be в настоящем времени

1. How old ... you?

- 1. are**
2. is
3. am

2. What ... your name?

1. am
- 2. is**
3. are

3. How old ... your brother?

1. are
2. am
- 3. is**

4. My mother ... in the kitchen.

1. am
2. are
- 3. is**

5. I ... a football fan.

1. are
- 2. am**
3. is

6. His pencil case ... at home.

1. are
2. am
- 3. is**

7. Hey John! We ... here.

1. am
2. is
- 3. are**

8. They ... in the same class.

1. am
2. is
- 3. are**

9. What time ... it?

1. am
2. are

3.is

10. It ... 8 o'clock.

1.am

2.is

3.are

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.

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

The women aviators of the early 20th century were very courageous. This was an era of primitive planes, so with every flight they **0** *were taking* ____ a great risk.

Amy Johnson became the first British woman aeroplane mechanic. She **B1** ____ the speed record for air-travel between London and Tokyo in 1931. But, in 1941, while her plane **B2** ____ down, something went wrong and she parachuted down into the Thames. Her body was never found.

In the US Bessie Coleman got famous. Coleman told the reporters that she **B3** ____ 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, **B4** ____ figure-of-eights in the air. In those days she **B5** ____ as "Queen Bess".

They **B6** ____ extraordinary lives but the risks they took were horribly real.

TAKE

**BREAK
COME**

LIVE

**PERFORM
KNOW
LEAD**

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

Тема 1.1. Современный иностранный язык

Практическое занятие 1. Современный иностранный язык

The importance of learning English.

Задание 1. Ознакомьтесь с дополнительной информацией по изучаемой теме:

1. Today every 6-th person on the Globe speaks English. English has the largest vocabulary: 500 000 words and 300 000 technical terms. It is a very flexible language: 1) the same word can function in different parts of speech; 2) repositions are very flexible; 3) due to the vocabulary openness (many words come from other languages); 4) easy creation of compounds and derivatives.
2. The oldest written language on the Globe is Egyptian- 5000 years old.
3. India is the sub-continent which has the largest number of languages – about 845.
4. The most number of letters in its alphabet has Cambodian - 72 letters.
5. The largest world encyclopaedia is printed in Spanish.
6. Esperanto has no irregular verbs. It is an artificial language invented in 1887.

Задание 2. Ознакомьтесь с содержанием предлагаемого текста. Подготовьтесь к беседе.

It is only during the last hundred years that English has become one of the world important languages. In Shakespeare time English as well as Russian was a “provincial” language, a language of secondary importance. People spoke mostly French, Italian, German and some other languages.

Today English has become one of the world most important languages in politics and economy, science and technology, trade, tourism and cultural relations. A lot of articles about different scientific discoveries and achievements is published in English. Great deal of information for computers (over 80 %) is written in English. It is also the workable language of most international congresses and conferences, symposiums and seminars.

In number of speakers English is second only to Chinese. It is the native language for more than 400 mln people from 12 countries. English is the official language of the United Kingdom of Great Britain and Northern Ireland, the United States of America, Australia, Canada, Ireland, New Zealand and several states of South Africa.

All English-speaking nations have one common language, English, but it is not the same with all of them. Languages are always changing and English is no exception. National features, historic and cultural changes of different countries brought changes into the language too. In some countries old English words got new meanings while in others new terms were needed because there appeared new and un-English things. In addition, a lot of new words was borrowed from other languages: Indian, Eskimo, Gaelic and others, to say nothing of Danish, French, German, Latin, Greek, Italian and Spanish.

Nowadays there exist several variants of English on the Globe: British, American, Canadian, Australian, Irish, etc. There are numerous differences between them in pronunciation, grammatical constructions and intonation. Among all variants of English today two ones occupy special places: British English (as the standard literary language) and American English (due to the USA great influence in the world).

Notes:

Аppear - появляться

Article - статья

Borrow words - заимствовать слова
Bring (brought) - вносить, приносить
Change - изменение, менять
Common - общий
Difference - различие
Discovery - открытие
Exist - существовать
Get (got) - получать
Deal - объём
However - однако
In addition - вдобавок, кроме того
Influence - влияние
Intonation - интонация
Means - средство
Native - родной
Necessary - необходимый
Exception - исключение
Noticeably - заметный
Officially - официальный
Partner - партнёр
Pronunciation - произношение
Publish - издавать, публиковать
Say nothing of - не говоря о
Secondary importance - второстепенное значение
Term - термин
Trade - коммерция, торговля
Vocabulary - словарь, словарный состав
Workable - действующий, рабочий

Задание 3. Найдите в тексте предложения

1. Подтверждающие тот факт, что Английский язык является одним из самых распространённых и важных языков в мире сегодня. .
2. Объясняющие причины изменений, в английском языке многих англоязычных стран.
3. Содержащие информацию о существовании нескольких вариантов английского языка и различиях между ними.

Ответы:

1. Today English has become one of the world most important languages in politics and economy, science and technology, trade, tourism and cultural relations. A lot of articles about different scientific discoveries and achievements is published in English. Great deal of information for computers (over 80 %) is written in English. It is also the workable language of most international congresses and conferences, symposiums and seminars.
2. Languages are always changing and English is no exception. National features, historic and cultural changes of different countries brought changes into the language too. In some countries old English words got new meanings while in others new terms were needed because there ap-

peared new and un-English things. In addition, a lot of new words was borrowed from other languages: Indian, Eskimo, Gaelic and others, to say nothing of Danish, French, German, Latin, Greek, Italian and Spanish.

3. Nowadays there exist several variants of English on the Globe: British, American, Canadian, Australian, Irish, etc. There are numerous differences between them in pronunciation, grammatical constructions and intonation. Among all variants of English today two ones occupy special places: British English (as the standard literary language) and American English (due to the USA great influence in the world).

4. Give the plural of the following nouns.

Translate them.

Toe -....., city-....., hero-
....., piano-....., calf -.....,
cliff -....., chief....., stitch-....., bath-....., life -.....,
shelf -....., berry-....., valley-....., roof -.....,
pen -....., window -....., library -....., watch....., country-.....,
day-....., party-....., leaf-....., fox....., half-....., eye-....., language-....., place -.....,
bush-..... journey-....., ray-..... , mouth-....., photo -.....
Room-....., mate -.....,
court-....., martial -.....,
boy-....., messenger -, passer-....., by -, postman -, fisherman -
....., text-....., book -, editor-....., in-chief -.....,
fellow-....., worker -, man-....., of-....., war-.....,
onlooker -, sister-....., in-....., law -....., son-....., in-.....law -.....,
schoolgirl -, statesman -..... .

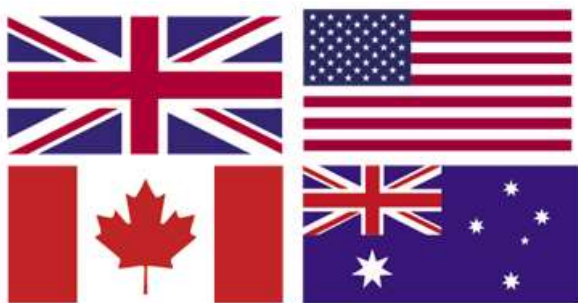
Практическое занятие 2. Роль английского языка в профессиональной деятельности

1. Прочитайте и переведите текст со словарем.

English and Me

English belongs to the Teutonic or Germanic branch of the Indo-European family of the languages. It is only in the course of the last hundred years that English has become a world language. In Shakespeare's time it was a provincial language of secondary importance with only 6 million native speakers. Nowadays, English has become the world's most important language in politics and science. In a number of speakers (400 million) it is second only to Chinese. It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. English is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It is also spoken as a second language by many people in India and Pakistan. The number of people knowing English as second language may soon exceed the number of native speakers, if it has not done so already. The working languages of the United Nations are English and French. All documents are written only in the working languages. Today English has become the language of international communication. At present no other language on the Earth is better suited to play the role of the world language. People who speak English fall into one of three groups: those who have learnt it as their native language, those who have learnt it as a second language in a society which is mainly bilingual and those who are forced to use it for a practical purpose — professional or educational. Nowadays, when science and technology are progressing so fast, all kinds of specialists need English in their work. I am not confident in my English. I think it doesn't sound well. But I am a good learner. I always attend my English classes and work hard.

2. Выполните письменный перевод текста.



There are several countries in the world where English is a native language. These countries are the United Kingdom, the United States of America, Australia and New Zealand. It is also one of the official languages in Canada, the Irish Republic and the Republic of South Africa. Although these countries are situated in different parts of the world, they all share the same language. As a second language English is spoken in more than 60 countries. English is one of the most popular and widespread languages in the world. I'd like to tell you a little more about the main English-speaking countries. The United Kingdom consists of four countries: England, Wales, Scotland and Northern Ireland. The population of the UK is nearly sixty-three million people. The UK is a constitutional monarchy with a parliamentary system. London is considered to be the capital of the country. Although everyone in the UK speaks English, the accents and dialects slightly differ. Such languages as Scottish Gaelic, Irish, Welsh, and Cornish are still spoken in some parts of the UK. Another important English-speaking country is the USA. It is situated in the central part of North American continent. The population of the USA is more than 316 million people. The official language of the country is English. However, the USA is multinational country and people from certain communities can speak Chinese, Italian, Dutch, Spanish, Korean and many other languages. The USA consists of 50 states and a federal district. The capital of the country is Washington D.C. Americans use lots of slang words in their speech and have a distinctive accent. Australia and New Zealand are other English-speaking countries. They are former colonies of Great Britain. The population of Australia is more than twenty-three million people and of New Zealand – more than four million people. The official language in these countries is English. However, people there speak with a distinctive Australian accent and use lots of new words. Canada has two official languages: French and English.

Тема 1.2. Страна изучаемого языка.

Практическое занятие 3. Великобритания, США

Упражнение 1.1. Дополните предложения одним из слов, данных ниже:
stones armor coach|enjoy monuments annually|relics attraction popular



The United Kingdom of Great Britain and Northern Ireland is a country of strong _____ for tourists. There is a combination of sea, highland and valleys, lakes and rivers, fields and meadows.

People from different countries go there to see numerous castles and historic _____.

Stonehenge is the most famous prehistoric monument in Britain. Stonehenge is located in the middle of Salisbury plain, England. One can get there by car or _____ from London. Stonehenge is the arrangement of large _____ that was built 4000 years ago.

Stratford-upon-Avon, where Shakespeare was born, is now one of the most _____ tourist centers. There are a lot of _____ in the town associated with Shakespeare: the Grammar School where he studied, the church where he was buried, the Royal Shakespeare Theatre. Shakespeare festivals are held _____ from April to September.

The most important building in England is the Tower of London. The center of it is the White Tower. It is the world's oldest visitor attraction, where one can find royal _____. The Tower of London has been a prison, a palace, a treasure vault, an observatory, and a zoo.

Tourists from all over the world come to _____ the beauty of the country, to walk among the hills and gardens, to visit ancient historic castles.

Упражнение 1.2. Прочитайте и переведите.

The official name of the country we usually call «England» and occasionally «Great Britain» is the United Kingdom of Great Britain and Northern Ireland. The United Kingdom is the administrative title and includes Great Britain and Northern Ireland. Britain refers to England, Wales and Scotland. The British Isles refers to the geographical group of islands from near the French coast to the far north near Iceland. Many ages ago the Isles formed a part of the continent.

Now Great Britain is separated from the continent by the English Channel, the narrowest part of which is called the Strait of Dover. The British Isles are surrounded by the shallow waters of the Irish Sea and the North Sea, the Norwegian Sea, the North Channel and the Atlantic Ocean.

The rivers of the country are short and of no great importance as waterways. The longest of them is «the Father of London», the Thames, which is a little over 200 miles. Britain's principal ports are London, Liverpool, Manchester and Glasgow. They have splendid harbours, for the coast line is very indented. Owing to the shape of the country, any point in Great Britain is no more than 70 miles from the sea.

The population of the UK is estimated to be about 60 million people. The official language is English.

The United Kingdom is a constitutional monarchy. It has either a king or a queen as its Head of State, but the power of the monarch is limited by the country's constitution. In practice, the monarch reigns, but does not rule. The present Sovereign of the UK is Queen Elizabeth II (born 1926; crowned on the 2nd June 1953). The Queen is a symbol of Britain. As Head of State, the Queen is informed and consulted on every aspect of national life, on the advice of her Ministers she performs certain importan.

Упражнение 2. Прочитайте и переведите

The United States of America is the fourth largest country in the world (after Russia, Canada, and China). It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The total area of the country is about 9500000 sq. km. The USA borders on Canada in the north and on Mexico in the south. It also has a seaboarder with Russia.

The USA is made up of 50 states and the District of Columbia where the capital of the country, Washington, is situated. Each state has its own government. The population of the country is about 250 million.

If we look at the map of the USA, we can see lowlands and mountains. The highest mountains are the Rocky Mountains, the Cordillera, and the Sierra Nevada. The highest peak is Mount McKinley which is located in Alaska.

America's largest rivers are the Mississippi, the Missouri, the Rio Grande, and the Columbia. The Great L.

Практическое занятие 4. Канада, Австралия и Новая Зеландия. Местоимения.

1. Прочитайте и переведите текст

The United Nations Educational Scientific and Cultural Organization (UNESCO) was founded as a specialized institution at the United Nations Organization (the UN) in 1946. At present the organization comprises more than 160 states.

According to the UNESCO Charter 811 the member-states have their own National Commissions on the organization affairs.

The main governing organ of the UNESCO is the General Conference involving all the member states delegations.

The main aim of the UNESCO is to promote further development of international cooperation in public education and cultural spheres as well as in distribution of scientific and technological information. The organization also fights against any discrimination in the educational sphere and supports young national cultures.

According to the UNESCO decision peoples of the Globe celebrate different events in main historical dates, anniversaries of great people, etc.

The UNESCO has its own periodicals including the monthly (magazine) "UNESCO EXPRESS" published in 32 languages of the world. Recently the UNESCO has adopted a number of important documents on the most pressing problems facing mankind today including the Declaration of the Basic Principles dealing with the mass media contribution to peace consolidation and better understanding between various nations.

The UNESCO has also greatly contributed to the protection of human rights fighting against racism and apartheid.

The organization headquarters is situated in Paris, France.

The UNESCO influence and importance are steadily growing. During the last few years the organization showed its constructive approach towards the cooperation between nations with different social and political systems.

2. Прочитайте и переведите текст

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Раздел 2. Общепрофессиональный курс

Тема 2.1 . Моя будущая профессия.

Практическое занятие 5. Моя будущая профессия зубной техник

1. Из нижеприведенного списка выберите названия предметов, изображенных на фото.

		
1. _____	2. _____	3. _____
		
4. _____	5. _____	6. _____
		
7. _____	8. _____	9. _____

- magnifying loupe/glass;
- dental equipment;
- deposits of calculus;
- radiograph;
- dental crown;
- probe;
- porcelain veneers;
- implant;
- bridge.

2. Дополните предложения словами или словосочетаниями из списка:



- | | |
|------------------------------------|-------------------------------|
| – dental crowns; | – material; |
| – bridges; | – missing; |
| – implants; | – aesthetic; |
| – the life-like appearance; | – has the opportunity; |
| | – to cover. |

- Porcelain onlay — conservative and _____ restorations for posterior teeth.
- _____ — used to replace teeth, where there are no teeth.
- _____ — used to replace missing teeth.
- Dentures — full or partial replacement of _____ teeth, also serve as cosmetic function for lip support and facial contour.
- Bonding — a direct placement of a resin restorative _____ to reshape or rebuild the tooth. This work requires much artistic talent from a dentist to replicate _____ of a tooth.
- Porcelain veneers — the most aesthetic restorative materials used _____ the facial surfaces of teeth.
- _____ — can be of three types: full cast metal, porcelain fused to metal, ceramic. The type of the crown depends on several factors which are decided by the dentist.

3. Дополните предложения словами или словосочетаниями из списка:

- | | |
|--------------|----------------|
| 1. teeth | 1. natural |
| 2. dental | 2. dentists |
| 3. industry | 3. to simulate |
| 4. porcelain | 4. artificial |

PORCELAIN RESTORATIONS

_____ was first used by the Chinese as long as 1000 years ago, and in more recent times by artists in other countries. The ceramic _____ is now a very large one and the use of porcelain for _____ purposes is only one of its many applications.



The first artificial _____ were made of porcelain in 1815, and the jacket crown was introduced by Land in 1895. Porcelain has been used for the making _____ teeth for such a long time that its properties are well known to all _____. As prepared for dental purposes, its colour and translucency can be made _____ very closely the colour and translucency of _____ teeth.

Практическое занятие № 6. Глагол to be в настоящем времени.

Fill in am, is or are.

1. The sky is very blue today. 2. I tired. 3. This shelf. children

not

very heavy. 4. The asleep. 5. Look! This

Mabel. 6. 1

cold. Can

you shut the window, please? 7. The castle

one thousand years old. 8. My brother

and I

good tennis players. 9. Amy

at home but her parents

in church. 10. My sister

a doctor.

2

(A) Write full sentences. Use am, is or are.

1. (my grandparents very old)

My granaparents are very old.

2. (my desk very comfortable)

3. (your spectacles in your bag)

4. (I not very clever today)

5. (this house very expensive)

6. (the shops not open today)

7. (Mr. Wren's grandson six years old)

8. (the houses in this street very big)

(the examination not difficult)

10. (those flowers very beautiful)

3

2

3

6

(A) Write positive or negative sentences. Use am/am not/is/isn't/are/aren't.

1

45

7.

8

Brussels ..

is... the capital of Belgium.

..am not... interested in hockey.

angry.

cold today.

The Hague

in Switzerland.

afraid of dogs.

My hands

Russia

dirty.

a very big country.

Тема 2.2. Медицинское образование в России и за рубежом

Практическое занятие № 7. Учебный процесс в медицинском колледже. Глагол to be в Past Simple

1. Дополните предложения одним из слов или выражений, данных ниже:

1. dream job	1. surround you
2. best in life	2. exciting
3. student	3. different activities

It's great to be a _____. Many colleges and universities offer great opportunities for studying and for social life.

There are a lot of reasons why student life is _____. First of all, students learn what they need for their future profession. They learn subjects, which they are interested in.

Secondly, being a student means not only studying. You have enough time for hobbies and _____.

Thirdly, student's social life is very interesting. You meet lots of new people, even from other countries.

For many people student years are the _____.

While you study, lots of things start changing: your thoughts, your ideas, people who _____. You stop being a child. You realize that you've grown up. You start earning your first money. Lots of students nowadays work and study at the same time. Eventually you understand that it's great to have the job you like. Higher education may help a lot in getting your _____.

2. Дополните предложения одним из слов или выражений, данных ниже:

- | | |
|--------------------------|-------------------------|
| – special attention; | – previous lecture; |
| – reach the nearest bus; | – university; |
| – working day; | – plenty of rest; |
| – usually start; | – change 10–15 minutes. |

I am a student of the first year of _____. I would like to describe my working day.

My lectures _____ at 13:10. I get up at 8–9 o'clock in the afternoon. I make my bed, go to the bathroom and get dressed. After breakfast, I usually revise the _____.

My trip takes about an hour. Therefore, I leave the house at 11:30. I _____ stop to get to the university.

Our lectures last up to 18:00, but sometimes it can be later. The university studies are more interesting than school. I like all the things that we do. But I pay _____ to the course of history.

Lectures are about an hour. After the lectures, _____. After the second or the third lecture I go to the canteen and buy a sandwich and juice.

When my lectures are over, I go home. At home I have dinner with my parents, we usually discuss what had happened that day. After dinner, I do not get _____ and get ready for the next lecture. Before going to bed I usually read a book or watch some comedy on the internet. At 23:00 I go to bed. So goes my _____.

3. Прочитайте текст.

I Am a Medical Student

I am a first-year student of the Volgograd State Medical University. I am not a native of Volgograd, so I live in a hostel.

Every day I have much interesting and necessary work to do. I always remember that the lost time is never gained, and that is why I do not like to waste even a minute.

I get up early in the morning — at about 6 o'clock, do my morning exercises and have a cold rubdown. As I am a medical student, I consider that physical exercises are a good remedy for the protection of our health against diseases.

After breakfast I get dressed and leave home. It takes me 30 minutes to get to the university by mini-bus.

Our classes usually begin at 8:30. We have several practical classes and a lecture or two every day. It is useful to us to listen to the lectures because the professors always deliver them clearly and scientifically.

On Friday we usually have a lecture in Physics. Our professor is not only a very good specialist in his field of science but also a qualified teacher. He delivers lectures in his own way and gives us many new and interesting facts about the application of physics in medicine. The professor shows us that at present deep knowledge of this subject will be valuable in our future work.

I also spend a lot of time in the dissectingroom because I know that I shall need deep knowledge of Anatomy in the future. And only hard work in the dissecting room will give me the possibility to gain this knowledge. That's why, there are always many students in the dissectingroom.

After classes I go home, have lunch and take a rest. I am often tired but I understand that every day which passes by gives me much valuable and necessary knowledge.

I also work hard in laboratories and perform different laboratory works. Sometimes I go to the library where I read additional literature and some special medical articles.

I work very hard because I want to be a good doctor.

Summary. A student should work very hard to acquire good knowledge and to become highly qualified specialist.

4. *Ответьте на вопросы.*

- Where do you live now?
- How early do you get up?
- What do you usually do in the morning?
- Are physical exercises useful for a person?
- How long does it take you to get to the university?
- How many classes a day do you have?
- Which is your favorite lecture? Why?
- What do you usually do when your classes are over?

