

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 34.02.01 Сестринское дело
квалификация Медицинская сестра

Ростов-на-Дону

2025

Контрольно-оценочные средства по учебной дисциплине СГ.02. Иностранный язык в профессиональной деятельности разработана на основе Федерального государственного образовательного стандарта по специальности среднего профессионального образования 34.02.01 Сестринское дело, утвержденным приказом Министерства просвещения РФ от 4 июля 2022 г. N 527, зарегистрированным в Минюсте РФ 29.07.2022г., и рабочей программы по учебной дисциплине.

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1. Паспорт комплекта контрольно-оценочных средств

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины 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 34.02.01 Сестринское дело;

программой учебной дисциплины СГ.02 Иностранный язык в профессиональной деятельности

2. Требования к результатам освоения дисциплины

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

- читать и переводить профессионально-ориентированную литературу, в том числе профессиональную медицинскую документацию;
- общаться (устно и письменно) на иностранном языке на профессиональные темы;
- заполнение необходимой документации, используя извлеченную и общепринятую профессиональную информацию.

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

- основные приемы и методы работы с иноязычными текстами;
- правила построения простых и сложных предложений на профессиональные темы;
- лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;
- грамматический минимум, необходимый для чтения и перевода со словарем иностранных текстов профессиональной направленности;
- особенности переводов текстов профессиональной направленности.

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

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

ОК 03 Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях.

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.

И способствует формированию следующих профессиональных компетенций:

ПК 2.1. Заполнять медицинскую документацию, в том числе в форме электронного документа.

ПК 3.1. Консультировать население по вопросам профилактики заболеваний.

ПК 3.2. Пропагандировать здоровый образ жизни.

ПК 3.4. Проводить санитарно-противоэпидемические мероприятия по профилактике инфекционных заболеваний.

ПК 4.4. Обучать пациента (его законных представителей) и лиц, осуществляющих уход, приемам ухода и самоухода.

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.читать и переводить профессионально-ориентированную литературу, в том числе профессиональную медицинскую документацию;	Оценка в рамках текущего контроля: результатов выполнения индивидуальных лексических и грамматических контрольных заданий по темам программы; устный/письменный опрос; экспертная оценка понимания основного содержания текста по знакомым опорным словам, интернациональной и профессиональной лексике. информацией, документами, профессиональной литературой.
У2.общаться (устно и письменно) на иностранном языке на профессиональные темы;	
У3. – заполнение необходимой документации, используя извлеченную и общепринятую профессиональную информацию. при межличностном и межкультурном взаимодействии;	
Знания:	
З 1. – основные приемы и методы работы с иноязычными текстами;	Экспертная оценка умения общаться устно и письменно на английском языке на профессиональные темы на практических занятиях. Оценка результатов выполнения лексико-грамматических упражнений. Оценка правильности употребления языкового материала при составлении рассказов, представлении диалогов, ролевых игр.
З 2. – правила построения простых и сложных предложений на профессиональные темы;	
З 3. – лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;	
З 4. – грамматический минимум, необходимый для чтения и перевода со словарем иностранных текстов профессиональной направленности;	
З 5. правила построения простых и сложных предложений на профессиональные темы;	
З 6. грамматический минимум, необходимый для чтения и перевода со словарем иностранных текстов профессиональной направленности;	
З 7 особенности переводов текстов профессиональной направленности.	

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. Иностранный язык в профессиональном медицинском образовании	<u>У 1.,</u> <u>З 1., З 7.</u> ОК 02, ОК 05, ПК 3.2.	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
2.	Раздел 2. Анатомия и физиология человека		
	Тема 2.1. Анатомическое строение тела человека. Глагол to be в настоящем времени.	<u>У 1., У 2.,</u> <u>З 2., З 5., З 6., З 7.</u> ОК 02, ОК 05, <u>ОК 09, ПК 2.1., 3.2.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 2.2. Анатомия и физиология сердечно-сосудистой системы.	<u>У 1., У 2.,</u> <u>З 1., З 3., З 4., З 7.</u> ОК 03, ОК 05, ОК 09, ПК 3.1., <u>3.2.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 2.3. Кровь. Состав крови. Клетки крови.	<u>У 1., У 2., У 3.,</u> <u>З 1., З 2., З 3., З 4.,</u> ОК 02, ОК 05, <u>ОК 09, ПК 2.1., 3.1., 3.2</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий;

			<ul style="list-style-type: none"> - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 2.4. Анатомия и физиология скелетно-мышечной системы	<u>У 1., У 1.,</u> <u>3 3., 3 6., 3 7.</u> <u>ОК 05, ОК 09</u> <u>ПК 3.1.,</u> <u>3.2., 3.4. ,</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 2.5. Анатомия и физиология нервной системы	<u>У 1., У 2.,</u> <u>3 2., 3 3., 3 7.</u> <u>ОК 02, ОК 05,</u> <u>ПК 3.2.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 2.6. Анатомия и физиология пищеварительной системы	<u>У 1., У 2., У 3.,</u> <u>3 1., 3 3., 3 7.</u> <u>ОК 05,</u> <u>ПК 2.1., 3.2.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
3	Раздел 3. Больничная служба		
	Тема 3.1. Названия специальностей медицинского персонала и их обязанностей	<u>У 1., У 2.</u> <u>3 1., 3 3., 3 7.</u> <u>ОК 02, ОК 05,</u> <u>ОК 09, ПК 2.1 , 3.2.</u>	
	Тема 3.2. Больничная служба. Отделения стационара и их функции.	<u>У 1., У 3.,</u> <u>3 1., 3 3., 3 4., 3 6.</u> <u>ОК 05, ОК 09, ПК 2.1.,</u> <u>3.4., 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться

			<p>устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.</p> <p>Письменный и устный опрос.</p> <p>Тестирование.</p> <p>Выполнение упражнений.</p> <p>Составление диалогов.</p> <p>Дискуссия.</p> <p>Участие в диалогах, ролевых играх.</p> <p>Практические задания по работе с информацией, документами, профессиональной литературой.</p>
	Тема 3.3. Больничная палата	<p><u>У 1., У 2., У 3.,</u> <u>3 1., 3 2., 3 3., 3 4., 3 5.,</u> <u>3 6., 3 7.</u> <u>ОК 02, ОК 03, ОК 05,</u> <u>ОК 09, ПК 2.1., 3.1.,</u> <u>3.2., 3.4., 4.4.</u></p>	<p>Оценка в рамках текущего контроля:</p> <ul style="list-style-type: none"> -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях. <p>Письменный и устный опрос.</p> <p>Тестирование.</p> <p>Выполнение упражнений.</p> <p>Составление диалогов.</p> <p>Дискуссия.</p> <p>Участие в диалогах, ролевых играх.</p> <p>Практические задания по работе с информацией, документами, профессиональной литературой.</p>
	Тема 3.4. Процедура госпитализации. Карта пациента.	<p><u>У 2., У 3.,</u> <u>3 2., 3 3., 3 5., 3 7.</u> <u>ОК 09, ПК 2.1., 3.2., 3.4.,</u> <u>4.4.</u></p>	<p>Оценка в рамках текущего контроля:</p> <ul style="list-style-type: none"> -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
4	Раздел 4. Первая помощь.		
	Тема 4.1. Оказание первой помощи при ушибах и кровотечениях	<p><u>У 1., У 2.,</u> <u>3 1., 3 2., 3 3., 3 5.,</u> <u>ОК 02, ОК 05,</u> <u>ПК 3.1., 3.2., 4.4.</u></p>	<p>Оценка в рамках текущего контроля:</p> <ul style="list-style-type: none"> -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования;

			<p>- экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.</p> <p>Экспертная оценка умения общаться устно и письменно на английском языке на профессиональные темы на практических занятиях.</p> <p>Оценка результатов выполнения лексико-грамматических упражнений.</p> <p>Оценка правильности употребления языкового материала при составлении рассказов, представлении диалогов, ролевых игр.</p>
	Тема 4.2. Виды переломов. Оказание первой помощи.	<u>У 1., У 2.,</u> <u>3 1., 3 2., 3 3., 3 5.,</u> <u>ОК 02, ОК 05,</u> <u>ПК 3.1., 3.2., 4.4.</u>	<p>Оценка в рамках текущего контроля:</p> <ul style="list-style-type: none"> -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 4.3. Оказание первой помощи при отравлениях	<u>У 1., У 3.,</u> <u>3 2., 3 3., 3 6., 3 7.</u> <u>ОК 02, ПК 3.1., 3.2., 3.4.,</u> <u>4.4.</u>	<p>Оценка в рамках текущего контроля:</p> <ul style="list-style-type: none"> -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 4.4. Оказание первой помощи при шоке, обмороке	<u>У 1., У 3.,</u> <u>3 1., 3 3., 3 6., 3 7.</u> <u>ОК 02, ПК 3.1., 3.2., 3.4.,</u> <u>4.4.</u>	<p>Оценка в рамках текущего контроля:</p> <ul style="list-style-type: none"> -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
5	Раздел 5. Заболевания и симптомы		
	Тема 5.1. Симптомы заболеваний	<u>У 1., У 3.,</u> <u>3 1., 3 2., 3 3., 3 5., 3 7.</u> <u>ОК 02, ОК 05, ОК 09,</u>	<p>Оценка в рамках текущего контроля:</p> <ul style="list-style-type: none"> -результатов выполнения домашней работы;

		<u>ПК 3.2.</u>	-результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 5.2. Клинические проявления отдельных заболеваний	<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>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 5.3. Заболевания органов дыхания	<u>У 1., У 3.,</u> <u>З 1., З 3., З 4.,</u> <u>З 6., З 7.</u> <u>ОК 02,</u> <u>ПК 3.1., 3.2., 3.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 5.4. Основные детские заболевания	<u>У 1., У 2.</u> <u>З 1., З 2., З 3., З 5.,</u> <u>З 7.</u> <u>ОК 02, ОК 05,</u> <u>ПК 3.1., 3.2., 3.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 5.5. Сердечно-сосудистые заболевания	<u>У 1., У 2., У 3.,</u> <u>З 1., З 2., З 3., З 5., З 7.</u> <u>ОК 02, ОК 05</u> <u>ПК 3.1., 3.2., 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.

	Тема 5.6. Заболевания пищеварительной системы	<u>У 2., У 3.,</u> <u>З 1., З 2., З 3., З 5., З 7.</u> <u>ОК 02, ОК 05,</u> <u>ОК 09, ПК 2.1., 3.1.,</u> <u>3.2., 3.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 5.7. Признаки физической смерти человека	<u>У 1., У 3.,</u> <u>З 1., З 3., З 4., З 6., З 7.</u> <u>ОК 02, ОК 09, ПК 2.1.,</u> <u>3.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
6	Раздел 6. Питание		
	Тема 6.1. Питание. Основные нутриенты. Сбалансированное питание	<u>У 1., У 2.</u> <u>З 2., З 3., З 4., З 5.,</u> <u>З 6., З 7.</u> <u>ОК 02, ОК 03, ОК 05.</u> <u>ПК 3.1., 3.2., 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 6.2. Витамины и минералы	<u>У 1., У 2.,</u> <u>З 2., З 3., З 4., З 5.,</u> <u>З 6., З 7.</u> <u>ОК 02, ОК 03, ОК 05.</u> <u>ПК 3.1., 3.2., 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 6.3. Заболевания, вызванные неправильным питанием	<u>У 1.,</u> <u>З 1., З 3., З 4., З 6., З 7.</u> <u>ОК 05, ПК 3.1.,</u> <u>3.2., 3.4., 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования;

			- экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
7	Раздел 7. Сестринский уход		
	Тема 7.1. Общий уход, предметы общего ухода за больными	<u>У 1., У 2.,</u> <u>З 1., З 2., З 3., З 5.</u> <u>ОК 02, ОК 03,</u> <u>ПК 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 7.2. Работа медсестры в гериатрическом отделении	<u>У 1., У 2.,</u> <u>З 3., З 4., З 6., З 7.</u> <u>ОК 02, ОК 03, ОК 05,</u> <u>ОК 09, ПК 2.1., 3.2., 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 7.3. Работа медсестры в психиатрическом отделении	<u>У 1., У 2.,</u> <u>З 1., З 3., З 4., З 6., З 7.</u> <u>ОК 02, ОК 03.</u> <u>ПК 3.2., 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 7.4. Работа медсестры в хирургическом отделении	<u>У 1., У 2., У 3.,</u> <u>З 1., З 2., З 3., З 5., З 7.</u> <u>ОК 02, ОК 03, ОК 05,</u> <u>ОК 09, ПК 2.1., 3.1.,</u> <u>3.2., 3.4., 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
8	Раздел 8. Соблюдение санитарно-гигиенических правил		
	Тема 8.1. Гигиена. Предметы гигиены	<u>У 1., У 2.,</u> <u>З 2., З 3., З 5., З 7.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней

		<u>ОК 02, ОК 03,</u> <u>ПК 3.1., 3.2., 3.4., 4.4.</u>	работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 8.2. Соблюдение санитарных правил в работе медсестры	<u>У 1., У 2.,</u> <u>3 2., 3 3., 3 5., 3 7.</u> <u>ОК 02, ОК 03,</u> <u>ПК 3.1., 3.2., 3.4., 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
9	Раздел 9. Лечение пациентов		
	Тема 9.1. Виды лекарственных препаратов и основные лекарственные формы	<u>У 1., У 3.,</u> <u>3 1., 3 3., 3 4., 3 6., 3 7.</u> <u>ОК 02, ОК 03, ОК 09,</u> <u>ПК 2.1. , 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 9.2. Дозирование и введение лекарственных препаратов	<u>У 1., У 3.,</u> <u>3 1., 3 3., 3 4., 3 6., 3 7.</u> <u>ОК 02, ОК 03, ОК 09,</u> <u>ПК 2.1. , 4.4.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	Тема 9.3. Виды альтернативной медицины	<u>У 1., У 3.,</u> <u>3 1., 3 3., 3 4., 3 6., 3 7.</u> <u>ОК 02, ОК 03, ПК 3.1.,</u> <u>3.2.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке

			на профессиональные и повседневные темы на практических занятиях.
	Тема 9.4. Современная медицина. Важнейшие открытия и изобретения.	<u>У 1., У 3., 3 1., 3 3., 3 4., 3 6., 3 7. ОК 02, ОК 03, ПК 3.1., 3.2.</u>	Оценка в рамках текущего контроля: -результатов выполнения домашней работы; -результатов выполнения индивидуальных контрольных заданий; - результатов тестирования; - экспертная оценка умения общаться устно и письменно на английском языке на профессиональные и повседневные темы на практических занятиях.
	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

<p>The women aviators of the early 20th century were very courageous. This was an era of primitive planes, so with every flight they 0 <i>were taking</i> a great risk.</p> <p>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.</p> <p>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".</p> <p>They B6 extraordinary lives but the risks they took were horribly real.</p>	<p>TAKE</p> <p>BREAK</p> <p>COME</p> <p>LIVE</p> <p>PERFORM KNOW</p> <p>LEAD</p>
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2. Поставете форми will/shall или to be going to....:

- A: I've got a terrible headache.

B: Have you? Wait here I _____ (get) an aspirin for you.
- A: Why are you filling that bucket with water?

B: I _____ (wash) the car.
- A: I have decided to re-paint this room.

B: Oh, have you? What color _____ (you/paint) it?
- A: Look! There is smoke coming out of that house. It is on fire!

B: Good heavens! I _____ (call) the fire brigade immediately.
- A: Where are you going? Are you going shopping?

B: Yes, I _____ (buy) something for dinner.
- 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

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.

a) travelled

- b) was travelling
- c) had travelled
- d) 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.

- a) used to be afraid
- b) was afraid
- c) had been afraid
- d) 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. Иностранный язык в профессиональном медицинском образовании

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:

Appear - 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 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.

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).

Раздел 2. Анатомия и физиология человека

Skeleton. The names of bones.

Exercise 1. Read and translate these terms. Compare these words with Latin ones.

Parietal, frontal, temporal, occipital, skull, cervical, vertebra, clavicle, scapula, rib, thorax, dorsal, spine, dorsal, spine, lumbar, pelvis, sacrum, coccyx, humeral, ulna, radius, phalanges, femur, fibula, tibia.

Exercise 2. Translate into English.

1. Трепанация черепа была проведена успешно.

2. Позвоночник пациента не пострадал.

3. Рентген грудной клетки был сделан немедленно.

4. Этот пациент пожаловался на боль в бедре.

5. Ключица была сломана.

Heart and blood. Work of the human heart.

Exercise 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.

Exercise 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 _____.

Exercise 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.

Exercise 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?

Exercise 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

Раздел 2

Тема 2.1. Анатомическое строение тела человека.

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

OUTLINE OF ANATOMY AND PHYSIOLOGY

Let's speak about human anatomy and physiology, which are the study, respectively, of the normal structure and functioning of the body. Just as houses are built of individual bricks, so is the body made up of millions of microscopic individual units called cells. Each cell has a job to do and must be supplied with fuel and oxygen before it can do it. In this respect the body is not different from any other working engine or machine. All engines, machines and body cells are alike in requiring oxygen to burn their fuel and thereby produce the energy needed to perform their functions.

The fuel needed by the body comes from our food, while oxygen is present in the air we breathe. Fuel and oxygen are conveyed in the blood to all parts of the body by the heart and circulation.

The food we eat is turned into usable fuel by a process known as digestion. The digestive system contains the stomach and intestines.

Oxygen is obtained from the air we breathe. The process by which it enters the blood to reach the body cells is called respiration. The respiratory system consists of the air passages, and lungs.

Overall control and coordination of body functions is effected by the nervous system, which consists of the brain and nerves. The brain may be likened to a computerized telephone exchange with the nerves serving as telephone lines.

There are many different types of cell in the body, depending on their particular function, but they all contain a central nucleus and are bounded by a cell wall. The nucleus is responsible for growth by cell division, and contains chromosomes and genes which transmit the hereditary factors, which make every person a unique individual. The cell wall is sufficiently thin to allow oxygen and nutrients from the blood to enter the cell and waste products to leave.

human anatomy	анатомия человека
passage	проход
cell	клетка
fuel	горючее, топливо
oxygen	кислород
blood	кровь
heart	сердце
circulation	кровообращение
digestion	пищеварение
stomach	желудок
Intestines	кишечник
respiration	дыхание
lung	легкое
nervous	нервный
brain	головной мозг
nerve	нерв
nucleus	ядро
chromosome	хромосома
gene	ген
hereditary	наследственный
nutrient	питательное вещество
waste products	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?

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

SYSTEMS OF THE BODY

There are several main systems of the body: the skeletal, the muscular, the nervous, the digestive, the respiratory, the urinary, the endocrine and the reproductive systems.

The skeletal system consists of the bones of the body and ligaments and cartilages which join them. The chief function of the skeletal system is structural.

The muscular system consists of the skeletal muscles and their associated structures. The main function system is to move us about¹.

The nervous system consists of the brain and spinal cord, nerves, ganglia and receptors. It is a complex information system with all the necessary means for receiving, processing and communicating information².

The circulatory system consists of the heart and blood vessels and the blood which is pumped through the blood vessels by the heart. Its function is mainly that of transportation system: the nutrients, oxygen, special substances which are required by cells' are carried by the blood stream; and the cellular wastes and sometimes other materials produced by the cells are carried away by the blood stream.

The digestive system consists of the alimentary canal and a number of associated glands.

The respiratory system consists of the lungs, the air passages leading to them and associated structures. Its main function is to convey oxygen to the lungs, where it can enter the blood stream and to remove carbon dioxide, escapes from the blood into the lung spaces.

The urinary system consists of the kidneys which produce urine by removing nitrogenous and other wastes" from the blood: the two ureters, which convey the urine away from the kidneys; the urinary bladder, where the urine is stored⁵ until it is discharged; and the urethra through which the urine is discharged.

The endocrine system consists of a number of glands throughout the body which produce regulatory substances called hormones. The endocrine system serves to regulate a large number of activities.

pump	насос
stream	Ток. поток
alimentary	пищеварительный
gland	железа
convey	передать, переносить
carbon dioxide	диоксид углерода
skeletal	скелетный
muscular	мышечный
digestive	пищеварительный
respiratory	дыхательный
urinary	мочевой
endocrine	эндокринный
kidney	почка
urine	моча
ureter	уретра
urinary bladder	мочевой пузырь
be stored	сохраняться, храниться, скапливаться
discharge	удалять, выводить из организма
hormon	гормон
reproductive	репродуктивный, половой
bone	кость
Ligament	связка
cartilage	хрящ
join	соединять
structural	структурный
Spinal	Спинной, позвоночный
cord	столб
vessel	сосуд

NOTES

1. to move us about – осуществлять какое движение

2. for receiving, processing and communicating information – для получения, обработки и передачи информации

3. which are required by cells – которые необходимо клеткам

4. by removing nitrogenous and other wastes – путем выведения азотосодержащих и других продуктов отхода

5. where urine is stored – где накапливается моча

1. Find in the text English equivalents for the following words and word combinations:

1. несколько основных систем 2. которые их соединяют 3. основная функция 4. со всеми необходимыми средствами 5. переносится кровотоком 6. ведущих к ним воздухоносных путей 7. где он поступает в кровоток 8. выводит мочу из почек 9. до тех пор, пока она не выведена 10. вырабатывают вещества - регуляторы

2. Answer the following questions:

1. What are the functions of the skeletal and muscular systems?
2. What is carried by the blood stream?
3. What is the chief function of the blood?

4. What does the nervous system consist of?
5. What is the main function of the respiratory system?
6. What does the urinary system?
7. How do the kidneys produce urine?
8. How is the urine discharged from the body?

Тема 2.2. Анатомия и физиология сердечно-сосудистой системы.

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 – сообщаются друг с другом
5. heart failure – паралич, остановка сердца; сердечная недостаточность
6. as the heart is just a simple pump – поскольку всего простой

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

1. просто насос 2. кровеносные сосуды 3. круговое движение 4. известны как 5. у взрослых 6. располагаться непосредственно под кожей 7. где это происходит 8. состоит из двух камер 9. каждый верхний отдел 10. вообще нет сообщения 11. его можно заставить биться искусственно 12. выталкивать кровь из сердца

2. Answer these questions:

1. What is heart?
2. What are tubes carrying blood called?
3. Where can the heartbeats be felt?
4. Where does the heart lie?
5. What does the heart consist of?
6. What compartments is each chamber divided into?
7. What are the compartments called?
8. What does heart failure mean?
9. Can the heart be made to beat artificially?
10. When does blood return to the heart again?

Тема 2.3. Кровь. Состав крови. Клетки крови.

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	микроскопический
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

1. 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. 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?

Тема 2.4. Анатомия и физиология скелетно-мышечной системы

Types of tissues

A tissue is a group of cells that have a similar shape and function. Different types of tissues can be found in different organs. In humans, there are four basic types of tissue:

epithelial, connective, muscular, and nervous tissue.

Epithelial tissue covers the body surface and forms the lining for most internal cavities. The major function of epithelial tissue includes protection, secretion, absorption, and filtration. The skin is an organ made up of epithelial tissue which protects the body from dirt, dust, bacteria and other microbes that may be harmful. Cells of the epithelial tissue have different shapes. Cells can be thin, flat, cubic or elongated.

Connective tissue is the most abundant and the most widely distributed of the tissues. Connective tissues perform a variety of functions including support and protection. The following tissues are found in the human body: ordinary loose connective tissue, fat tissue, dense fibrous tissue, cartilage, bone, blood and lymph -which are all considered connective tissue.