9. Do you read additional literature? In what subjects?

5. Прочитайте и переведите

Medical Schools in (the Soviet Union) Russia.

Our country needs many nurses, laboratory assistants, pharmacists and dental mechanics. There are many medical schools in our country. Students with 10 classes study for 2 years at a medical school and students with 8 classes study for 3 years. The teaching staff of every medical school consists of experienced teachers, doctors and pharmacists.

There are special well-equipped laboratories for practical work in medical schools and the students have practice there before they go to work, in hospital and clinics where they learn how to take care of patients. They study theory in the classrooms of their medical schools.

For practical studies every group is divided into 3 parts (brigades). The main form of practical studies is independent work of the students under the direction of a teacher-doctor. Students of medical schools receive a complete secondary education and the speciality either of a trained hospital nurse or a laboratory assistant or a pharmacist or a dental mechanic.

Many students of medical schools go in for sports, They are (many) members of different sport societies and take part in sports contests.

1. pharmacist
2. dental mechanic
3. staff
4. to consist
5. experienced
6. well-equipped
7. to divide

Практическое занятие № 8. Медицинское образование за рубежом. Глагол to be в Future Simple

1. Learn the following words and word combinations.

Active Vocabulary to Text B

secondary ['sekandəri] - второй, второстепенный, вторичный secondary education - среднее образование to complete [kəm'pli:t] - заканчивать, завершать to last [la:st] - продолжаться, длиться multi-level ['mʌlti'levl] - многоуровневый to advance [əd'vɑ:ns] - продвигаться, выдвигать advanced (level) - повышенный, продвинутый (уровень) to be aimed (to do) [eɪmd] — иметь целью (сделать что-либо) length [lenθ] - длительность, продолжительность to vary ['veəri] - варьировать, различаться senior ['si:njə] — старший senior nurse — старшая сестра (в клинике, поликлинике)

public health ['pʌblɪk'helθ] - общественное здоровье.

BEFORE READING THE TEXT AND DOING EXERCISES

2. Look through Text B and say

- at what age the Russian graduates enter the profession of nursing
- how long the basic, advanced and higher levels of nursing education last in Russia.

NURSING EDUCATION IN RUSSIA

By the last decade of the 20th century nursing in Russia had only one level of nursing education. These educational programs were 2 or 3 years long and were provided by nursing schools. The 2-year nursing programs accepted graduates who had completed 11 years of secondary education. The 3-year nursing programs accepted graduates who had completed 9 years of secondary education. The students of the 3-year program took general courses (math, physics,

chemistry, literature, history) during the first year. The age of the graduates who entered the profession of nursing was usually about 18 years old. During this time, the only opportunity for nurses to continue or improve their education was through short courses of specialization or refresher courses that lasted from 2 weeks to 3 months.

Nursing education reform in Russia started in 1991. By the year 1996, the Ministry of Health of Russia established a multi-level system of nursing education in the country. Currently, there are 3 levels of nursing education. In total there are more than 290 nursing schools in Russia providing basic and advanced nursing education and more than 30 university-based nursing programs.

The first (basic) level is the basic level of nursing education, which is 3 years of training after 11 years of secondary education. This level of education is provided by basic nursing schools.

The second (advanced) level of nursing education is provided by nursing colleges. These programs are 4 years long and students may specialize in family nursing practices, school nursing, nursing management or nursing education. Students who have graduated from basic nursing program may return to a nursing college to receive an advanced education. The program would be of a shorter duration for these students.

The third (higher level of nursing education) level is provided by universities or higher medical schools. It is for qualified nurses with basic or advanced education and is aimed to prepare nurses for leadership positions in nursing education, management and research. There are full time (day) and part time (evening and distant learning) courses for those who are in practice and would like to combine their practice with continuing education. The length of university programs varies from 4 to 5 years.

The first university - based nursing program was established by Professor Galina Perfilieva at the Moscow Medical Academy. The graduates of the university programs are now working as directors of nursing, senior nurses in hospitals and polyclinics, nursing instructors or nursing officers. The graduates of the university programs may continue their education at post graduate program and conduct research. In 1999, the first nurse in Russia to defend her Candidate's dissertation in the area of public health was a graduate of the nursing program at the Moscow Medical Academy.

Notes:

A family nursing - зд.: специализация медсестер в области семейной медицины

B school nursing - зд.: подготовка медсестер для работы в школе

C nursing management - менеджмент в сестринском деле

D nursing education - медсестринское образование

E qualified nurses — зд.: медсестры, имеющие средне-специальное (базовое) образование

F director of nursing - руководитель сестринской службы в учреждении здраво-охранения (заместитель главного врача по работе с сестринским персоналом или главная медсестра)

G nursing instructor — преподаватель сестринского дела (в образовательном учреждении)

N nursing officer — специалист по сестринскому делу (в органах управления здравоохранением)

3. Vocabulary Exercises

1. Practice the pronunciation of the active words:

complete multi-level last senior public advanced aimed length vary health.

3. Write out all combinations with the words education, course(s).
Translate these word-combinations.

4. Find in the text English equivalents of the following word combinations.

5. Find in the text English equivalents of the following Russian word combinations.

Общеобразовательные курсы; начинать профессиональную деятельность; единственная возможность; курсы повышения квалификации; министерство здравоохранения; лидерские позиции (должности); дневной курс обучения; вечерний и заочный курсы обучения.

4. 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.

5. 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.

Практическое занятие №9. Профессия медицинского работника.

1. *Посмотрите на фото и скажите, какие профессии на них изображены. Что вы можете сказать о них?*





- an artist
- an actor
- a musician
- a doctor
- a policeman
- a dentist

Упражнение 2. Дополните предложения одним из слов или выражений, данных в списке:

challenging decide on once taken achieve besides career path vast range to be underpaid

- Choosing a career is a difficult and _____ task. The decision _____ will influence your future life. The earlier you _____ what profession is interesting and rewarding for you, the more you can _____ during your lifetime.
- _____, a young person's parents usually have their own ideas of what _____ to choose.
- Modern society, with its hundreds of professions and jobs, presents a _____ of future job opportunities.

You can find a job you like, but there is always a risk _____.

3. Прочитайте текст

There are many interesting professions; doctor is one of them. It is a necessary and noble profession. There are different types of doctors: cardiologists, pediatricians, dentists and many others.

My father is a dentist; he works in a dentistry clinic. Since my childhood I've visited him and have watched him working. My father helps people to have beautiful smile and sound teeth. Usually he works with dental auxiliaries (dental assistants, dental technicians).

Some years ago I decided to connect my life with medicine too. I want to be a dental technician. That's why I entered Pyatigorsk Medical and Pharmaceutical Institute. I hope my dream came true. Here I study a lot of interesting subjects and find out a great deal of amazing things and phenomena. I get acquainted with new people, take part in social events, competitions and help to arrange holidays. I need to read a lot of specialized literature and to study hard, especially in biology and chemistry.

This profession requires great responsibility because doctors deal with the most precious things people have — their lives and their health. Doctors not only operate people and prescribe medicine, but they must also listen to their patients, check them up and sometimes make quick and important decisions. A doctor has to be a kind and attentive person, because if patients trust their

doctor it is easier to work. Sometimes working day continues even after a doctor comes home. Relatives, friends or neighbors often ask for medical advice, for example how to lower the kid's temperature, how to clean the teeth in a proper way.

My father tells me a lot of stories about doctors and their profession. He is a much-respected man and I am happy that I have such a good example in my family. I will do my best to become a good doctor just like my father.

Summary: The profession of dentist (dental technician) is very necessary, much-respected and noble and I will try to become a good specialist like my father.

4. *Прочитайте и переведите текст со словарем.*

Is Medicine the Right Career for You?

Ten people apply for every place at medical school. How can the interviewers choose those who will become the best doctors? People sometimes criticize medical schools for selecting the best students and ignoring qualities such as maturity, adaptability and common sense. But it is impossible to say which of all the students being interviewed will develop these qualities. How, then, should you decide if medicine is the right career for you?

Often, the most intelligent children at school are encouraged to study medicine. But the study of medicine does not demand great intellect. It demands a good memory, and the willpower to read many long and boring textbooks. It demands great physical strength, for you must sometimes stay awake all night and go for hours without food. It also demands humility, for you will make mistakes.

Salary, security and status are important to most people. But they are not themselves good reasons to study medicine. Love of science is a more honorable aim, but doctors who love only science will not find fulfillment in clinical medicine. A fascination with diseases is essential, but the student must also care about the people who suffer from those diseases. Ask yourself: does the human side of medicine attract or repel me?

In the past, doctors did not show their emotions. Patients could live or die, but the doctor remained unemotional. Nowadays, doctors know that their work often needs laughter, tears and anger as well as science. The good doctor can use his own emotions as part of the therapy. When a child dies in the hospital after a car accident, the parents' only comfort may be the sweat and the tears on the face of the doctor who tried to save him.

Good doctors can be extroverted or shy, ambitious or modest, radical or conventional, brilliant or mediocre. People with disabilities and/or diseases — including deafness, paraplegia, diabetes and cancer — have studied medicine. They can become particularly sensitive doctors. To be a good doctor, you will need a love of life and living things. If you can ignore a crying baby; if you have never looked forward to spring; if you find uneducated people dull; if you are happiest when you are alone — medicine is not the career for you.

Практическое занятие № 10. История медицины. Гиппократ

Тема 2.4. Скелет

Практическое занятие № 11. Кости скелета

Active vocabulary. Learn the following words.

cartilage - хрящ

connective tissue - соединительная ткань

efficient machine - умный (знающий) механизм

fibrous tissue - фиброзная ткань

inward and outward - внутренний и внешний (наружный)

ligament - связка

lower jaw bone - нижняя челюстная кость

musculoskeletal system - опорно-двигательная система

periosteum - надкостница
protective tissue - защитная ткань
spinal column - позвоночный столб
tendon - сухожилие (связка)
to be composed of - состоять из чего-либо
to be knit together - быть соединенным

2. Прочитайте и переведите текст

One of the major systems is the *skeletal-muscular* system. The body is supported and given shape by this structure, consisting of more than 200 bones and the muscles and tendons which are connected to them. They are strong but can bend at their joints. They also serve as a shield, protecting the vital internal organs from injury.

Bones are as strong as steel but much lighter and more flexible. They are composed of minerals, organic matter, and water, held together by a cementlike substance called *collagen*, and are filled with red and yellow bone marrow. The red marrow produces the red blood cells used throughout the body to transport oxygen, while the yellow marrow consists primarily of fat cells. A tough membrane called the *periosteum* covers most of the bone surface and allows bones to be nourished by blood.

A major bone structure in the body is the vertebral (spinal) column. It runs up and down the back and protects the spinal cord, where many of the major nerves are located. It is composed of bony vertebrae which are held together by ligaments of connective tissue and separated from each other by spinal discs. At the top of the vertebral column is the skull, which surrounds and protects the brain. The bony structure of the head and face is called the skull. It consists of 22 bones. The main parts are the cranium and the facial skeleton with the movable lower jaw bone (mandible) which enables man to talk and eat. The

main bones of the face are the mandible, two upper jaw bones, two malar, two nasal, two lacrimal, two palate bones. All of these bones except the mandible are closely knit together.

Attached to the vertebral column below the neck are the 12 pairs of ribs, comprising the rib cage. At the bottom is the sacrum, which connects the vertebral column to the pelvis. Bones are united by joints and held together by ligaments.

3. Give English equivalents to the following words.

опорно-двигательная система, обогащенная кислородом кровь, костный мозг, плотная оболочка, защищать позвоночный столб, в ответ, сознательно, центральная нервная система, здоровые мышцы, поражать (болезненным процессом), воспаление, с трудом и болезненно.

4. Make up sentences of your own using the following words and phrases.

science of the structure, to be called, bones and muscles, as strong as steel, to be composed of minerals, organic matter and water, red blood cells, facial skeleton, movable lower jaw bone, to talk and eat

5. Answer the questions to the text ^Musculoskeletal System*.

1. What is the human body?
2. What is the skeleton?
3. How many bones does the skeleton consist of?
4. What is the major bone structure in the body?
5. Where is the skull situated?
6. What is the hardest tissue in the body?
7. What bones of the face do you know?

8. What are some important functions of the skeleton?
9. What is a bone composed of?
10. Which tissues enable the body to move?
11. What is the difference between muscles and tendons?
12. What is the function of the muscles?
13. What is anatomy?

Практическое занятие № 12.Строение тела.

1.Прочитайте и переведите текст

Parts of a body

Our body is a hard system that consists of so-called “parts”. Each part of our body has its own task. For instance, we need eyes to see different articles, legs and arms – to move and do various things.

Literally our body can be nodivided into a head, trunk and certainly limbs. A forehead, face and mouth belong to a head. A trunk – it’s a neck, belly and a chest. As far as limbs are concerned, it’s a piece of cake – arms, shoulders, hands, fingers, legs as well as feet, toes and knees.

Such parts of the body as head and back are particularly important for us. Brain (our head) is responsible for all our body. In other words, it controls both our physical organs and psychological state. As for a spine, which is situated on our back, it also supports healthy function of all organs.

Therefore we should pay more attention to the health of all our body parts. To be much healthier we need to spend a lot of time on physical exercises, go in for sports and eat well-balanced food.

2.Определите части тела, изображенные на картинке, и расскажите, к какой системе органов они принадлежат. Объясните функции этих систем.



Musculoskeletal system
Cardiovascular system
Nervous system
Gastrointestinal system
Respiratory system

1. _____

2. _____

- Heart. Skeleton. Lungs. Brain. Stomach.



3. _____

4. _____

5. _____

3. Соотнесите названия систем органов с их функциями.

- | | | |
|--|---|---|
| 1 <input type="checkbox"/> cardiovascular system | A | Adds oxygen to the blood and removes carbon dioxide from blood. |
| 2 <input type="checkbox"/> muscular system | B | Breaks down food into units that can be absorbed by the body. |
| 3 <input type="checkbox"/> endocrine system | C | Controls cell function with electrical signals. |

4	respiratory system	D	Protects major organs, provides support for body movement.
5	nervous system	E	Controls cell function with hormones.
6	digestive system	F	Moves bones and maintains posture.
7	skeletal system	G	Removes wastes, maintains body fluid volume, ph and electrolyte levels.
8	urinary system	H	Transports nutrients, chemical messengers, gases and wastes in blood.

Тема 2.5. Строение кровеносной системы.

Практическое занятие № 13. Сердечно-сосудистая система.

1. Read and translate this fitness program for a healthy heart.

1. Strengthen your heart and cardiovascular system.

2. Improve your circulation and help your body use oxygen better.

3. Improve your heart failure symptoms.

4. Increase energy levels so you can do more activities without becoming tired or short of breath.

5. Increase endurance.

6. Lower blood pressure.

7. Improve muscle tone and strength.

8. Improve balance and joint flexibility.

9. Strengthen bones.

10. Help reduce body fat and help you reach a healthy weight.

11. Help reduce stress, tension, anxiety and depression.

12. Boost self-image and self-esteem.

13. Improve sleep.

14. Make you feel more relaxed and rested.

15. Make you look fit and feel healthy.

2. Complete this text with the words below.

pump, leaves, valve, enters, artery, flows, atrium, fills, aorta, opens, closing, beat

The heart is a muscle as big as your fist in the centre of your chest. It is an efficient _____ that can get blood to the furthest cell in your body within sixty seconds. On its circular journey around the body, blood _____ the heart twice-once with oxygen and once without oxygen. Blood without oxygen comes into the right side of the heart. It _____ the right atrium. Then the tricuspid valve _____ and the blood goes into the right ventricle. Then the pulmonary _____ opens and the blood _____ through the pulmonary _____. Blood carrying oxygen comes into the left side of the heart. The left _____ fills, the mitral valve opens and the blood _____ into the left ventricle. The aortic valve opens and the blood leaves through the _____. When you listen to a heart _____ you hear “lub dub, lub dub”. This is the sound of the valves _____.

3. Translate into English.

Человеческое сердце, сокращаться, артерия, 72 удара в минуту, сердечный цикл, эритроциты, лейкоциты, тромбоциты, систола предсердия, систола желудочка, диастола, врождённый порок сердца, кислород.

4. Complete the text using the words below.

slide, drop, microscope, syringe, vein, test tube, pipette

Use a _____ to take some blood from a _____ in the patient’s arm. Put the blood into a _____. Then, use a _____ to put a _____ of the blood onto a _____. Examine it under a _____. What do you see?

5. Test your medical IQ.

1. If you have a heart attack, you also have heart disease.
 - a) true
 - b) false

2. What is meant by the term myocardial infarction?
 - a) heart failure
 - b) heart attack
 - c) brain aneurism
 - d) all of the above

3. Sudden cardiac arrest means that the heart...
 - a) stops beating
 - b) beats dangerously slow
 - c) has a cycle of beating and stopping
 - d) skips beats

4. Symptoms of heart disease can include...
 - a) dizziness, weakness, arm pain, pressure in the chest
 - b) heart palpitations, shortness of breath, weakness
 - c) no symptoms at all

- d) all of the above
5. Risks for heart disease include...
- a) high blood pressure and high cholesterol
 - b) smoking
 - c) lack of exercise
 - d) all of the above
6. In the heart a clogged artery causes a heart attack. In the brain it causes a ...
- a) migraine
 - b) mental illness
 - c) stroke
 - d) seizure
7. The term "heart failure" means the heart has stopped working.
- a) true
 - b) false
8. People can be born with heart disease.
- a) true
 - b) false
9. The medical term for chest pain is...
- a) angina
 - b) there is no medical term for chest pain
 - c) flutter
 - d) arrhythmia
10. When heart trouble is sensed, who waits at least two hours before help is called.
- a) men
 - b) women
 - c) both men and women
 - d) children

6. Read and translate the text. Carry out the tasks that follow it.

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' 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*. It consists of two chambers, left and right, separated from each other by a wall. Each chamber, is further divided into upper and lower compartments which communicate with each other 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", 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", 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	грудь
chamber	камера
valve	клапан
atrium	предсердие
ventricle	желудочек
death	смерть
apply	применять
pressure	давление
squeeze	сжимать
spine	позвоночник
relax	расслабиться
pump	насос
circulate	циркулировать
tube	труба
carry	переносить
artery	артерия
vein	вена
adult	взрослый
pulse	пульс
skin	кожа
occur	происходить
wrist	запястье
chest	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** – общаются друг с другом
- 5. heart failure** – паралич, остановка сердца; сердечная недостаточность
- 6. as the heart is just a simple pump** – поскольку всего простой

7. Find in the text English equivalents for these words and word combinations:

- 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

8. Answer these questions:

- What is heart?

- What are tubes carrying blood called?
- Where can the heartbeats be felt?
- Where does the heart lie?
- What does the heart consist of?
- What compartments is each chamber divided into?
- What are the compartments called?
- What does heart failure mean?
- Can the heart be made to beat artificially?
- When does blood return to the heart again?

Практическое занятие №14. Настоящее простое время. Нарушение кровоснабжения.

1. Read and translate the text. Carry out the tasks that follow it.

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 (CO₂), 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	агранулоцит
cytoplasm	цитоплазма
granulocyte	гранулоцит
eosinophil	иозофил
basophil	базофил
neutrophil	нейтрофил
node	узел
spleen	селезенка
lymphocyte	лимфоцит

platelet	тромбоцит
tiny	крошечный
blood clotting	свертываемость крови
occur	происходить, случаться
remain	оставаться
coagulation	коагуляция
complete	заканчивать
contain	содержать
plasma	плазма
microscopical	микроскопичный
element	элемент
erythrocyte	эритроцит
leucocyte	лейкоцит
thrombocyte	тромбоцит
bone marrow	костный мозг
transport	транспортировать, переносить
convert	преобразовывать, превращать
carry	переносить
arrive	прибывать
expel	вытеснять, выводить
catabolism	катаболизм
hemoglobin (haemoglobin)	гемоглобин

Find in the text English equivalents for these words and word combinations:

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. лимфитические узлы 11. крошечные клетки 12. свертываемость крови 13. завершаться

– **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?

Тема 2.6.Строение дыхательной системы

Практическое занятие № 15. Легкие, трахея, аорта. The present simple tense

1. Present Simple. Предлоги места и направления.

1. 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.

Практическое занятие №16. Проблемы, связанные с функционированием органов дыхательной системы

- respiratory system - дыхательная система
- alveoli - альвеолы
- epithelial cell – эпителиальная клетка
- bronchial tube – бронхиальная трубка
- oxygen – кислород
- carbon dioxide – углекислый газ
- lung – лёгкое
- asthma – астма
- emphysema – эмфизема
- lining tissue – подкладочная ткань
- to remove – передвигать, перемещать, устранять, удалять
- to impair – ухудшать, пережить, наносить вред
- to inhale – выдыхать, затягиваться
- to quit – прекращать, останавливать

- to absorb – высасывать, абсорбировать
- to expel – выгонять, выбрасывать
- to heal – облегчать

The Respiratory System

1. Before you read the passage, talk about these questions.

1. What does the respiratory system do?

Ответ: The respiratory system delivers oxygen to the lungs through the bronchial tubes and removes toxic carbon dioxide.

2. What are some common problems with the respiratory system?

Ответ: Common problems include asthma and lung cancer which are often caused by smoking.