There are three types of muscle tissue: skeletal, smooth and cardiac. Skeletal muscle is a voluntary type of muscle tissue that is used in the contraction of skeletal parts. Smooth muscle is found in the walls of internal organs and blood vessels. It is an involuntary type. The cardiac muscle is found only in the walls of the heart and is involuntary in nature.

Nerve tissue is composed of specialized cells which not only receive stimuli but also conduct impulses to and from all parts of the body. Nerve cells or neurons are long and string-like.

Muscles of a human body

There are more than 600 muscles in our body. They perform different functions from pumping blood throughout our body to helping us lift our heavy backpack. You can control some muscles, while others — for example, your heart — work without you thinking about them at all. Muscles are all made of the same material, a type of elastic tissue (sort of like the material in a rubber band).

We have three different types of muscles in our body: smooth muscle, cardiac muscle and skeletal muscle.

Smooth muscles (involuntary muscles) are usually in sheets or layers, with one layer of muscle behind the other. You can't control them, but smooth muscles are at work all over your body. E.g., in your stomach and digestive system, they contract and relax to allow food to make its journey through the body.

You'll find smooth muscles at work behind the scenes in your eyes, too. These muscles keep the eyes focused.

The muscle that makes up the heart is called cardiac (hearty) muscle. It is also known as the myocardium. The thick muscles of the heart contract to pump blood out and then relax to let blood back in after it has circulated through the body. A special group of cells within the heart are known as the pacemaker of the heart because it controls the heartbeat.

Skeletal muscles are sometimes called striated muscle because the light and dark parts of the muscle fibers make them look striped. They are voluntary muscles, so you can control what they do. Together, the skeletal muscles work with your bones to give your body power and strength. In most cases, a skeletal muscle is attached to one end of a bone.

It stretches all the way across a joint and then attaches again to another bone. Skeletal muscles are held to the bones with the help of tendons. Tendons are cords made of tough tissue, and they work as special connector pieces between bone and muscle.

Some of the biggest and most powerful muscles are in your back, near your spine. These muscles help keep you upright and standing tall.

Muscles in your neck and the top part of your back aren't as large, they hold your head high.

You may not think of it as a muscular body part, but your face has plenty of muscles. Facial muscles don't all attach directly to bone, many of them attach under the skin. This allows you to contract your facial muscles just a tiny bit and make dozens of different kinds of faces.

And while you're looking at your face, don't pass over your tongue – a muscle that's attached only at one end. Your tongue is actually made of a group of muscles that work together to allow you to talk and help you chew food.

Because there are so many skeletal muscles in your body, we can't list them all here. But here are a few of the major ones:

Deltoid muscles help you move your shoulders.

The pectoralis muscles are found on each side of your upper chest. These are usually called pectorals. Below these pectorals, down under your ribcage, are the rectus abdominus muscles, or abdominals.

When you make a muscle in your arm, you tense your biceps muscle. When you contract your biceps muscle, you can actually see it push up under your skin.

Your quadriceps are the muscles on the front of your thighs. Many people who run, bike, or play sports develop large, strong quadriceps.

Exercises

I. Answer the following questions:

1. What are the three major types of muscles in the body?
2. What is the muscle that pumps blood throughout your body?
3. Which muscle helps move your shoulders?
4. Which type of muscle is found in your digestive system?
5. What connects bones and muscles together?
6. What do skeletal muscles working with bones give your body?
7. Where are any of your biggest and most powerful muscles situated in?
8. Which muscles are found on the front of your thighs?
9. Which muscles are found in your belly?

II. Match the types of tissues and their descriptions:

- A. Connective
- B. Epithelial
- C. Muscular
- D. Nervous

1. ___ Supports, protects, binds, insulates and transports
2. ___ Avascular but innervated
3. ___ Creates electrochemical impulses
4. ___ Specialized to contract and shorten
5. ___ Apical surface
6. ___ Irritability and conductivity
7. ___ Cells fit closely together in sheets
8. ___ Can be striated or non-striated
9. ___ Consists of cells and extracellular matrix
10. ___ Covering/lining that provides protection, absorption, excretion, filtration, and secretion

III. Write the missing forms for degrees of comparison (you can find them in the text above):

Положительная степень	Сравнительная степень	Превосходная степень
	more	
heavy		
		the most abundant
		the most widely
	more powerful	
		the biggest

IV. Make up and write sentences using the following words:

- 1) to contract, facial muscles, bit, you, allows, just a tiny, this, your
- 2) different, from, pumping, throughout, they, our body, to, helping, blood, heavy, us,

lift, our, backpack, functions, perform

3) work, your, of muscles, to talk, actually, chew, made, that, of, a group, tongue, together, to allow, you, is, you, food, and help

4) you, help, deltoid, shoulders, muscles, move, your

5) held, muscles, are, bones, with, skeletal, the, to, the, of, help, tendons

Тема 2.5. Анатомия и физиология нервной системы

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

Тема 2.6. Анатомия и физиология пищеварительной системы

Digestive system and digestion

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:

1. to assimilate (амер. |ə'siməleɪt|, брит. |ə'simileɪt|) - усваивать
2. carbohydrate (амер. |,kɑ:bo'haidret|, брит. |,kɑ:bə'haidreit|) - углевод
3. nutrients (амер. |'nu:triənts|, брит. |'nju:triənts|) – питательные вещества
4. starchy (амер. |'stɑ:rtʃi|, брит. |'stɑ:tʃi|) - содержащий крахмал
5. to moisten (амер. |'mɔɪsn|, брит. |'mɔɪs(ə)n|) - смачивать, увлажнять
6. Saliva (амер. |sə'laɪvə|, брит. |sə'laɪvə|) - слюна
7. oral cavity – ротовая полость
8. soft and hard palates – мягкое и твердое небо
9. salivary glands – слюнные железы
10. dilated – расширенный, распространенный
11. alimentary tract – питающий, пищеварительный тракт

12. pyriform –|ˈpɪrɪfɔ:m| - грушевидный
13. to dissolve (амер. |dɪˈzɔ:lɪv|, брит. |dɪˈzɒlv|) - растворять, растворяться
14. to hydrolyse – подвергать гидролизу
15. gastric (амер. |ˈɡæstrɪk|, брит. |ˈɡastrɪk|) - желудочный, гастрический, относящийся к желудку:
 gastric juice - желудочный сок
 gastric glands – желудочные железы
16. hydrochloric acid - соляная кислота
17. to digest – переваривать (пищу)
18. peptone – пептон (продукт переваривания белковых веществ)
19. bloodstream – |ˈblʌdstri:m| - кровоток
20. bile – |baɪl| - жёлчь
21. the juice of the pancreas (амер. |ˈræŋkriəs|, брит. |ˈpaŋkriəs|) - панкреатический сок
22. intestinal crypts – кишечные крипты
23. ducts – |dʌkts| - каналы, протоки, трубы
24. sodium chloride (амер. |ˈsoʊdiəm ˈklɔːraɪd|, брит. |ˈsəʊdiəm ˈklɔːraɪd|) - хлористый натрий, поваренная соль
25. potassium chloride (амер. |pəˈtæksɪəm ˈklɔːraɪd|, брит. |pəˈtasiəm ˈklɔːraɪd|) - хлористый калий
26. enzyme (амер. |ˈenzaim|, брит. |ˈenzaim|) - энзим, фермент
27. jejunum – |dʒɪˈdʒu:nəm| - тощая кишка
28. duodenum (амер. |duːəˈdi:nəm|, брит. |dʒuːəˈdi:nəm|) - двенадцатиперстная кишка
29. ileum – |ˈɪliəm| - подвздошная кишка
30. entire (амер. |ɪnˈtaɪər|, брит. |ɪnˈtaɪə|) - весь, целый, полный
31. villi – |ˈvɪli| - ворсинки, ворс; щетина
32. projection – |prəˈdʒekʃn| - выступ; проекция
33. by-product (амер. |ˈbaɪˌprɔːdʌkt|, брит. |ˈblaɪprɒdʌkt|) - побочный продукт
34. caecum – |ˈsi:kəm| - слепая кишка
35. colon (амер. |ˈkəʊlən|, брит. |ˈkəʊlən|) - толстая кишка, ободочная кишка
36. ascending - |əˈsendɪŋ| - восходящая
37. transverse (амер. |ˈtrænzvɜːrs|, брит. |trænzˈvɜːs|) - поперечная
38. descending (амер. |dɒˈsendɪŋ|, брит. |dɪˈsendɪŋ|) - нисходящая
39. sigmoid colon – |ˈsɪgmɔɪd| - S-образная, сигмовидная ободочная кишка
40. rectum – |ˈrektəm| - прямая кишка
41. vermiform – |ˈvɜːmɪfɔ:m| - червеобразный
42. vermiform appendix /appendage/ - червеобразный отросток
43. 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:

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

10. 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

Read and translate the text:

Outline of Anatomy and Physiology

Let's speak of anatomy and physiology, which are the study, respectively, of the normal structure and functioning of the body.

For life to continue the body requires fuel in the form of oxygen and food.

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 heart is simply a pump which circulates the blood throughout the body. Tubes called blood vessels carry it from the heart to all parts of the body and back.

Blood returning from all parts of the body, except the lungs, enters the right atrium. This round trip is known as the circulation.

The food we eat is turned into usable fuel by a process 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.

Oxygen is obtained from the air we breathe. The process by which it enters the blood to reach the body cells is called respiration. Its function is to provide the means whereby oxygen enters the blood and carbon dioxide leaves. This interchange of gases occurs in the lungs, which are situated in the chest one on each side of the heart. The respiratory system consists of the air passages and lungs.

Overall control and coordination of the body functions are effected by the nervous system, which consists of the brain and nerves. The brain may be likened to a computerized telephone exchange with nerves serving as telephone lines.

Exercises

I. Find in the text English equivalents for these word combinations:

1. иметь дело;
2. переноситься;
3. общий контроль и координирование;
4. просто насос;
5. кровеносные сосуды;
6. круговое движение;
7. известны как;
8. обеспечивать возможность;
9. по обе стороны;
10. газообмен;
11. находиться

II. Find the words in B having the close meaning with the words in A:

A) chest, to take part, to place, big, digestive, to perform, mouth, shape, main, body, toxic, portion, disease, drug, doctor;

B) to locate, part, large, thorax, ailment, oral cavity, to participate, physician, form, organism, alimentary, medicine, chief, to carry out, poisonous

III. Answer the following questions:

1. What do anatomy and physiology study?
2. Where does the fuel for the body come from?
3. What is digestion?
4. What may the brain be likened to?
5. What is heart?
6. What tubes are carrying blood cells?
7. Where does blood returning from all parts of the body enter?
8. What is respiration?
9. How can you characterize its function?
10. Where does the interchange of gases take place?
11. What does the body require for life?
12. What are enzymes?

IV. Describe the location of the organs:

the tongue, the stomach, soft and hard palates, the small intestine, the large intestine, the liver, the gallbladder, the pancreas

Раздел 3. Больничная служба

Тема 3.1. Названия специальностей медицинского персонала и их обязанностей

Hospital and other Medical Services

I. Подобрать эквиваленты

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

14. feldsher - obstetric station
15. dispensary

14. больница для умственно - отсталых
15. фельдшерско акушерский пункт

II. Подобрать эквиваленты

1. medical personnel
2. junior personnel
3. medical staff
4. obstetrician - gynecologist
5. psychiatrist
6. expert in resuscitation
7. ward nurse
8. dressing-room nurse
9. traumatologist
10. surgeon
11. therapist
12. morbid anatomist
13. doctor in charge
14. duty doctor
15. senior nurse
16. visiting nurse
17. general duty nurse
18. geriatric nurse
19. instrumental nurses mend
20. laboratory assistant
21. social worker

1. хирург
2. социальный работник
3. терапевт
4. лаборант
5. патологоанатом
6. операционная медсестра
7. лечащий врач
8. медсестра по уходу за престарелым
9. медсестра общего профиля
10. медицинский персонал
11. травматолог
12. младший медперсонал
13. перевязочная медсестра
14. штат врачей
15. палатная медсестра
16. акушер-гинеколог
17. реаниматолог
18. психиатр
19. дежурный врач
20. старшая медсестра
21. участковая патронажная медсестра

III. Перевести предложение на русский язык

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

IV. Прочитайте и ответьте на вопросы

1. Patient Petrov was treated at the hospital.
His temperature was taken every morning.
He was given the prescribed medicines.
He was given intramuscular injections.

Who carried out the administrations?

2. The patient was admitted to the hospital for making i diagnosis, He wakes taken blood test, X ray examination, urine analysis and stomach juice.

Who made the investigations?

3. My aunt has a slight temperature, Her blood analy sis shows an ancrea white blood cells count. She has cough productive of sputum. Her unine analysis are out of nr

Where must she be treated?

V. Перевести на английский язык

1. Я пошёл во взрослую поликлинику.
2. Он ходит в аптеку.
3. Я чувствую себя хорошо.
4. Сестра измерила температуру.
5. Сестра сделала внутримышечную инъекцию.
6. Врач выписывает рецепты.
7. Сестра взяла кровь и желудочный сок для анализа.
8. Мама хочет, чтобы меня осмотрел невропатолог.
9. Патологоанатом работает в морге.
10. Лаборанты проводят исследования мочи, крови, желудочного

VI. Перевести на английский язык

Городская больница, инфекционная больница, многопроф больница, больница скорой медицинской помощи, взрослая пол дом престарелых, женская консультация, родильный дом, госпита экстренная госпитализация, госпитализация для лечения, чаший врач, патологоанатом, хирург, акушер - гинеколог сестра, медсестра общего профиля, операционная сестр ее больниц, бокс, вестибюль для ожидания емовский кабинет.

VII. Закончите предложения, выбирая подходящий по смыслу вариант

1. A the rapeutist is	a) a doctor who treats the diases of the inner organs b) a docton, whs investigates the life of microorganisms
2. A neurologist is	a) a physician who treats ears, hose and throat diseases b) a physician who treats the diseases of the nervous system
3. A physician is	a) a person who protects and restores the health of people b) a person who investigates the life of plants
4. Pregnant woman visits	a) geriatric home b) multi field hospital c) prenatal dispensary
5. A laboratory assistant is	a) a person who takes care of patients in the in patiens department of a hospital b) a person who makes analysis of blood urine, stomach juice

6. A visiting nurse is	a) a person who makes analysis b) take care of patients in the in - patient department of a hospital c) a person who visits his patients
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Тема 3.2. Больничная служба. Отделения стационара и их функции.

Hospital Departments

Reading

1. 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

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

1. Andrew's son is sick, so he takes him to the department that deals with the care of children.
d__t__c-
2. The patient needs medicine so he goes to the place where pharmacists distribute pharmaceutical drugs.
p__r__c-
3. Employees in the department that studies and diagnoses diseases must wear gloves and goggles. a__olo —
4. Doctors in a medical field that uses instruments to operate on patients need very steady hands.
s__g__y
5. Saul works on an ambulance, so he sees plenty of situations in which someone's life is in danger.
e_g_c_s

3. Read the sentence pairs. Choose the sentence that uses the underlined part correctly.

1. A Ralph is at the cardiology department because his heart is beating abnormally.
B Doctors in the pathology department respond to emergency situations.
2. 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.
3. A The pregnant woman is in the obstetrics department.
B Doctors who work in the pathology department only care for children.
4. A Doctors usually perform surgery in the pharmacy.

B Gregory takes x-rays in the radiology department.

5. 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 3.3. Больничная палата

Rooms and Equipment

1. Learn the subject-specific vocabulary:

1. Equipment - оборудование, оснащение, материальная часть
2. Wheelchair - кресло на колёсах (для инвалидов)
3. Call button - кнопка вызова персонала
4. Oxygen tank - кислородный резервуар (цистерна, бак)
5. Latex gloves - латексные перчатки
6. Pressure mattress - надувной матрац
7. Gown - свободный халат
8. Gauze - 1. Газ(материя) 2. Марля
9. Syringe - шприц, спринцовка
10. Biohazard waste container - контейнер для биоопасных отходов
11. Sharps container - контейнер для острых отходов
12. Sores - раны, язвы, болячки
13. Biological substances - биологические вещества
14. Garment - предмет одежды, покров, одеяние
15. Properly - должным образом, как следует, правильно
16. Definitely - точно, несомненно, конечно, разумеется
17. Present - 1. настоящее время 2. настоящий несомненный 3. данный, этот самый
18. Harmful - вредный, пагубный, губительный
19. Flexible - 1. гибкий, гнущийся 2. свободный(график)
20. Ensure - обеспечивать, гарантировать
21. Discard - 1. отбрасывать, выбрасывать 2. отказываться от прежних взглядов 3. увольнять
22. Dispose of - избавиться, ликвидировать
23. Restock - восполнять (запасы)
24. Empty - опорожнять, выливать, высыпать, выкачивать, выпускать
25. Draw - тянуть, вытаскивать, выдергивать
26. Summon - 1. созывать собрание 2. Собирать, призывать
27. Dispose - располагать, размещать, расставлять

2. Reading

Read the checklist at Longman Hospital.

Then, mark the following statements as true (T) or false (F).

- 1 ___ Nurses must make sure the call button works.
- 2 ___ The oxygen tank should be no more than half full.
- 3 ___ Nurses discard used syringes in biohazard waste containers.

ROOM CHECKLIST

Be sure that the following items are addressed before each patient is admitted. Sign and date after preparing the room.

Check that a **wheelchair** is present
 Test **call button** to ensure proper functioning
 Make sure an **oxygen tank** is present and at least 80% full
 Check that the **alternating pressure mattress** is working properly
 Discard used hospital **gowns** and restock bedside table with new ones
 Make sure drawers are stocked with **latex gloves** and **gauze**
 Discard used **syringes** in **sharps container** and restock drawer with new syringes
 Empty and clean **biohazard waste Container**

Vocabulary

3.1 Match the words or phrases (1-5) with the definitions (A-E).

- 1 __ biohazard waste container
- 2 __ oxygen tank
- 3 __ syringe
- 4 __ alternating pressure
- 5 __ mattress latex gloves

- A – a container shaped like a tube that is used to draw or push liquid out of or into something
 B – a mattress that helps to prevent sores by keeping pressure off of certain areas of the body
 C – a special container that stores harmful biological substances
 D – gloves made of a flexible material that doctors often wear
 E – a container that holds pure oxygen

3.2 Write a word or phrase that is similar in meaning to the underlined part.

1. The nurse uses a syringe and then puts it into a special container that stores sharp hospital objects. s _ r _ c _ t _ n _ r
2. Amy is in the hospital. She has on a hospital garment that a patient wears. g _ w _
3. Bob needs a nurse. He summons her using the button in a hospital room that a patient presses. c _ l b _ t _
4. Ellen can't walk. She uses a chair with wheels to move around. _ h _ l _ h _ i _
5. Jack's arm is bleeding. The nurse wraps it in a thin cloth used to cover injuries. _ a _ z _

Тема 3.4. Процедура госпитализации. Карта пациента.

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.

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

Name 3 reasons

2. Fill in the blanks with the correct words or phrases:

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

1. _____ medications can lessen the symptoms of colds and viruses.
2. As the _____ costs rise, people are spending more on medical treatment.
3. The patient's _____ showed that his father and grandfather had heart problems.
4. The patient's _____ was a cramp. but the doctor feared it was a more serious issue.
5. Sarah's _____ includes her treatment for depression and anxiety.
6. The doctor will _____ John to the hospital because of his serious condition.

3. 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 I _____

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 4.1. Оказание первой помощи при ушибах и кровотечениях

BLEEDING

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

Words:

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

Ex.1 Find English equivalents. Найдите английские эквиваленты.

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

Ex.2 Find Russian equivalents. Найдите русские эквиваленты.

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

Ex.3 Answer the questions. Ответьте на вопросы.

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

Тема 4.2. Виды переломов. Оказание первой помощи.

FRACTURES

Your bones are tough stuff - but even tough stuff can break. Like a wooden pencil, bones will bend under strain. But if the pressure is too much, or too sudden, bones can snap. You can break a bone by falling off a skateboard or crashing down from the monkey bars. When a bone breaks it is called a fracture. The word "fracture" means a break in a bone.

There are two kinds of fractures: closed and open. In a closed fracture there is no wound on the skin. In an open fracture there is a wound. Open fractures are more serious than closed ones.

Doctors describe fractures in the following ways:

A complete fracture is when the bone has broken into two pieces.

A greenstick fracture is when the bone cracks on one side only, not all the way through.

A single fracture is when the bone is broken in one place.

A comminuted fracture is when the bone is broken into more than two pieces or crushed.

A bowing fracture, which only happens in kids, is when the bone bends but doesn't break.

If a person breaks his arm or leg he complains of pain in the place of the break. The pain becomes more severe if he presses the place or tries to move. If you think you or someone else has broken a bone, the most important things to do are to:

- stay calm
- make sure the person who is hurt is as comfortable as possible
- do not let the person move
- use a splint for the broken limb
- bind the splints to the limb but not at the place of the fracture
- call the emergency number in your area

One super-important tip: If you're not sure what bone is broken or you think the neck or back is broken, do not try to move the injured person. Wait until a trained medical professional has arrived.

Doctors use X-rays to see the break and put plaster casts on the broken limbs. the special bandage that will keep the bone in place for the 1 to 2 months it will take for the break to mend.

Words:

1. fracture - перелом
2. to break - ломать, перелом
3. bone - кость
4. closed - закрытый
5. open - открытый
6. to complain of - жаловаться на
7. to move - двигаться
8. comminuted fracture - оскольчатый перелом
9. single fracture - единичный перелом
10. greenstick fracture - перелом по типу зеленой веточки
11. complete fracture - полный перелом
12. to appear - появляться
13. splint - шина
14. to bind - перевязывать
15. X-rays - рентгеновы лучи
16. plaster cast - гипсовая повязка
17. limb - конечность

Ex.1 Find English equivalents. Найдите английские эквиваленты.

Нет раны на коже, более серьезный, жаловаться на боль, становиться более сильной, пытаться двигаться, не позволяйте, наложите шину, на сломанные конечности.

Ex.2 Find Russian equivalents. Найдите русские эквиваленты.

To bend under strain, by falling off a skateboard, a break in a bone, more serious, a wound on the skin, an open fracture, a closed fracture, a comminuted fracture, a sing fracture, a greenstick fracture, a complete fracture, to see the break, to put plaster casts.

Ex.3 Answer the questions. Ответьте на вопросы.

1. What does the word "fracture" mean?

2. What kinds of fractures do you know?
3. What fracture is more serious?
4. When does the pain become more severe?
5. How can you help the person with fracture?
6. What do the doctors do with fractures?

Тема 4.3. Оказание первой помощи при отравлениях

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. проверить 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?

Тема 4.4. Оказание первой помощи при шоке, обмороке

FAINTING

The cause of fainting may be different: strong emotion, want of food, fatigue or pain, In fainting person loses consciousness. Blood doesn't get to the brain. The face of a person before fainting gets very pale and sweat appears on his forehead. He feels dizzy and weak. His breathing is shallow. His pulse is weak and slow.

If you help a person who lost his consciousness:

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

Words:

1. fainting—обморок
2. cause - причина; вызывать
3. emotion - душевное волнение

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

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; want 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.

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

Тема 5.1. Симптомы заболеваний

Diseases. Diagnosis.