SMOKING: KNOW THE RISKS

Your **respiratory system** is important. The **oxygen** you need gets to the **lungs** through the bronchial tubes, **Alveoli** in the lungs give oxygen passage into the bloodstream. It also removes toxic **carbon dioxide** from your body. Smoking damages every part of this process. Smoking can lead to **emphysema**. This disease destroys alveoli. This impairs their function, makes breathing difficult and raises carbon dioxide levels. Smoking may also cause **lung cancer**. The lungs **epithelial cells** start growing uncontrollably.

Smoking can hurt the people around you, too. Research suggests inhaling second-hand smoke is a leading cause of asthma. **Asthma** sufferers' **bronchial tubes** swell, making breathing difficult. Not smoking or quitting can decrease your chances of developing these diseases.

Reading

2. Read the hospital poster. Then, choose the correct answers.

1. What is the main idea of the poster?

- A steps to quitting smoking
- B the illnesses that smoking causes
- C repairing the damage caused by smoking
- D why people have difficulty quitting smoking

2. Which of the following adds gases to the blood?

- A lungs
- B alveoli
- C epithelial cells
- D bronchial tubes

3. What can you infer about emphysema?

- A It is caused by second-hand smoke.
- B It destroys the alveoli.

- C It makes the alveoli grow uncontrollably.
- D It decreases the amount of oxygen in the blood.

Vocabulary

3. Match the words or phrases (1-7) with the definitions (A-G).

- lung cancer
- oxygen
- epithelial cell 4 emphysema
- alveoli
- bronchial tube
- lung

- A a small part that makes up lining tissue
- B the organ used to breathe
- C the sacs that bring oxygen into the bloodstream
- D the gas that people breathe in
- E the passage that carries air from the windpipe to the lungs
- F a condition in which cells in the lungs grow uncontrollably
- G a condition that prevents the body from properly absorbing and expelling gases

4. Fill in the blanks with the correct words or phrases from the word bank.

dioxide asthma respiratory system

- 1 Smoking causes extensive damage to the.
- 2 Emphysema causes higher levels of _____ in the blood.
- 3 Jennifer doesn't smoke, but she has _____ from being around smokers.

5. Listen to a conversation between a nurse and a patient. Mark the following statements as true (T) or false (F).

1. _____ The woman's children have asthma.
2. _____ Quitting heals lung damage caused by smoking.
3. _____ The woman decides to quit smoking.

6. Listen again and complete the conversation.

Nurse: Hi, Mrs. Blake. I have a few 1 _____ before the doctor sees you. Are you still 2 _____ ?

Patient: Yes, but not very much.

Nurse: Still, you need to quit. You understand the risks, don't you?

Patient: Of course. I know it causes 3_____ .

Nurse: Yes. Plus, people around you are at risk of developing 4_____ .

Patient: I know. And I don't want my kids getting it. But quitting is really hard.

Nurse: It also helps heal the damage to your 5 _____ and bronchial tubes.

Patient: Well, I'll 6 _____ it

Тема 2.7. Строение пищеварительной системы

Практическое занятие № 17. Органы пищеварительной системы.

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

Active Vocabulary

Read and learn the following words:

- to assimilate (амер. |ə'siməleɪt|, брит. |ə'simɪleɪt|) - усваивать
- carbohydrate (амер. |,kɑ:rbə'haidreɪt|, брит. |,kɑ:bə'haidreɪt|) - углевод
- nutrients (амер. |'nu:triənts|, брит. |'nju:triənts|) – питательные вещества
- starchy (амер. |'sta:rtʃi|, брит. |'sta:tʃi|) - содержащий крахмал
- to moisten (амер. |'mɔɪsn|, брит. |'mɔɪs(ə)n|) - смачивать, увлажнять
- Saliva (амер. |sə'laɪvə|, брит. |sə'laɪvə|) - слюна
- oral cavity – ротовая полость

- soft and hard palates – мягкое и твердое небо
- salivary glands – слюнные железы
- dilated – расширенный, распространенный
- alimentary tract – питающий, пищеварительный тракт
- pyriform –|ˈpɪrɪfɔ:m| - грушевидный
- to dissolve (амер. |dɪˈzɔ:lʌv|, брит. |dɪˈzɒlv|) - растворять, растворяться
- to hydrolyse – подвергать гидролизу
- gastric (амер. |ˈgæstrɪk|, брит. |ˈgæstrɪk|) - желудочный, гастрический, относящийся к желудку:
- gastric juice - желудочный сок
- gastric glands – желудочные железы
- hydrochloric acid - соляная кислота
- to digest – переваривать (пищу)
- peptone – пептон (продукт переваривания белковых веществ)
- bloodstream – |ˈblʌdstri:m| - кровоток
- bile – |baɪl| - жёлчь
- the juice of the pancreas (амер. |ˈræŋkriəs|, брит. |ˈpæŋkriəs|) - панкреатический сок
- intestinal crypts – кишечные крипты
- ducts – |dʌkts| - каналы, протоки, трубы
- sodium chloride (амер. |ˈsəʊdiəm ˈklɔ:raɪd|, брит. |ˈsəʊdiəm ˈklɔ:raɪd|) - хлористый натрий, поваренная соль
- potassium chloride (амер. |pɒˈtæʃiəm ˈklɔ:raɪd|, брит. |pɒˈtæʃiəm ˈklɔ:raɪd|) - хлористый калий
- enzyme (амер. |ˈenzaim|, брит. |ˈenzaim|) - энзим, фермент
- jejunum – |dʒɪˈdʒu:nəm| - тощая кишка
- duodenum (амер. |ˌdu:əˈdi:nəm|, брит. |ˌdju:əˈdi:nəm|) - двенадцатиперстная кишка
- ileum – |ˈɪliəm| - подвздошная кишка
- entire (амер. |ɪnˈtaɪə|, брит. |ɪnˈtɪə|) - весь, целый, полный
- villi – |ˈvɪli| - ворсинки, ворс; щетина
- projection – |prəˈdʒekʃn| - выступ; проекция
- by-product (амер. |ˈbaɪˌpra:dʌkt|, брит. |ˈbɪlɪprɒdʌkt|) - побочный продукт
- caecum – |ˈsi:kəm| - слепая кишка
- colon (амер. |ˈkoʊlən|, брит. |ˈkəʊlən|) - толстая кишка, ободочная кишка
- ascending - |əˈsendɪŋ| - восходящая
- transverse (амер. |ˈtrænzvɜ:rs|, брит. |trænzˈvɜ:s|) - поперечная
- descending (амер. |dəˈsendɪŋ|, брит. |dɪˈsendɪŋ|) - нисходящая
- sigmoid colon – |ˈsɪgmɔɪd| - S-образная, сигмовидная ободочная кишка
- rectum – |ˈrektəm| - прямая кишка
- vermiform – |ˈvɜ:mɪfɔ:m| - червеобразный
- vermiform appendix /appendage/ - червеобразный отросток
- to hang – |hæŋ| - висеть

Read and translate the text:

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.

Exercises

Exercise 1. 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 2. 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 3. Read and translate the following sentences:

- The soft palate is a continuation of the soft tissues covering the hard palate.
- The small intestine composed of three main portions is a thin-walled muscular tube.
- The weight of the largest of the salivary glands is 28 gr.
- The liver consists of small lobules connected together by connective tissue, different vessels and nerves.
- The duodenum is called so because its length measures about the length of twelve fingers.
- The liver consisting of lobes is covered with a fibrous coat.
- The peritoneum is a serious coat covering the inner surface of the abdominal wall.
- The shape of the stomach changes when it dilates and its borders greatly extend.
- Bile secreted by the liver participates in the digestive process and has a defensive function.
- Food undergone mechanical and chemical changes passes from the small intestine into the large one.

Exercise 4. Open the brackets:

1. The first division of the alimentary tract is (forming, formed) by the mouth.
2. The stomach is a (dilating, dilated) portion of the alimentary tract.
3. The intestines occupy the central portion of the abdominal cavity (separating, separated) from the thoracic one by the diaphragm.
4. The liver secretes bile (participating, participated) in the digestive process.
5. The pancreas is a gland (lying, lain) under and behind the stomach.

Exercise 5. Match the adjective from A to the noun from B:

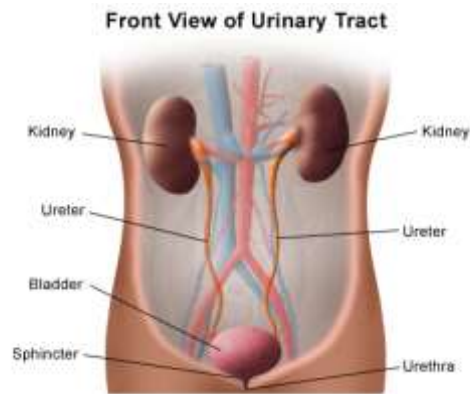
A	B
soft	changes
coated	palate
defensive	intestine
toxic	juice
digestive	substances
vital	activities
human	cavity
chemical	tract
central	glands
abdominal	portion
salivary	body
large	function
alimentary	tongue

Тема 2.8.Строение выделительной системы.

Практическое занятие № 19.Почки

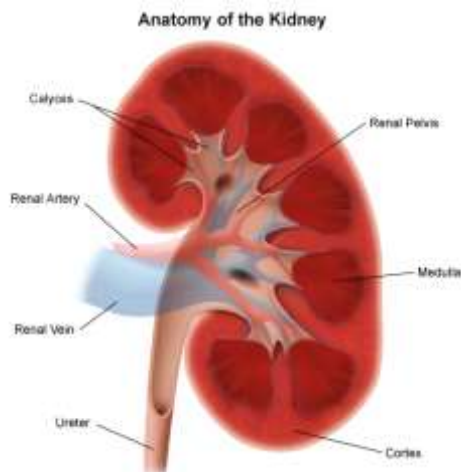
1.Read the text and retell it.

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.



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.

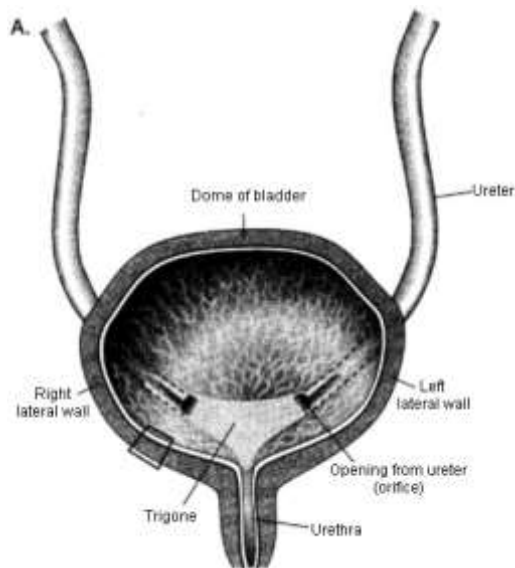


Other important functions of the kidneys include blood pressure regulation and the production of erythropoietin, which controls red blood cell production in the bone marrow. Kidneys also regulate the acid-base balance and conserve fluids.

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



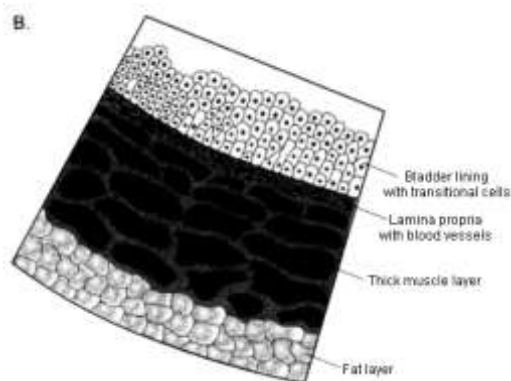
The kidneys remove urea from the blood through tiny filtering units called nephrons. Each nephron consists of a ball formed of small blood capillaries, called a glomerulus, and a small tube called a renal tubule. Urea, together with water and other waste substances, forms the urine as it passes through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

2. Прочитайте и переведите

You have two kidneys, located near the middle of your back, just below the rib cage. Each is about the size of your fist. Tiny structures called nephrons are inside each kidney and they filter the blood. There are about a million of them.

The kidneys are responsible for removing wastes, toxins and extra water from the body; balancing important salts and minerals in the blood; and releasing hormones to help control blood pressure, manage anemia and help maintain strong bones. The waste and extra water removed by the kidneys become urine. The urine flows through tubes called ureters. It goes to your bladder, which stores the urine until you go to the bathroom.

When the kidneys are damaged, they can't filter blood as they should. The result can be a build-up of wastes in your body, as well as other problems that can harm your health.

One in three American adults is at high risk for developing kidney disease today. Yet most aren't able to identify the signs and symptoms. One in nine American adults has kidney disease and most don't know it.

At first, kidney disease is silent. Symptoms often don't appear until the kidneys are badly damaged. Many people don't have any symptoms until their kidney disease is advanced. Blood and urine tests are the only way to know if you have kidney disease.

Тема 2.9.Строение нервной системы

Практическое занятие № 21.Роль и функции нервной системы.

1.Прочитайте и переведите

THE NERVOUS SYSTEM

The nervous system is made up of the brain, the spinal cord, and nerves. One of the most important systems in your body, the nervous system is your body's control system. It sends, receives, and processes nerve impulses throughout the body. These nerve impulses tell your muscles and organs what to do and how to respond to the environment. There are three parts of your nervous system that work together: the central nervous system, the peripheral nervous system, and the autonomic nervous system.

Brain. The brain keeps the body in order. It helps to control all of the body systems and organs, keeping them working like they should. The brain also allows us to think, feel, remember and imagine. In general, the brain is what makes us behave as human beings.

The brain communicates with the rest of the body through the spinal cord and the nerves. They tell the brain what is going on in the body at all times. This system also gives instructions to all parts of the body about what to do and when to do it.

Spinal Cord. Nerves divide many times as they leave the spinal cord so that they may reach all parts of the body. The thickest nerve is 1 inch thick and the thinnest is thinner than a human hair. Each nerve is a bundle of hundreds or thousands of neurons (nerve cells). The spinal cord runs down a tunnel of holes in your backbone or spine. The bones protect it from damage. The cord is a thick bundle of nerves, connecting your brain to the rest of your body. Spinal cord regulates the work of the internal organs under the brain's control.

Senses. There are five main senses - touch, smell, taste, hearing and sight. These are the external sensory system, because they tell you about the world outside your body. Your senses tell you what is happening in the outside world. Your body's sense organs constantly send signals about what is happening outside and inside it to your control center - the brain.

The cerebrum is part of the forebrain. The cerebral cortex is the outer layer of the cerebrum. Certain areas of the cerebral cortex are involved with certain functions.

Sensory areas such as touch, smell, taste, hearing and sight receive messages from the skin, nose, mouth, ears and eyes. We feel, taste, hear and see when these messages are received by the sensory parts of the brain.

The Peripheral Nervous System. The nervous system is made up of nerve cells or neurons that are "wired" together throughout the body, somewhat like communication system. Neurons carry messages in the form of an electrical impulses. The messages move from one neuron to another to keep the body functioning.

1. Find English equivalents.

Нервная система состоит из; центральная нервная система; периферическая нервная система; вести себя как человек; достигать всех частей тела; защищать от повреждений; получать информацию (сообщения) от кожи; электрический импульс

2. Fill in the table.

Part of the nervous system	Functions
Brain	
Spinal cord	
Neurons	

3. Find the odd word

neurons, brain, touch, spinal cord
 touch, neuron, smell, taste, hearing, sight
 motor, sensory, network
 neurons, messages, electrical impulses, smell

Практическое занятие № 22. Будущее простое время. Придаточные предложения условия 1 типа.

– Match the prompts in column A to the ones in column B. Then, complete the dialogues below, as in the example.

Column A	Column B
1 a warm day tomorrow	a. see a doctor
2 go to Paris	b. buy a yacht
3 finish your homework	c. go to the beach
4 don't feel well	d. visit the Eiffel Tower
5 earn a lot of money	e. watch TV

SA: What will you do if it's a warm day tomorrow?
 SB: If it's a warm day tomorrow, I'll go to the beach.

.....

Тема 2.10. Основы личной гигиены
Практическое занятие № 23. Соблюдение гигиенических норм

I. Match the words (1-7) with the definitions (A-G).

- ___ antibiotic - ___ isolate - ___ hygiene
- ___ bacteria - ___ transmit
- ___ disinfectant - ___ infection

- 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

II. 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.
 - A Mr. Kim was transmitted to avoid making the other patients sick.
- B Jerry uses antimicrobial soap because it kills more viruses

- ***Listen and read the poster again. What makes washing more effective?***

Listening

IV. 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

Read and translate the text:

Тема 2.11. Оказание первой помощи

Практическое занятие № 25. Отравления. Симптомы и первая помощь.

POISONING

Poisoning is caused by swallowing, injecting, breathing in, or otherwise being exposed to a harmful substance. Most poisonings occur by accident.

Immediate first aid is very important in a poisoning emergency. The first aid you give before getting medical help can save a person's life.

Items that can cause poisoning include: carbon monoxide gas, certain foods, chemicals in the workplace, drugs, including over-the-counter and prescription medicines (such as an aspirin overdose) and illicit drugs such as cocaine, cleaning products, household and outdoor plants (eating toxic plants), insecticides, paints

First Aid. Seek immediate medical help!

For poisoning by swallowing:

- Check and monitor the person's airway, breathing, and pulse. If necessary, begin rescue breathing and CPR.

- Try to make sure that the person has indeed been poisoned. It may be hard to tell. Some signs include chemical-smelling breath, burns around the mouth, difficulty breathing, vomiting, or unusual odors on the person. If possible, identify the poison.
- Do NOT empty person's stomach unless told to do so by a health care professional.
- If the person vomits, clear the person's airway. Wrap a cloth around your fingers before cleaning out the mouth and throat. If the person has been sick from a plant part, save the vomit. It may help experts identify what medicine can be used to help reverse the poisoning.
- If the person starts having convulsions, give convulsion first aid.
- Keep the person comfortable. The person should be rolled onto the left side, and remain there while getting or waiting for medical help.
- If the poison has spilled on the person's clothes, remove the clothing and wash the skin with water.

For inhalation poisoning:

- Call for emergency help.
- If it is safe, open windows and doors to remove the fumes.
- Take several deep breaths of fresh air, and then hold your breath as you go in. Hold a wet cloth over your nose and mouth.
- Do not light a match or use a lighter because some gases can catch fire.
- After rescuing the person from danger, check and monitor the person's airway, breathing, and pulse. If necessary, begin rescue breathing and CPR.
- If necessary, perform first aid for eye injuries or convulsion first aid.
- If the person vomits, clear the person's airway. Wrap a cloth around your fingers before cleaning out the mouth and throat.
- Even if the person seems perfectly fine, get medical help.

Words:

1. swallow - глотать
2. inject - впрыскивать, вводить
3. to be exposed - подвергаться воздействию
4. harmful - вредоносный, опасный для здоровья
5. occur by accident - происходить случайно
6. carbon monoxide gas - угарный газ
7. over-the-counter - продаваемые без рецепта
8. illicit - незаконный
9. household - домашний
10. airway - дыхательный путь
11. rescue breathing - искусственное дыхание
12. CPR - СЛР, сердечно-лёгочная реанимация (искусственное дыхание и закрытый массаж сердца)
13. empty - опустошать
14. stomach - желудок
15. fume - газ, пар, испарения

Ex.1 Find English equivalents. Найдите английские эквиваленты.

Обмотайте ткань вокруг пальца, кусочки растений, проверьте и следите дыхательными путями человека, химический запах дыхания, необычный запах, проверьте пульс, первая помощь при конвульсиях, нелегальные наркотики, человек выглядит в порядке.

Ex.2 Find Russian equivalents. Найдите русские эквиваленты.

occur by accident, over-the-counter and prescription medicines, burns around the mouth. identify, wash the skin with water, deep breaths of fresh air, first aid for eye injuries, clean out the mouth and throat

Ex.3 Answer the questions. Ответьте на вопросы.

- 1) What can cause the poisoning?
- 2) What to do if the poison has spilled on the person's clothes?
- 3) What to do if the person vomits?
- 4) Do you need to keep the person comfortable?
- 5) What to do if the person starts having convulsions?

Практическое занятие № 26. Обморок. Признаки шокового состояния. Первая помощь

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:

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

Words:

- fainting–обморок
- cause - причина; вызывать
- emotion - душевное волнение
- want of food – голод
- fatigue – усталость
- lose consciousness - терять сознание
- brain – мозг
- to feel dizzy - чувствовать головокружение
- weak – слабый
- shallow – поверхностный
- slow – медленный
- to lay - (laid) положить
- flat - плоско[flæt]

- to loose - зд. Ослабить
- to cover – покрывать
- to sprinkle – брызгать
- sweat - пот, испарина [swet]
- ammonia - нашатырный спирт.

Ex.1 Find English equivalents. Найдите английские эквиваленты

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

Ex.2 Find Russian equivalents. Найдите русские эквиваленты.

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

Ex.3 Answer the questions. Ответьте на вопросы.

- What may be the cause of fainting?
- What does person lose in fainting?
- What appears on his forehead before fainting?
- What does person feel?
- How can you help a person who lost his consciousness?

Тема 2.12. Система здравоохранения в России и за рубежом

Практическое занятие № 27. Система здравоохранения в России

Exercise 1. Read and translate into Russian the following words and word combinations of Latin and Greek origin.

primary stage, qualified doctor, therapist, dentist, medical institution, maternity home, paramedical personnel, total sum, specialised centre, medical equipment, preventive medicine, annual, dental inspection, medical examination, planned and controlled medical assistance, fatal, national strategy, concentrate on medical problems, cancer, tuberculosis

Exercise 2. Practice the pronunciation of the following words and word combinations, use the dictionary.

charge, department, means, available, congenital, developed, call, qualified, joint venture, emergency aid, annual, furnish, prosthetics, orthodontics, care, maternity

Exercise 3. Learn the active vocabulary to the text.

free of charge - бесплатно

to call in a doctor - вызвать врача

a unit (department) - отделение

an in-patient department - стационар an out-patient department - амбулаторное отделение to take care of - заботиться о ком-либо

health care - здравоохранение

a medical (dental) check-up - медицинский (стоматологический)

осмотр

to carry out a medical - проводить медицинский осмотр

examination

to undergo a medical - проходить медицинский осмотр

examination

to provide (render) assistance - оказывать помощь

dental inspection - стоматологический осмотр

means and ways of effective - средства и пути эффективного treatment лечения

a congenital (developed) - наследственное (приобретенное)

disease заболевание

a maternity home - родильный дом

paramedical personnel - средний медицинский персонал

Exercise 5. Read and translate the text into Russian.

PUBLIC HEALTH IN RUSSIA

Health service in Russia is controlled by the state. As in many other countries, the public health service in Russia is free of charge. All types of medical aid including surgical intervention are available to everyone.

No matter where a person lives, he can always call in a doctor and get a qualified medical aid. All expenses are borne by the state which has a wide network of medical institutions: hospitals, polyclinics, maternity homes, emergency aid stations and so on. Along with these, there are many medical institutions which provide medical assistance for money, such as joint ventures or self-financing polyclinics, for example.

In-patient departments of the state medical institutions have the total of 35 million beds. Over one million doctors and more than three million paramedical personnel are involved in the job of taking care of the people's health. Hospitals consume a lion's share of state allocations for health - about two thirds of the total sum. New large hospitals and specialised centers are set up. Much is done to increase the output of the latest types of medical equipment including radio electronics and nuclear physics.

Everybody knows that it is much easier to prevent a disease than to treat it. The famous Russian surgeon N. Pirogov wrote that the future belongs to preventive medicine. Prophylaxis is one of the basic principles of the Russian public health system. Annual medical check-ups are carried out at every district polyclinic or large factories and farms with the aim of detecting diseases at the earliest stages of their development.

Практическое занятие № 28. Здравоохранение в Великобритании

1. Прочитайте и переведите

UK Health Service

The National Health Service provides free treatment for people living in Britain and gives emergency treatment for visitors. The greater part of the cost is met from taxes taken from people's wages. People also pay some money every month as a sort of insurance.

The National Health Service consists of three main parts: the general practitioners, the hospital and specialist services, and local health authority services. Local health authorities are responsible for medical education, hospital building, environmental health, vaccination service and so on.

The centre of National Health Service is the general practitioner (GP). Each person is registered with a certain doctor in his or her area. The GP diagnoses, gives medical certificates, prescribes medicines. Dentists and opticians usually have separate clinics. They are not parts of health centres.

There is also a medium-level hospital staff. District nurses give injections, physiotherapy exercises at people's homes. Ward nurses take care of the ill in the hospital.

Regular medical inspections are held at schools. Children receive various vaccinations and are examined by different specialists. There also exists a school dental service in every school.

Much attention is paid to the educational programmes. The Department of Health provides anti-smoking education programmes, alcohol education programmes, cancer prevention programmes and so on. Much attention is paid to the AIDS and drug programmes.

Great Britain pays much attention to the qualification of doctors. They are trained at 16 universities. Besides, they get practice during their work at teaching hospitals.

Тема 2.13. В больнице

Практическое занятие № 29. Отделение стационара и их функции

Hospital Departments

Reading

– **Read the flyer. Then, mark the following statements as true (T) or false (F).**

- 1 – The hospital is beginning construction to repair damages.
- 2 – The radiology department is on the same floor as the cardiology department.
- 3 – Patients have to go through the pathology department to get to orthopedics.

Construction Notice

St. Sebastian's Hospital wants to give its patients the best care possible. In order to do this, we need to update our facilities from time to time. As a result, we are starting some construction projects today.

Some departments are temporarily moving during construction. The cardiology department is now in the basement across from the radiology and pathology departments. Obstetrics is on the second floor next to pediatrics.

Access to other departments is limited.

The entrance to orthopedics is now through the dermatology department. The surgery wing of the hospital is only accessible through the lobby elevators.

The emergency room and the pharmacy are unaffected.

Vocabulary

– **Write a word that is similar in meaning to the underlined part.**

- Andrew's son is sick, so he takes him to the department that deals with the care of children. _ d _ t _ c-

– The patient needs medicine so he goes to the place where pharmacists distribute pharmaceutical drugs. p__r__c-

– Employees in the department that studies and diagnoses diseases must wear gloves and goggles. _a__olo —

– Doctors in a medical field that uses instruments to operate on patients need very steady hands. s__g_- y

– Saul works on an ambulance, so he sees plenty of situations In which someone's life is in danger. _e_g__c__s

– **Read the sentence pairs. Choose the sentence that uses the underlined part correctly.**

– A Ralph is at the cardiology department because his heart is beating abnormally.

B Doctors in the pathology department respond to emergency situations.

– A Francesca is going to the surgery department to pick up her prescription.

B Wendy has a broken leg so she's going to the orthopedics department.

– A The pregnant woman is in the obstetrics department.

B Doctors who work in the pathology department only care for children.

– A Doctors usually perform surgery in the pharmacy.

B Gregory takes x-rays in the radiology department.

– A The pediatrics department is where doctors inspect organs to diagnose diseases.

B Joe is at the dermatology department to get his rash examined.

Тема 2.14. Обязанности среднего медицинского занятия в поликлинике.

Практическое занятие № 31. Стоматологическая поликлиника

Dental medical service in Russia is planned and controlled by the Ministry for Public Health of Russian Federation. Dental care is provided at the following types of clinics:

- ▶ federal dental polyclinic (out-patient department);
- ▶ municipal or district polyclinic;
- ▶ dental clinics and departments incorporated in multidisciplinary medical center;
- ▶ private dental practice;
- ▶ clinics of training and research institutes.

Although private dental practices became widespread over last decades and continues to grow, the main source of dental care for the greater part of population in Russia is *dental* polyclinic.

ORGANIZATION OF DENTAL POLYCLINIC

The main objectives of dental polyclinic as municipal establishments of health care are as follows:

1. Prevention of dental disease in the population.
2. Providing high-qualified dental care in all dental specialties.

3. Providing statistics, calculation and reports about the incidence of dental disease among the population.

4. Investigation and implementation of new methods of prevention, diagnosing and treatment of dental diseases.

5. Improving the skills and knowledge of the entire medical staff.

6. Providing consultations to the population, issue of medical assessments and other documents.

Depending on their size dental polyclinics could include the following departments:

- ▶ Restorative Dentistry.
- ▶ Dental Surgery.
- ▶ Prosthetic Department with Dental Laboratory.
- ▶ Physiotherapy.
- ▶ Radiographic Department or single room.

Besides, a dental polyclinic could incorporate the following departments: anesthesiology department (or single room), periodontology, department of mucosa diseases, implantology, prevention and oral hygiene, clinical laboratory and centralized sterilization.

Requirements for dental polyclinics

According to Provision No 30 of the Russian Federation Law on Health Care each patient has a right to diagnostics, treatment and sojourn in appropriate conditions that meet all sanitary and hygienic requirements. Basic sanitary and hygienic requirements for dental clinics and polyclinics are stated in the Directive of Head Sanitary Doctor of Russian Federation *Approval of Sanitation and Hygienic Requirements 2.1.3.2524-09 of 07.07.2009* No 48. These guidelines and requirements (as well as all further requirements described in this chapter) are obligatory for *all dental polyclinics, clinics and private dental offices*. The main points of requirements are as follows:

1. It is allowed to house dental clinics and polyclinics including radiological and physiotherapy departments not only in separate buildings (fig. 3.1, a) but also in adapted premises incorporated in an apartment building (fig. 3.1, b), as well as on ground floors of apartment buildings (fig. 3.1, c). In case of incorporating a dental polyclinic in an apartment building it is mandatory to provide a separate entrance. 2. It is allowed to place rooms for sterilization on underground floors. 3. It is allowed to place sterilization equipment in the same room with dental units in case there are not more than three dental units per one room

2. ОТВЕЧЬТЕ НА ВОПРОСЫ ПО ТЕКСТУ:

1. What organ is dental medical service planned and controlled by?

2. What types of clinics is dental care provided at?

3. What are the main objectives of dental polyclinic?

4. Depending on their size dental polyclinics could include many departments, couldn't they?

5. Does every patient have the right to diagnostics, treatment and sojourn in appropriate conditions?

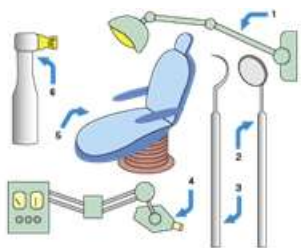
6. Name the main points of requirements for dental clinics?

3. Find the English equivalents :

высококвалифицированная стоматологическая помощь, предоставление статистических данных, методические указания и требования, методы профилактики, стоматологические заболевания

Практическое занятие № 32. Обязанности среднего медицинского персонала.

1. Соотнесите предметы на картинке с их названиями на английском языке.



- tooth polisher
- mirror
- dental chair
- dental explorer
- dental light
- x-ray machine

2. Дополните предложения одним из слов или выражений, данных ниже:

equipment | pincer | treatment | instrument | comfortable
dentists | a set | tooth | patient | arm-chairs

Dental _____ is at times a very painful procedure. If a cavity is discovered at an early stage, the _____ can be set right without any pain. Only when it is neglected the _____ has some unpleasant sensations. Dentists try to do something about this. They evolve new methods of dental treatment and new anodynes anodyne — болеутоляющее. Soon people will forget all about their fears. The treat _____ the patients at dental surgeries. A modern dental surgery is a large and light hall. One can see some universal _____ here to fulfill the needs of the dentist. First of all, there are units including engines with _____ for the patients. These are quite modern easy to use dental unit systems. The patients can sit or lie in the arm-chair.

There are also small chairs for the dentists, they are movable and _____. There is an instrument table or an _____ holder near every armchair. It can be easily moved to be at the dentist's disposal. You can see some instruments on it. Usually there is a tray with _____ of instruments such as an explorer, a mixing pad, a _____, a dental mirror, and some others.

3. Прочитайте и переведите

Every citizen of Russia undergoes regularly dental inspection and treatment in district stomatological polyclinics. There are three main departments in such polyclinics: a department of therapy, oral surgery and orthodontics and prosthetic dentistry department. Some laboratories and X-ray rooms are also attached to every dental polyclinic.

If you have some trouble with your tooth or a bad toothache, you should consult a dentist. He will examine your teeth and if the aching tooth is not far gone he will stop it. He'll clean and drill your tooth and then put in a filling. If your cavity is neglected (far gone) and it hurts you, the dentist will treat your tooth. In case the tooth is too bad to be stopped or treated, the dentist will

pull it out (extract a tooth). Before extracting a tooth, he will apply some anaesthetic or give an injection to deaden the pain.

If you have some inflammation or an abscess in your mouth, if the teeth become loose and gums bleed, you should consult an experienced specialist. He will diagnose your case and prescribe a proper treatment. If an operation must be performed in the mouth cavity, a qualified oral surgeon will operate on you. If you need dentures, bridges, some false teeth or crowns, you must consult a dental mechanic and he will do everything you need. If you have outstanding teeth, overcrowded teeth or malocclusion, you must consult an orthodontist and get it corrected.

Regular visits to a dentist, once or twice a year, proper oral care and good eating habits (a limited consumption of sweets in the first place) will protect you from many dental diseases.

Summary: Many people come to the dental polyclinic every day. Some of them need examination, others need treatment, correction, replacing teeth or making restorations of different kinds.

4. Ответьте на вопросы.

- What departments are there in a stomatological polyclinic?
 - What must a person do if he has a bad toothache?
 - What does a dentist begin his examination with?
 - What does he do if a tooth can be treated?
 - And what about the cases when a tooth is far gone?
 - What conditions need surgical treatment?
 - In what cases do people have to consult an orthodontist?
 - What is the primary cause of many dental diseases?
9. What kind of orthodontic and prosthetic services are available at our dental polyclinics?

Тема 2.15. Работа с медицинской документацией.

Практическое занятие № 33. Медицинская документация в стоматологической поликлинике.

1. Read the text and answer the questions

How to take the case

When we become doctors, we should always remember the following things:

As soon as the patient enters the consulting room or when we enter his room, observation should begin immediately. We look for external signs and symptoms for as long as the professional visit lasts.

How do you begin the consultation with the patient? The first requirement is to develop a feeling of sympathy with the patient through your questions, your actions, and your interest in him and his troubles. Select and choose your questions well to be adequate for the situation.

Now, when the patient begins to tell you his complaints, his signs and symptoms, and various diagnostic terms that have been given to his disease, you should carefully note what he is telling you.

When the patient has finished his description, it is for you to make clear some points he did not give in detail. Your questions must be well understood by the patient to get a meaningful answer.

When questioning the patient, your aim should be to make the patient feel free so that he tells you everything. The patient must feel at ease. Never hurry him; that is the worst thing you can do. When you record his symptoms, be sure to use the exact expressions.

Always ascertain the exact manner in which the patient feels this or that. When the patient has finished his story and you have ascertained some points, then it is time to make your physical examination. Again, be very observant and note all the visible signs or symptoms in all the regions of the body.

A good physical examination is important. First, only by knowing his physical impairments and past diseases can you logically differentiate between Strang, rare and particular symptoms, and symptoms depending upon these results, i.e., common symptoms.

Secondly, a physical examination is important to establish the prognosis of the case; sometimes, without a physical examination, you cannot say if something is malignant or benign. The prognosis may be very different. If there is a malignancy, you need more time for the cure than in a benign case, if a cure is possible.

Thirdly, a physical examination is important to establish an exact diagnosis. You might ask why an exact diagnosis is important. It is needed for the administration of a proper treatment.

So you see now how to take the case: first, let the patient tell you his symptoms. Secondly, try to clear up indistinct things precisely by asking careful questions. Third, make your physical examination.

- When should observation begin?
- What does doctor Look for?
- What is the first requirement to begin the consultation with the patient?
- The doctor must carefully note what the patient is telling him, mustn't he?
- Should the doctor make the patient feel free when questioning ?
- Why is it important to carry on a good physical examination ?

Name 3 reasons

- **Fill in the blanks with the correct words or phrases:**

family history, chief complaint, insurance, over-the-counter, admit, psychosocial history.

- _____medications can lessen the symptoms of colds and viruses.

- As the _____ costs rise, people are spending more on medical treatment.

- The patient's _____ showed that his father and grandfather had heart problems.

- The patient's _____ was a cramp. but the doctor feared it was a more serious issue.

- Sarah's _____ includes her treatment for depression and anxiety.

- The doctor will _____ John to the hospital because of his serious condition.

Complete the conversation with the correct word-combinations:

stomach pain, medical history, allergies, in a while, fever, temperatur

Nurse: Good morning, Valerie. How are you feeling?

Patient Not very well. I haven't been this sick 1 _____

Nurse: I'm sorry to hear that. We need to fill out this patient information form before we treat you, though, okay?

Patient: Okay. That's fine.

Nurse: All right. First, tell me a little more about how you're feeling.

Patient: Well, I woke up with severe 2 _____, and I've been throwing up all morning.

Nurse: I see. Do you have a 3 _____

Patient: No, I don't have a fever. I've taken my 4 _____ a few times today. too.

Nurse: That's good. Next, I need some information about your 5 _____
• Any major procedures in your past

Patient: Urn, I had my tonsils out when I was five. I also broke leg when I was fourteen.

Nurse: That's pretty simple. Do you have any 6 _____ to medication?

Patient: Not that I know of, no.

4. Прочитайте и переведите текст со словарем

JOB DESCRIPTION

JOB TITLE: Dental Biller

REPORTS TO: Billing Manager

DEPARTMENT: Administration

LOCATION: Rolling Hills Clinics 740 Solano Street, Corning, CA 96021 2526 Sister Mary Columba Drive, Red Bluff, CA 96080 2540 Sister Mary Columba Drive, Red Bluff, CA 96080

POSITION SUMMARY

The Dental Biller at Rolling Hills Clinic is responsible for the accurate and timely filing of all dental insurance claims, payments, denials, and appeals. This position monitors patient accounts, collects and posts payments from insurance companies and provides information to patients as needed. The dental biller will be responsible for monthly dental claim reporting and will assist with dental prior authorizations as needed.

DUTIES & RESPONSIBILITIES

1. Review coding to ensure the correct procedure codes and information is completed.
2. Follow up with dentists and dental staff as needed to ensure all patient visit documentation is completed before sending claims.
3. Process dental claims to appropriate primary, secondary, and/or tertiary insurance company according to insurance guidelines.
4. Accurate and timely review, reconcile, and post patient and insurance payments, both by EFT and check.
5. Daily electronic claims follow up and submission of all x-rays, periodontal charting or documentation requested from the insurance companies through FastAttach and Dentalxchange.
6. Resolve claim denials with insurance and resubmit as appropriate including any requested information.
7. File Appeals and CIFS to Medi-Cal as necessary on all denied or outstanding claims.
8. Monitor the Accounts Receivable, which includes collecting any patient balances and assigning any accounts to the collection agency as needed.
9. Review patient accounts for accuracy and completeness before sending patient monthly statements.
10. Provide back-up assistance to Financial Counselor to send and receive insurance pre-authorizations and patient responsibility estimates.
11. Provide daily, monthly, or as needed dental reports as requested.
12. Assist in credentialing or recredentialing dental providers as needed.
13. Correct account set up errors (guarantor, demographics, insurances, etc.).
14. Performs other position related duties as assigned.
15. Employee Safety: Safely performs all duties; follows required protective protocols to ensure personal safety as well the safety of others.
16. Must maintain compliance with ergonomic safety standards; be mindful of posture and regularly practice ergonomic stretches.
17. Safety: Responsible for ensuring that all duties, responsibilities, and operations are performed with the utmost regard for the safety and health of all personnel involved, including themselves.
18. Safety: Take appropriate corrective actions to address matters pertaining to employee health and safety that have been brought to their attention.
19. Other duties as assigned by Supervisor.

4. Find English equivalents in the text

Страховые компании, стоматологическое лечение, стоматологический персонал, электронные переводы, дополнительная помощь, точный и своевременный анализ

Практическое занятие № 34. Заполнение амбулаторной карты и составление договора на оказание стоматологических услуг.

– **Read the text and answer the questions**

How to take the case

When we become doctors, we should always remember the following things:

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How do you begin the consultation with the patient? The first requirement is to develop a feeling of sympathy with the patient through your questions, your actions, and your interest in him and his troubles. Select and choose your questions well to be adequate for the situation.

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When the patient has finished his description, it is for you to make clear some points he did not give in detail. Your questions must be well understood by the patient to get a meaningful answer.

When questioning the patient, your aim should be to make the patient feel free so that he tells you everything. The patient must feel at ease. Never hurry him; that is the worst thing you can do. When you record his symptoms, be sure to use the exact expressions.

Always ascertain the exact manner in which the patient feels this or that. When the patient has finished his story and you have ascertained some points, then it is time to make your physical examination. Again, be very observant and note all the visible signs or symptoms in all the regions of the body.

A good physical examination is important. First, only by knowing his physical impairments and past diseases can you logically differentiate between Strang, rare and particular symptoms, and symptoms depending upon these results, i.e., common symptoms.

Secondly, a physical examination is important to establish the prognosis of the case; sometimes, without a physical examination, you cannot say if something is malignant or benign. The prognosis may be very different. If there is a malignancy, you need more time for the cure than in a benign case, if a cure is possible.

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So you see now how to take the case: first, let the patient tell you his symptoms. Secondly, try to clear up indistinct things precisely by asking careful questions. Third, make your physical examination.

- When should observation begin?
- What does doctor Look for?
- What is the first requirement to begin the consultation with the patient?
- The doctor must carefully note what the patient is telling him, mustn't he?
- Should the doctor make the patient feel free when questioning ?
- Why is it important to carry on a good physical examination ?

Name 3 reasons

- **Fill in the blanks with the correct words or phrases:**

family history, chief complaint, insurance, over-the-counter, admit, psychosocial history.

- _____ medications can lessen the symptoms of colds and viruses.

- As the _____ costs rise, people are spending more on medical treatment.
- The patient's _____ showed that his father and grandfather had heart problems.
- The patient's _____ was a cramp. but the doctor feared it was a more serious issue.
- Sarah's _____ includes her treatment for depression and anxiety.
- The doctor will _____ John to the hospital because of his serious condition.

- **Complete the conversation with the correct word-combinations :**

stomach pain, medical history, allergies, in a while, fever, temperatur

Nurse: Good morning, Valerie. How are you feeling?
 Patient Not very well. I haven't been this sick 1 _____
 Nurse: I'm sorry to hear that. We need to fill out this patient information form before we treat you, though, okay?
 Patient: Okay. That's fine.
 Nurse: All right. First, tell me a little more about how you're feeling.
 Patient: Well, I woke up with severe 2 _____, and I've been throwing up all morning.
 Nurse: I see. Do you have a 3 _____
 Patient: No, I don't have a fever. I've taken my 4 _____ a few times today. too.
 Nurse: That's good. Next, I need some information about your 5 _____
 _____ • Any major procedures in your past
 Patient: Urn, I had my tonsils out when I was five. I also broke leg when I was fourteen.
 Nurse: That's pretty simple. Do you have any 6 _____ to medication?
 Patient: Not that I know of, no.