I. Подобрать эквиваленты:

- | | |
|--------------------------------------|--------------------------------|
| 1. curable disease | 1. обострение болезни |
| 2. incurable disease | 2. источник заболевания |
| 3. hereditary disease | 3. запущенный случай |
| 4. infection disease | 4. рецидив заболевания |
| 5. venereal disease | 5. серьезное заболевание |
| 6. cholelithiasis | 6. ишемическая болезнь сердца |
| 7. child disease | 7. желчекаменная болезнь |
| 8. urolithiasis | 8. детское заболевание |
| 9. intestinal disease | 9. инфекционное заболевание |
| 10. coronary disease | 10. наследственное заболевание |
| 11. unrecognized disease | 11. излечимая болезнь |
| 12. serious disease | 12. нераспознанное заболевание |
| 13. concomitant disease | 13. венерическое заболевание |
| 14. relapse of a disease | 14. неизлечимое заболевание |
| 15. temporary remission of a disease | 15. мочекаменная болезнь |

16. advanced case
17. disease of unknown etiology
18. source of trouble
19. acute onset of a disease
20. acute condition

16. острое начало болезни
17. заболевание неизвестной этиологии
18. кишечное заболевание
19. сопутствующее заболевание
20. временное ослабление болезни

II. Подобрать эквиваленты:

1. тяжёлые последствия болезни
2. приступ болезни
3. предупреждение болезни
4. благоприятный прогноз болезни
5. проявление болезни
6. лёгкая форма болезни
7. заболеваемость
8. бороться с болезнью
9. заразиться
10. унаследовать болезнь
11. лечить заболевание
12. неправильный диагноз
13. окончательный диагноз
14. диагноз при поступлении
15. диагностическая ошибка
16. поставить диагноз
17. общие симптомы болезни
18. превалирующий симптом болезни
19. симптомокомплекс болезни
20. подтвердить диагноз

1. to confirm diagnosis
2. predominating symptoms of disease
3. to make a diagnosis
4. admission diagnosis
5. wrong diagnosis
6. to inherit a disease
7. to fight against a disease
8. mild form of a disease
9. favourable prognosis of a disease
10. attack of a disease
11. bad after – effects of a disease
12. prevention of a disease
13. manifestation of a disease
14. morbidity
15. to catch a disease
16. to treat a disease
17. final diagnosis
18. diagnostic mistake
19. general symptoms of a disease
20. symptom – complex

III. Перевести предложения

1. Высокая заболеваемость гриппом наблюдается в осеннее – зимний период.
2. Существуют различные формы болезни: лёгкая, тяжёлая, острая, хроническая.
3. Пациент сам может купировать приступ бронхиальной астмы.
4. При неопределённом диагнозе доктор проводит дифференциальную диагностику.
5. Диагноз при поступлении может отличаться от диагноза при выписке больного.
6. Пациенту поставили диагноз, основанный на оценке результатов проведённого лечения.
7. Подтвердить диагноз «сахарный диабет» можно лабораторными исследованиями крови и мочи.
8. Лихорадка, головная и мышечная боль, слабость – это интоксикационный синдром.
9. Появление сжимающей боли за грудиной –стораживающий симптом стенокардии (angina pectoris).
10. Трудно лечить заболевание в запущенной стадии.
11. Чтобы выяснить (узнать) источник заболевания, доктор назначает лабораторную диагностику.
12. При многих заболеваниях прогноз болезни является благоприятным, в запущенных случаях – могут возникнуть тяжёлые последствия болезни.

IV. Перевести предложения

1. When the patient has concomitant disease, the acute conditions of the main disease may occur.
2. Manifestation of a disease are marked by character symptoms of any diseases.
3. Scarlet fever, chicken-pox are the child diseases.
4. The most of venereal diseases are curable diseases.

5. Hereditary diseases are inherited by people and they are practically incurable.
6. The cause of infection diseases is the finest alive organisms.
7. Cholelithiasis is a result of metabolic disorder.
8. The duration of a disease depends on the right treatment.
9. Cancer is a disease of unknown etiology.
10. The doctor confirmed the diagnosis made by laboratory findings.
11. The patient has temporary remission of a disease as the result of treatment.
12. The doctor can make a diagnosis according to the predominating symptoms of a disease.
13. Acute condition can occur in the result of wrong dietetic therapy.
14. A relentlessly progressive disease can lead to lethal result.

V. Закончите следующие предложения, выбрав подходящий по смыслу вариант

1. The spleen is the organ ...
 - a) located in the left side of the abdominal cavity behind the stomach;
 - b) located in the right side of the thoracic cavity behind the lung.
2. Purulent sputum ...
 - a) never contains any microorganism;
 - b) always contains some microorganism.
3. The patient with sever form of pneumonia...
 - a) was allowed to attend the treatment at the polyclinic;
 - b) was admitted to the in-patient therapeutic department of the hospital.

VI. Подобрать эквиваленты

- | | |
|------------------------------|--------------------------------|
| 1. intractable pain | 1. постоянная боль |
| 2. long – standing dull pain | 2. невыносимая боль |
| 3. steady pain | 3. незначительная боль |
| 4. fasting pain | 4. опоясывающая боль |
| 5. anginal pain | 5. режущая боль |
| 6. throbbing pain | 6. кинжальная боль |
| 7. piercing pain | 7. внезапная, острая боль |
| 8. sudden acute pain | 8. пульсирующая боль |
| 9. deep pain | 9. голодная боль |
| 10. constant pain | 10. продолжительная тупая боль |
| 11. tolerable pain | 11. некупируемая боль |
| 12. unbearable pain | 12. стойкая боль |
| 13. bad pain | 13. сжимающая боль |
| 14. trivial pain | 14. жгучая боль |
| 15. marked pain | 15. выраженная боль |
| 16. band – like pain | 16. сильная боль |
| 17. scalding pain | 17. переносимая боль |
| 18. cutting pain | 18. глубокая локализация боли |
| 19. pressing pain | 19. колющая боль |
| 20. knife – like pain | 20. ангинозная боль |

VII. Подобрать эквиваленты

- | | |
|---------------------|----------------------------|
| 1. болеть | 1. attack of pain |
| 2. страдать от боли | 2. to increase of pain |
| 3. облегчать боль | 3. pains of unknown origin |
| 4. вызывать боль | 4. menstrual pains |

5. переносить боль	5. painful breathing
6. приглушить боль	6. low back pain
7. мышечная боль	7. cause pain
8. выраженная боль	8. chest pain
9. чувствовать боль	9. pains on urination
10. приступ боли	10. pain on defecation
11. определить болезненность	11. to relieve pain
12. усиливаться (о боли)	12. to localize tenderness
13. снять боль	13. to feel pain
14. боли неясного происхождения	14. muscular pain
15. боли при дефекации	15. to deaden the pain
16. боли при менструации	16. to kill pain
17. боли при мочеиспускании	17. to have pain
18. боль во время дыхания	18. to suffer from pain
19. боли в груди	19. to stand pain
20. боль в пояснице	20. marked tenderness

VIII. Прочитать текст, перевести и выучить.

Pain

Pain is the most primitive and one of the most important of all sensations. The free nerve endings constitute the receptors for pain. They are the most widely distributed receptors in the body being found in the skin, cornea, blood vessels and most viscera.

Pain can be relieved by reducing the irritability of the nerves as by compression, cold, drugs or by reducing the sensitivity of the cerebral cells.

Pain cannot always be localized.

Role of Nervous System.

The nervous system regulates the activities of the different organs and the entire organism. Muscular contractions, glandular secretion, heat action, metabolism and many other processes are controlled by the nervous system.

The nervous system links the various organs and systems, coordinates all the activities and ensures the integrity of organism.

The working of each organ or system of organs may be affected by various conditions. A change in the function of one organ or system of organs leads to changes in the functions of other organs and systems.

The unity of organism and its external environment is affected through the nervous system.

Тема 5.2. Клинические проявления отдельных заболеваний

1. Перевести на русский язык

1. The patient has shortness of breath and cough productive of sputum.
2. The child has pruritus because he has chicken-pox.
3. As the patient has excessive night sweating, the nurse must change his bedclothes.
4. At first the patient had nausea and then he had a bad vomiting.
5. The patient has sore throat and that is why he has odynophagia.
6. The child had diarrhea and bad faecal incontinence. He had rectal bleeding.
7. The woman has no children as she has in fertility.
8. The old woman has cataracta and at first she had blurred vision and diplopia. Then she had visual impairment and then she had vision failure.
9. The old man has stiffness and limp.

10. The symptoms of fever are tinnitus, nasal stuffiness, sneezing attacks, lacrimation and sore throat.
11. Mustard plasters are prescribed for cough.
12. These powders (порошки) relieve the pains in the stomach in case of gastric ulcer.
13. The patient's urinalysis indicated some kidney trouble.
14. Our doctor made the diagnosis of pneumonia and sent my mother to a hospital.
15. After an attack of grippe, I had a complication of the heart.

II. Выберите симптомы, наиболее характерные для указанных заболеваний

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

III. Прочитать отрывки. Сказать, какие заболевания ЖКТ описаны в них

1. The girl developed a permanent loss of appetite and she had not been increasing in weight for several months. Her growth was slow. She often had short periods of fever. On physical examination the physician revealed a small number of dry and fine moist rales. The percussion sound was considerably reduced.
2. The patient complained of a general malaise, fatigue and cold profuse perspiration at night. His temperature had been persisting at a level of 38°G for about a month. He had mucopurulent sputum sometimes containing blood. When the doctor was examining him the patient stated that he had lost much weight.
3. When the patient Was admitted to the hospital his breathing was rapid and there was a marked cyanosis of the face. He complained of chest pain on deep breathing in. The physician determined that his arterial pressure was reduced, his pulse rate was accelerated and there was dullness in the lungs. There were numerous foci of inflammation in the lungs revealed by the X-ray examination.

IV. 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. (Среднее медицинское образование) - ISBN 978-5-222-35182-6. Доступ из ЭБС «Конс. студ.» - Текст: электронный, [1] с, тексты и упражнения на стр. 56-58.

Тема 5.3. Заболевания органов дыхания

I. Прочитать отрывки, перевести их и ответить на вопросы

1. The patient had a dry cough. In a day or two the cough became productive. After the attacks of cough the patient felt pain in the substernal area and in the throat. His temperature was not very high. He followed home treatment and was administered aspirin and codein. He was recommended to have warm milk with soda several times a day. *Чем был болен этот пациент - трахеитом или бронхитом?*
2. The patient's temperature had been changing but persisting for two weeks. His breathing was rapid and he complained of breathlessness. There Was cyanosis of the face. The chest pain was particularly sharp on deep breathing in. He had cough with purulent sputum. His erythrocyte sedimentation rate was accelerated. Dry rales were heard all over the right lung. *Какой диагноз вы поставили бы этому больному — бронхит или пневмония?*

II. 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. (Среднее медицинское образование) - ISBN 978-5-222-35182-6. Доступ из ЭБС «Конс. студ.» - Текст: электронный, [1] с, тексты и упражнения на стр.43-45

Тема 5.4. Основные детские заболевания

I. 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. (Среднее медицинское образование) - ISBN 978-5-222-35182-6. Доступ из ЭБС «Конс. студ.» - Текст: электронный, [1] с, тексты и упражнения на стр.58-66

Тема 5.5. Сердечно-сосудистые заболевания

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. (Среднее медицинское образование) - ISBN 978-5-222-35182-6. Доступ из ЭБС «Конс. студ.» - Текст: электронный, [1], тексты и упражнения на стр.58-66

I. Текст "Hypertension", стр.31-32, упр.1, 2.

II. Текст "Work of the Human Heart", посттекстовые упражнения на стр.33, 34.

III. 3.Текст "Heart Disease", стр.34-35, упр.1, 2.

Тема 5.6. Заболевания пищеварительной системы

Gastric and Duodenal Ulcers

The Russian scientists N. Burdenko, L. Koreisha, A. Speransky and B. Mogilnitsky proved the existence of an association between a lesion of the central and peripheral nervous systems and the development of ulcer.

The neurogenous theory of the pathogenesis of ulcer was developed further into the corticovisceral theory by K. Bykov and I. Kurtsin. According to this theory gastric and duodenal ulcers were found to result from disturbances in the central nervous system, i. e. the brain cortex.

The brain cortex under the influence of external and internal stimuli sends impulses to the stomach and the duodenum, which cause a spastic contraction of vessels. Such a spastic contraction results in local trophic disturbances followed by erosion of the affected area by the gastric juice.

In the majority of cases ulcer is observed to develop in particularly nervous persons, often after emotional overstrain. But an irregular diet in combination with an emotional overstrain is often observed to contribute to the onset of ulcer development.

Gastric and duodenal ulcers are found to develop more frequently in men than in women, mainly at ages of 25 to 40 years. This disease is characterized by pains, haemorrhages, nausea, vomiting, etc. At the onset of the disease pain is usually dull in character. In gastric ulcers pain is found to grow worse after meals. Acute pain in the stomach is known to be characteristic of perforated ulcers. Pain due to ulcer is well known to occur periodically and be intermittent in occurrence.

The course of ulcer has proved to vary with age and sex, location of ulcers, etc. At a young age its course has no characteristic clinical manifestations. In old persons the incidence of ulcers is known to be rare. But they are often complicated by considerable haemorrhage resulting from sclerotic changes in the stomach.

Ulcers are known to have a chronic, cyclic course, with remissions from 6 to 12 months. Exacerbation (обострение) of ulcers, particularly that of duodenal ulcers, has been found to occur in spring and autumn.

I. Прочтите текст. Выпишите английские эквиваленты следующих словосочетаний:

в сочетании с, в большинстве случаев, в молодом возрасте, под влиянием внешних и внутренних раздражителей, способствовать началу появления язв, никаких характерных клинических проявлений.

II. Закончите данные предложения в соответствии с содержанием текста:

1. Patients with perforated ulcers are known to complain of- (a) an acute pain in the stomach, (б) a sharp pain in the substernal area radiating to the shoulder. 2. In old persons ulcers are complicated by haemorrhage which is due to- (a) sclerotic changes in the stomach, (б) an irregular diet in combination with a nervous overstrain. 3. According to corticovisceral theory the development of ulcer is associated with- (a) disturbances in the blood supply of the brain, (б) the lesions of the central and peripheral nervous systems.

III. Прочтите следующие сообщения и запомните факты, о которых в них говорится:

Do you know that...

- 1) the movement of food in the intestines of a healthy person may last from 12 to 72 hours?
- 2) milk products contain about 100 substances useful for men?
- 3) salt consists of two poisons, which are combined chemically in such a way that we can eat it?
- 4) the amount of gastric juice secreted in the stomach within 24 hours is 1.5-2.0 litres?

IV. Put questions to the words in bold type:

1. Pain intermittent in occurrence is known to be characteristic of gastric or duodenal ulcers.
2. Under the influence of internal and external stimuli the brain cortex sends impulses to all the organs of the human body.
3. In the majority of cases acute pain in the abdominal cavity may be a clinical manifestation of perforated ulcer.

Тема 6.1. Питание. Основные нутриенты. Сбалансированное питание

Diet Therapy

I. Подобрать эквиваленты

- | | |
|------------------------------------|-------------------------------------|
| 1.питание | 1.artificial feeding through a tube |
| 2.кормить больного | 2.to fill in calculators list |
| 3.искусственное питание | 3.mode of cooking food |
| 4.диетотерапия | 4.diet |
| 5.дополнительное питание | 5.to feed a patient |
| 6.диета с низким содержанием жира | 6.dietetic therapy |
| 7.витаминизированное питание | 7.balanced diet |
| 8.искусственное питание через зонд | 8.bland diet |
| 9.парентеральное питание | 9.liquidised diet |
| 10.калорийность суточного рациона | 10.minced diet |
| 11.суточный рацион | 11.strict diet |
| 12.прием пищи | 12.vegetarian diet |
| 13.свежая пища | 13.weight reducing diet |
| 14.полноценное питание | 14.food products |
| 15.усиленное питание | 15.high-calorie food |
| 16.качественная пища | 16.good food |
| 17.заполнять порционник-меню | 17.intensified nutrition |
| 18.форма приготовления пищи | 18.full-value diet |
| 19.высококалорийная пища | 19.fresh food |

20.продукты питания	20.food taking
21.диета, снижающая вес	21.daily ration
22.вегетарианская диета	22.caloric value of the daily ration
23.строгая диета	23.parenteral feeding
24.диета с использованием измельченной пищи	24.high-vitamin diet
25.диета с использованием слизистых супов	25.low fat diet
26.щадящая диета	26.extra food
27.сбалансированное питание	27. artificial nutrition

II. Прочитать и перевести текст

DIGESTION

For life to continue, the body requires fuel in the form of oxygen and food. Respiration provides the oxygen. Our food, however, cannot be utilized by the body in the form in which it is eaten. It must be specially processed by the body before it can be of any use. This special processing is known as digestion. It is brought about by the action on the food of certain substances called enzymes which are made by the body and mixed with the food during its passage through the body.

The food we eat consists of protein, carbohydrate and fat. It also contains small quantities of vitamins and minerals.

Proteins are found in meat, fish, eggs, milk and cheese. They are broken down into amino-acids during digestion. Protein is necessary for cell growth and repair.

Carbohydrates are found in sweet and starchy foods such as sugar, flour and potatoes. They are broken down into glucose during digestion. Carbohydrates provide body cells with the energy required to perform their functions.

Fats are found in meat, fish, dairy products and vegetable oils. The digestive process breaks them down to fatty acids. Fats provide energy and body fat, which is stored in a layer beneath the skin. 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.

III. Найти из текста английские эквиваленты

1. Организму необходима.
2. Быть специально переработанным.
3. Оно производится.
4. По мере ее прохождения.
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.
13. Вещества, называемые энзимами.
14. Содержит небольшие количества витаминов и минералов.
15. Необходим для роста клеток.
16. Крахмалистая пища.
17. Накапливается в подкожном слое.
18. Поддерживает температуру тела в холодное время.

19. Организму требуется вода.
20. Многие продукты содержат большое количество воды.

IV. Ответить на вопросы

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?

V. Перевести на английский язык

1. Для его функционирования организму необходима энергия.
2. Пища должна быть специально переработана для потребления ее организмом.
3. Пищеварение осуществляется при помощи ферментов, вырабатываемых организмом.
4. Кроме белков, углеводов и жиров пища содержит витамины и минеральные вещества.
5. Белки необходимы для роста и восстановления клетки.
6. Углеводы превращаются в глюкозу в процессе пищеварения.
7. Жир является дополнительным источником энергии.
8. Многие продукты питания содержат в себе большое количество воды.

Тема 6.2. Витамины и минералы

I. 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. (Среднее медицинское образование) - ISBN 978-5-222-35182-6. Доступ из ЭБС «Конс. студ.» - Текст: электронный, [1] с, стр.105-106

II. 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. (Среднее медицинское образование) - ISBN 978-5-222-35182-6. Доступ из ЭБС «Конс. студ.» - Текст: электронный, [1] с, текст "Белки, минералы и витамины", упр.1, стр.163

III. Fill in the appropriate words and word-combinations from the box.

VITAMINS AND MINERALS

Molecules, chemical, metabolism, function, enzymes (3), eat, food, liver, store (2), diet, deficiencies, vitamins (3), inorganic, minerals (2), construction, quantities

Vitamins are organic ... needed in small ... for normal ... throughout the body. Vitamin molecules attach to ... and help them work properly. Many ... are totally useless without the appropriate ... to activate them. Most of the vitamins cannot be made by the body, so we must ... them in our The body can fat-soluble ... - A, D, E and K – in the ... for later use. Because the body cannot ... water-soluble vitamins such as B vitamins and vitamin C, they must be continually supplied in the

Vitamin ... can lead to severe metabolic problems. Table 7.1 lists some of the more well known vitamins, their sources, functions, and symptoms of deficiency.

Minerals are just as important as Minerals are ... elements or salts found naturally in the earth. Like vitamins, minerals ions can attach to ... and help them work ... also function in a variety of other vital ... reactions. For example, sodium, calcium, and other ... are required for nerve conduction and for in muscle fibers. Without these minerals, the brain, heart, and respiratory tract would cease to....

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

1. How do your eating habits affect your life?
2. How can nurses help their patients get proper nutrition?

PROPER NUTRITION

Having a healthy body requires getting enough vitamins and minerals. As such, it's important to know which foods to look for and which ones to avoid.

Vitamin C and **vitamin A** are found in fruits and vegetables such as mangoes and broccoli. Fish, including tuna and salmon, are rich in **vitamin D**. **Poultry** and vegetables such as potatoes contain **B-vitamins**.

Many of these vitamin-rich foods have other important nutrients in them, too. Fish, for example, also contains **protein** and **omega-3**, while **zinc** is found in most types of meat, including beef and poultry. A healthy diet will include a balance of these vitamins and nutrients.

Some things should be eaten in moderation, though. While **carbohydrates** and **fats** are important sources of energy, eating too many is unhealthy. **High fructose corn syrup**, found in unhealthy items such as soda, has been linked to **obesity** in many studies. Limiting your intake of these items is important for your health.

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

- 1 __ Salmon is a source of vitamin D and omega-3
- 2 __ Zinc and B-vitamins are found in poultry.
- 3 __ Any consumption of fats is unhealthy.

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

1. __ Витамин А
2. __ Vitamin C
3. __ Vitamin D
4. __ B-vitamins
5. __ omega 3
6. __ zinc
7. __ pouitty

- A. contributes to central nervous system health
- B. help prevent cancer
- C. acts as an antioxidant and helps prevent heart disease
- D. benefits the eyes
- E. aids the creation of healthy bones
- F. promotes skin and muscle health
- G. meat that comes from birds such as chicken and turkey

VII. Write a word or phrase that is similar in meaning to the underlined part.

1. Foods made from greens are full of nutrients that provides energy c _ _ _ o _ _ d _ _ t _ _

2. A diet that is high in organic compounds that store excess nutrients can lead to a variety of health problems _ a _ s

3. Most sodas are considered unhealthy largely because of how much sugar substitute they contain,

_ i _ _ f _ _ _ t _ _ e _ _ f _ s _ _ u _

4. Power intake and use of food is a factor in dozens of health conditions. _ u _ _ i _ _ _ n

5. Fish contain a nutrient that contributes to tissue, bone, muscle, skin and blood health _ f _ _ e _ n

6. A medical condition in which people have a dangerous amount of body fat is caused by poor diet and significantly impair a person's mobility and health o _ _ s _ _ y

Тема 6.3. Заболевания, вызванные неправильным питанием

I. Прочитать и перевести текст

The food we eat is called our diet. All the constituents of food — protein, fat, carbohydrates, vitamins and minerals — are present in adequate quantities in a normal balanced diet. There is no need to eat excessive quantities of one or the other. Over-eating is dangerous to health as the body only requires a certain amount of energy. Food eaten in excess of the body's energy requirements is stored in the form of fat and thus increases body weight. This is potentially dangerous to health as it puts an extra strain on the heart and circulation and may lead to disease of the heart and arteries, resulting in high blood pressure and heart failure.

Thus all the food we eat undergoes digestion by enzymes, which turn it into amino-acids, fatty acids, glucose, vitamins and minerals. Only when it is in this form can it be absorbed into the blood and utilized by the body cells.

II. Перевести предложения

1. The patient gets artificial feeding through a tube.
2. The patient with denutrition was administered full value, appetizing diet.
3. Food products should be fresh and high-calorie.
4. Mode of cooking food is very important for everybody.
5. Content of the daily ration is calculated every day by nurse dietitian.
6. Liquidised diet is used by the patient with the diseases of alimentary system.
7. The patient with the disorders of digestive system takes minced, bland diet.
8. The patient with obesity should take weight reducing diet.

III. DISEASE CAUSED BY POOR DIET

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

1. *What is the conversation mostly about?*
A a patient's recent weight loss
B the impacts of a poor diet
C how to improve a patient's nutrition
D the benefit of B vitamins and omega 3
2. *What will the patient likely do?*
A purchase fish
B eat healthier fats
C stop drinking soda
D schedule a second check up

Listen again and complete the conversation.