**Тема 2.16. Визит к врачу (ролевая игра)
 Практическое занятие № 35. Ролевая игра у стоматолога.**

**Грамматические упражнения для текущего контроля знаний
 Раздел 1.
 Тема 1.1 Порядок слов в английском предложении.**

- **Expand the “what about...?” phrases to make yes/no – questions.**
- Jack can dance. What about Henry? Can Henry dance?.....
- I’ve read the newspaper. What about you?.....
- Pete often goes to the swimming-pool. What about Jane?.....
- He’ll be home for dinner. What about you?.....
- I never learnt German at school. What about you?.....
- Nick is here. What about Joe?.....
- Mother does most of the cooking at home. What about you?.....
- John and Kate are at University. What about your kids?.....

- **Here are some questions. First complete the questions, then match the questions with the answers.**
- ...you like living in Moscow? A. Sorry, I haven't got a watch.
- ...you finished yet? B. Yes, but I don't like the noise.
- ...anyone know Jack's address? C. He was at the library a minute ago.
- ...you seen Mark? D. No, I'll be another ten minutes.
- ...you now what time it is? E. No, I didn't. I hadn't got a minute to spare.
- ...you go to the cinema yesterday? F. I do, but I've left my address-book at home

Question Word Order

WH-WORD	AUXILIARY VERB	SUBJECT	MAIN VERB	OTHER SENTENCE PARTS
What	Are	You	Doing	Here
Where	does	he	live?	
When	did	they	Arrive	in London? It?
Who	-	-	said	

Rearrange these phrases to make questions.

- your homework/finished/yet/have you? - Have you finished your homework yet?
- French/how well/speak/do you?.....
- next Friday/will you/at school/be?.....
- who/next to you/in class/sits?.....
- who/next to/do you/in class/sit?.....

Раздел 2.

2.1 Модальный глагол CAN и его заменитель

1. Explain the meaning of can (ability - A, permission - P, request - R, prohibition

- Pr, possible action - PA) in the following sentences.

- She is unwell, she can't leave her room.....A.....
- Can I smoke here, Mrs Right?.....
- The teacher said they could all go home.....
- A policeman arrived and told him he couldn't park there.....
- My son is not in town; but he'll be here before long. - Can I give him any message?
- We can discuss it now.....
- I could never understand what made her behave as she did.....
- If you are tired you can lie on the sofa for a bit.....
- We are in charge of this great business. We cannot leave our responsibility to others.....
- He was surprised that she could paint so well.....
- She is not married, though she could marry anybody she chose.....

2.1 Fill in the blanks with could or was/ were able to; will be able to or will not

(won't) be able to.

- When her arm is better, she..... play the piano again.
- I'm sorry but I..... come to your birthday party next week.
- He..... eat everything when the doctor allows him.
- He suddenly felt ill but he.....finish his speech, although at the end he could

hardly stand.

- My sister.....go out to dances until she is seventeen.
- Why do you sit at the back of the class if you can't hear well? You...
.....he
ar

better if you sit in the front.

- He was very strong; he..... ski all day and dance all night.
- I was a long way from the stage. I.....see all right but I not hear very well.
- The town was full of visitors and we didn't know where we would spend the night but at last we..... find two vacant rooms in a small hotel.
- Before his illness, he.....work fourteen hours a day if he had to.
- When I arrived, everyone was asleep. Fortunately, I..... and she let me in.

wake my sister and he let me in.

o **Put the verbs in brackets into the correct tense.**

- A: Is Jack having dinner with us tonight?
B: If he (come) home early, he..... (have) dinner with us.
- A: I don't think Tom is going on holiday this summer.
B: If he.....(save) some money, he.....(be/able) to go on holiday.
- A: I must leave for the airport.
B: If you.....(not/leave) right away, you... ..(miss) your flight.
- A: Monica should call Gary.
B: If she.....(not/call) him, he... ..(be) very upset.
- A: Do you know where Fay's Restaurant is?
B: Yes. If you.....(turn) left at the traffic lights, you... ..(see) it
on

your right next to the chemist's.

- A: I want to go to the park.

B: If you.....(behave) yourself today, I(take) you to the park tomorrow.

○ **Put the verbs in brackets into the correct tense, as in the example.**

- If someone.....played... (play) loud music late at night, I would complain.
- If Tom won the lottery, he..... (buy) a house in the country.
- If she..... (study) harder, she would do better in her exams.
- If I..... (buy) this jacket for you, would you wear it?
- If the team (try) harder, they would win the championship.
- If Bill drove to work, he..... (get) there faster.
- If I..... (be) you, I would buy her a scarf.
- If we moved house, I (miss) my friends.
- If Julie..... (have) time, she would learn how to type.
- If they didn't like Chinese food, they..... (not/order) from the Chinese restaurant all the time.
- If Tom (be) taller, he would become a basketball player.
- If my father was a baker, we..... (eat) fresh croissants every day.

○ **Средства выражения. Причины и следствия.**

- **Fill in the blanks with the appropriate conjunction: as, since, because or for.**

- the light fell on his face, he turned round.
- I asked her and looked curiously at her she looked so curiously at me.
-it was late, we decided to stop work and go home.
- This room was chill, ... it seldom had fire.
- He could be wrong, especially... he isn't even sure about the car.
- She had had to give up doing overtime at work... there was so much to do at home.
- "Then why did you ask them?" The question slipped out before I could stop myself and I regretted it at once,... it is a rule with me never to provoke my wife if I can help it.
-our birthdays fall on the same day, our lives are probably parallel.
-he didn't come, I went away without waiting for him.
- The picture fell the cord broke.
- you raise no objection, I presume you agree to what I suggest.
- I can't do this exercise... I don't understand the rule.

- **Make one complex sentence out of the two simple ones, using the conjunctions from the box. Omit some words where necessary.**

Model: The lane came to an end. We had to retrace our steps. - As the lane came to an end, we had to retrace our steps.

- We started on our way. Just then it began snowing.....
- He walked with care. He did not wish to fall.....
- The spring is now well advanced. We shall soon hear the cuckoo's voice again.....
- The game was stopped. A heavy rain storm broke out.....
- She went to Italy in April. I haven't received a single letter from her.....
- The champion grew weaker. His opponent's attacks became more and more violent.
- I decided to stop and have lunch first. I was feeling rather hungry.....
- Don't send this telegram now. I want Father to read it first.....
- I made the decision. Then that phone call came.....
- Don't go there at once. Let them ring you up first.....

Раздел 3.

3.1 Present Simple/Present Continuous. Предлоги места и направления.

1. 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.

2. 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.

3. 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

3.3 *Объём there is/are.*

1. Translate the sentences into Russian.

1. There are more than 1 trillion molecules in a cell.
2. There are about 100,000 genes in a human body.

3. In the plasma, there is a soluble protein, fibrinogen.
4. There are at least 2,000 species of bacteria.
5. In the colon there are large numbers of bacteria.
6. At the end of the esophagus there is a muscular valve, or sphincter.
7. There are many different kinds of white blood cells.
8. Without oxygen there is no life.
9. There are many types and many causes of nephritis.
10. There are over 50 billion cells in every adult human being.
11. There is no water on the surface of Mars today.
12. There is a constant passage of material through the membrane of the cell.
13. There are significant differences between arterial and venous blood.
14. There is a difference in the thickness of the walls of the right and left ventricles arteries.
15. There are more veins than arteries in the body, but they are less muscular than
16. There is one kidney on each side of the spinal column.
17. Under the epithelial lining, there are various amounts of lymphoid tissue.
18. There is always a small quantity of gastric juice present in the stomach.
19. In a stressful situation, there is an increase in the secretion of hormones.
20. There are more nerve cells in the digestive system than in the peripheral nervous system.
21. Every day of our lives there is a constant battle between our bodies and a multitude of microbes.
22. There was a lot of important research last year.
23. During the Middle Ages there were major epidemics of plague.
24. For centuries there was little thorough assessment of medical treatments.
25. In the 19th century there were several theories about the causes of sickness.

Раздел 4

4.1 Побудительные предложения (The imperative).

1. Read and translate the grammar notes.

- The imperative is formed with the verb without a subject.

Open the door!

The negative imperative is formed with do not/ don't and the verb.

Don't touch that!

The imperative refers to the second person singular and plural.

- We use the imperative to:

- give orders : ***Write your name here .***
- give instructions: ***Take a deep breath.***
- offer something: ***Have some tea.***
- make a request: ***Be quite, please.***

Note: We usually add the word **please** at the beginning or at the end of the sentence.

2. Fill in the gaps with one of the verbs from the list using the correct form of the imperative, as in the example.

yell, raise, leave, try, type, be, pick

- ... ***Don't yell!***.. Your brother is sleeping.
- your name.
- your schoolbags on the steps! Someone might fall over them.

- your hand if you have a question.
- careful. You might fall.
- the flowers! The gardener will get agry.
-this T-shirt on. Blue suits you.

3. Match the warnings to the results, then ask and answer questions in pairs, as in the example.

Example:

SA: *Never play with burning candles.*

SB: *Why?*

SA: *You might start a fire.*

Warnings	Results
- Play with burning candles	- you/stop a smallfire
- Smoke in bed	- it/warn you of a fire in your house
- Be careful when cooking with hot oil	- you/start a fire
- Fit a smoke alarm	- you/fall a sleep and set the house on fire
- Have a fire extinguisher in your	

Раздел 5

5.1 Словообразование

1. Ознакомьтесь с суффиксами и приставками образования имен существительных.

PRODUCTIVE		UNPRODUCTIVE	
-er	<i>reader, teacher, worker</i>	-hood	<i>childhood, manhood</i>
-ist	<i>telegraphist, dramatist</i>	-dom	<i>freedom</i>
-ness	<i>carelessness, madness</i>	-ship	<i>friendship, relationship</i>
-ism	<i>socialism, nationalism</i>	-ment	<i>development</i>
-ess	<i>heiress, hostess, actress</i>	-ance	<i>importance</i>
-ion	<i>suspicion</i>	-ence	<i>dependence</i>
-(a)tion	<i>formation</i>	-ty	<i>cruelty, property</i>
-sion	<i>admission</i>	-ity	<i>generosity</i>
		-ure	<i>culture, structure</i>
		-are	<i>passage, marriage</i>
<i>(-ess is practically the only gender -forming suffix, expressing feminine gender)</i>			

2. Образуйте существительные от данных ниже слов с помощью *-er* или *-or*.

Образец выполнения : *to read -reader, to sail -sailor*

<i>-er</i>	<i>-or</i>

Paint, talk, drive, visit, manage, dream, invent, research, compute, direct, strike, lead, design, buy, translate, interpret, build, act.

3. Образуйте существительные от данных слов с помощью суффиксов –ment, -ant, -ness, -ist.

Образец выполнения: *to employ- employment, piano- pianist.*

Appoint, move, enjoy, mad, science, advertise, happy, judge, capital, entertain, material, govern, assist, develop, improve.

4. Используйте следующие суффиксы для образования существительных от глаголов, прилагательных и других существительных.

-hood, -(a)tion, -(a)ence, -ness, -al, -(er)y, -ment, -ism, -ship, -ian.

Образец выполнения: Can you explain it? –is there an explanation?

– Don't be so excited. Control you..... 2. He is my boson friend. This is a strong..... 3. We all want to be happy. We all seek..... 4. The Club refuses to admin anyone not wearing a tie. The Club refuses..... 5. Who discovered this? Who discovered this? Who made this.....? 6. This firm produced a lot in recent years. It increased its..... 7. I was a child then. That was in my..... 8. He is a journalist. He is a journalist. His profession is..... 9. We'll arrive at noon. We informed about our..... 10. Plants and factories pollute the air. You should fight..... 11. He has been studying music for years. He is a.....

5. Ознакомьтесь, с суффиксами и приставками, используемыми при образовании имен прилагательных.

Simple	Derivative	Compound
<i>good</i>	<i>beautiful</i>	<i>snow-white</i>
<i>red</i>	<i>foolish</i>	<i>deaf-mute</i>
<i>new</i>	<i>hopeless</i>	<i>cold-hearted</i>
	<i>unkind</i>	<i>four-wheeled</i>

Adjectives Formed with Suffixes:

Many abjectives related to verbs or nouns generally have a characteristic ending (or suffix):

We enjoyed the party. -The party was I think it's

very **enjoyable**.

-able (capable of being) manageable

-ible (like -able) permissible

-ful (full of) boastful

-ic energetic

-ive (capable of being) attractive

-ant, -ent hesitant

-(i) an (historical period, etc.) Victorian

-ish (having the quality of) foolish, reddish (i),

-ly, -y (having this quality) friendly, snowy

-ous humorous

Adjectives Formed with Prefixes:

A prefix (e.g. im-) added to an adjective generally has a negative effect:

I think it's possible to solve the problem.

impossible to solve the problem.

un- uncooked, unimaginable

in- incapable, inhuman

il- illegal, illegible

im- immoral, impractical

dis- dishonest, disagreeable

ir- irresponsible, irregular

Note **pre-** (*pre-war*) and **hyper-** (*hyperactive*),

which do not create opposites but modify the meaning of the word in some way.

-al	occasional
-en (made of; similar to)	wooden, golden

Also, note **-ing** forms used as adjectives: *running water*

6. Compound Adjectives of Measurement, etc.:

"a twenty-year-old man"

1. We combine numbers with nouns in the singular to form compound adjectives with hyphens: a twenty-year-old man (not "a twenty-years-old man").

We should prefer compounds of this kind to phrases with of: *a man of twenty years*.

2. Compound adjectives of this kind can refer to:

- age: *a three-year-old building*
- volume: *a two-litre car*
- length: *a twelve-inch ruler*
- price: *a \$50 dress (a fifty-dollar dress)*
- weight: *a five-kilo bag*
- area: *a fifty-acre farm*
- duration: *a four-hour meeting*
- depth: *a six-foot hole*
- time/distance: *a ten-minute walk*

7. Закончите следующие предложения прилагательными, образованными при помощи суффиксов, добавленных к словам, напечатанным курсивом.

Образец: The story is full of *humour*. I've rarely read anything that's so *humorous*.

1. I *enjoyed* his company greatly. It was just.....
2. This firm *produced* a lot in recent years. This firm has been very.....in recent years.
3. Bob hardly escaped the *danger*. The situation was very.....
4. I don't know where you find all that *energy*. You're tremendously.....
5. I found the book easy and pleasant to *read*. It's
6. I've never met anyone who *boasts*... as he does. He's extremely
7. What level of radiation can be *permitted*? How much radiation is.....?
8. I'm *attracted* by this man. I find him very.....
9. The *sun* was shining brightly. It was a..... day.
10. Olaf hoped to earn *fame* for his book. Did he hope to become.....?
11. The soldier was given a medal for his *courage*. He was.....

8. Перепишите следующие предложения, используя сложные (составные) прилагательные.

Образец: The car costs *twenty-thousand dollars*. It is a *twenty-thousand-dollar* car.

1. The woman is *seventy years old*. She's.....
2. The trip lasted *two days*. It was.....
3. The farm is *eighty hectares*. It's.....
4. The baby is *three months old*. It is a.....
5. The parcel weighs *two kilos*. It's.....
6. The jar contains *three litres*. It's.....
7. I live not far from the University. It takes me *10 minutes to walk* there. It is.....
8. The fence is *twenty miles*. It's.....
9. The road is *seventy kilometres*. It's.....

5.2 **Общий, специальный, разделительный вопрос.**

1. Ознакомьтесь с правилами построения вопросительных предложений.

	<ul style="list-style-type: none"> - Do you feel cold? - Did they go shopping? (simple tenses)
--	--

Общие вопросы с обычными глаголами	<ul style="list-style-type: none"> – Am I annoying you? – Were they waiting for you? <p>(continuous tenses)</p> <ul style="list-style-type: none"> – Have you seen this film? – Had it started? (perfect tenses)
Общие вопросы с be	<ul style="list-style-type: none"> – Am I late? – Were you all right? – Have you been ill?
Общие вопросы с have	<ul style="list-style-type: none"> – Does she have a bath every day? – Did they have lunch at one o'clock?
Общие вопросы с модальными глаголами	<ul style="list-style-type: none"> – Should I call the police? – Could you call me later?
Специальные вопросы	<ul style="list-style-type: none"> – Who was in prison? – What's your name? – Where do they live?

– В вопросе в страдательном залоге вспомогательный глагол (или первый из двух вспомогательных глаголов) ставится перед подлежащим.

- **Was** Mr Jenkins arrested yesterday?
- **Has** Mr Jenkins **been** arrested?

– В вопросе к подлежащему используется порядок слов утвердительного предложения.

В вопросе к дополнению после Who или What ставится вспомогательный глагол.

- Who **told** you? (вопрос к подлежащему)
- Who **did** you **tell**? (вопрос к дополнению)

Разделительные вопросы употребляются:

Примеры:

Для получения согласия с высказанной точкой зрения	It's confusing, isn't it?
Для получения подтверждения справедливости высказывания	You haven't been to prison, have you?
Вопросы с обычными глаголами	<ul style="list-style-type: none"> • Phil works here, doesn't he? • They didn't leave, did they? (simple tenses) • You are coming, aren't you? • They weren't looking, were they? (continuous tenses) • They've gone, haven't they? • You hadn't seen it, had you? (perfect tenses)

Вопросы с be	<ul style="list-style-type: none"> • He's new here, isn't he? • You weren't old enough, were you?
Вопросы с have	<ul style="list-style-type: none"> • They have a car, haven't / don't they? • You didn't have a shower every day, did you?
Вопросы с модальными глаголами	<ul style="list-style-type: none"> • Jan should be here by now, shouldn't she? • You won't make a mess, will you?

Helpful hints

Если вопрос начинается с **I am**, то краткая часть содержит **aren't I**.

– **I'm** right, **aren't I**?

Если вопрос начинается с **I am not**, то краткая часть содержит **am I**.

– **I'm not** stupid, **am I**?

Watch out!

В разделительных вопросах с **Let's** краткая часть содержит **shall we**.

– **Let's** do the washing-up later, **shall we**?

Вводная фраза + предложение с прямым порядком слов

Косвенные вопросы употребляются:	Примеры:
В качестве вежливой формы запроса информации	<p>Can/Could you tell me where the bank is?</p> <p>Can/Could you let me know what time the film starts?</p> <p>Do you know if Alison lives there?</p> <p>I wonder if you know how much this costs.</p>

Во второй части косвенного вопроса сохраняется порядок слов утвердительного предложения.

2. Перепишите выделенные части предложений правильно.

1. Does Debbie **likes** Greek food?
2. Did Anne and Carlo **went** to Spain last year?
3. **Was** Dawn and Jennifer with you?
4. **Has Claudia** a haircut every Thursday?
5. Have you **buy** the new Arctic Monkey's CD yet?
6. **Does** Tim going to be in the school play?
7. **It would be** the best thing to do?
8. Were you **play** basketball when it started snowing?

3. Впишите по одному слову в каждый пропуск.

Rachel: Hi, Ben! (1).....are you?

Ben: I'm fine. (2).....you hear about Mr Watkins, the maths teacher?

Rachel: No. (3).....happened to him?

Ben: He fell out of the window of his classroom!

Rachel: (4).....pushed him?

Ben: No one!

Rachel: So how (5).....it happen?

Ben: He was sitting on the windowsill and he just fell backwards!
 Rachel: Oh dear! Poor Mr Watkins. (6).....he hurt?
 Ben: No. Luckily his classroom is on the ground floor.
 Rachel: That's lucky! (7).....you there at the time?
 Ben: Yes! We were having a maths lesson.
 Rachel: So (8).....did you all do?
 Ben: We ran outside to help him. We were all laughing, though!
 Rachel: (9).....he think it was funny, too?
 Ben: Not at first, but he laughed about it afterwards.

4. Соедините две части предложения.

- | | |
|---------------------------------------|-----------------|
| 1 You live in a village, | A weren't they? |
| 2 You're not fifteen years old, | B have you? |
| 3 Carol has a maths test tomorrow, | C don't you? |
| 4 They were having lunch at the time, | D didn't they? |
| 5 You've been to France, | E are you? |
| 6 I'm not the only one, | F haven't you? |
| 7 They all passed the test, | G will she? |
| 8 You haven't seen Linda anywhere, | H doesn't she? |
| 9 She won't tell anyone else, | I isn't it? |
| 10 This is the right DVD, | J am i? |

5. Заполните пропуски в разделительных вопросах.

1. Mark doesn't eat meat, he?
2. We should phone Grandma, we?
3. I didn't get you into trouble, I?
4. You weren't waiting for me, you?
5. Jill has finished her homework, she?
6. You'll call me later, you?
7. Let's go out tonight, we?
8. I'm going to pass the exam, I?

6. Выберите правильный вариант ответа.

1. Excuse me. Could you tell me how much , please?
 A are these jeans B these jeans are
2. Can you let me know what time?
 A does the train arrive B the train arrives
3. Do you know if at seven o'clock?
 A the show starts B does the show start
4. I wonder if you could tell me what
 A is the difference B the difference
5. I wonder if you know who ask.
 A I should B should

5.5 Инфинитив, герундий

1. Read and translate.

The **infinitive** is the base form of the verb. There are two kinds of infinitive: a) the **to-infinitive** (to go, to play) and b) the **infinitive without to** (go, play.)

We use the **to-infinitive**:

- after verbs such as **decide, want, agree, begin** etc. He wanted **to buy** some sugar.
- after the expressions **would love, would like. I would like** a sandwich.

We use the **infinitive without to**:

- after the verb **make**
- The clown **made the children laugh.**
(= cause somebody|something to do something)
- My mother **made me clean** my room.

(= force somebody to do something)

- after the verb **let**

My father **lets me use** his computer.

- after modal verbs (**can, could, will, would**, etc)

He **can play** tennis well.

The –ing form

The –ing form is the base form of the verb + -ing.

fishing, watching

We use the **–ing form**:

- usually after the verbs **love, like, hate, enjoy** etc.

Tom **likes playing** basketball in his free time.

- after the expressions **don't mind, couldn't help, can't stand, look forward to.**

I don't mind going shopping.

– we can use the to-infinitive or the –ing form after the verbs **stop, remember** and **forget** but there is a difference in meaning. Study the examples follow.

STOP

- stop + to-infinitive = stop briefly to do something else

I stopped to have a cup of coffee.

- stop + -ing form = finish, give up

We **stopped reading** when the bell rang.

REMEMBER

- remember + to-infinitive = not forget

Please **remember** to buy some milk.

- remember + -ing form = bring to your mind

I remember giving you the key before I left.

FORGET

- forget + to-infinitive = not remember

She **forgot to play** the phone bill.

– forget + -ing form = always remember

I'll never **forget learning** how to ride a bicycle.

to-infinitive	infinitive without to	-ing form
decide	make	love
want	let	like
would like	can	hate
would love	could	enjoy
begin	will	stop
stop	would	remember
remember	may	forget
forget	must	don't mind
refuse		couldn't help
agree		can't stand
expect sb		look forward to

2. Fill in the gaps with to -infinitive, infinitive without to or the -ing form of the verbs in brackets.

The infinitive – The –ing form

– **Fill in the gaps with to-infinitive, infinitive without to or the –ing form of the verbs in brackets.**

– Bob wants (**send**) some flowers to his grandmother on her birthday.

– I love (**listen**) to classical music before I go to sleep.

– Fred is looking forward to (**see**) his old college friends.

– My gym teacher made me (**do**) fifty sit-ups.

– Steven wants (**buy**) a farm in the country.

– I don't mind (**help**) you with the washing-up.

– You mustn't (**touch**) the dog. He bites!

– Karen refused (**lend**) Anne her car.

– I hate (**read**) scary books late at night.

– I would like (**go**) to Brazil and see the Amazon rain-forest.

3. Match column A to column B to make correct sentences, as in the example.

A

1. They decided
2. Sam really enjoyed
3. My sister let us
4. I look forward to
5. I couldn't help
6. Joanne hopes
7. The magician made
8. I can't stand
9. You must
10. Mary can

B

- earing from you soon.
- he rabbit disappear for a few minutes.
- o sell their old house and buy a bigger one.
- atching the play last night.
- oing to the gym and working out.
- rush your teeth at least twice a day.
- peak five languages.
- oticing that she had dyed her hair.
- se her fiat for the party.
- o become a doctor one day.

4. Use the to –infinitive or the –ing form of the verbs in the list to fill in the gaps below.

admire, meet, take, pay, buy, water, cook, pack

- Lynn forgot the milkman this morning.
- She stopped when the phone rang.
- My grandfather still remembers his first car.
- They stopped the beautiful view and then drove off.
- Angie remembered the plants before leaving for the weekend.
- He forgot his keys with him.
- I must remember an extra sweater.
- Paula will never forget Leonardo DiCaprio last summer.

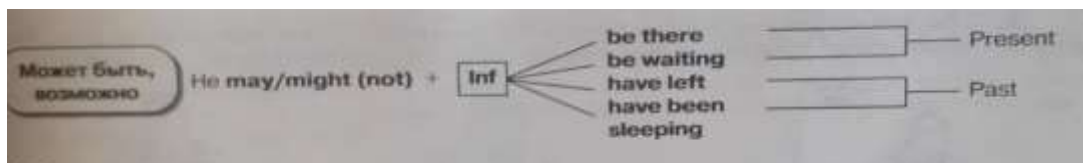
5.7 Способы выражения вероятности.

Might, could, may, maybe, perhaps.

Read and translate the grammar notes.

*May - to Express Uncertainty,
Strong Doubt*

In its second **meaning** *may/might* is used to express uncertainty, supposition implying strong doubt. We use *may/might* when we want to indicate that we are not certain whether something is possible but we think it is. *May* denoting uncertainty is used with all forms of the Infinitive.



NOTES:

1. There is no important difference between may and might in this meaning. Sometimes might expresses greater uncertainty than may:

- He **may/might be** in his office now. (I'm not sure.)
- I can't find my bag anywhere. - You **might have left** it in the shop.

2. We can express uncertainty, strong doubt about negative statements:

«Он, возможно, не...»

He **may not know** about it. - Он, может быть, не знает об этом.

He **may not have noticed** you in that crowd. - Он, возможно, не заметил тебя в толпе.

1. Rewrite these sentences, using may or might. Where two answers are possible, write them both.

1. Maybe we'll get the letter tomorrow.

We may/might get the letter tomorrow.

Возможно, мы завтра получим письмо.

2. Do you think I could have one of these cakes?

May I have one of these cakes?

Можно мне съесть ещё одно из этих пирожных ?

3. Maybe there is some milk in the fridge.

4. Would you mind if I ask you your address?

5. Visitors are not allowed to stay in the hospital after 10 p.m.

6. Do you think I could have one of these pictures?

7. I think Mother is still at work.

8. Is it all right if I use your phone?

9. Maybe she's moved to New York.

10. There is a possibility that she'll be invited to the party.

– **Fill in the blanks with can/could or may/ might (or the negative forms).**

I

1).....we leave the room? Is the lesson over?

2)you stand on your head? - |.....when i was at school but Inow.

3).....I smoke here? - No, you....., smoking is not allowed.

4).....you type? - Yes, I....., type but I..... do shorthand.

5).....I come in? - Please do.

6) Where.....I buy fruit?

7) He.....answer the teacher's questions yesterday but he.....answer the same questions today.

8) When I first went to Spain, I.....read Spanish but I.....speak it.

- 9) There was a lot of noise in the street last night, and I.....sleep.
- 10)I borrow your umbrella?
- 11) The boys..... wait for him, they have no time for that.
- 12) It's very cold.....I shut the windows?

II

- 1) I.....be away from home tomorrow.
2. He.....have been hurt. 3. It was so dark, we.....see nothing.
- 4).....you lend me a shilling?
- 5).....you hear what he is saying?
- 6) this be true?
- 7) Mother says I..... not go out.
- 8) Sorry,Sir, you.....smoke here.
- 9)I have some more bread?
- 10) The letters.....have been written in this very house.

– Underline the correct words.

- *Can/Might* I have an apple, Mum? - Of course, help yourself.
- Excuse me, Sir. *Can/May* I leave the room? - Yes, but don't be too long
- Am I *allowed/Might* I borrow these dictionaries for a moment, Sir? - Certainly, take whatever you need.
- *Can/Might* I use your pen, Bob? - Of course, you *may/might*.
- May *I/Am* I allowed to smoke in the office? - I am afraid you are not.

Раздел 6

6.1 Способы выражения совета *Should, shouldn't, would, would better, if I were you, it would be a good idea.*

Упр 1. Fill in the blanks with should or shouldn't. Translate the sentences into Russian. Mind the meaning of should/shouldn't.

- You.....work more;you.....miss the lessons.
- What are you doing here? You.....be in bed.It is very late.
- That hat doesn't suit you; you.....wear it;
- There are too many accidents.Everyone.....be much more careful.
- You.....have followed the instructions of you coach.Then you would have won the game.
- She told her children that they.....always say “Please” and “Thank you”.
- It is dark in the room,you.....switch on the light.

Упр 2.Make up as many sentences as you can using the given table

If I were you (На твоём (вашем)) месте You'd better (Вы бы лучше)	I should	<ul style="list-style-type: none"> – have a rest – stay at home – see the doctor – do as the doctor says and stay in bed – change you chet – calm the person – sterilize the tools for a surgical procedure properly
--	----------	---

Упр 3. Give advice to people with problems. Follow the model given below. Learn the dialogues by heart.

Model:

A. I hear <i>you aren't quit well.</i> B. Yes, you are right. A. So, <i>wouldn't it be better to see the doctor.</i>
--

Substitutions:

- you are complaining of sharp stomach pain and cramping/conduct further test.
- you have some problems with respiratory system/quit smoking.
- your patient has a dull ache in his side/perform palpation of abdomen.
- your sister complains of low energy and a decrease in appetite/perform test to determine renal function.
- you've got a bit of maceration/get it dried out.

6.3. Употребление наречий *too/ enough*

1. Read and translate.

– **Too** goes **before adjectives and adverbs**. It has a negative meaning and shows that something is more than enough, more than necessary or more than wanted.

too+ adjective/adverb + to-infinitive

Bob is **too short to become** a basketball player. She talks **too softly** for me **to hear** her.

– **Enough** goes **before nouns** but **after adjectives** or **adverbs**. It has a positive meaning and shows that there is as much of something as is wanted or needed.

adjective/adverb + enough } + to-infinitive

enough + noun

The dog is **gentle enough to play** with.

We've got **enough eggs to make** an omelette.

2. Fill in the gaps with too or enough.

1. It's noisy in here. I can't do my homework.
2. She isn't strong to carry all those boxes.
3. The children aren't old to stay home alone.
4. The soup is hot to eat.
5. The film is scary for me to watch on my own.
6. The city centre is close to go on foot.
7. The sleeping bag is thick to keep you warm.
8. It's cold today to go on a picnic.

3. Complete the exchanges using too or enough, as in the examples.

- A: Can we go to the beach today?
B: No, it's ...not hot enough..... **.(hot)**
- A: Can Gary drive a car?
B: No, he'stoo young..... **.(young)**
- A: Can Rachel do this puzzle?
B: No, it's **.(difficult)**
- A: Can Martin swim in the lake?
B: No, the water isn't..... **.(deep)**
- A: Can Poncho catch the cat?
B: No, he isn't **.(quick)**
- A: Can I watch the film?
B: No, it's **.(scary)**
- A: Can David buy a house?
B: No, he isn't..... **.(rich)**
- A: Can Evelyn go deep-sea diving?
B: No, it's **.(dangerous)**

4. Match column A to column B.

A	B
1. Jim isn't fit enough	a for me to wear in the winter.
2. The Porsche is too expensive	b to go sailing.
3. The film was too boring	c for me to buy.
4. These boots aren't warm enough	d to go shopping today.

5. The weather isn't windy enough	e to win the race.
6. The questions were too difficult	f to go into the haunted house.
7. David isn't brave enough	g for the children to watch.
8. I'm too tired	h for the students to answer.

5. Fill in enough or too.

1. It's cold to play in the garden.
2. He isn't old to drive a car.
3. She is tall to reach the top shelf.
4. It's dark in here for me to read.
5. These bags are heavy for me to carry.

Раздел 7

7.3. Present Perfect/Past Simple.

1. Match Column A to Column B, as in the example.

Column A.

- 1 Tom hasn't spoken
- 2 Have you ever been
- 3 Sam has called me
- 4 How long have you
- 5 I haven't seen my grandmother
- 6 Jason has already
- 7 We are hungry because we haven't
- 8 Molly is an excellent student and has

Column B.

- a five times this morning.
- b since I was 12 years old.
- c his homework.
- d to Lee for three years.
- e eaten dinner yet.
- f lived in Chicago?
- g failed an exam.
- h to Singapore?

2. Make short exchanges using the prompts below, as in the example.

1. The dog is barking. (**you/take/for a walk**)
A: The dog is barking. Have you taken him for a walk?
B: No, I haven't.
2. The food is burning. (**you/turn off/oven**)
3. The flowers are dry. (**Ann/water/them**)
4. The kitchen floor is dirty. (**Scott/mop/it**)
5. The baby is crying. (**Carol/feed/her**)
6. There isn't any milk. (**Tim and Chris/do/shopping**)
7. Mary is on the phone. (**you/tell her/good news**)
8. The fridge isn't working. (**Sam/call/repairman**)
9. Our guests are here. (**Bill/set/the table**)

3. Fill in the gaps with have/has been or have/has gone.

1. «Where are Mary and Steve?»
«They..... to Cornwall for the weekend.»
2. Tom and Ken..... to the football match.
3. «Are you going to Vienna for your holiday?»
«No, I..... already..... to Vienna.»
4. The Smiths..... to many European countries.
5. Your sister.....to the theatre tonight.
6. Dad..... to the supermarket.
The fridge is full.
7. I have heard that London is a pretty city but I..... never.....there.
8. Marie.....to the shops.
She should be home by 9:00.

4. Fill in the gaps with since or for, as in the example.

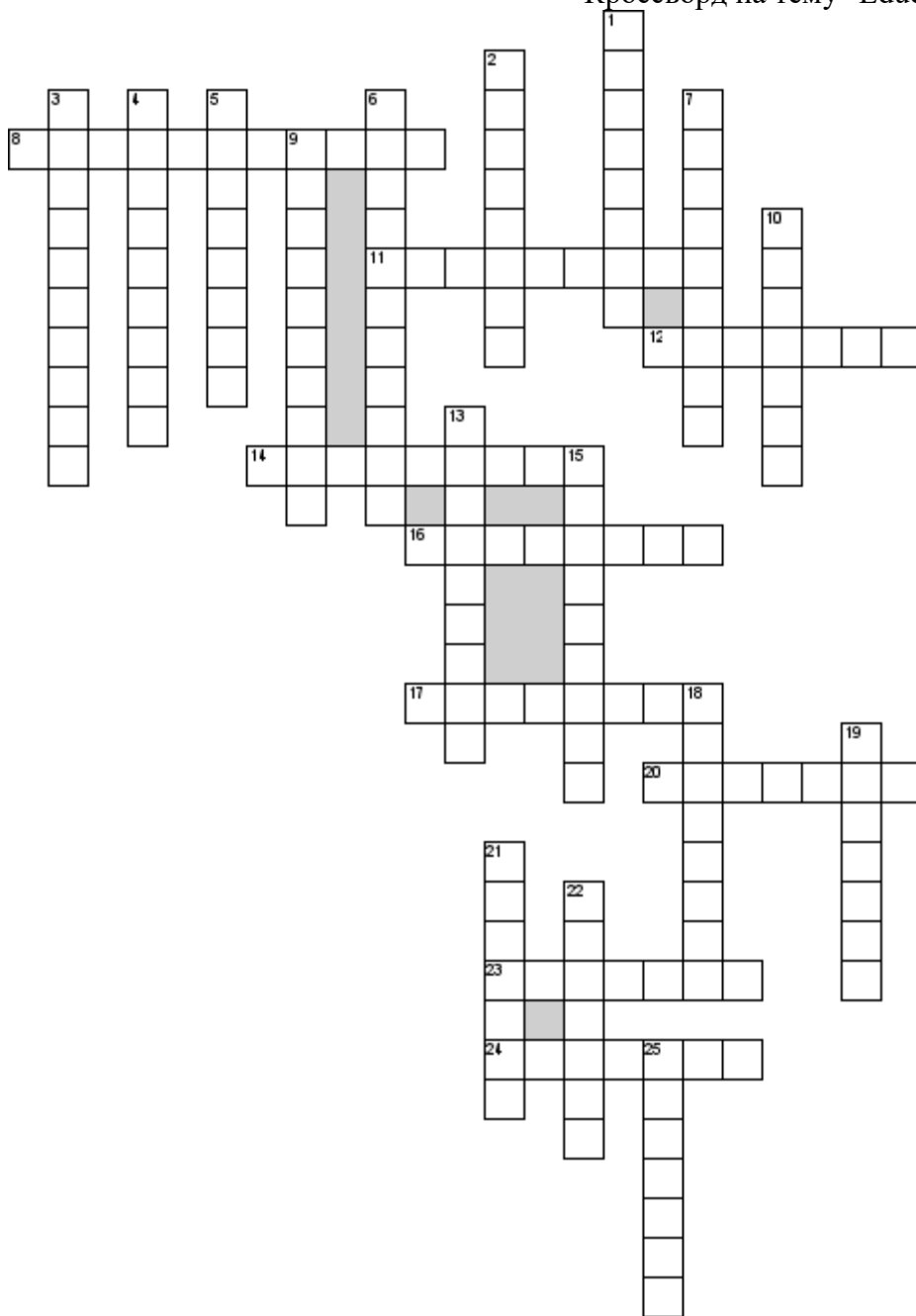
1. ...for... four years
2.we had lunch
- 3..... one hour
4.I left school
5.two months
6.Sunday morning
7. three weeks
8.this afternoon
9. five minutes
10. she was a baby

5. Put the verbs in brackets into the past simple or the present perfect simple.

1. A:.....(**you/ever/be**) to Paris?
B: Yes, we.....(**spend**) a month in Paris two years ago.
2. A:..... (**you/see**) Janice at the party?
B: No, I (**see**)..... her for weeks.
3. A:.....(**Fred/visit**) his grandparents in Italy?
B: Yes, he..... (**go**) to Italy last summer to see them.
4. A: I..... (**eat**) at Martin's Steak House last night -the food was delicious.
B: That's my favourite restaurant. I.....(**eat**) there many times.
5. A:..... (**Mum/speak**) to Jim?
B: Yes, she..... (**call**) him this morning.
6. A:..... (**Michael/buy**) a CD player?
B: No, he.....(**not/save up**) enough money yet.
7. A:..... (**you/buy**) a dress for the wedding yet?
B: No, I..... anything that I really like. (**not/find**)
8. A:.....(**Sara/come**) home from work yet?
B: No, she.....(**call**) and (**say**) that she's going to come home late tonight.