Nurse: John, before we finish your check up there's something we should discuss.

Patient: What's that?

Nurse: Your weight gain, You understand the risks of obesity, don't you?

Patient: I do, yeah, I know my weight is getting out of hand

Nurse: You need to change your diet drastically and exercise more,

Patient: I know. But I get tired so easily

Nurse: Changing your diet will help, Add some protein and B-vitamins. Your muscles will recover faster.

Patient: Oh, thanks. Are there certain foods I should look for?

Nurse: Well, poultry has both, But you'll also need to cut out the bad stuff. Fewer fats, and no high fructose corn syrup, So soda in out.

Patient: I do drink it often, probably one or two cans a day.

Nurse: You can't do that if you want to lose the weight.

Patient: Okay, Starting today, no more.

IV. Прочитать и перевести текст

The food we eat is called our diet. All the constituents of food — protein, fat, carbohydrates, vitamins and minerals — are present in adequate quantities in a normal balanced diet. There is no need to eat excessive quantities of one or the other. Over-eating is dangerous to health as the body only requires a certain amount of energy. Food eaten in excess of the body's energy requirements is stored in the form of fat and thus increases body weight. This is potentially dangerous to health as it puts an extra strain on the heart and circulation and may lead to disease of the heart and arteries, resulting in high blood pressure and heart failure.

Thus all the food we eat undergoes digestion by enzymes, which turn it into amino-acids, fatty acids, glucose, vitamins and minerals. Only when it is in this form can it be absorbed into the blood and utilized by the body cells.

Тема 7.1. Общий уход, предметы общего ухода за больными

I. 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. (Среднее медицинское образование) - ISBN 978-5-222-35182-6. Доступ из ЭБС «Конс. студ.» - Текст: электронный, [1] с, тексты и упражнения на стр. 28-31

II. Подобрать эквиваленты

- | | |
|---|--|
| 1.измерять температуру | 1.general duty nursing |
| 2.заполнить температурный лист | 2.observation of the patient |
| 3.смена постельного белья | 3.to carry out phophysical medical examination |
| 4.протирание кожи дез. раствором | 4.to fill in patient s card |
| 5.мытьё ног | 5.under the supervision of the physician |
| 6.давать кислород через носовой катетер | 6.applying an ice-bag |
| 7.подстригание волос (ногтей) | 7.hygienic procedures |
| 8.гигиенические процедуры | 8.to change bedclothes |
| 9.применения пузыря со льдом | 9.to wipe down skin with disinfecting solution |
| 10.постановка клизмы | 10.applying mustard plasters |
| 11.постановка газоотводной трубки | 11.catheterisation of the urinary bladder |
| 12.постановка банок | 12.to perform duodenal intubation |
| 13.под наблюдением врача | 13.measuring the circumference of the thorax |
| 14.общий уход за больным | 14.weighing |
| 15.наблюдение за пациентом | 15.to introduce a flatus tube |
| 16.проводить диспансеризацию | 16.to give an enema |
| 17.заполнять медицинскую карту | 17.to take temperature |

18.взвешивание	18.to fill in temperature chart
19.измерение окружности грудной клетки	19.to wash legs
20.дуоденальное зондирование	20.to give oxygen by nasal tube
21.катетеризация мочевого пузыря	21.to clip hair (nails)
22.постановка горчичников	22.to apply cupping glasses

III. Перевести предложения

1. Медсестра начинает измерять температуру в 6 часов.
2. Доктор измерил окружность грудной клетки.
3. Когда у пациента простуда, медсестра ставит пациенту горчичники и согревающий компресс.
4. Лежачие больные не могут ухаживать за собой. Медсестра протирает кожу дезинфицирующим раствором, моет пациенту ноги, подстригает ногти.
5. Когда у пациента асфиксия, медсестра должна дать кислород через носовой катетер.
6. Когда у пациента боли при мочеиспускании, медсестра проводит катетеризацию мочевого пузыря.
7. Медсестра заполняет температурный лист каждый день.
8. Когда у пациента кровотечение, медсестра применяет пузырь со льдом.
9. Когда у пациента запор, медсестра ставит ему клизму.
10. Этот пациент под наблюдением врача.

IV. Перевести предложения

1. When a patient has a stomach disease it is necessary to perform duodenal intubation.
2. The nurse performs catheterization of the urinary bladder when the patient has pains on urination.
3. If the patient has bed regimen a nurse must carry out hygienic procedures.
4. The patient has a dry cough. The nurse applied heat compress.
5. To change bedclothes once a week is necessary for everybody.
6. The patient is under the supervision of the physician.
7. The nurse must sterilize a syringe after injection.
8. The nurse must give a bed-pan to a bed-patient.
9. The patient was given oxygen by a nasal tube.
10. One of the main tasks of a nurse is the filling in patients card and temperature chart.

IV. Выбрать слова, соответствующие смыслу предложения

to take temperature, to fill in temperature chart, antropometry, weighing, measuring the circumference of the thorax; to administer oxygen dy a nasal tube; duodenal intubation; applying cupping glasses, mustard plasters and heat compress; to wipe down skin with disinfecting solution; under the supervision of the doctor; hygienic procedures.

1. The nurse should spend every day to the bed-patient.
2. When the patient has injures on the skin the nurse must
3. The bed-patient with complicated pathology must always be
4. When the patient has high temperature the main contraindications for him, are
5. The investigations of bile is spent through
6. It is necessary to in the case of acute respiratory insufficiency.
7. The nurse shouldin the morning and in the evening.
8. A new-born child is always spent

Тема 7.2. Работа медсестры в гериатрическом отделении

1. Learn the vocabulary

Geriatric Nursing: geriatric, drug interaction, polypharmacy, bed sore, Alzheimer's Disease, incontinence, immobility, dizziness, assisted living, hearing loss, nursing home, supervision

General English Vocabulary

Nouns/Phrases: pride, care, memory

Adverbs: closely, clearly, fairly, occasionally

Adjectives: top-quality, reliable, top-rate

Verbs: spin, dress

Language: What kind of facility are you interested in? We're not sure which is best., Which do you think would be best for my...?

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

1. What kind of illnesses affect the elderly?
2. What special care must nurses provide for the elderly?

Grace Nursing Home

ABOUT US

We at Grace **Nursing Home** are dedicated to providing the highest level of care to our patients. Our staff includes over twenty highly skilled nurses specializing in **geriatric** care. Unlike **most assisted living** facilities, Grace Nursing Home provides 24-hour **supervision** and assistance to our patients.

OUR CARE

Grace Nursing takes pride in providing the very best care. Our nurses are trained to recognize and treat a wide variety of conditions. We closely monitor patient medication to prevent **polypharmacy** problems, including harmful **drug interactions** that can lead to **dizziness**, falls or strokes. We provide our patients with top-quality equipment and products, such as mattresses that help prevent **bed sores**. We offer a variety of activities and services to keep our patients healthy and happy.

OUR PATIENTS

At Grace we care for and treat patients with a wide range of medical problems, from **immobility** to **incontinence**. Some patients need only moderate assistance, such as those with **hearing loss**. Others require closer supervision, such as those suffering from **Alzheimer's Disease**.

The patients at Grace may differ in their needs. But they all come here seeking the same thing: reliable, top-rate care. If you or your loved one is looking for such care, contact Grace today.

Reading

Read the brochure from a nursing home facility. Then, choose the correct answers.

1. What is the brochure mostly about?
A the dangers of polypharmacy
B services provided by a company
C a hospital that treats Alzheimer's
D how a nursing home prevents strokes
2. The nursing home differs from assisted living facilities because it
A helps people with moderate needs.
B treats patients with several conditions.
C provides equipment to patients at no charge.
D offers care and supervision all patients all day and night.

3. Match the words or phrases (1 – 6) with the definitions (A – F).

- 1 ... incontinence
- 2 ... geriatric
- 3 ... polypharmacy
- 4 ... Alzheimer's Disease
- 5 ... supervision
- 6 ... assisted living

A the act of watching over someone

B a brain disease that causes a person to lose memory and the ability to think clearly

C the inability to control one's bladder or bowel movements

D relating to the care and treatment of the elderly

E a living situation in which a person receives assistance with daily activities

F the use of too many medications at once

4. Write a word or phrase that is similar in meaning to the underline part

1. Jack uses a wheelchair to move around because of his loss of movement. i _ _ o _ _ l _ _ y

2. Amy is experiencing the feeling that things are spinning and that she might fall.
d _ _ z _ _ _ s _

3. Gio sleeps on a special mattress to prevent skin wounds caused by too much pressure.
_ e _ s _ _ _ s

4. Cindy who takes three different pills sometimes feels sick because of the mixture of medications. _ r _ _ i _ _ _ r _ _ _ i _ _

5. Sam uses a hearing aid because of his loss the ability to hear. _ _ _ r _ _ g l _ _ _

5. Listen and complete the conversation.

W: I'm looking into different 1 _____ facilities for my dad. Can you help me?

N: Sure. What kind of facility are you interested in?

W: Either a nursing home or 2 _____. We're not sure which is best.

N: Well, they offer similar services, but different 3 _____.

W: How so?

N: Nursing homes provide 4 _____ supervision. With assisted living, you can ask for assistance when you need it.

W: Which do you think would be best for my dad?

N: Well, his overall health is fairly good. But he does have some 5 _____ problems.

W: And some problems 6 _____.

N: Yes, there are some immobility issues. How much assistance would you say he needs with daily activities?

W: Not too much. He occasionally needs help dressing himself.

N: But aside from that he's 7 _____, right?

W: Yes.

N: Well, assisted living might be the best fit.

6. Listen to a conversation between a nurse and a patient's daughter. Mark the following statements as true (T) or false (F).

- 1 ... The woman asks the nurse for advice.
- 2 ... The patient has incontinence and immobility problems.
- 3 ... The nurse recommends that the patient go to a nursing home.

Тема 7.3. Работа медсестры в психиатрическом отделении

1. Learn the Vocabulary.

Subject – specific Vocabulary:

1. psychiatric nursing [saɪkɪ'ætrɪk] – медсестринский уход в психиатрическом отделении.
2. schizophrenia [skɪtsə'fri:nɪə] – шизофрения.
3. bipolar disorder [baɪ'pəʊlə dɪs'ɔ:də] – биполярное (двухполюсное) расстройство.
4. eating disorder ['i:tɪŋ dɪs'ɔ:də] – нарушение пищевого поведения.
5. depression [dɪ'preʃn] – угнетенное состояние, депрессия.
6. DSM – IV – Diagnostic and statistical Manual of Mental Disorders – диагностический и статистический справочник по умственным нарушениям.
7. diverse [daɪ'vɜ:s] – 1. иной, отличный. 2. разный.
8. dementia [dɪ'menʃiə] – слабоумие.
9. addiction [ə'dɪkʃn] – склонность к чему-то; пагубная привычка; зависимость.
10. rehabilitation [ri:(h)ə'bɪlɪ'teɪʃn] – реабилитация, восстановление здоровья.
11. electroconvulsive therapy [ɪlekt'rəʊkən'vʌlsɪv 'θerəpi] – электросудорожная терапия.
12. psychotherapy [saɪkəʊ'θerəpi] – психотерапия.

General English Vocabulary

Nouns/Phrases

1. reference source ['refrəns sɔ:s] – справочник
2. interventions [ɪntə'venʃn] – вмешательства
3. crises ['kraɪsɪz] – мн. число от “crisis” кризис(ы)
4. electrical shocks [ɪ'lektrɪkl ʃɒk] – электрические удары (электрошоковая терапия)

Adverbs:

1. surprisingly [sə'praɪzɪŋli] – неожиданно (необычайно, удивительно)
2. orally ['ɔ:rəli] – 1. устно; 2. для приёма внутрь
3. commonly ['kɒmənli] – обычно, обыкновенно
4. personally ['pɜ:snəli] – лично, персонально
5. previously ['pri:vɪəslɪ] – заранее, предварительно

Adjectives:

1. intramuscular [ɪntrə'mʌskjʊlə] – внутримышечный
2. particular [pə'tɪkjʊlə] – особый, исключительный, заслуживающий особого внимания
3. hopeless ['həʊplɪs] – безнадежный, отчаявшийся
4. opposing [ə'pəʊzɪŋ] – оказывающий сопротивление, мешающий
5. extreme [ɪks'tri:m] – радикальный, крайний, чрезвычайный
6. non-invasive [nɒn 'ɪn'veɪsɪv] – неагрессивный
7. rewarding [rɪ'wɔ:dn] – стоящий

Verbs:

1. to imprison [ɪm'prɪzn] – заключать в тюрьму
2. encourage [ɪn'kʌrɪdʒ] – ободрять, поддерживать, поощрять
3. advise [əd'vaɪz] – советовать, консультировать
4. characterize ['kærɪktəraɪz] – 1. характеризовать; 2. служить отличительным признаком

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

1. What illnesses do psychiatric nurses treat?

Psychiatric nurses treat people suffering from mental illnesses such as schizophrenia, depression, alcohol and drug addictions, and eating disorders, to name a few.

2. What challenges to psychiatric nurses face that others do not?

Psychiatric nurses face alternative challenges to other types of nurses. Mentally ill patients in very severe cases often become ill-tempered and sometimes even abusive. The nurse also faces the challenge of understanding the nature of the mental illness, which is often unclear, so the symptoms may be unexpected.

**A Challenging Career:
Psychiatric Nursing**

If you would like to specialize in one area of nursing, **psychiatric nursing** could be the right thing for you. It's a growing field, and nurses work in a wide range of locations, using surprisingly **diverse** therapies.

Psychiatric nursing is the care of people with mental illnesses. Such problems may include **dementia, schizophrenia, bipolar disorder, eating disorders, depression** and **addiction**. Nurses use the **DSM-IV** as their main reference source.

Nurses may work in a hospital setting, but they are also likely to meet patients in their own homes, or even in prisons, as many nurses are involved in the **rehabilitation** of those who have been hospitalized or imprisoned.

Psychiatric nursing involves a range of different interventions. Nurses need skills in the administration of medicines, both orally and through intramuscular injection. Nurses may also treat patients using **electroconvulsive therapy**.

Nurses may also be involved in delivering **psychotherapy** to aid patients' recovery and manage any future crises in their medical health. If you would like any further details on a career in Psychiatric Nursing, please contact Wendy Stevens at the Center for Psychiatric Training at w.stevens@cpt.org

Reading

Read the article about psychiatric nursing. Then, choose the correct answers.

1. What is the purpose of the article?
A to encourage nurses to specialize in a particular field
B to persuade people with mental illnesses to get treatment
C to inform psychiatric nurses about new forms of treatment
D to advise psychiatric nurses on how to treat particular patients
2. Which of the following treatments do psychiatric nurses NOT use?
A psychoanalysis
B oral medicines
C intramuscular injections
D electroconvulsive therapy
3. What can you infer about psychiatric nurses?
A They focus on the treatment of teens.
B They are not trained to treat physical illnesses.
C They work in a range of locations.
D They require less education than other nurses.

3. Match the words or phrases (1-6) with the definitions (A-F).

A a condition which affects memory, commonly seen in elderly people

B a condition in which a person cannot stop doing, eating or taking something

C

- | | | |
|------|----------------------|-----------------------|
| a | 1 __ dementia | 5 __ addiction |
| con | 2 __ schizophrenia | 6 __ bipolar disorder |
| diti | 3 __ depression | |
| on | 4 __ eating disorder | |
| in | | |

which a person cannot understand what is real and what is not

D a condition in which a person does not eat in a healthy way

E a condition in which a person feels sad or hopeless

F a condition characterized by two opposing and extreme moods.

4. Fill in the blanks with the correct words or phrases:

electroconvulsive therapy, DSM-IV, rehabilitation, psychotherapy, psychiatric nursing, diverse.

1. The _____ is the manual used by people working in mental health.
2. There is a _____ range of jobs available in nursing.
3. Keith's job focuses on the _____ of prisoners into the community.
4. _____ is rarely used because of the dangers of electrical shocks.
5. Joan entered _____ because she wanted to improve people's mental health.
6. Psychiatric nurses use non-invasive treatments such as _____.

5. Listen again and complete the conversation.

Interviewer: Penny, what exactly is 1 _____?

Nurse: Psychiatric nurses care for people with mental illnesses, such as 2 _____ dementia and so forth.

Interviewer: Are you 3 _____?

Nurse: Personally no. I do most of my work at people's homes.

Interviewer: Really?

Nurse: Yes, my work involves the 4 _____ of people back into society.

Interviewer: People who have been previously hospitalized because of 5 _____ issues, you mean?

Nurse: Yes, and also people with mental illnesses who have been imprisoned.

Interviewer: Fascinating. And what does your work involve?

Nurse: I'm trained in a range of 6 _____. I use many of the same skills as regular nurses. But I'm also trained in 7 _____.

Interviewer: And is electricity still used in psychiatric treatment?

Nurse: 8 _____? No, that's only used in a small number of cases. I've never used it myself.

Тема 7.4. Работа медсестры в хирургическом отделении

1. Learn the following words:

order [ˈɔ:də] — распоряжение, указание; инструкция
 to ensure [ɪn ˈʃʊə] — обеспечивать; гарантировать
 surgery [ˈsɜ:dʒəri] — хирургическая операция
 baseline [ˈbeɪslain] — основной; базисный
 comparison [kəm ˈpærɪsn] — сравнение
 variance [ˈvæəriəns] — изменение; колебание
 complication [ˌkɒmplɪ ˈkeɪʃn] — осложнение
 to obtain [əb ˈteɪn] — получать
 checklist [ˈtʃeklɪst] — контрольный список; перечень
 informed consent [ɪn ˈfɔ:md kən ˈsent] — информированное согласие
 (patient's) chart [tʃɑ:t] — карта (больного)
 intraoperatively [ˈɪntrə ˈɔp(ə)rətɪvli] — во время операции
 necessary [ˈnesɪsəri] — необходимый
 shaving [ˈʃeɪvɪŋ] — бритье
 enema [ˈeni:mə] — клизма
 gown [gaʊn] — халат
 (dental) appliance [ə ˈplaɪəns] — (зубные, ортодонтические) аппараты
 to dislodge [dɪs ˈlɒdʒ] — сместить
 dressing [ˈdresɪŋ] — перевязочный материал
 drain [dreɪn] — дренажная трубка
 tube [tju:b] — трубка
 to awake [ə ˈweɪk] — пробуждаться, приходить в себя (после наркоза)
 contact lenses [ˈkɒntækt lenzɪz] — контактные линзы
 nail polish [ˈneɪl ˈpɒlɪʃ] — лак для ногтей

2. Read and translate the text.

NURSING CARE OF THE PREOPERATIVE PATIENT

Patients requiring a surgical procedure need both physical and psychological preparation. When caring for a preoperative patient, the nurse must complete a thorough physical and psychosocial assessment, carry out physician's preoperative orders and perform preoperative teaching to ensure that the patient is adequately prepared for surgery. As with every patient admitted to the hospital, the nurse is responsible for orienting the patient to the patient care unit^ and assisting in the development of a care plan with the physician, the patient, and the family.

An understanding of the patient's diagnosis and planned surgical procedure is required by the nurse to provide appropriate preoperative care. Baseline vital signs should be obtained, including temperature, pulse, respiratory rate, and blood pressure. These vital signs will be used for comparison with intra-operative and postoperative vital signs in order to monitor for variance" and signs of complications.

A complete preoperative nursing assessment must be obtained. It is important to identify any medication allergies that the patient may have since these medications would be contraindicated in the operating room and postoperatively. The format frequently used in obtaining a history is a review of systems including: neurological, hematological, integumentary, nutritional, cardiac, and pulmonary.

In preparing a patient for surgery, a standard checklist is often used to ensure the patient has completed all tasks required for surgery. The surgeon and the anesthesiologist must have the patient sign the consent form, giving permission for anesthesia and surgery prior to the surgery. The consent form should be placed into the patient's chart. Often the patient will be NPO (nothing by mouth) prior to surgery to prevent the chance of aspiration intra-operatively. Intravenous fluids to maintain hydration during this period of time may be necessary. Physical preparation of the surgical patient may be required, such as shaving or the administration of enemas. Patients should be dressed appropriately in a hospital gown. Dental appliances, contact lenses, prostheses, hearing aides, nail polish, and makeup must be removed. Loose teeth should be noted in the chart since the anesthesiologist may accidentally dislodge the tooth while intubating the patient.

Postoperative dressings, drains, tubes and monitors, which may be present when the patient awakes from surgery should be explained. Most importantly, the patient should be prepared for the sensations he will experience throughout the perioperative period. For example, it is very helpful to explain to the patient that when he is recovering to open his eyes, since the sense of hearing is the first to return. Any descriptions of sensory experiences are most helpful in the person managing his postoperative recovery. A surgical procedure can be an anxiety-provoking event for any patient; therefore, the nurse should provide good psychological support and teaching.

Notes:

A the nurse is responsible for orienting the patient to the patient care unit - сестра должна проводить больного в палату

B in order to monitor for variance - чтобы следить, нет ли серьезных отклонений от нормы (в состоянии больного в ходе операции)

C the format frequently used in obtaining a history – зд.: стандартная процедура сбора анамнеза

D in the person managing his postoperative recovery - у человека, выздоравливающего после операции (в период послеоперационного восстановления)

3. Find the text English equivalents of the following Russian words and expressions.

Физическая и психологическая подготовка; выполнять предоперационные назначения врача; основные (базовые) показатели жизненно важных функций; для сравнения; показатели жизненно важных функций во время операции и после операции; признаки осложнений; лекарственная аллергия; до операции; для предупреждения возможности аспирации во время операции; больничный халат; слуховой аппарат; шатающиеся зубы; выход из наркоза; описание сенсорных ощущений; вызывающее тревогу (беспокойство) событие.

4. Find sentences with Passive forms and constructions in the text and write them down.

Тема 8.1. Гигиена. Предметы гигиены

Mygiene.

Subject - specific Vocabulary:

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

General English Vocabulary:

Nouns/ Phrases:

1. Buildup- сосредоточение, рост
2. Unicellular- одноклеточный
3. Microorganism- микроорганизмы

4. Isolation- изоляция
5. Isolation period - карантин

Adverbs:

1. Fortunately- к счастью
2. Rapidly- быстро, стремительно
3. Definitely- точно, несомненно, безусловно, конечно

Verbs :

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

Language:

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

Get ready!

Why is proper hygiene important?

Proper hygiene is important because without it infections spread very easily

Now do nurses help patients use proper hygiene?

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

Упражнение 1

Before you read the passage, talk about these questions.

Why is proper hygiene important?

How do nurses help patients use proper hygiene?

It's easy to transmit diseases and infections when you don't use proper hygiene. Fortunately, using proper hygiene is easy. Just follow these simple rules:

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

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

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

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

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

Упражнение 2

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

Viruses cannot survive on inanimate objects.

Antimicrobial soap should be used to disinfect bathrooms.