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

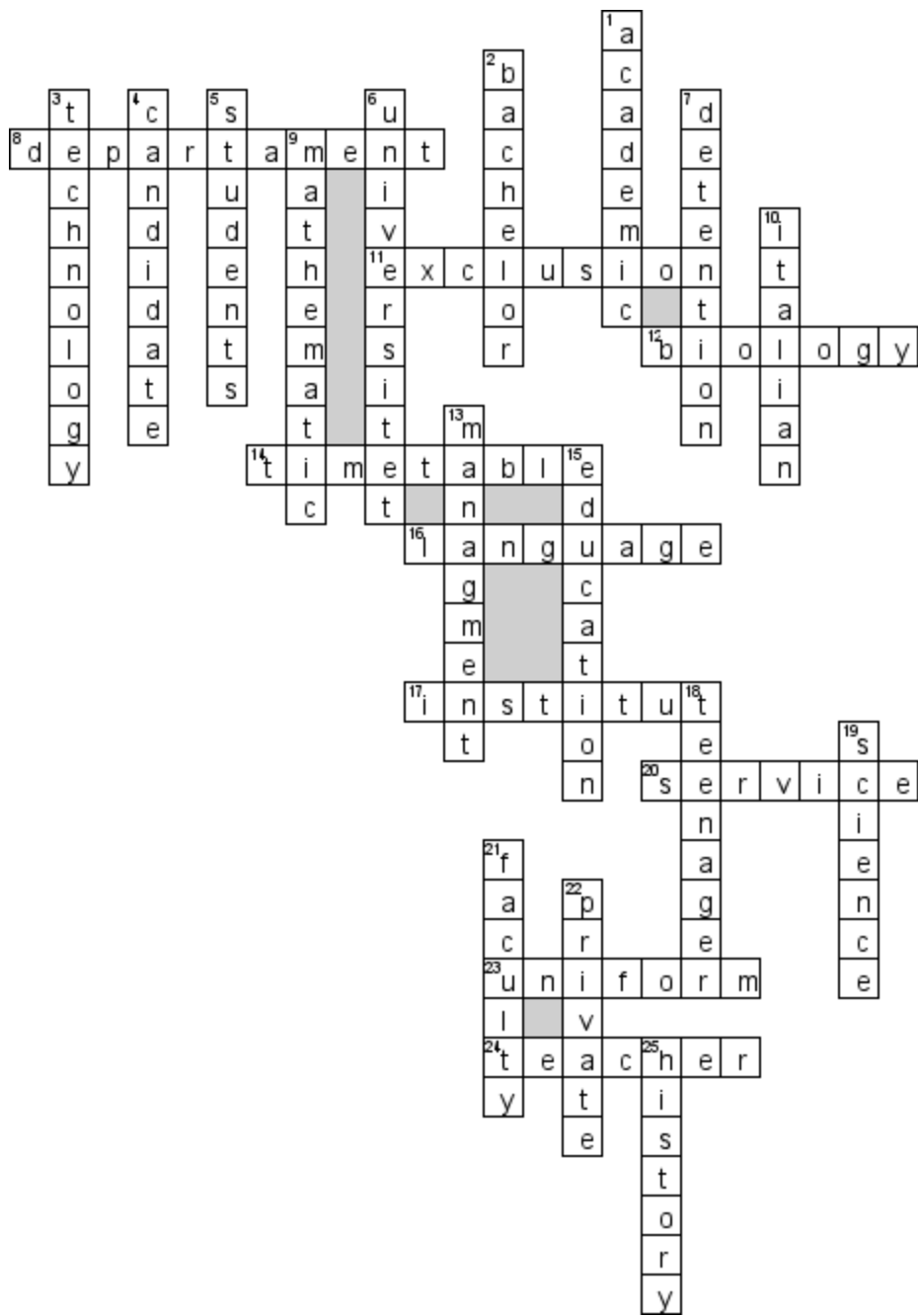
18. Подросток

19. Наука

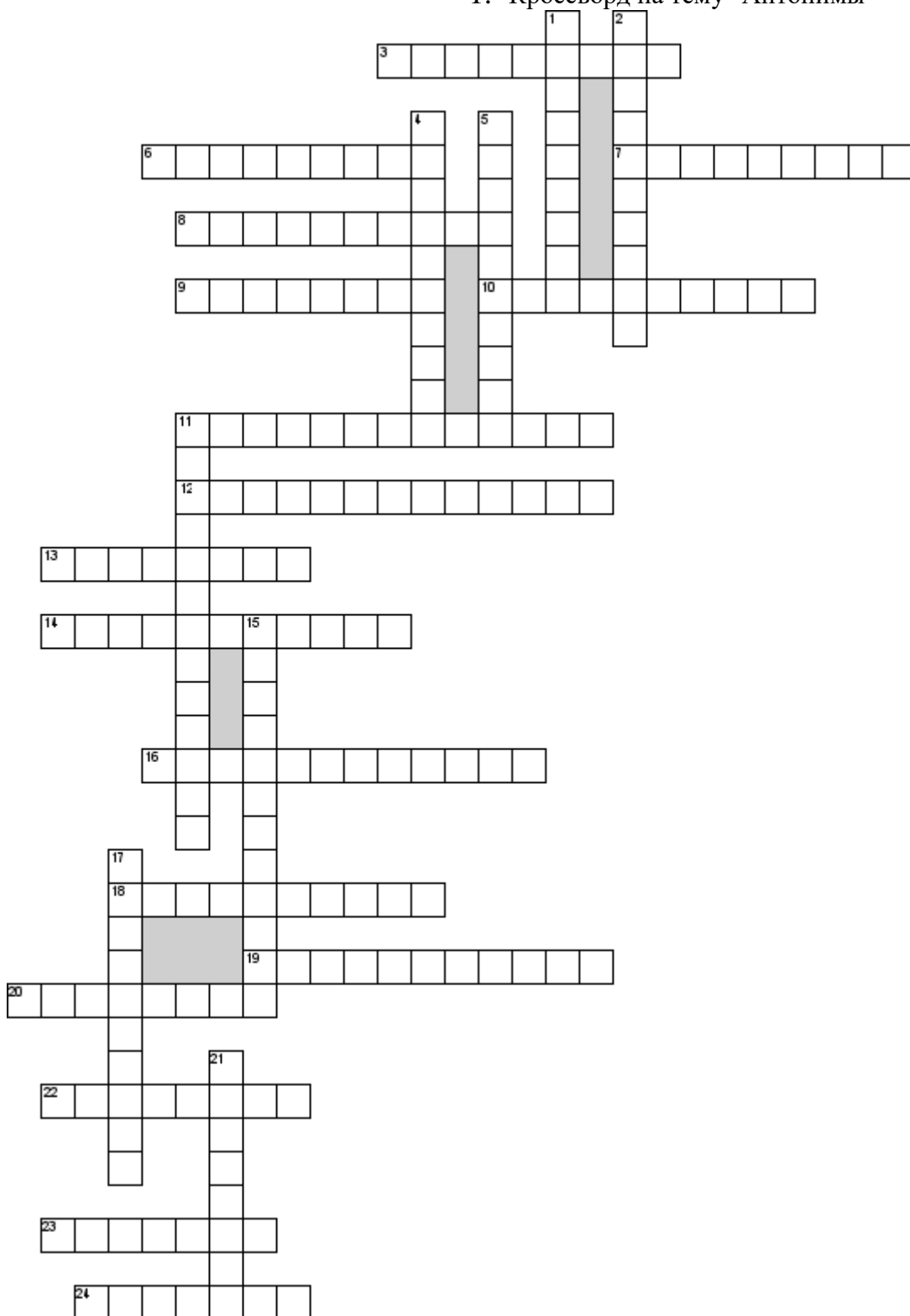
21. Факультет

22. Школа, где образование платное

25. История



1. Кроссворд на тему "Антонимы"



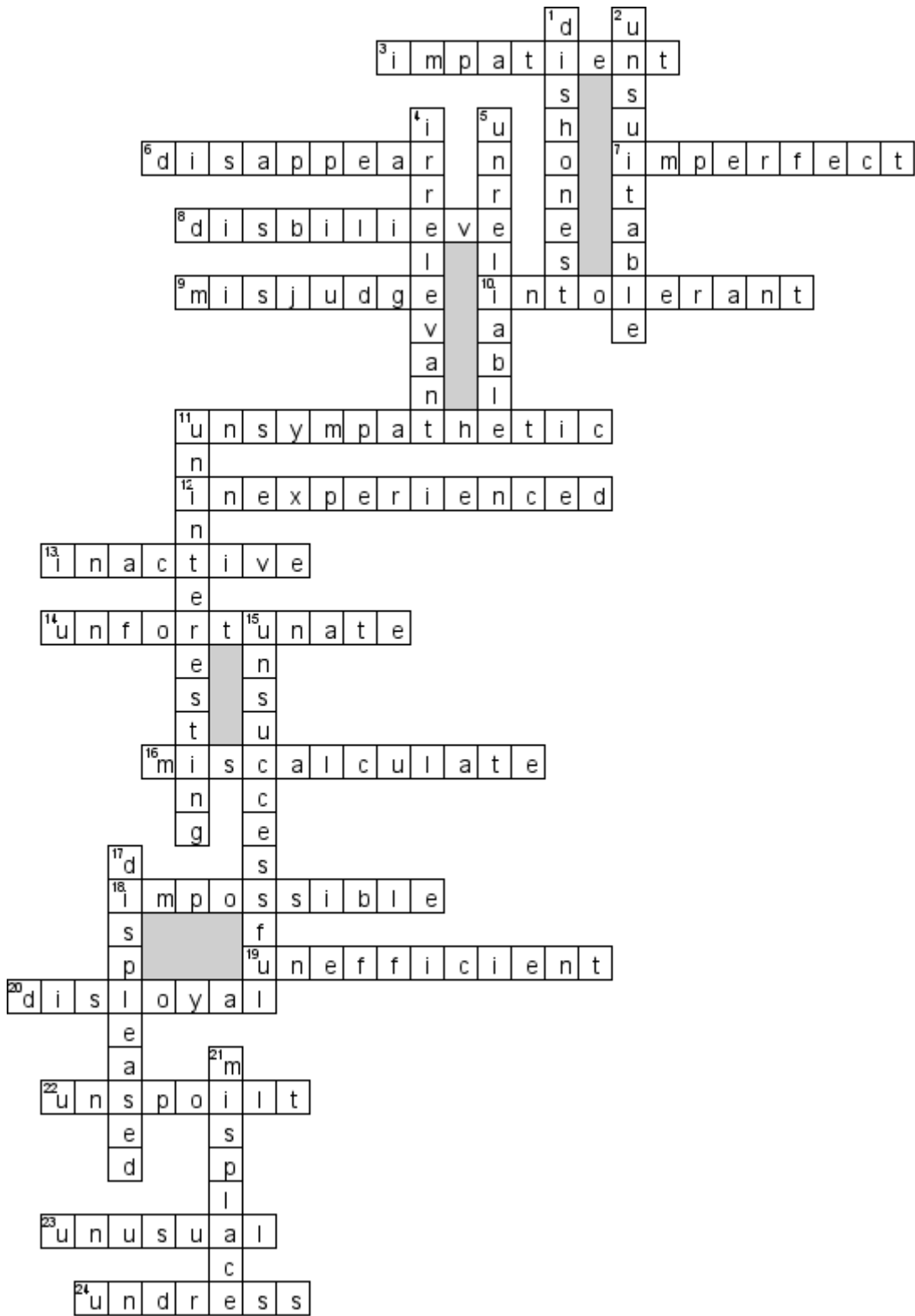
По горизонтали

3. The opposite of patient
6. The opposite of appear
7. The opposite of perfect
8. The opposite of believe

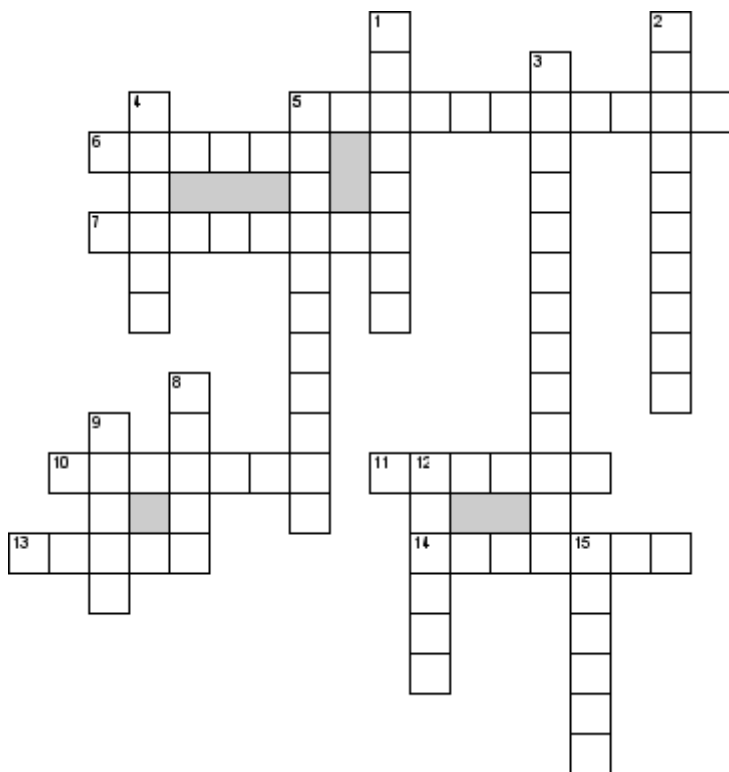
9. The opposite of judge
10. The opposite of tolerant
11. The opposite of sympathetic
12. The opposite of experienced
13. The opposite of active
14. The opposite of fortunate
16. The opposite of calculate
18. The opposite of possible
19. The opposite of efficient
20. The opposite of loyal
22. The opposite 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

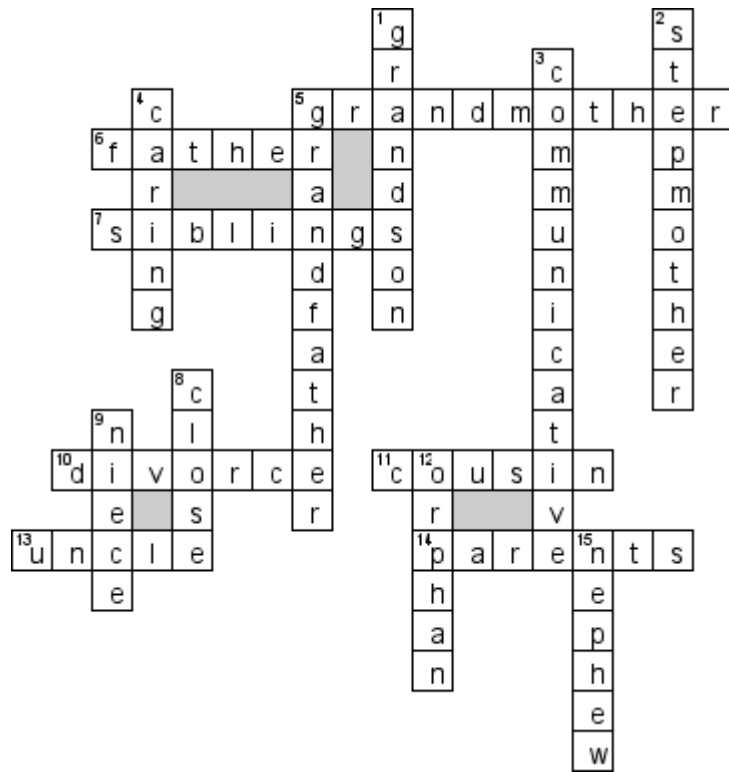
По вертикали

- 1. Daughters son
- 2. Fathers second wife
- 3. Общительный
- 4. Заботливый
- 5. Дедушка
- 8. Закрытый

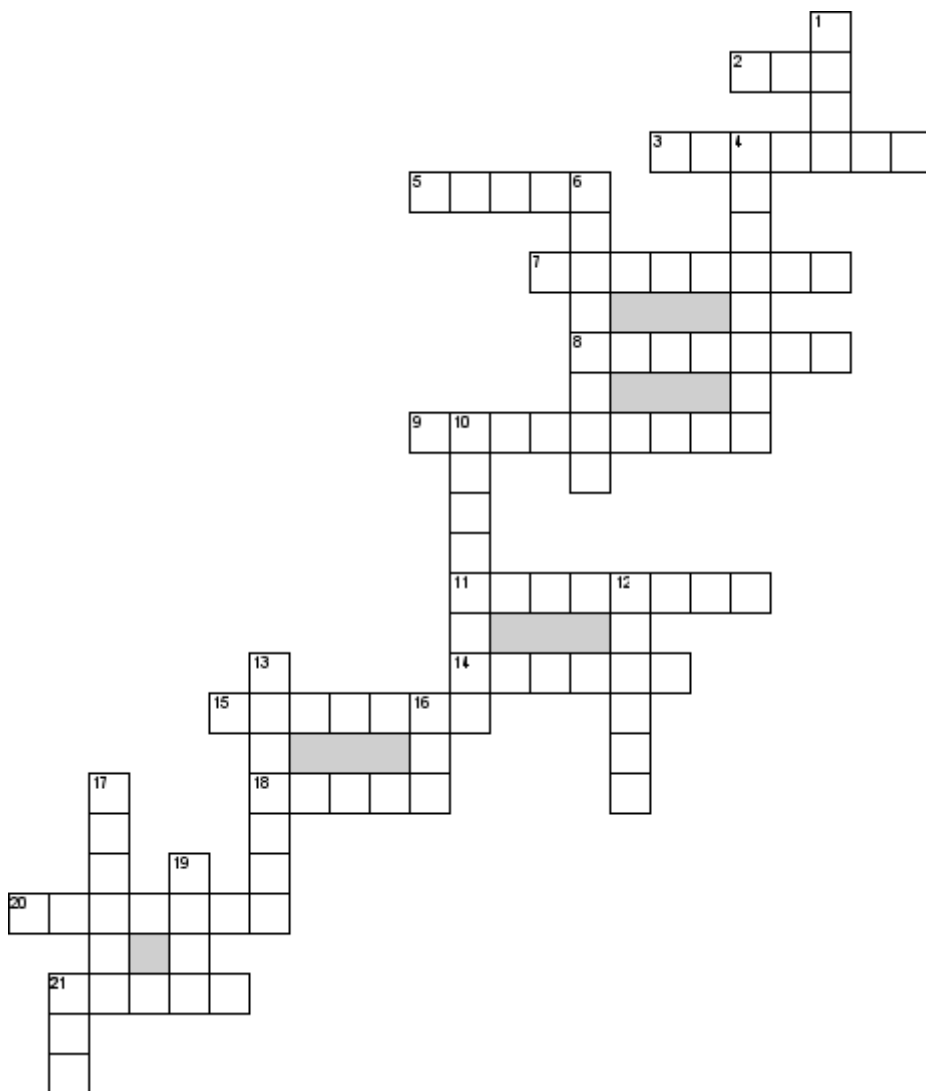
9. Brothers daughter

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

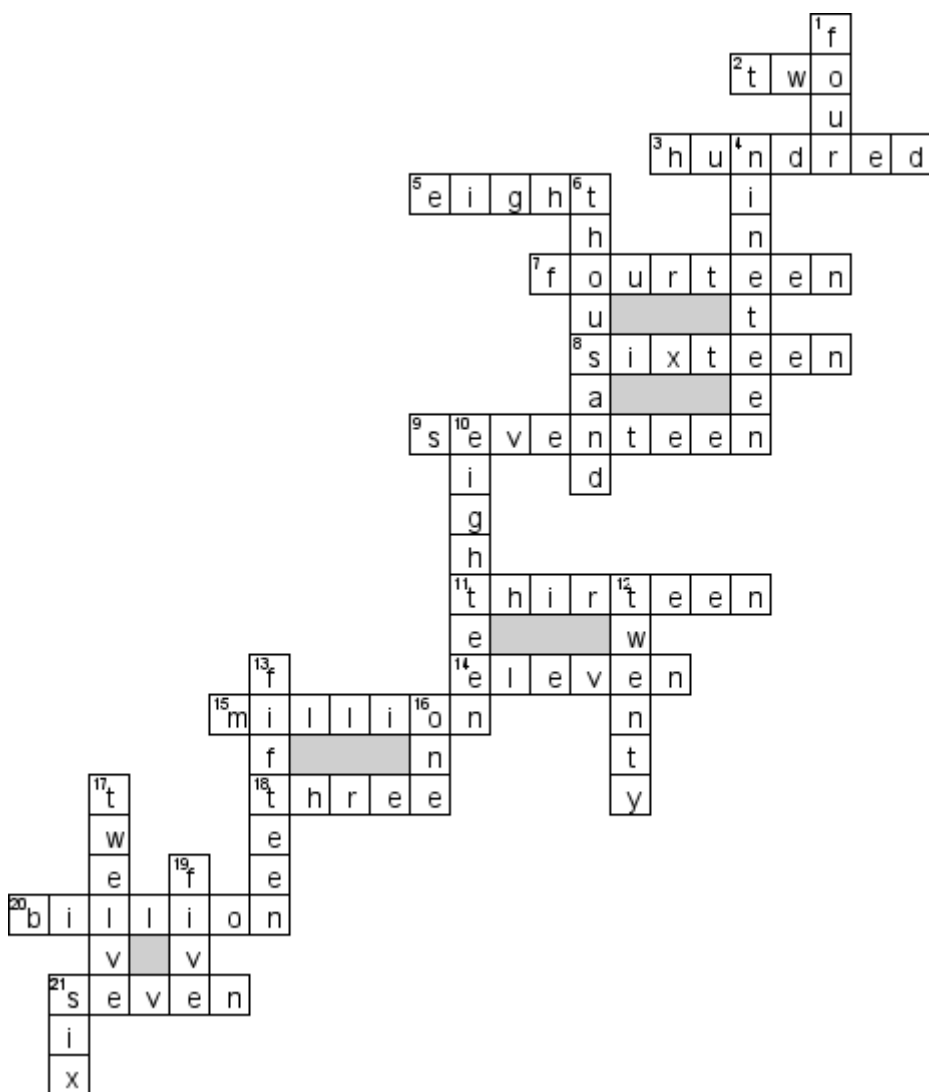
13. Пятнадцать

16. Один

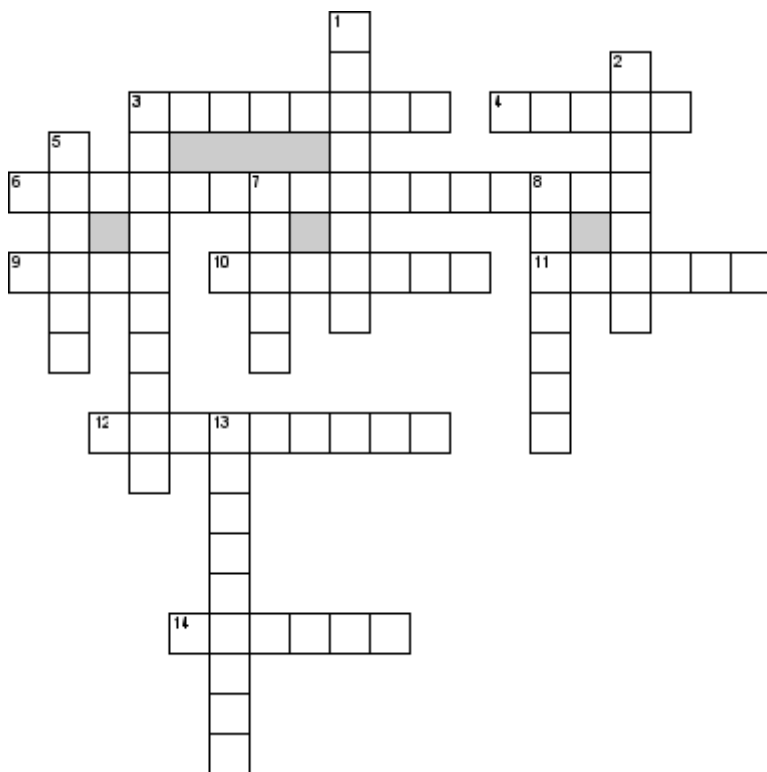
17. Двенадцать

19. Пять

21. Шесть



Кроссворд на тему "Органы человека"