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

Тема 8.2. Соблюдение санитарных правил в работе медсестры

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

- | | | |
|--------------------|-----------------|---------------|
| 1. __ antibiotic | 4. __ isolate | 7. __ hygiene |
| 2. __ bacteria | 5. __ transmit | |
| 3. __ disinfectant | 6. __ 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.
- 2. A Mr. Kim was transmitted to avoid making the other patients sick.
B Jerry uses antimicrobial soap because it kills more viruses

III. 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

Learn the words:

Subject- specific Vocabulary:

1. equipment-оборудование;оснащение;материальная часть
2. wheelchair- кресло на колесах (для инвалидов)
3. call button- кнопка вызова персонала
4. oxygen tank-кислородный резервуар (цистерна, бак)
5. latex gloves-латексные перчатки
6. pressure mattress- надувной матрац
- 7.gown -свободный халат
8. gauze-газ (материя); марля
9. syringe- шприц; спринцовки
10. biohazard waste container- контейнер для хранения вредных отходов
11. sharps container- контейнер для острых предметов

General English Vocabulary:

nouns / phrases:

1. sores -раны, язвы, болячки
2. biological substances-биологические вещества
3. garment -предмет одежды;покрывало,одеяние

Adverbs:

1. properly-должным образом; как следует; правильно
2. definitely - точно, несомненно; разг. - конечно, точно, разумеется

Adjectives:

1. present- настоящее время;настоящий современный;данный, этот самый
2. harmful - вредный,пагубный,губительный
3. flexible - гибкий, гнущийся;свободный(о графике)

Verbs:

1. ensure-обеспечивать, гарантировать
2. discard- отбрасывать, выбрасывать (за ненужностью); отказываться от прежних взглядов;увольнять
3. dispose of - избавиться, ликвидировать
4. restock - восполнять (запасы)
5. empty - опорожнять выливать, высыпать выкачивать; опорожняться, пустеть
6. draw-тянуть, вытаскивать, выдергивать
7. summon - созывать собрание; собирать, призывать (часто с up)
8. dispose-располагать, размещать, расставлять

2. Read the checklist at Longman hospital. Then, mark the following statements as true (T) or false (F).

- 1-Nurses must make sure the call button works.
- 2 -The oxygen tank should be no more than half full.

3-Nurses discard used syringes in biohazard waste containers

3.Vocabulary

Match the words or phrases (1-5) with the definitions (A-E).

- 1_biohazard waste container
- 2_oxygen tank
- 3_syringe
- 4_alternating pressure mattress
- 5_latex gloves

- A. a container shaped like a tube that is used to draw or push liquid out of or into something
- B. a mattress that helps to prevent sores by keeping pressure off of certain areas of the body
- C. a special container that stores harmful biological substances
- D. gloves made of a flexible material that doctors often wear
- E. a container that holds pure oxygen

4. Write a word or phrase that is similar in meaning to the underlined part.

- 1. The nurse uses a syringe and then puts it into a special container that stores sharp hospital objects. s__r__ c__t__n__r
- 2. Amy is in the hospital. She has on a hospital garment that a patient wears. g_w__
- 3. Bob needs a nurse. He summons her using the button in a hospital room that a patient presses. c__l b__t__
- 4. Ellen can't walk. She uses a chair with wheels to move around. _h__l_h_i__
- 5. Jack's arm is bleeding. The nurse wraps it in a thin cloth used to cover injuries. _a_Z__

5. Listen to a conversation between two nurses. Mark the following statements as true (T) or false (F).

- 1 _ The man is having trouble finding some equipment.
- 2 - The man can refill the oxygen tank in the first floor closet.
- 3 _ The man should throw away the full sharps container.

6. Listen again and complete the conversation.

Nurse1: Becky, can you help me with something?

Nurse2: Sure! I know how hard it is to 1_____ on your first day.

Nurse1: Room 415 needs some 2_____. Where are those?

Nurse2: In the first floor closet.

Nurse1: Great. Also, where can I refill an 3 _____ tank?

Nurse2: Don't refill them. Just get a replacement tank on the 4 _____ floor. Anything else?

Nurse1: Yeah. The 5 _____ container is full. Should I dispose of it?

Nurse2: Definitely. And 6 _____ from room 102.

Answers:

- 1. find things
- 2. clean gowns
- 3. oxygen
- 4. second
- 5. sharps
- 6. get a new one

7. Preventing Infection

Before you read the passage, talk about these questions

1. What sorts of infections may occur in hospitals?

The most common types of infection which can occur in hospitals are MRSA, E. Coli, and Staph infection

2. How can nurses minimize the spread of such infections? Nurses can minimize the spread of infections by encouraging regular hand disinfection and regular cleaning of communal areas

8. Reading

Read the flyer about preventing infections. Then, complete the table using information from the passage

Aim	How to do it
Reduce the spread of E. Coli and staph infection	1 _____
Reduce the spread of C. Diff	2 _____
Ensure that procedures are completed accurately	3 _____
Reduce the incidence of ventilator-associated pneumonia	4 _____
Catch infections early	Be vigilant 5 _____

STEPS TO PREVENTING INFECTION

1. **HAND HYGIENE** Your hands are the most common vectors for spreading nosocomial infections. Regular handwashing can reduce contamination considerably. Use the alcohol-based hand sanitizers located throughout the hospital to reduce outbreaks of E. Coli or staph infection. Be aware that not all pathogens are killed by alcohol-based sanitizers. Use soap and water when caring for patients with the pathogen C. Diff, for instance, and ensure that all visitors do the same.

2. **USE CHECKLISTS** Use checklists to ensure that procedures are completed accurately. If patients are fitted with unnecessary tubes such as urinary catheters, infection can ensue. Keep checklists to clarify what has been fitted.

3. **KITS** Keep kits close to hand which contain all the equipment needed for common procedures. You don't want to be running to the supply closet mid-procedure for something that you have forgotten.

4. **ORAL HYGIENE** One of the most common infections in intensive care units is ventilator-associated pneumonia. Keep bacteria levels low by regularly cleaning the patient's mouth, gums and teeth.

5. **DIAGNOSTIC TESTS** Be vigilant and look out for patients showing signs of infection. Use quick diagnostic tests to identify patients with infectious diseases such as MRSA. If patients who show symptoms are rapidly tested, the risk of spread is reduced.

9. Read the sentences and choose the correct words

1. Patients who cannot move may need a urinary catheter / vector.
2. Staph infection / Ventilator-infected pneumonia tends to be found among patients in IC units.
3. Contamination / MRSA is an infection which is very difficult to treat.
4. The most common sanitizer / vector for the spread of diseases is your hands.

5. It is a nurse's duty to keep the incidence of vigilant / nosocomial infections to a minimum.
6. Bacterial infections such as E. Coli/ pathogens can be spread by poor hygiene.

10. Fill in the blanks with the correct words or phrases. vigilant, contamination, staph infection, pathogens, sanitizer, alcohol-based.

1. It's a nurse's duty to be _____ and look out for signs of infection in patients.
2. To be safe, use the hand _____ before you treat a different patient.
3. _____ can spread quickly in hospitals which are not clean.
4. A _____ is a kind of bacterial infection commonly found in hospitals.
5. Some pathogens are not killed by _____ products, so you must use soap as well.
6. If you wash your hands regularly, you can prevent _____ of samples.

Тема 9.1. Виды лекарственных препаратов и основные лекарственные формы

DRUG THERAPY

I. Подобрать эквиваленты.

- | | |
|--|--|
| 1. safe dose | 1. аптека |
| 2. daily dose | 2. лекарство |
| 3. frequency | 3. взрослый рецепт |
| 4. use in pregnancy and lactation | 4. фармацевт |
| 5. drug interactions | 5. отпускать лекарство |
| 6. tolerance to a drug | 6. фармацевтическое свойство |
| 7. to administer a drug subcutaneously | 7. показания |
| 8. chemist's shop | 8. противопоказания |
| 9. adult prescription | 9. дозировка |
| 10. drug | 10. безопасная доза |
| 11. pharmacist | 11. суточная доза |
| 12. to dispense drug | 12. повышать дозу |
| 13. indications | 13. частота приема |
| 14. dosage | 14. клинические испытания |
| 15. contraindications | 15. применение при беременности и лактации |
| 16. pharmacological properties | 16. побочные действия |
| 17. clinical experience | 17. взаимодействие лекарств |
| 18. side-effects | 18. лечение при передозировке |
| 19. treatment of over dosage | 19. переносимость лекарства |
| 20. to administer a drug orally | 20. вводить лекарство через рот |
| 21. to increase a dose | 21. вводить лекарство подкожно |

II. Подобрать эквиваленты.

- | | |
|------------------------------|---------------------------|
| 1. antiviral drug | 1. капли |
| 2. antipyretic | 2. мазь |
| 3. expectorant | 3. микстура |
| 4. anti – inflammatory agent | 4. настойка |
| 5. anticonvulsant drug | 5. отвар |
| 6. sedative | 6. пилюля |
| 7. laxative | 7. порошок |
| 8. agent stimulating CNS | 8. раствор |
| 9. antispasmodic | 9. присыпка |
| 10. sleeping pill | 10. свеча |
| 11. drops | 11. взбалтывать лекарство |

- | | |
|--|--|
| 12. mixture | 12. втирать лекарство |
| 13. decoction | 13. назначить лекарство |
| 14. powder | 14. принимать лекарство |
| 15. dust | 15. принимать лекарство после еды |
| 16. to shake a drug | 16. принимать лекарство натошак |
| 17. to administer a drug | 17. готовое лекарственное средство |
| 18. to take a drug after meal | 18. сильнодействующее лекарственное средство |
| 19. ready – to – use – drug | 19. болеутоляющее лекарственное средство |
| 20. pain reliever | 20. противовирусный препарат |
| 21. potent medicine | 21. жаропонижающее средство |
| 22. to take a drug on an empty stomach | 22. отхаркивающее средство |
| 23. to rub a drug into | 23. противовоспалительное лекарственное средство |
| 24. suppository | 24. противосудорожное лекарственное средство |
| 25. solution | 25. седативный препарат |
| 26. pill | 26. слабительное лекарство |
| 27. tincture | 27. снотворное лекарственное средство |
| 28. ointment | 28. спазмолитик |
| 29. to take a drug | 29. стимулятор ЦНС |

III. Прочитать и перевести текст

DRUGS

The metric system is used exclusively when ordering and prescribing drugs. The metric unit of weight is the gram (g) and this is divided into thousandths called milligrams (*mg*).

The unit of volume is the litre (*l*) which is subdivided into thousandths called millilitres (*ml*). A litre is equivalent to just under two pints. The standard medicine teaspoon holds 5 ml.

Various reference books are available to help practitioners keep up to date with new drugs, the trade names of drugs, dosages and precautions with particular drugs. Manufacturers are also legally required to provide data sheets for all new drugs, giving full details of usage.

Drugs may be administered externally or internally.

Drugs are classified into groups which have a specific action, such as antibacterial drugs, which are used for the treatment of infections, or local anesthetics, which abolish pain. Some drugs belong to more than one group; for example, lignocaine, which is a local and surface anesthetic. Let's take antibacterial drugs as an example.

They are administered internally to kill bacteria.

Antibiotics are drugs originally derived from microorganisms: for example, penicillins, tetracyclines and erythromycin. Many people are allergic to penicillin and its derivatives. If such people are given any of these drugs they are liable to develop a dangerous reaction. Patients must always be asked beforehand if they are allergic to penicillin or any other drugs.

IV. Найти в тексте слова и словосочетания

1. метрическая система
2. деленные на тысячные доли
3. стандартная чайная ложка содержит 5 мл
4. торговый знак
5. в соответствии с законом
6. представляя детальное предписание по употреблению
7. внутреннее или наружное применение
8. классифицироваться по группам
9. местное обезболивающее
10. получаемые из микроорганизмов
11. быть аллергическим
12. опросить заранее

V. Ответить на вопросы

1. What system is used when ordering and prescribing drugs?
2. What is the metric unit of weight?
3. What units of volume do you know?
4. Why are reference books useful to practitioners?
5. Who are legally required to provide full details of new drugs usage?
6. How are drugs administered?
7. What groups are drugs classified into?
8. Do drugs belong only to one group?
9. What is the aim of administering antibacterial drugs?
10. What are antibiotics originally derived from?
11. What reaction can develop if the people are allergic to some drugs?

VI. Прочитать и перевести текст

CARE OF DRUGS

There are strict legal requirements for the purchase, storage, use, identification, dispensing and prescription of drugs.

Many drugs are poisonous if taken accidentally or in excess; others are caustic and may cause painful burns. Some common sense precautions in storing drugs are to keep them well away from food and drinks; keep poisons locked up in a special poisons cabinet; and to keep caustics on the lowest shelf where accidental spillage cannot affect the eyes or burn the face.

Stocks of drugs must be stored in accordance with manufacturers' instructions and not kept beyond their expiry date. Records of their purchase, supply and expiry date must be kept for at least 11 years. Any drugs which have passed their expiry date should be discarded, together with any solutions which have become discoloured or cloudy.

Certain drugs, such as adrenaline, halothane and hydrogen peroxide must be stored in dark bottles to prevent premature deterioration, while poisons bottles are ribbed to indicate by touch that their contents are dangerous.

VII. Найти слово, не вписывающееся в логический ряд

1. sedative, expectorant, antipyretic, to dispense drugs, antispasmodic.
2. chemist's shop, pharmacist, adult prescription, suppository.
3. ointment, drops, safe dose, suppository, pill, powder.
4. indications, contraindications, use in pregnancy and lactation, to increase a dose.
5. pharmacological properties, treatment of overdosage, side effects, to administer a drug orally.

VIII. Вписать необходимое по смыслу слово

1. When the patient has pneumonia he is administered (sedative, antiviral drug, antibiotics).
2. Every drug has its own (frequency, clinical experience, indications, contraindications).
3. Every person has its own (treatment of overdosage, mixture, tolerance to a drug).
4. Most of drugs must be taken (ready-to-use drug, tolerate a drug, after meals).
5. The pregnant women must read (mode of administrations, increase of a dose, use in pregnancy and lactation).
6. The ointment must be (shaken, taken internally, rubbed into a skin).
7. When the patient has a bad headache he takes (decoction, ointment, pain reliever).
8. When the patient has constipation he takes (sleeping pills, agent stimulating CNS, laxative).
9. The patient with bronchitis takes (antipyretic, antiviral drug, expectorant).
10. Decoction is a drug for (internal use, external use).

IX. Перевести предложения

1. When there is no therapeutic effect, the doctor increases a dose.
2. Chemist's shops are situated on the ground floor.
3. Every drug has indications, contraindications, pharmacological properties.
4. Overdosage of the drug can lead to many adverse reactions.
5. A doctor administered a drug subcutaneously.
6. A pharmacist dispenses drugs at the chemists.
7. There are many kinds of medicinal forms: drops, ointment, mixture, tincture, decoction, pill, tablet powder, suppository, suspension, solution.
8. We must shake the bottle with mixture before use.
9. Adult population often uses sleeping pills.
10. When the patient has flu, running temperature, sore throat, he takes antipyretic.

X. Прочитать отрывки и ответить на вопросы

1. Yesterday my mother went to the chemist's in Kirov Street and bought a small box of medicine with a blue label on it.

2. Yesterday my friend was at the chemist's and ordered the medicine at the prescription department. In an hour he received a small bottle with a white label on it. *Which of them had the medicine for injections?*

3. Last month my sister was admitted to the in-patient department of our city hospital because she was ill with an acute form of lobar pneumonia. She was treated with intramuscular injections of antibiotics.

Last month I fell ill with lobar pneumonia. We called in a doctor who prescribed to home treatment. Every day the nurse came to give me intramuscular injections of antibiotics. *Which of them had to order the medicine at the chemist's?*

Тема 9.2. Дозирование и введение лекарственных препаратов

Administration of Drugs.

The route of administration of a drug is very important in determining the rate and completeness of its absorption into the blood stream and speed and duration of the drug's action in the body.

Oral Administration.

The route of administration is by mouth. Drugs given orally must pass into the stomach and be absorbed into the blood stream through the intestinal wall. This method may have several disadvantages. If the drug is destroyed in the digestive tract by the digestive juice or if the drug cannot pass through the intestinal wall or mucosa, it will be ineffective.

Sublingual Administration.

In this route of administration, drugs are not swallowed but are placed under the tongue and allowed to dissolve in the saliva. Absorption may be rapid for some agents. Nitroglycerine tablets are taken this way to treat attacks of chest pain.

Rectal Administration. Suppositories.

Sometimes, drugs are given by rectum when oral administration presents difficulties such as, when the patient is nauseating and vomiting.

Parenteral Administration.

This type of administration is accomplished by injection through a syringe under the skin, into a muscle, into a vein or into a body cavity. There are several types of parenteral injections:

- *Subcutaneous injection*. This injection is sometimes called hypodermic, and is given just under several layers of the skin. The outer surface of the arm and the anterior surface of the skin are usually locations for subcutaneous injections.

- *Intradermal injection*. This shallow injection is made into the upper layers of the skin. It is used in skin testing for allergic reactions.

- *Intramuscular injection (I.M.)*. This injection is given into the muscle usually into the buttocks. When drugs are irritating the skin or a large volume of a long-acting drug is to be given, I.M. injections are advisable.

- *Intravenous injection (I.V.)*. This injection is given directly into the veins. It is given when an immediate effect from the drug is desired or when the drug cannot be given into other tissues.

- *Intrathecal injection* is made in the case of anesthesia into the sheath of the spine marrow and the brain.

- *Intracavitary injections* are given into the body cavities: thoracic cavity, abdominal cavity and others.

In this method of administration, vapours, or gases are taken into the nose or mouth and are absorbed into the blood stream through the thin walls of the air sacks in the lungs (alveoli).

Inhalation.

In this method of administration, vapours, or gases are taken into the nose or mouth and are absorbed into the blood stream through the thin walls of the air sacks in the lungs (alveoli).

Topical Application.

This is the local external application of drug on the skin or mucous membranes of the mouth or other surfaces. It is commonly used to accelerate the healing of abrasions, for *antiseptic treatment* of a wound, and as an *antipruritic* (against itching). Topical application may also include administration of drugs into the eyes, ears, nose and vagina. Lotions are used most often when the skin is moist, or “weeping”, and ointments and creams are used when the lesions are dry.

Vocabulary List

the route of administration - способ введения (лекарства)

to absorb - всасываться

parenteral - парентеральный

to dissolve in saliva - растворяться в слюне

nausea - тошнота

rectal - ректальный

vomiting - рвота

to accomplish - достигать; завершать

location - местонахождение

a buttock - ягодица

to dissolve - растворять(ся)

topical - местный

surface - поверхность

sublingual - подъязычный

to accelerate - ускорить

to heal - заживать; заживлять

inhalation - ингаляция

moist - влажный

lotion - лосьон

oral - пероральный

subcutaneous - подкожный

1. Ответьте на вопросы, используя слова и словосочетания в скобках:

1. What do we call the route of administration when a medicine is taken by mouth? (oral)
2. In what case are suppositories used? (when oral route of administration presents difficulties)
3. What is taken into the nose or mouth during inhalation? (vaporsorgases)

2. Закончите предложения, заменив русские слова в скобках их английскими эквивалентами.

1. Vapours and gases are absorbed into (кровенное русло) through the thin walls of the air sacks in the lungs.
2. Parenteral administration is accomplished by injection through (шприц) under the skin, into a muscle, into a vein or into (полость тела).
3. (Внешняя поверхность) of the arm and the anterior surface of the skin are usually (местоположение) for (подкожный) injections.
4. (Мази) are used most often when the skin is (влажный).
5. In (подъязычный) administration, drugs are not swallowed but are placed under the tongue and allowed (растворять) in (слюна).
6. It is commonly used (усиливать) the healing of (ссадина), for antiseptic treatment of a wound, and as (против зуда).

3. Закончите предложения, используя подходящие по смыслу слова, приведенные ниже. Переведите предложения на русский язык.

1. Ointments are semi-solid preparations for ... application.
 2. There are two main ... of drugs according to their ...: for external and internal usage.
 3. Various remedies are applied for total
 4. Hormonal ... are produced by the artificial way using synthetic components and also from the organs and urea of animals.
 5. Liquid medicines ... for the people who will not or cannot ... tablets.
 6. Suppositories are very useful if a drug cannot be taken
 7. Ointments and creams are used when ... are dry.
- Drugs, by mouth, application, lesions, anesthesia, are useful, groups, external, swallow.

4. Найдите в тексте “Administration of drugs” английские эквиваленты следующих слов и словосочетаний. Составьте предложения с ними по содержанию текста.

- лекарства, даваемые перорально;
- непосредственно в вену;
- способ назначения лекарств;
- немедленный эффект;
- абсорбироваться в кровяное русло;
- внутримышечные инъекции;
- лекарство кладут под язык;
- подкожные инъекции;
- ректальное применение;
- пары и газы;

- пациента тошнит и рвёт;
- антисептическое лечение ран;
- шприц; - мази;
- подкожные инъекции;
- лосьон;
- большой объем сильнодействующего лекарства;
- ягодица;
- препараты против зуда.

5. Переведите предложения на английский язык.

1. Медикаменты и лекарства доступны в различных формах.
2. Большинство людей смогут лечиться на дому.
3. Медсестра может ввести лекарство в полость тела, если необходимо.
4. Пилюли и капсулы принимают перорально.
5. Суппозитории вводят через прямую кишку.
6. Мази наносят непосредственно на кожу.
7. Ингаляции используют для лечения астмы и аллергий, таких как сенная лихорадка.
8. Все лекарства полностью приемлемы в нашем обществе.
9. Большое количество людей получают огромную пользу от лекарств.
10. Если другие виды терапии оказываются неэффективными, врач назначает инъекции.

6. Ответьте на вопросы к тексту "Administration of drugs".

1. Why is the route of administration of drugs very important?
2. What is the route of oral administration?
3. Where are drugs placed in the route of sublingual administration?
4. When are drugs given by rectum?
5. How is parenteral administration accomplished?
6. What is the difference between subcutaneous and intradermal injections?
7. When is it advisable to inject some drugs into the buttocks?
8. When is an intravenous injection given?
9. When is an intrathecal injection made?
10. What is meant by inhalation?
11. What may topical application include?

Тема 9.3. Виды альтернативной медицины

Alternative Medicine

In Asia for many centuries physicians and healers have been using foot massage as an aid to the reflexology and treatment of both major and minor health problems. In the west this form of treatment has become known as "zone therapy" and "alternative medicine". The principle is simple. For every important organ or bodily function in the trunk and head there is a tiny area that corresponds to it on one or both feet. To locate and treat a health problem affecting any of the upper part of the body you merely massage the corresponding area on foot. It is not a cure-all and it is definitely no substitute for

a visit to the doctor's office. But as a supplement to ordinary medical attention it can often influence a small but noticeable boost in health wherever it is needed.

The concept of vital energy is common to many ancient eastern cultures, yet it remains a mystery to western medical science. Called Chi in Chinese acupuncture, Ki in Japanese martial arts, or Prana in Indian yoga this energy is what makes and keeps us alive. It enters our bodies from our food, our environment and other people.

A Russian named Kirlian showed that by photographing living matter, such as a hand, inside an electric field, a kind of aura can be seen streaming out from the hand. Healing hands show a marked difference in the color and intensity of their aura while reflexology. It seems therefore that a special state of mind is present while healing, and that some influence passes between the healer's energy and the patient's body. But how this can be made to happen remains a scientific mystery. Nevertheless, medical profession is taking a cautious and practical interest in natural supplement.

Controlling one's temperature may sound impossible if we assume that bodily functions are out of control. Yet some Indian yogis can alter their temperature at will, slow their hearts almost to a standstill or stop a wound from bleeding.

Alternative medicine is based on belief that the mind and the body together have tremendous powers to promote health or sickness powers, which so far doctors have tended to underestimate or dismiss as mysterious nonsense. The number of practitioners of alternative medicine is rising six times as fast as the rate for doctors.

Answer the following questions.

1. What do you think of the alternative medicine?
2. Don't you believe in non-traditional forms of medical cure?
3. Have you ever been treated by a healer?
4. What healers are well known in this country?
5. What do you think about acupuncture?

Тема 9.4. Современная медицина. Важнейшие открытия и изобретения.

Scientific developments of the 18th - 20th centuries

In the 18th century doctors discovered cures for many dangerous diseases such as smallpox (оспа). In 1796 a British doctor Edward Jenner developed a method of "vaccination". He made smallpox vaccines from cowpox – a disease that cows had. His vaccine stopped thousands of people dying of smallpox. The vaccine is a weak type of a virus or bacterium. When a vaccine is injected to a patient, his body starts to make antibodies (substances in the blood that can kill viruses and bacteria). In future the patient who has been vaccinated will not get this disease again because the antibodies in his body will kill viruses or bacteria if they get inside the body.

Later in the 19th century a French chemist Louis Pasteur developed Edward Jenner's invention and made a vaccine for hydrophobia. Louis Pasteur is also known as the founder of modern microbiology. He discovered that infection is caused by germs that spread through the air. He proved that germs can be killed in liquids by heat and developed the process of pasteurization.

About one thousand years ago doctors in the Middle East started to make anesthetics (drugs which help patients not to feel pain). The first anesthetics were made from plants. Doctors made some plants into medicines for patients to put into their mouth. Later new anesthetics were invented. One of them was cocaine which was discovered in the 19th century. Cocaine was very effective as a local anesthetic. Surgeons could inject cocaine into a certain part of the body and stop the patient feeling pain during the surgery. When the problem of pain was solved, surgeons could perform long and complicated operations.

In 1895 Wilhelm Roentgen discovered X-rays. He placed his hand in front of the apparatus and saw that the rays passed through the hand and cast a shadow of bones on the screen. These rays were unknown to him and he called them X-rays.

During the first part of the 20th century a lot of important advances were made. In 1922 Frederik Banting discovered that insulin was very effective against diabetes.

In 1928 Alexander Fleming discovered penicillin. It was used in hospitals to reduce infections in wounds during the Second World War. After penicillin a series of other anti-infectious drugs were discovered. All these drugs are known as antibiotics.

Vocabulary

inject- вводить, впрыскивать
 blood-кровь
 develop- разрабатывать
 invent- изобретать
 pain-боль
 surgery -хирургия
 discovery- открытие
 x-rays- рентген
 vaccine -вакцина
 smallpox-оспа
 cure – средство, лекарство (от болезни)
 cowpox – коровья оспа

1. Say it in English

Оспа, вакцинация, коровья оспа, ввести вакцину, кровь, развивать, изобретение, вакцина от бешенства, анестезия, лекарство, чувствовать боль, хирургическая операция, открывать (обнаруживать), жидкость, местное обезболивающее, хирург, длинные и сложные операции, рентгеновские лучи, диабет

2. Complete the table

Who	When	What
.....	in 1796	method of “vaccination”
Louis Pasteur	vaccine for hydrophobia
	
.....	in 1922
Alexander Fleming

3. True or false?

1. During the 15th century doctors discovered cures for many dangerous diseases.
2. The vaccine is a weak type of a virus or bacterium.
3. He made smallpox vaccines from cowpox – a disease that dogs had.
4. Louis Pasteur is also known as the founder of modern microbiology.
5. He proved that germs could be killed in liquids by cold and developed the process of freezing.
6. The first anesthetics were made from plants.
7. Cocaine was discovered in the 21th century.

Грамматические упражнения для текущего контроля знаний

Раздел 1.

Тема 1.1 Порядок слов в английском предложении.

1. Expand the “what about...?” phrases to make yes/no – questions.

1. Jack can dance. What about Henry? Can Henry dance?.....
2. I've read the newspaper. What about you?.....
3. Pete often goes to the swimming-pool. What about Jane?.....
4. He'll be home for dinner. What about you?.....
5. I never learnt German at school. What about you?.....
6. Nick is here. What about Joe?.....
7. Mother does most of the cooking at home. What about you?.....
8. John and Kate are at University. What about your kids?.....

2. Here are some questions. First complete the questions, then match the questions with the answers.

- | | |
|---------------------------------------|--|
| 1. ...you like living in Moscow? | A. Sorry, I haven't got a watch. |
| 2. ...you finished yet? | B. Yes, but I don't like the noise. |
| 3. ...anyone know Jack's address? | C. He was at the library a minute ago. |
| 4. ...you seen Mark? | D. No, I'll be another ten minutes. |
| 5. ...you now what time it is? | E. No, I didn't. I hadn't got a minute to spare. |
| 6. ...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 Where When Who	Are does did -	You he they -	Doing live? Arrive said	Here in London? It?

3. Rearrange these phrases to make questions.

1. your homework/finished/yet/have you? - Have you finished your homework yet?
2. French/how well/speak/do you?.....
3. next Friday/will you/at school/be?.....
4. who/next to you/in class/sits?.....
5. 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.

1. She is unwell, she can't leave her room.....A.....
2. Can I smoke here, Mrs Right?.....
3. The teacher said they could all go home.....
4. A policeman arrived and told him he couldn't park there.....
5. My son is not in town; but he'll be here before long. - Can I give him any message?
6. We can discuss it now.....
7. I could never understand what made her behave as she did.....
8. If you are tired you can lie on the sofa for a bit.....
9. We are in charge of this great business. We cannot leave our responsibility to others.....
10. He was surprised that she could paint so well.....
11. 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.

1. When her arm is better, she.....play the piano again.
2. I'm sorry but I.....come to your birthday party next week.
3. He.....eat everything when the doctor allows him.
4. He suddenly felt ill but he.....finish his speech, although at the end he could hardly stand.
5. My sister.....go out to dances until she is seventeen.
6. Why do you sit at the back of the class if you can't hear well? You.....hear better if you sit in the front.
7. He was very strong; he... ..ski all day and dance all night.
8. I was a long way from the stage. I.....see all right but I not hear very well.
9. 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.
10. Before his illness, he... ..work fourteen hours a day if he had to.
11. When I arrived, everyone was asleep. Fortunately, I.....and she let me in. wake my sister and he let me in.

2.3 Условные предложения 1 и 2 типа.

1. 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.

.....
.....
.....
.....

2.3 Put the verbs in brackets into the correct tense.

1. A: Is Jack having dinner with us tonight?

B: If he (come) home early, he (have) dinner with us.

2. 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.

3. A: I must leave for the airport.

B: If you.....(not/leave) right away, you(miss) your flight.

4. A: Monica should call Gary.

B: If she.....(not/call) him, he... (be) very upset.

5. 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.

6. A: I want to go to the park.

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

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

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

2.5 Средства выражения. Причины и следствия.

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

1. the light fell on his face, he turned round.
2. I asked her and looked curiously at her she looked so curiously at me.
3.it was late, we decided to stop work and go home.
4. This room was chill,it seldom had fire.
5. He could be wrong, especially... ..he isn't even sure about the car.
6. She had had to give up doing overtime at work... .. there was so much to do at home.
7. "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.
8.our birthdays fall on the same day, our lives are probably parallel.
9.he didn't come, I went away without waiting for him.
10. The picture fell the cord broke.
11. you raise no objection, I presume you agree to what I suggest.
12. I can't do this exercise... .. I don't understand the rule.

2. 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.

1. We started on our way. Just then it began snowing.....
2. He walked with care. He did not wish to fall.....
3. The spring is now well advanced. We shall soon hear the cuckoo's voice again.....

4. The game was stopped. A heavy rain storm broke out.....
5. She went to Italy in April. I haven't received a single letter from her.....
6. The champion grew weaker. His opponent's attacks became more and more violent.
7. I decided to stop and have lunch first. I was feeling rather hungry.....
8. Don't send this telegram now. I want Father to read it first.....
9. I made the decision. Then that phone call came.....
10. 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?
- A Do
B Am
C Can
6. What..... Laura do?" "She's a dancer."
A Does
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 *Объясните 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

1. ... ***Don't yell!***.. Your brother is sleeping.
2. your name.
3. your schoolbags on the steps! Someone might fall over them.
4. your hand if you have a question.
5. careful. You might fall.
6. the flowers! The gardener will get agry.
7.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
<ol style="list-style-type: none"> 1. Play with burning candles 2. Smoke in bed 3. Be careful when cooking with hot oil 4. Fit a smoke alarm 5. Have a fire extinguisher in your house 	<ol style="list-style-type: none"> a. you/stop a smallfire b. it/warn you of a fire in your house c. you/start a fire d. you/fall a sleep and set the house on fire e. it/catch fire

5.1 Словообразование

1. Ознакомьтесь с суффиксами и приставками образования имен существительных.

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

1. 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
adjective generally have a characteristic ending
effect: (or suffix):

We enjoyed the party. -The party was
problem. I think it's
very **enjoyable**.
problem.

-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
(*hyperactive*),
-ly, -y (having this quality) friendly, snowy
modify
-ous humorous
some way.
-al occasional
-en (made of; similar to) wooden, golden

Adjectives Formed with
Prefixes:

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

I think it's possible to solve the
impossible to solve the

un- uncooked, unimaginable
in- incapable, inhuman
il- illegal, illegible
im- immoral, impractical
dis- dishonest, disagreeable

ir- irresponsible, irregular
Note **pre-** (*pre-war*) and **hyper-**

which do not create opposites but
the meaning of the word in

Also, note **-ing** forms used as abjectives: *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.

Общие вопросы с обычными глаголами	<ul style="list-style-type: none"> • Do you feel cold? • Did they go shopping? (simple tenses) • Am I annoying you? • Were they waiting for you? (continuous tenses) • 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 используются:	Примеры:
В качестве вежливой формы запроса информации	Can/Could you tell me where the bank is? Can/Could you let me know what time the film starts? Do you know if Alison lives there? I wonder if you know how much this costs.

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,
9 She won't tell anyone else,
10 This is the right DVD,

H doesn't she?
I isn't it?
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

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**

a) The clown **made the children laugh.**

(= cause somebody|something to do something)

b) 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

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

I **stopped to have** a cup of coffee.

- b) stop + -ing form = finish, give up

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

REMEMBER

- a) remember + to-infinitive = not forget

Please **remember** to buy some milk.

- b) remember + -ing form = bring to your mind

I **remember giving** you the key before I left.

FORGET

- a) forget + to-infinitive = not remember

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

- b) 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

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

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

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

3. Fred is looking forward to (**see**) his old college friends.
4. My gym teacher made me (**do**) fifty sit-ups.
5. Steven wants (**buy**) a farm in the country.
6. I don't mind (**help**) you with the washing-up.
7. You mustn't (**touch**) the dog. He bites!
8. Karen refused (**lend**) Anne her car.
9. I hate (**read**) scary books late at night.
10. I would like (**go**) to Brazil and see the Amazon rainforest.

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

A	B
1. They decided	a hearing from you soon.
2. Sam really enjoyed	b the rabbit disappear for a few minutes.
3. My sister let us	c to sell their old house and buy a bigger one.
4. I look forward to	d watching the play last night.
5. I couldn't help	e going to the gym and working out.
6. Joanne hopes	f brush your teeth at least twice a day.
7. The magician made	g speak five languages.
8. I can't stand	h noticing that she had dyed her hair.
9. You must	i use her fiat for the party.
10. Mary can	j to become a doctor one day.

Use the to – infinitive or the –ing for

m of the verbs in the list to fill in the gaps below.

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

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

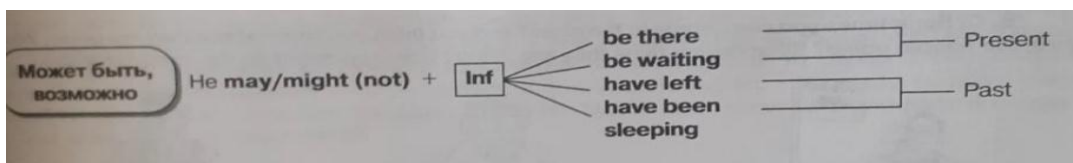
5.7 Способы выражения вероятности.

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.

- Maybe we'll get the letter tomorrow.
We may/might get the letter tomorrow.
Возможно, мы завтра получим письмо.
- 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?
- Maybe there is some milk in the fridge.
.....
- Would you mind if I ask you your address?
.....
- Visitors are not allowed to stay in the hospital after 10 p.m.
.....
- Do you think I could have one of these pictures?
.....
- I think Mother is still at work.
.....
- Is it all right if I use your phone?
.....
- Maybe she's moved to New York.
.....
- There is a possibility that she'll be invited to the party.
.....

2. 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.

3. Underline the correct words.

1. *Can/Might* I have an apple, Mum? - Of course, help yourself.

2. Excuse me, Sir. *Can/May* I leave the room? - Yes, but don't be too long

3. Am I *allowed/Might* I borrow these dictionaries for a moment, Sir? - Certainly, take whatever you need.

4. *Can/Might* I use your pen, Bob? - Of course, you *may/might*.

5. 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.

1. You.....work more;you.....miss the lessons.

2. What are you doing here? You.....be in bed.It is very late.

3. That hat doesn't suit you; you.....wear it;

4. There are too many accidents.Everyone.....be much more careful.

5. You.....have followed the instructions of you coach.Then you would have won the game.

6. She told her children that they.....always say "Please" and "Thank you".

7. 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	1. have a rest 2. stay at home 3. see the doctor 4. do as the doctor says and stay in bed 5. change you chet 6. calm the person 7. 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 *you aren't quit well.*
 B. Yes, you are right.
 A. So, *wouldn't it be better to see the doctor.*

Substitutions:

1. you are complaining of sharp stomach pain and cramping/conduct further test.
2. you have some problems with respiratory system/quit smoking.
3. your paticnt has a dull ache in his side/perform palpation of abdomen.
4. your sister complains of low energy and a decrease in apptite/perform test to determine renal function.
5. 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.

1. A: Can we go to the beach today?
B: No, it's ...**not hot enough**..... **.(hot)**
2. A: Can Gary drive a car?
B: No, he's**too young**..... **.(young)**
3. A: Can Rachel do this puzzle?
B: No, it's **.(difficult)**
4. A: Can Martin swim in the lake?
B: No, the water isn't..... **.(deep)**
5. A: Can Poncho catch the cat?
B: No, he isn't **.(quick)**
6. A: Can I watch the film?
B: No, it's **.(scary)**
7. A: Can David buy a house?
B: No, he isn't..... **.(rich)**
8. 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

7.1 Indirect speech in English

1. Fill in the gaps with the correct pronouns or possessive adjectives, as in the example.

- 1 • Kevin said, "I have lost my favourite sweater."
 • Kevin said that ...**he**... had lost...**his**... favourite sweater.
- 2 • Lars said, "My brother is going to drive me to the station."
 • Lars said that brother was going to drive to the station.
- 3 • Aunt Mary said, "I want you to have dinner with me tomorrow night."
 • Aunt Mary said that Wanted to have dinner with the following night.
- 4 • Heidi said, "I'll buy a new sofa for my living- room."
 • Heidi said that would buy a new sofa for living-room.
- 5 • Sue and Frank said, "We are going to have a barbecue at our cottage next weekend."
 • Sue and Frank said thatwere going to have a barbecue at cottage, the next weekend.

2. Turn the following direct sentences into reported speech, as in the example.

- 1 "I'll go to the dentist," she said
 She said (that) she would go to the dentist.
- 2 "I have lived in Montreal for ten years," she said.

- 3 "We are leaving in June," Dad said.

- 4 "I forgot to take the dog for a walk," said Annie.

- 5 "We have done the washing-up," they said.

- 6 "I always wake up early on Mondays," he said.

- 7 "The Browns are looking for a new house," she said.

- 8 "We bought a flat two months ago," he said to Carol.

- 9 "I'll paint the garage next week," he said to Sam.

- 10 "I've brought you some flowers," he said to Julie.

3. First read the following direct speech sentences. In which of them do the tenses change? Why? Then, turn the sentences from direct into reported speech, as in the example.

- 1 "The sun sets in the west," he said.
 He said that the sun sets in the west.
 Tenses do not change general truth.
- 2 "Penguins can't fly," he said.

- 3 "They are watching a film on TV now," she said.

.....
4 "It will be sunny tomorrow," he says.
.....

.....
5 "They visited the zoo last week," he said.
.....

.....
6 "Mammals feed their babies on milk," the teacher said.
.....

.....
7 "We have never been to a circus," she said.
.....

.....
8 "I don't like milk," she says.
.....

.....
9 "They'll go shopping tomorrow," she said.
.....

.....
10 "Mary doesn't speak French," he said.
.....

4. Turn the questions from direct into reported speech, as in the example.

1 "Do you like playing volleyball?" Steve asked Greg.

Steve asked Greg if/whether he liked playing volleyball.

2 "What do you want for lunch?" mother asked.
.....

3 "Will you take me to the beach on Saturday?" Harry asked.
.....

4 Brad asked, "Have you seen my dog?"
.....

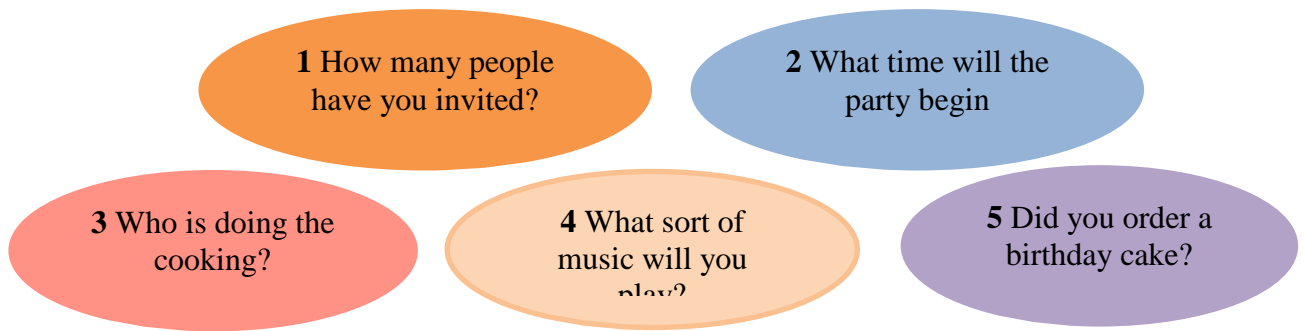
5 "Where are you going?" father asked.
.....

6 "How tall are you?" Ian asked me.
.....

7 Eve asked, "Did you buy any bread?"
.....

8 "Is Sheila your best friend?" he asked.

5. Bob is having a birthday party next Saturday. His friend Kenji wants to know more about it and has asked him some questions. Report Tom's questions.



1 Kenji asked him.....

.....

2 He wanted to know.....

.....

3 Kenji asked him.....

.....

4 Kenji wanted to know.....

.....

5 He also asked him.....

.....

6. There has been a car accident on your street. Read the reporter's questions and turn them into reported speech, as in the example.

1 "How did the accident happen?"

The reporter asked **how the accident had happened**.

2 "What time did the accident take place?"

The reporter asked

3 "Who called the police?"

The reporter wanted to know.....

4 "Was anybody hurt?"

The reporter asked.....

5 "How many cars were involved?"

The reporter wanted to know.....

7. Complete each sentence with two to five words, including the word in bold.

1 "I graduated two years ago," he told me.

had He told me he
two years before.

2 "Why aren't you hungry?" he asked me.

- wasn't He asked me whyhungry.
- 3 "Mary will visit us next summer," said Ann.
would Ann said that Mary.....the following summer.
- 4 "She has never been to Africa," said Paul.
had Paul said that..... to Africa.
- 5 "Your brother is fixing the car now," Dad told me.
was Dad told me that my brother.....at the time.
- 6 "Dolphins are very intelligent animals," said our teacher.
are Our teacher said that dolphins..... animals.
- 7 "Do you like strawberries?" Susan asked me.
if Susan asked me.....strawberries.
- 8 "Peter invited me to his wedding," said Jack.
invited Jack said that Peter to his wedding.

8 Correct the mistakes, as in the example.

- 1 He asked ~~me~~ that I had a motorcycle. ...if...
- 2 Brian said me that he liked jazz music.
- 3 Marie asked him were the super- market was.
- 4 Roy told to his father that he wanted to become a pilot.
- 5 Mother said us that she would be late.
- 6 Jill said that she had buy a pair of jeans the week before.
- 7 They asked Tom weather he wanted any help.
- 8 Our teacher told us that the maths test would is easy.

7.3 Present Perfect/Past Simple.

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

Column A.		Column B.
1 Tom hasn't spoken morning.	←	a five times this
2 Have you ever been old.		b since I was 12 years
3 Sam has called me		c his homework.
4 How long have you	→	d to Lee for three years.
5 I haven't seen my grandmother		e eaten dinner yet.
6 Jason has already		f lived in Chicago?
7 We are hungry because we haven't		g failed an exam.
8 Molly is an excellent student and has		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.

7.4 Страдательный залог в английском языке.

Simple, Continuous, Perfect.

Действительный залог		
Страдательный залог		
present continuous up is	My aunt is doing the washing up.	The washing being done the my aunt.
present perfect simple invitations have	My cousin has sent the invitations.	The been sent my
past continuous being	My uncle was cleaning the car.	The car was cleaned by my
past perfect simple been	Our neighbours had taken the twins to the zoo.	The twins had taken to the zoo by our neighbours.
be going to to be	They`re going to invite Phil to the party.	Phil is going invited to
модальные глаголы be	The might invite Kyle to the party.	Kyle might invited to
the party.		

be	We should tell Jenny about the party.	Jenny should
party.		told about the
<hr/>		
concert.	We must tell Dominic about the be told concert.	Dominic must about the
<hr/>		
be held	We can hold the party at	The party can
house	Jack`s house.	at Jack`s

1. Перепишите выделенные части предложения правильно.

1. Every year, several prizes are giving to the best student
2. When the pizza was delivering, it was cold
3. You will be telling when you can come in
4. That song doesn`t played on the radio very often, is it?
5. Your money was stealing out of your bag?
6. We haven`t allowed to use a dictionary in the exam yesterday
.....
7. That film won`t have shown in our local cinema for a long time
.....
8. I **will be** picked up from the station on Saturday?

2. Раскройте скобки, используя глаголы в соответствующих временных формах страдательного залога.

1. When people..... (arrest), they.....(take) to the police station.
2. Milk..... (usually/keep) in the fridge.
3. (we/tell) what`s in next week`s fest?
4. How did people communicate over long distances before the phone
.....
5. (you/allow) to come to the party next Saturday?
6. You..... (give) your exam results next Monday.
7. (Aidan`s bike/find) yesterday?

3. Дополните каждое второе предложение таким образом, чтобы по смыслу совпадало с первым предложением. Используйте от двух до пяти слов, включая выделенное слово.

1. Will they send the letters first class? **sent**
Will.....first class?
2. I`m not sure if they pizza in China. **is**
I`m not sure if..... in China.
3. Someone told me that they don`t make cars in the UK anymore. **made**
Someone told me that.....in the UK anymore.
4. Do they usually feed the animals three times a day? **fed**

Are.....three times a day?

5. Mr. Jones is ill, so he won't give us a geography test today! **be**
Mr. Jones is ill, so..... a geography test today!

6. Did they take her to hospital in an ambulance? **she**
Was..... to hospital in an ambulance?

4. Посмотрите на картинку в упражнении А и обведите правильный вариант ответа.

1. The balloons had all been **blowing/ blown** up before the carnival started.
2. The bananas haven't/aren't all been eaten yet.
3. The lorry isn't been/being driven by the gorilla.
4. A young boy was/has just taken a balloon from the astronaut.
5. A prize is going to have/be given to the person in the best fancy dress.
6. The prize might not be awarding/awarded to the clown.
7. Has/Is the lorry been decorated well?
8. Can songs be sung **by /with** people in the crowd, too?