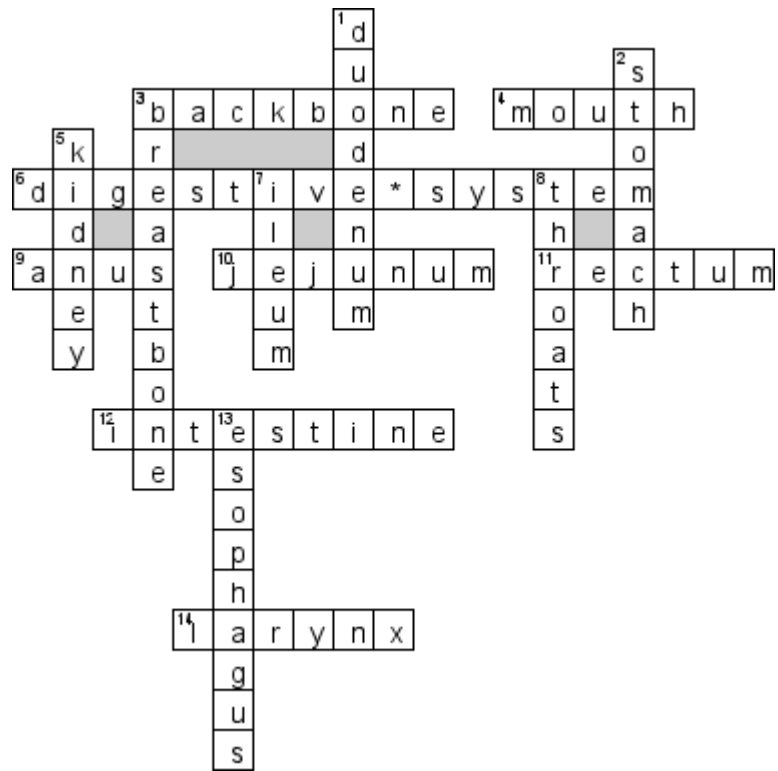


По горизонтали

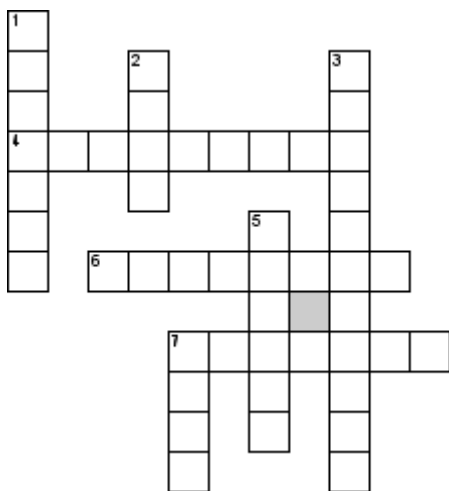
- 3. Позвоночник
- 4. Рот
- 6. Пищеварительная система
- 9. Задний проход
- 10. Тощая кишка
- 11. Прямая кишка
- 12. Кишка
- 14. Гортань

По вертикали

- 1. 12-перстная кишка
- 2. Желудок
- 3. Грудина
- 5. Почка
- 7. Подвздошная кишка
- 8. Глотка
- 13. Пищевод



2. Кроссворд на тему "Мышцы"

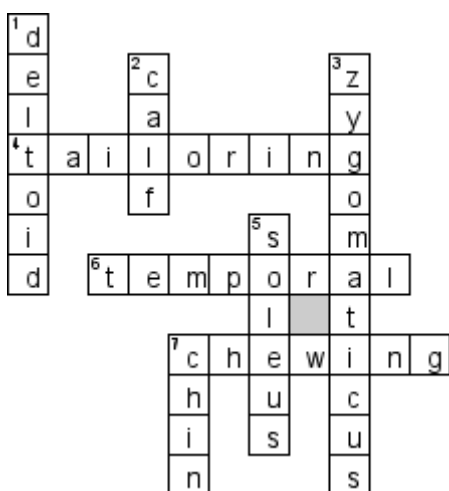


По горизонтали

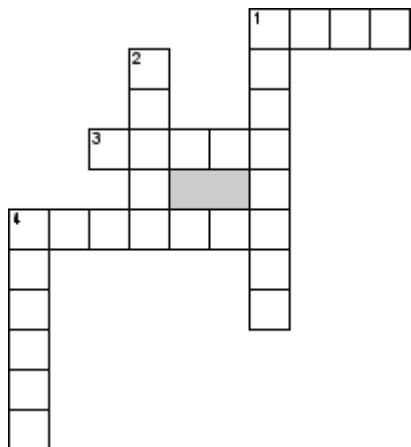
4. Портняжная мышца
6. Височная мышца
7. Жевательная мышца

По вертикали

1. Дельтовидная мышца
2. Икроножная мышца
3. Большая скуловая мышца
5. Камбаловидная мышца
7. Подбородочная



Кроссворд на тему "Части тела"

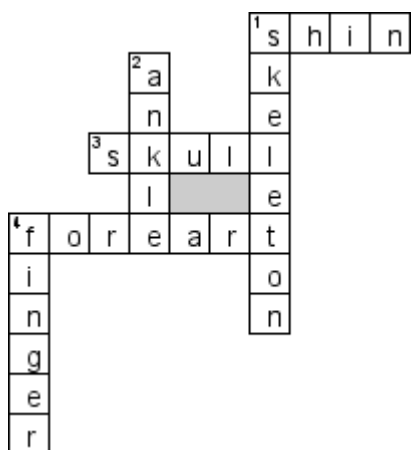


По горизонтали

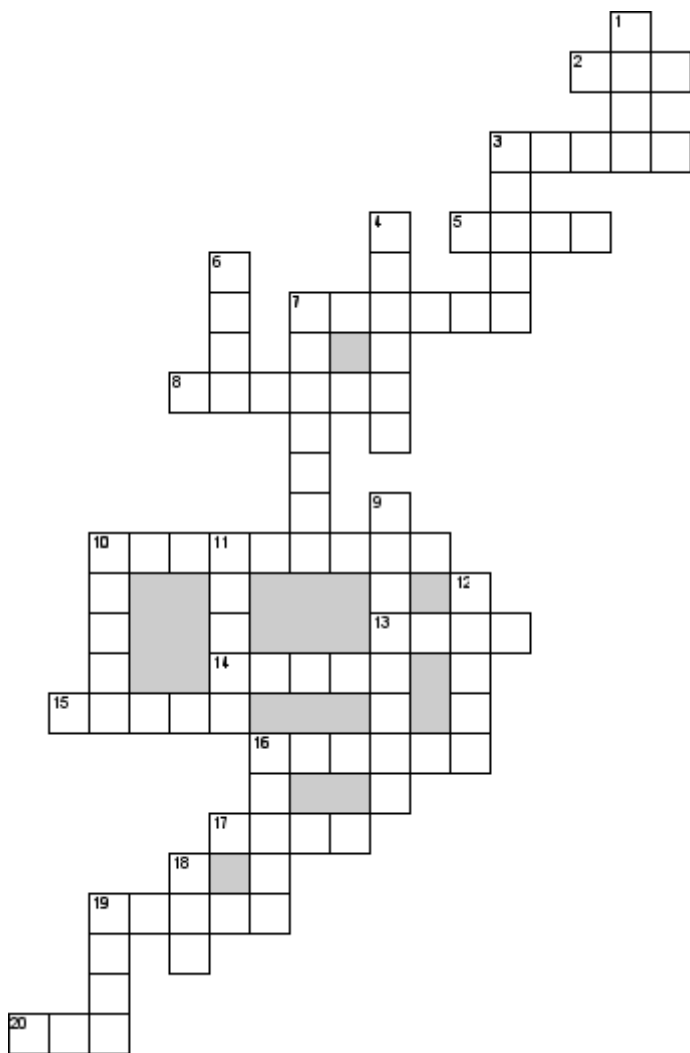
- 1. голень
- 3. череп
- 4. рука

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

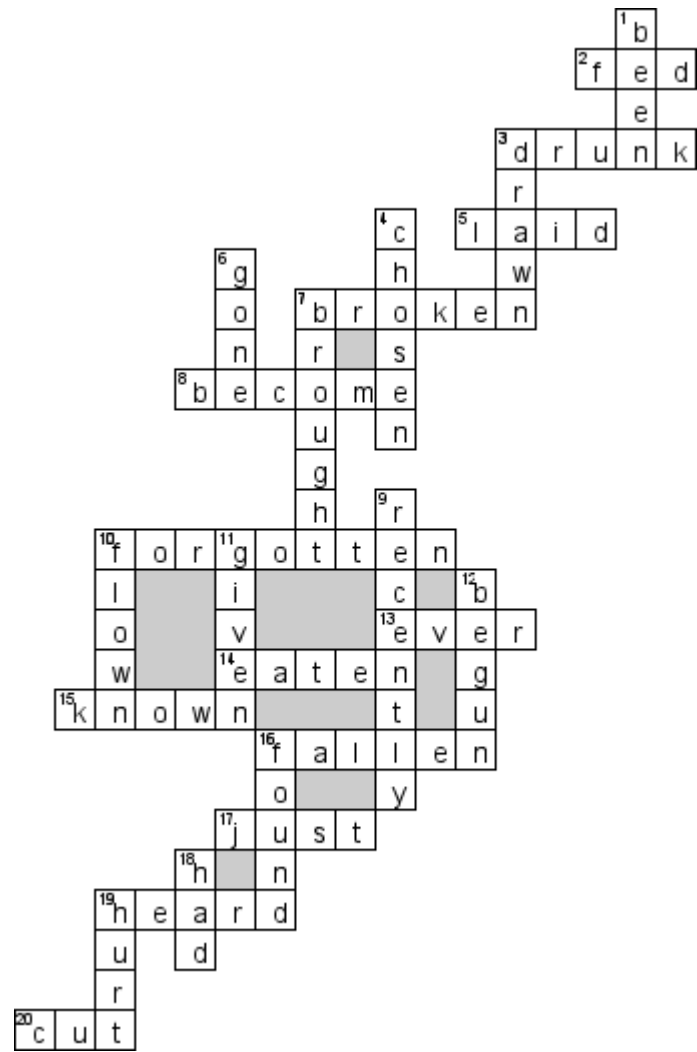
11. Давать

12. Начинать

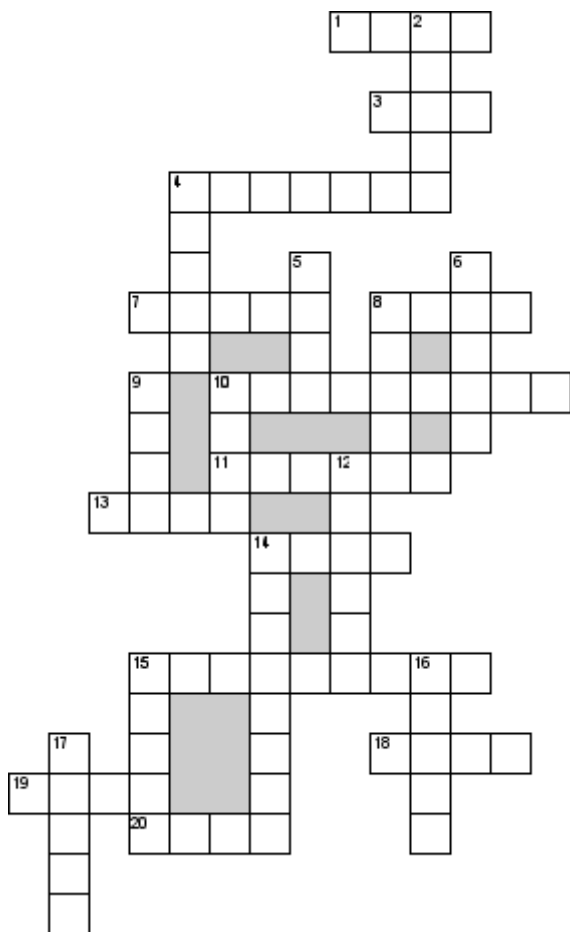
16. Находить

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

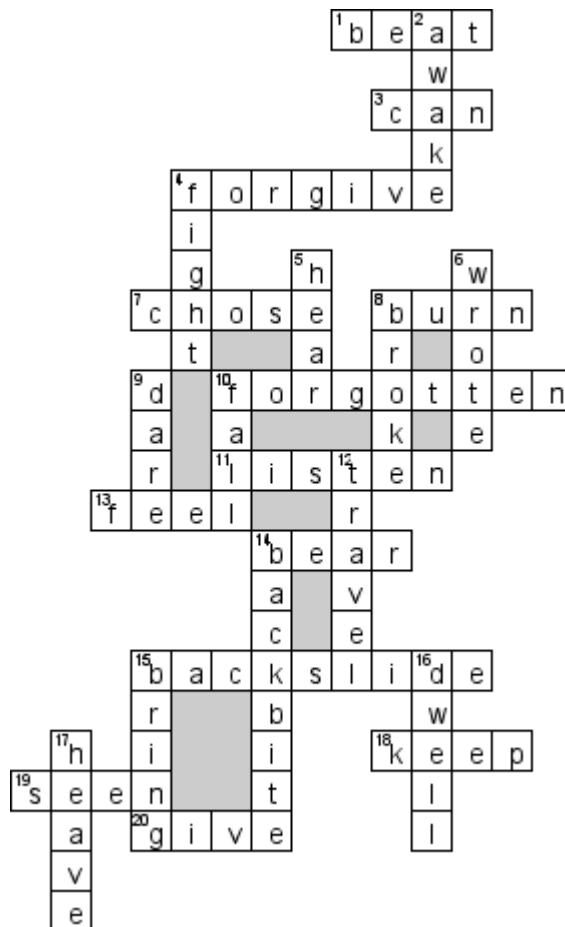
12. Путешествовать

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 Service¹ 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.

The introduction of the new health service did not mean a complete break with the past. On the contrary², 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 everyone³. The Service consists of three main parts:

the general practitioner services⁴,

the hospital and specialist services⁵,

and a local health authority services⁶ (comprising a range of home and clinical services⁷ 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 patients⁹ 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'dʒɔ:ri:ti]

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 protection² 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 microorganisms³. 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 infection⁴ 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 - [ouvə'kʌm]	подавлять
concerned - [kən'sɛɪn]	имеющий отношения, связанный
remain - [ri'meɪn]	оставаться
acquired immunity - [ə'kwɔ:ɪəd]	приобретенный иммунитет
reproduce - [ri'prɔ:'dju:z]	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 - [stɪmjuleɪt]	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.¹)

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 medicine². It is known that he drove out plague from Athens by lighting fires³ 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 modern⁴. The Collection begins with the famous Oath⁵.

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 experience⁶.

Hippocrates freed medicine from superstition⁷. He hated the idea that a disease was the punishment of gods.

Hippocrates paid much attention to diet⁸, gymnastics, massage and seabathing in treatment.

He knew how to use many drugs and was also a good surgeon. Hippocrates set fractures⁹ and even trephined the skull. Aristotle, the famous philosopher, called him "Hippocrates the Great".

medicine [ˈmɛdɪsɪn]	1. медицина; 2. лекарство
superstition [ˌsuːpəˈstɪʃn]	предвзвешивание
free [friː]	1. свободный 2. освобождать
practice [ˈpræktɪs]	практика
practise	заниматься врачебной деятельностью
massage [məˈsɑːʒ]	массаж
treatment [ˈtriːtmənt]	лечение
drug [drʌŋ]	лекарство
surgeon [sɜːdʒən]	хирург
fracture [ˈfræktʃə]	перелом
trephine [ˈtriːfɪn]	производить трепанацию
hate [heɪt]	ненавидеть
drive out [draɪv]	изгонять
disease [dɪˈziːz]	болезнь
plague [pleɪɡ]	чума
punishment [ˈpʌnɪʃmənt]	наказание
quite [kwaɪt]	совершенно, вполне
diet [diːt]	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 современные
5. the famous Oath — знаменитая клятва Гиппократова (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 предрассудков
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 continue¹, 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 eaten². It must be specially processed by the body before it can be of any use³. 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 down⁴ 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 skin⁵. 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 - [ˈɡluːkəʊs]	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 - [f'reʃ]	свежий
reach - [ri:tʃ]	достигать
destination - [ˌdestɪ'neɪʃn]	место назначения
capillary - [kə'pɪləri]	капилляр
reverse - [rɪ'vɜ:s]	обратный
describe - [dɪ'skraɪb]	описывать
except - [ɪk'sept]	кроме
enter - [ɛntə]	входить
the rest of -	остальные (части)
through - [θru:]	через
pulmonary - [pʌl'mənəri]	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 microscopic 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 (CO₂), 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'grænjʊləsaɪt]	агранулоцит
cytoplasm - [saɪtəplæzəm]	цитоплазма
granulocyte - [grænjʊləsaɪt]	гранулоцит
eosinophil - [i:si'nəfɪl]	эозинофил
basophil - [bə'sɪfɪl]	базофил
neutrophil - [nju:trə'fɪl]	нейтрофил
node - [nəʊd]	узел
spleen - [spli:n]	селезенка
lymphocyte - [lɪmfəsaɪt]	лимфоцит
monocyte - [mɒnəsaɪt]	моноцит
platelet - ['pleɪtlɪt]	тромбоцит
tiny - ['taɪni]	крошечный
blood clotting - [klɒtɪŋ]	свертываемость крови
occur - [ə'kɜ:t]	происходить, случаться
remain - [rɪ'meɪn]	оставаться
coagulation - [kəʊ'gju:leɪʃn]	коагуляция
complete - [kəm'pli:t]	заканчивать
contain - [kən'teɪn]	содержать
plasma - ['plæzmə]	плазма
microscopical - [maɪkrə'skəʊpɪkəl]	микроскопический
element - ['elɪmənt]	элемент
erythrocyte - [ɪ'ri:θrəʊsaɪt]	эритроцит
leucocyte - [ljʊ: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) - [hɪ'məʊ'gləʊbɪn]	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. вытаскивать, 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?

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 slightly¹ 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 measurement² 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 survey³ 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 side⁴. The main work in inorganic chemistry dealt with⁵ 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 to⁶ the development of the theory that chemistry has before it such exciting prospects at the present time.

define [di'faɪn]	определить
compound [kəm'paʊnd]	хим. соединение; смесь, состав.
carbon ['kɑ:bən]	углерод
slightly [slɪ'tli]	слегка, немного; едва
distinguish [dɪ'stɪŋgwɪʃ]	различать, отличать
attach [ə'tætʃ]	относить
convenient [kən'veɪniənt]	удобный
available [ə'veɪləbl]	доступный
solution [sə'lju:ʃn]	решение
affect [ə'fekt]	оказывать влияние, воздействовать
survey [sə:'veɪ]	1. обозревать; 2. обзор
determination [dɪ'tɜ:mɪ'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, секрция
dilation - [di'lai'leɪʃn]	растяжение, расширение
appreciable - [ə'pri:ʃəbl]	значительный
nevertheless - [nevə'ðə'les]	тем не менее
administer - [əd'mɪnɪstə]	назначать
although - [ə: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?

Text 9.

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 respect¹ 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 as² 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 to³ 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 bounded⁴ 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 cell⁵ and waste products to leave.

human anatomy - [ˈhju:mən əˈnætəmi]	анатомия человека
passage - [ˈpæsɪdʒ]	проход
physiology - [fɪzɪˈɔlədʒi]	физиология
cell - [sɛl]	клетка
fuel - [fju:əl]	горючее, топливо
oxygen - [ˈɒksɪdʒən]	кислород
blood - [blʌd]	кровь
heart - [hɑ:t]	сердце
circulation - [ˌsɜ:kjuˈleɪʃn]	кровообращение
digestion - [dɪdʒɛstʃən]	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 - [hɪˈredɪtri]	наследственный
nutrient - [nju: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 as¹ man's mind developed to the point where it was conscious of itself² 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 of³ 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 minds⁴, however, devoted themselves⁴ not to the study of the visible world, but to the attempts to reach, through inspiration⁵, 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 fashion⁶ 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 [kən'sɪs]	осознающий, находящийся в сознании
attempt [ə'tempt]	пытаться
cure [kjʊə]	лечить
ailment [aɪl'mənt]	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?

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 содержания 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 произношение Допускаются ошибки, не искажающие смысл и понимание слов (5-8)	Обучающийся понял содержание текста (согласно вида чтения) за исключением деталей и частных, не влияющих на понимание содержания всего текста, выполняет задания, направленные на проверку понимания содержания текста, используя сам текст. У него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов и испытывает	Обучающийся может ответить на дополнительные вопросы учителя, но недостаточно логично высказать свою точку зрения согласно теме текста, используя факты текста и свои примеры.

		необходимость обращаться к словарю.	
«3»	Обучающийся умеет выявить буквенно-звуковые соответствия в языке, узнает устные с образцы слов в тексте. Чтение не выразительное, недостаточно беглое, быстрое, правильное произношение. Допускаются ошибки, среди которых встречались и такие, которые искажают смысл и понимание слов (9-13)	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. У него совсем не развита языковая догадка, и он не сумел догадаться о значении некоторых незнакомых слов и многократно обращается к словарю.	Обучающийся может ответить на дополнительные вопросы учителя, но нелогично высказывает свою точку зрения согласно теме текста, не может ее подтвердить фактами.
«2»	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.	Обучающийся не понял содержание текста, не может ориентироваться в тексте и выделять факты, подробности для выполнения заданий по проверке понимания содержания текста.	Обучающийся не может ответить на дополнительные вопросы учителя, не высказывает свою точку зрения согласно теме текста.

КРИТЕРИИ ОЦЕНИВАНИЯ УСТНОГО ВЫСКАЗЫВАНИЯ

(10 -15 ФРАЗ)

Оценка	Решение коммуникативной задачи	Лексико – грамматическое оформление	Организация	Произносительная сторона речи
«5»	Задание полностью выполнено: тема раскрыта в заданном объёме (все перечисленные в задании аспекты были раскрыты в высказывании). Социокультурные знания использованы в соответствии с ситуацией.	Используемый лексико-грамматический материал соответствует поставленной коммуникативной задаче. Учащийся демонстрирует большой словарный запас и владение разнообразными грамматическими структурами. Допущены отдельные ошибки, которые не затрудняют понимание	Логичность высказывания соблюдена: вступление, основная информация, заключение. Средства логической связи адекватны поставленной задаче и разнообразны.	Речь обучающегося понятна: не допускает фонематических ошибок, практически все звуки в потоке речи произносятся правильно, соблюдается правильный 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 произносятся 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</p>

	<p>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 не соблюдены основные правила расстановки запятых.</p>

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