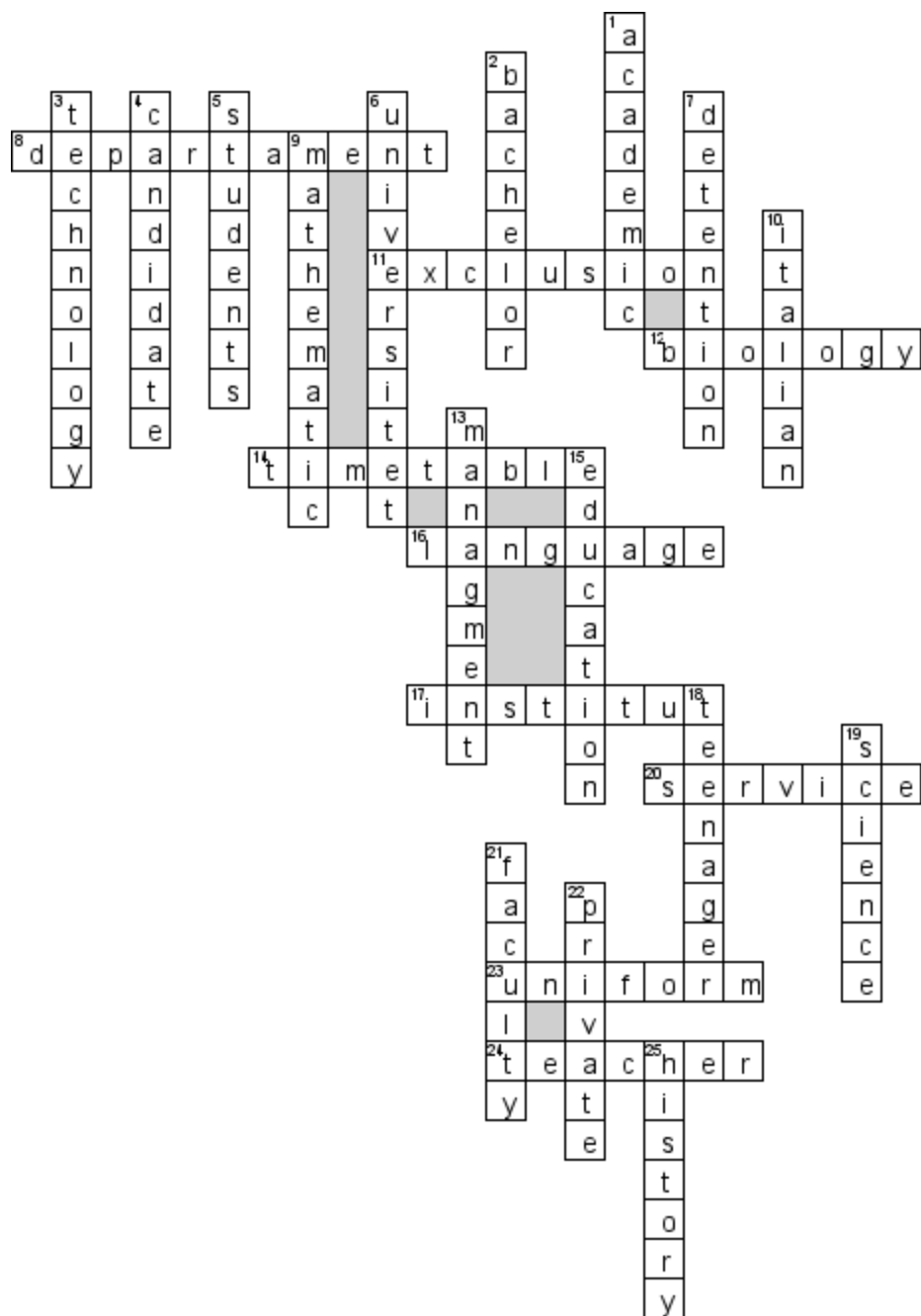
5. Заполните пропуски предлогами by или with.

1. That book was written my uncle!
2. Are the best photos usually taken..... digital cameras?
3. That song has been sung..... lots of famous singers.
4. Is your hair cut..... a professional hairdresser?
5. Should the paper be cut..... a pair of scissors?
6. All the candles had been lit..... the same match.
7. The film isn't going to be directed..... Steven Spielberg after all.

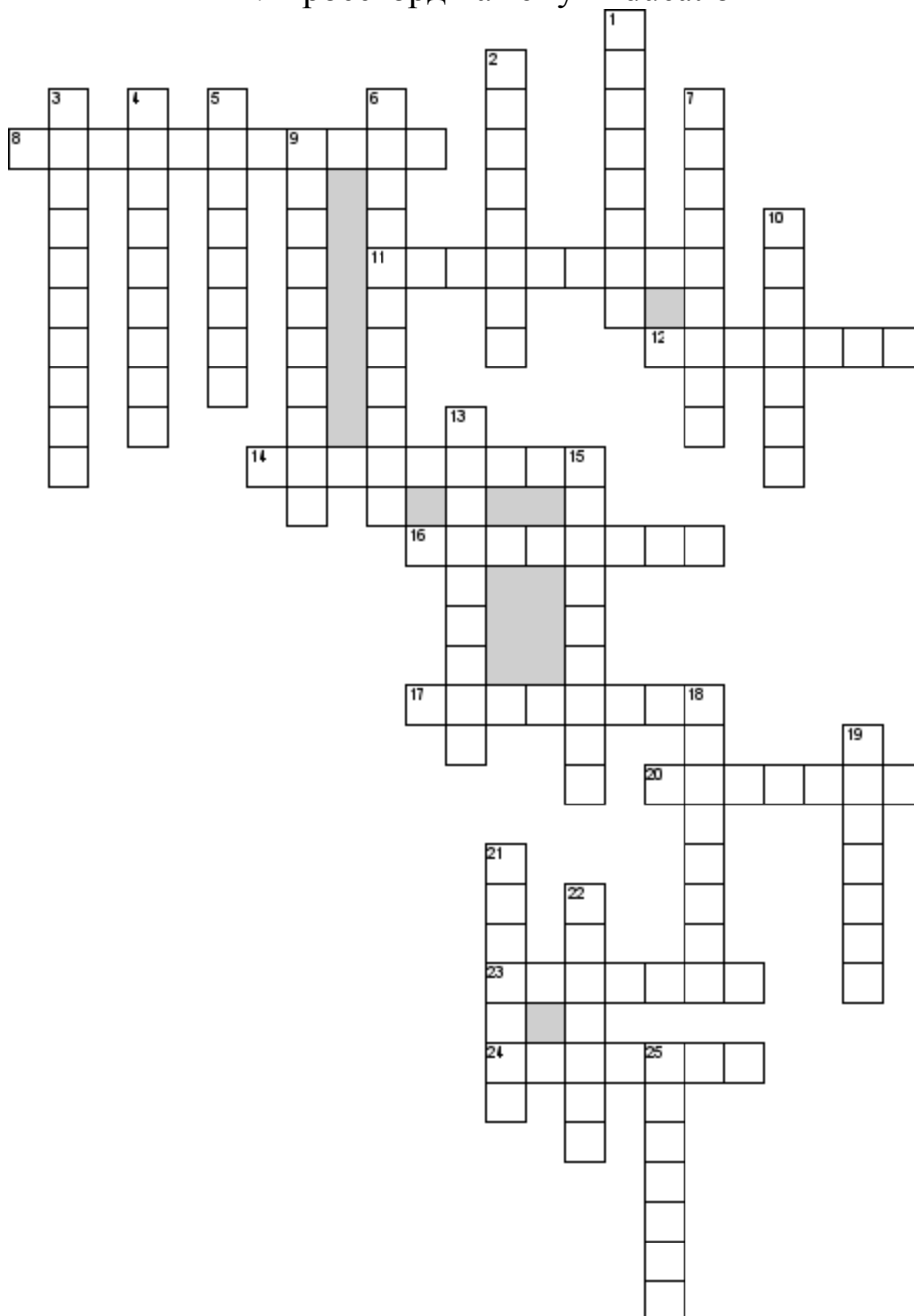
6. Дополните каждое второе предложение таким образом, чтобы по смыслу оно совпадало с первым предложением. Используйте от двух до пяти слов.

1. I think John taken my jacket.
I think my jacket..... John.
2. You should cook the chicken for at least an hour.
The chickenfor at least an hour.
3. They're showing that film at the cinema in town.
That filmat the cinema in town.
4. They hadn't invented digital cameras when we took that photo.
Digital cameras.....when that photo was taken.
5. When I got there, Carly was doing the ironing, so I didn't have to do it!
When I got there, the ironing Carly, so I didn't have to do it!
6. They were using hot soapy water to wash all the cars.
All the carshot soapy water.

7. КОМПЛЕКТ КРОССВОРДОВ



1. 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

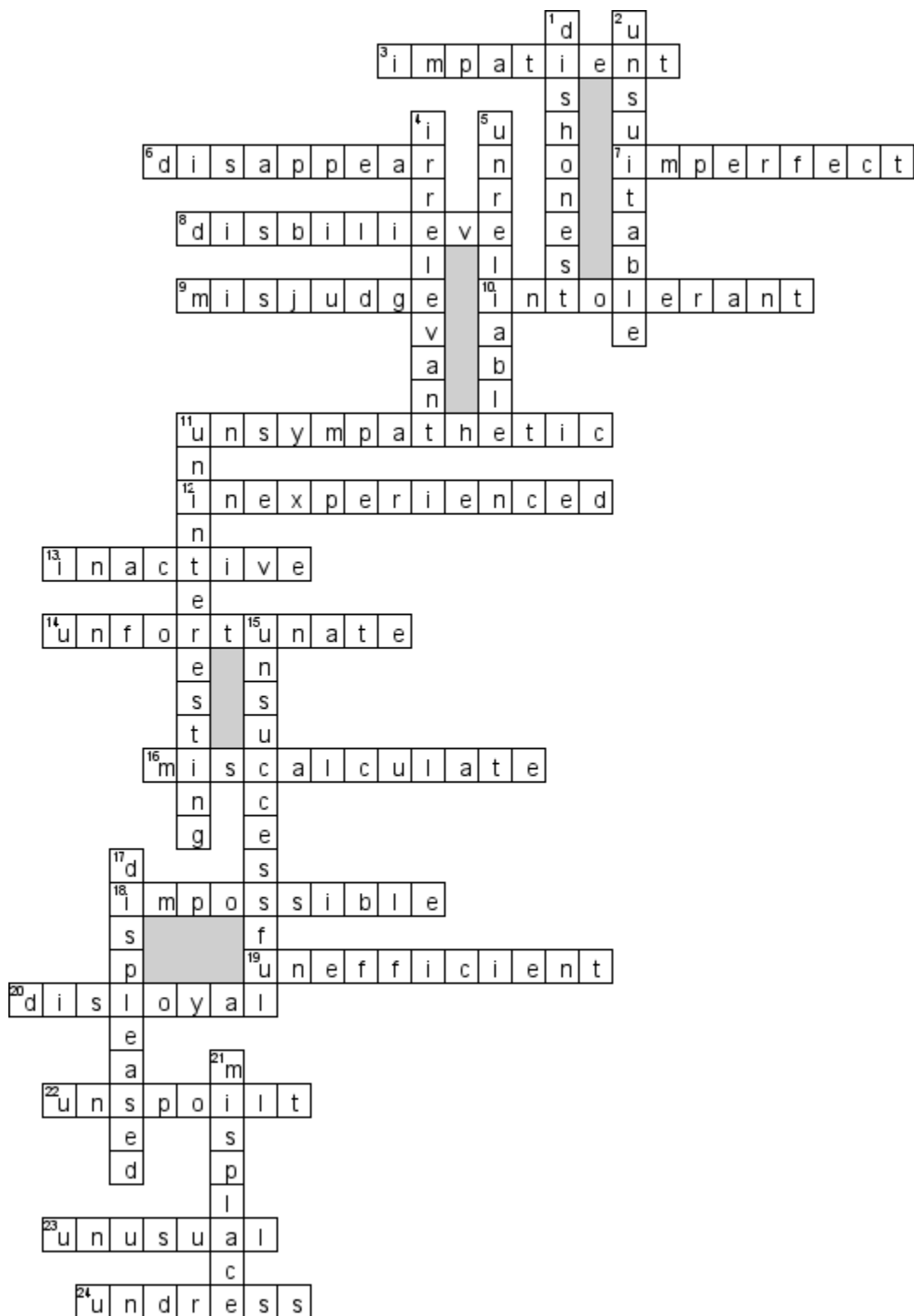
18. Подросток

19. Наука

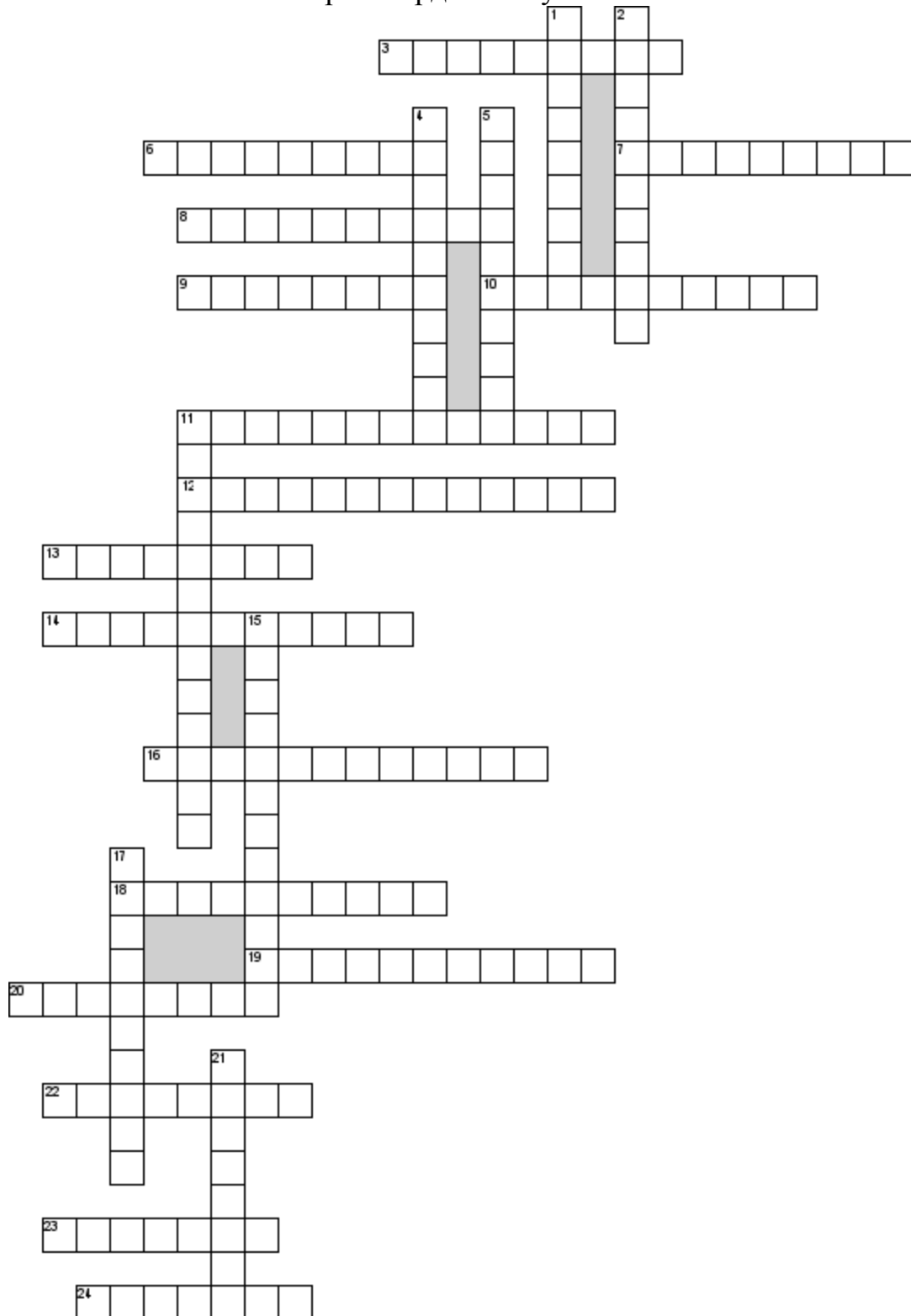
21. Факультет

22. Школа, где образование платное

25. История



2. Кроссворд на тему "Антонимы"



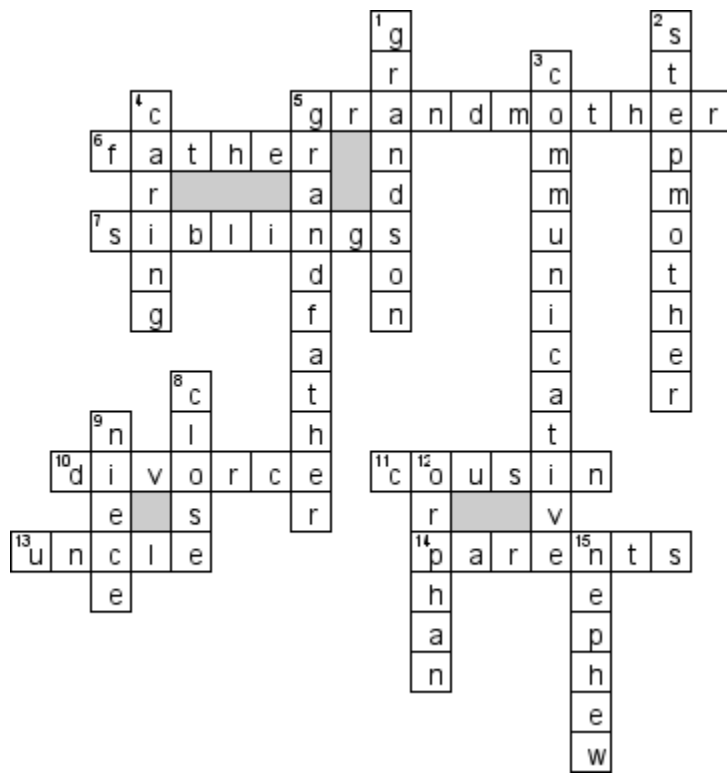
По горизонтали

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

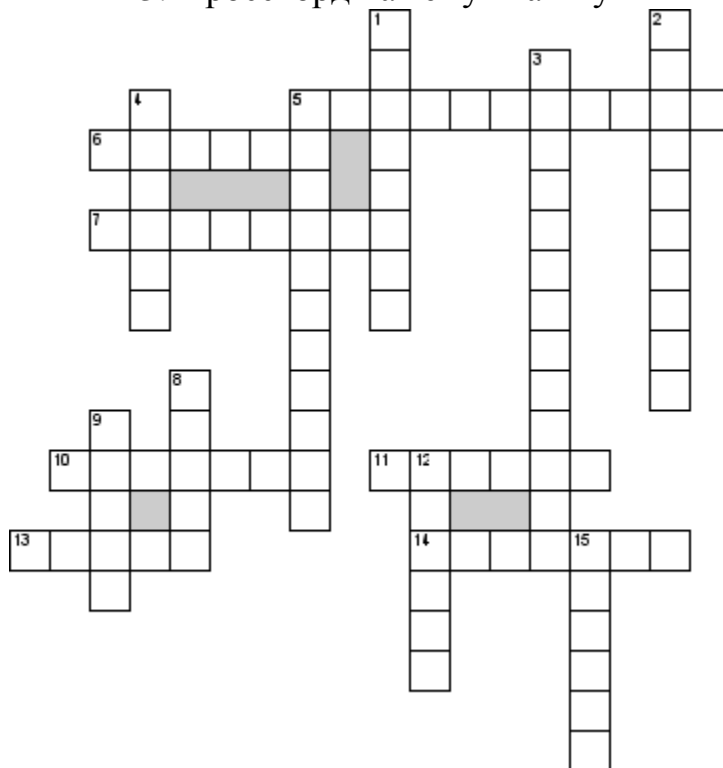
9. The opposite of judge
10. The opposite of tolerant
11. The opposite of sympathetic
12. The opposite of experienced
13. The opposite of active
14. The opposite of fortunate
16. The opposite of calculate
18. The opposite of possible
19. The opposite of efficient
20. The opposite of loyal
22. The opposite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



3. Кроссворд на тему "Family"

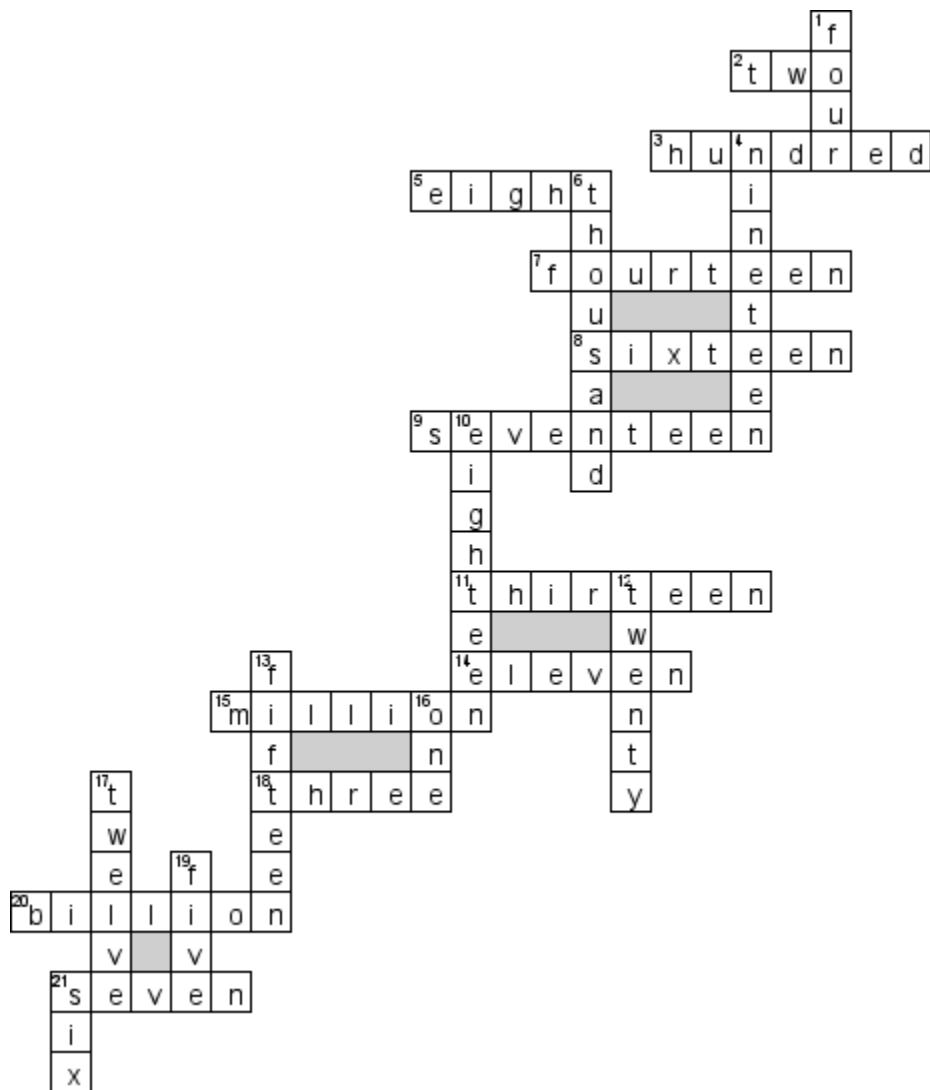


По горизонтали

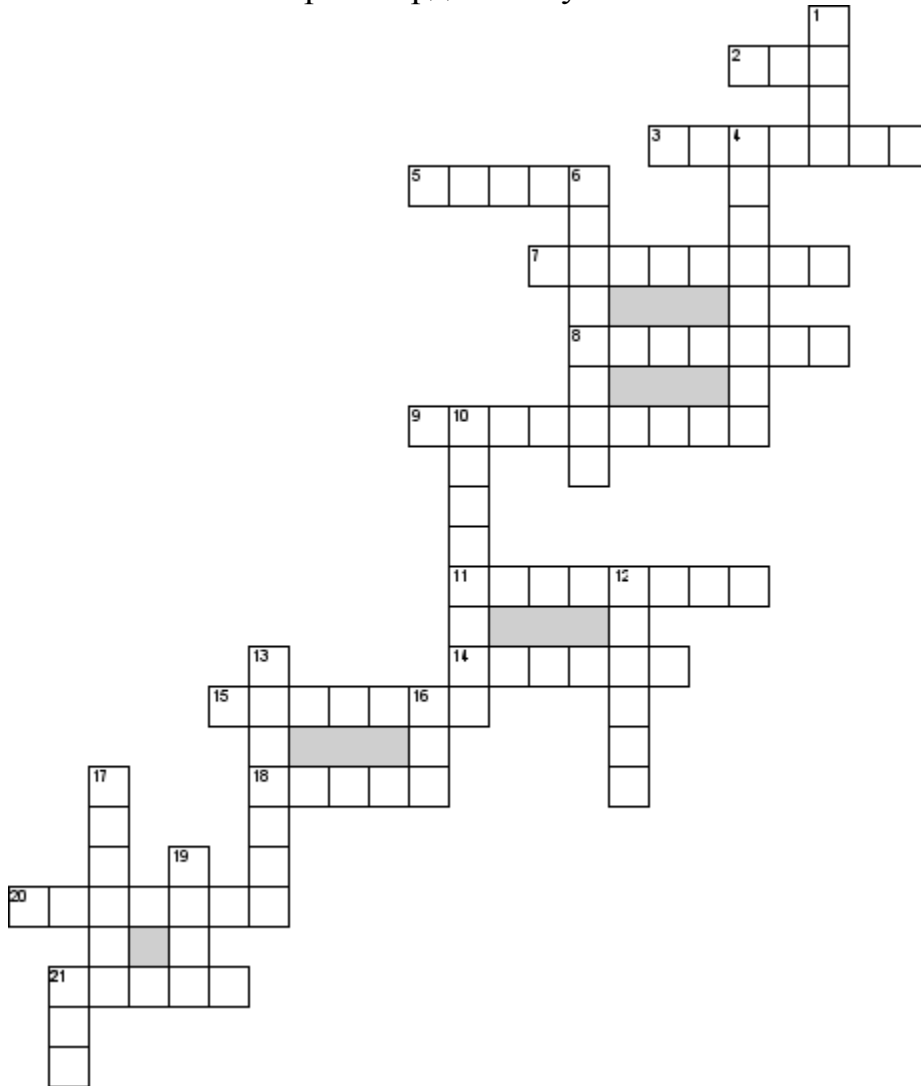
- 5. Mothers mother
- 6. Отец
- 7. Brother and sister
- 10. Развестись
- 11. Aunts son
- 13. Mothers brother
- 14. Mother and father

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



4. 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

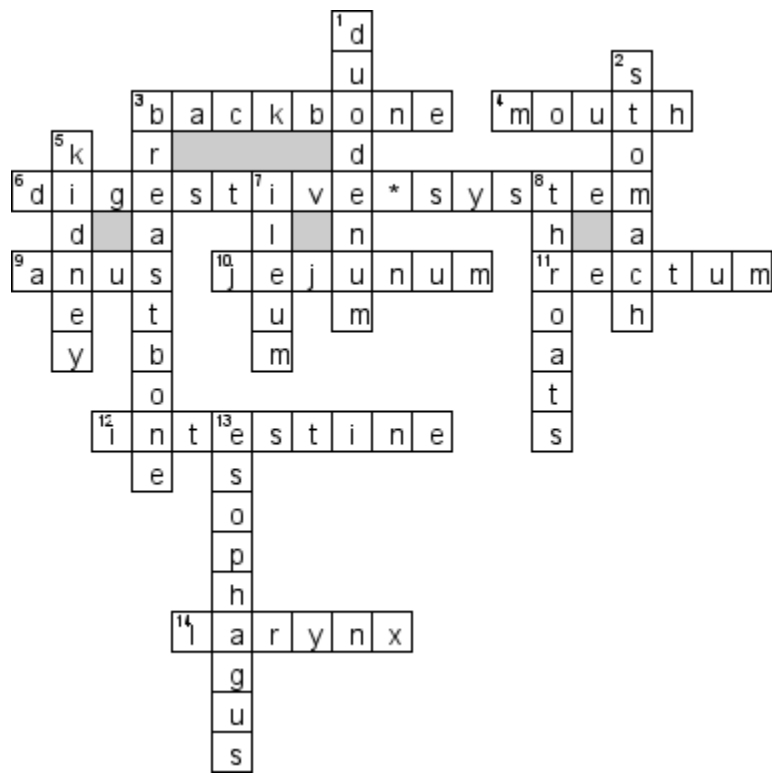
13. Пятнадцать

16. Один

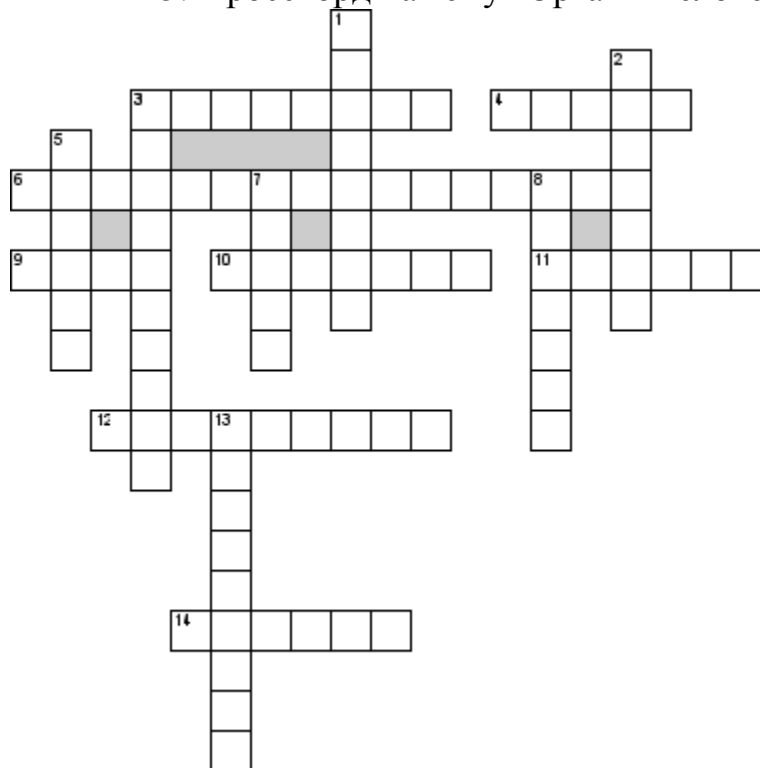
17. Двенадцать

19. Пять

21. Шесть



5. Кроссворд на тему "Органы человека"



По горизонтали

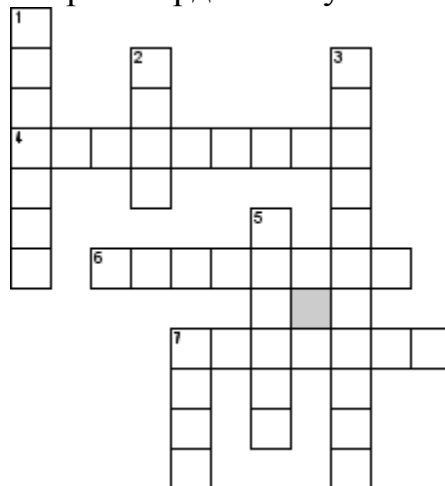
- 3. Позвоночник
- 4. Рот
- 6. Пищеварительная система
- 9. Задний проход
- 10. Тощая кишка
- 11. Прямая кишка
- 12. Кишка
- 14. Гортань

По вертикали

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



6. Кроссворд на тему "Мышцы"



По горизонтали

4. Портняжная мышца

6. Височная мышца

7. Жевательная мышца

По вертикали

1. Дельтовидная мышца

2. Икроножная мышца

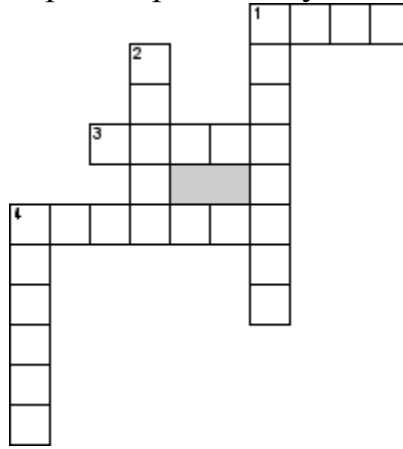
3. Большая скуловая мышца

5. Камбаловидная мышца

7. Подбородочная



7. Кроссворд на тему "Части тела"

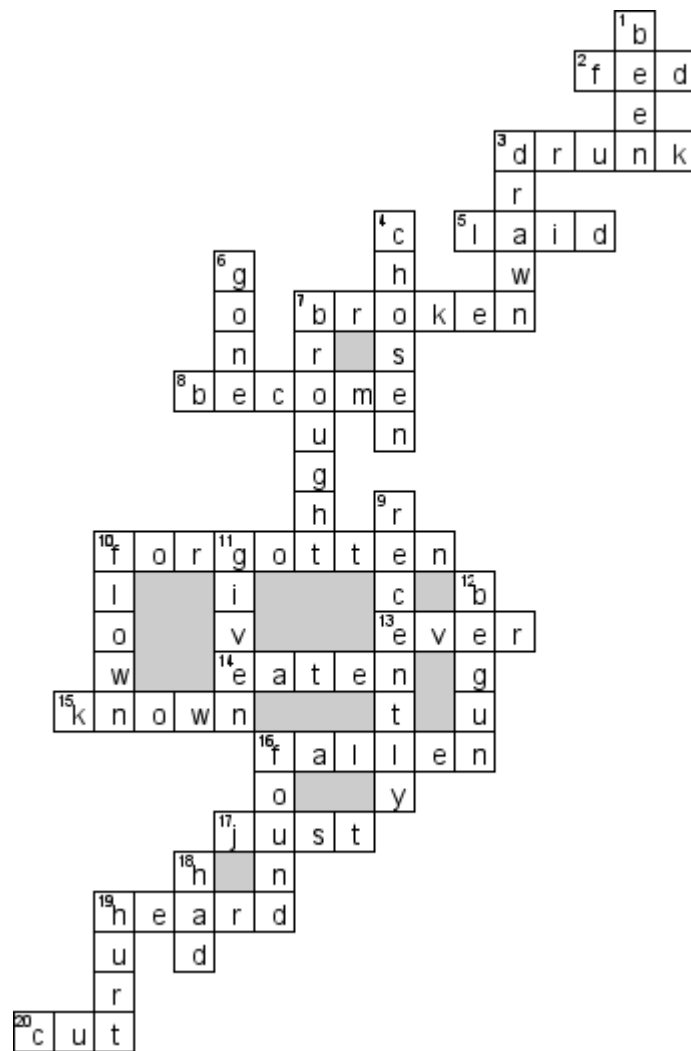


По горизонтали

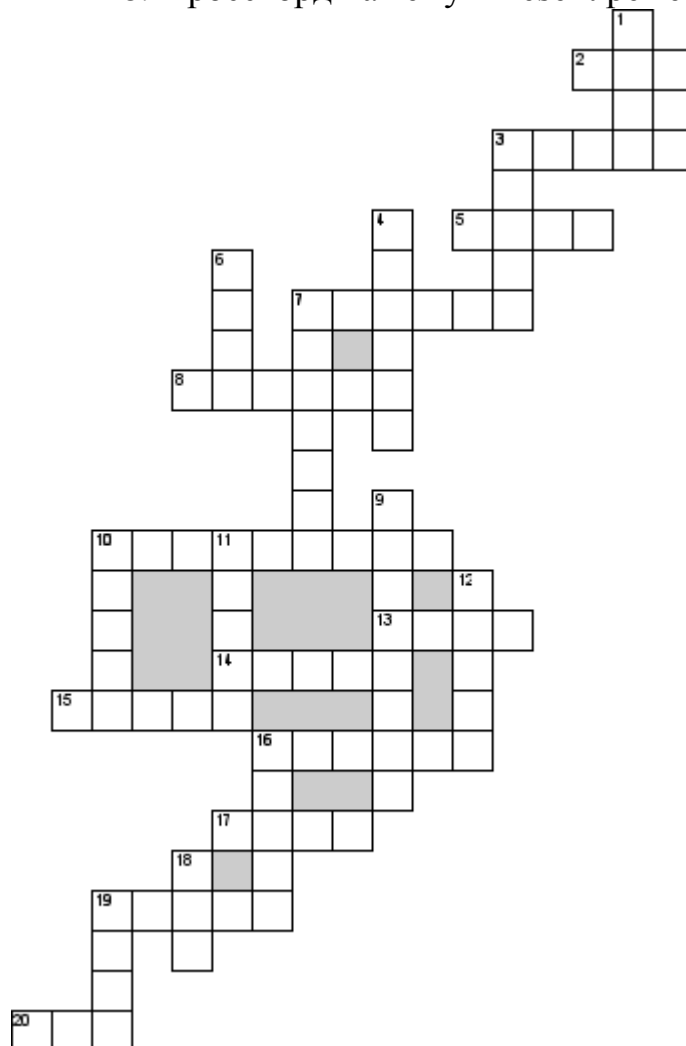
- 1. голень
- 3. череп
- 4. рука

По вертикали

- 1. скелет
- 2. лодыжка
- 4. палец кисти



8. 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

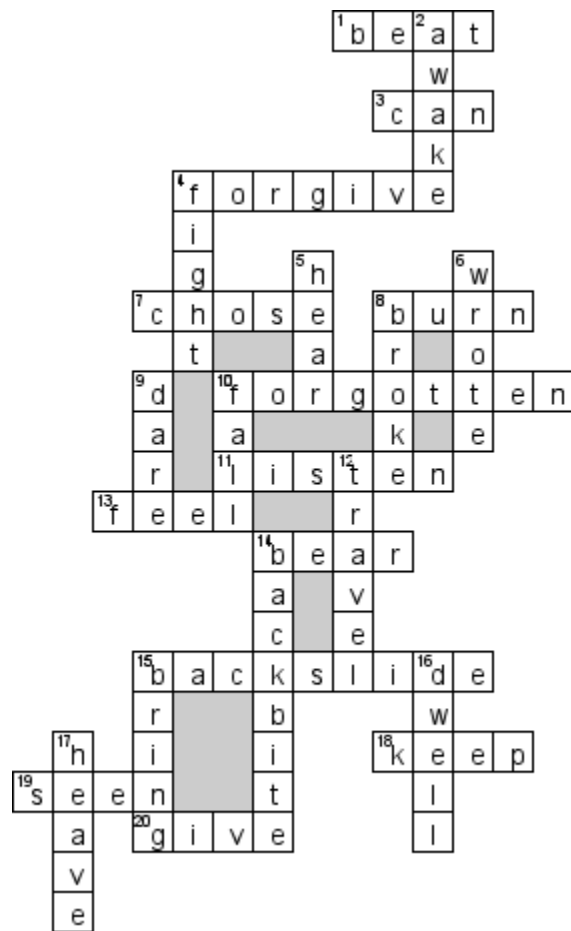
11. Давать

12. Начинать

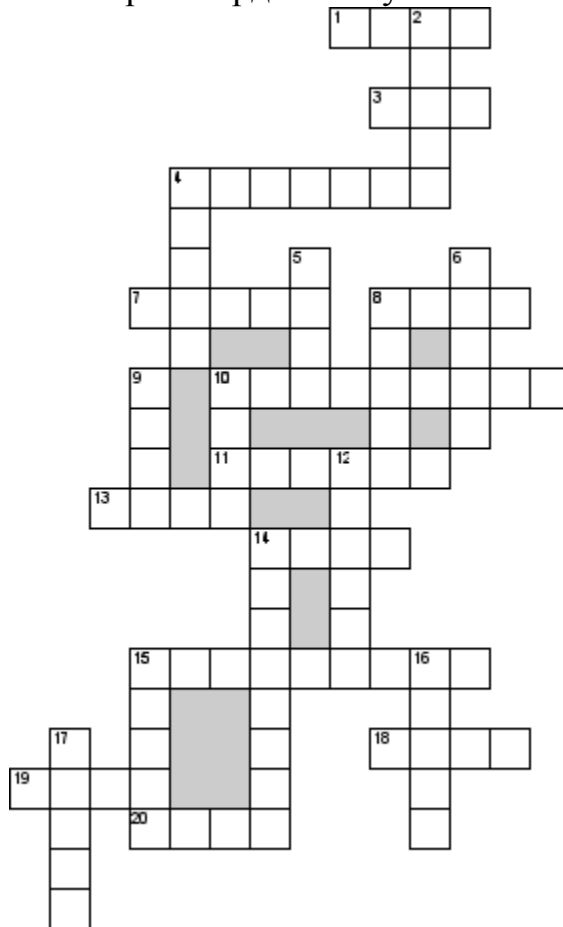
16. Находить

18. Иметь

19. Причинять боль



9. 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

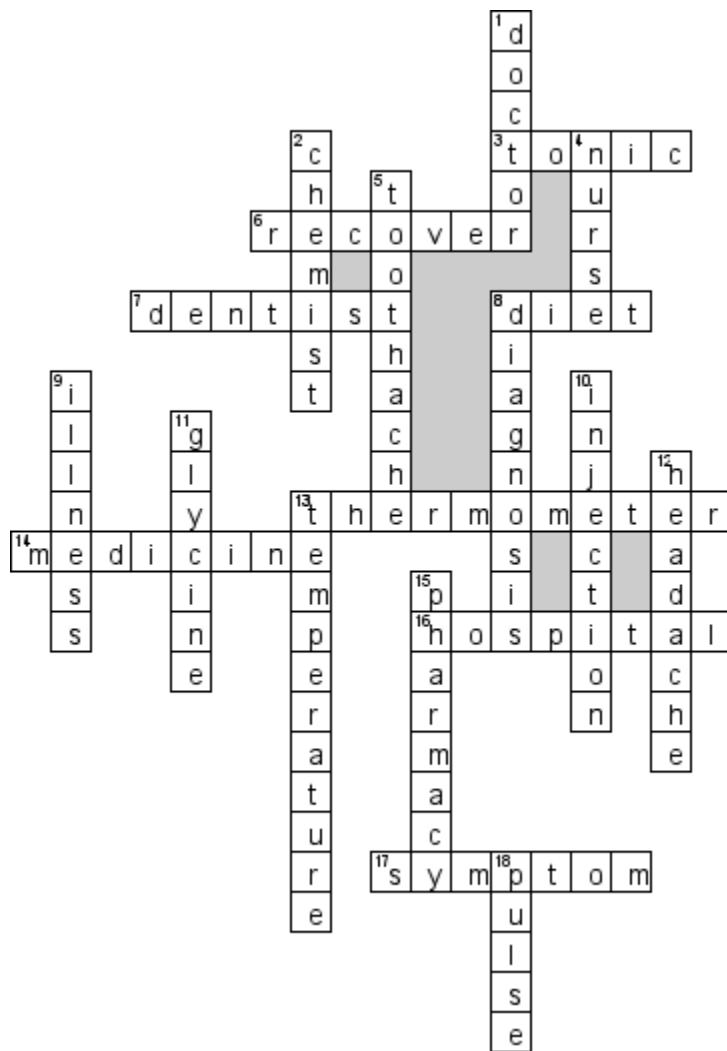
12. Путешествовать

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 - [tʃæriti]	благотворительность
comprise - [kəm'praɪz]	охватывать, включать
free - [fri:]	бесплатный
choose(chose, chosen) - [tʃu:z]	выбирать
majority - [mə'dʒɔrɪti]	большинство
health service - [sə'vɪs]	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 results¹, 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'sɜ:n]	имеющий отношения, связанный
remain - [ri'mein]	оставаться
acquired immunity - [ə'kwæɪəd]	приобретенный иммунитет
reproduce - [ri'prɒ'dju:s]	воспроизводить
immunity - [imju:niti]	иммунитет
resistance - [ri'zistəns]	сопротивляемость
artificially - [ə'ti'fiʃli]	искусственно
vaccination - [væksi'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 - [æntɪbɒdi]	антитело
antitoxin - [æntɪtɒksɪn]	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 [ˈmedɪsɪn]	1. медицина; 2. лекарство
superstition [ˌsuːpəˈstɪʃn]	предвзубод
free [friː]	1. свободный 2. освобождать
practice [ˈpræktɪs]	практика
practise [ˈpræktɪs]	заниматься врачебной деятельностью
massage [ˈmæsɑːʒ]	массаж
treatment [ˈtriːtmənt]	лечение
drug [drʌɡ]	лекарство
surgeon [ˈsɜːdʒən]	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 [ˈdiːt]	правильное питание, диета
oath [əʊθ]	клятва
practitioner [ˈpræktɪʃən]	практикующий врач, практик
physician [ˈfɪzɪʃən]	врач
examine [ɪɡˈzæmɪn]	осматривать (пациента)
skull [skʌl]	череп
create [kreɪt]	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 Гиппократов (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 предвзубодов
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 - ['glu:kous]	глюкоза
perform - ['pə:fɔ:m]	осуществлять
dairy - ['deəri]	молочный
layer - ['leiə]	слой
beneath - [bi'ni:θ]	под, ниже
source - [sɔ:s]	источник
insulation - [ɪn'sju'leɪʃn]	изоляция, изоляционная прослойка
require - [rɪ'kwaɪə]	требовать
utilize - ['ju:tɪlaɪz]	потреблять
process - ['prəuses]	процесс
enzyme - ['enzɪm]	фермент
protein - ['prəuti:n]	белок
carbohydrate - [kɑ:'bɒu'haidreɪt]	углевод
juice - [dʒu:s]	сок
sweat - [swet]	пот
daily - ['deɪli]	ежедневно
fat - [fæt]	жир
amino-acid - [æsɪd]	аминокислота
repair - [rɪ'peə]	восстановление
starchy - ['stɑ:tʃɪ]	содержащий крахмал

NOTES

1. for life to continue — для поддержания жизни
2. in the form in which it is eaten — в том виде, в котором мы ее потребляем
3. before it can be of any use — перед тем как ее использовать
4. to be broken down — расщепляться
5. to be stored in a layer beneath the skin — накапливаться в подкожном слое

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

1. организму необходимо 2. быть специально переработанным 3. оно производится 4. по мере ее происхождения 5. небольшое количество 6. можно найти 7. для роста и восстановления клетки 8. обеспечивать энергией 9. для осуществления их функций 10. дополнительный источник энергии 11. желудочный сок 12. ежедневно

2. Answer these questions:

1. What does the body require for life?
2. Can food be utilized in the form in which it is eaten?
3. How is the processing of food by the body called?
4. What are enzymes?

5. What does our food consist of?
6. Where are proteins found?
7. What are proteins necessary for?
8. What do carbohydrates provide body cells with?
9. Where are fats found?
10. Where is body fat stored?
11. How does body fat act?
12. How much water is it necessary to drink daily?

Text 5.

THE CIRCULATION

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

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

Here the blood gives up the waste carbon dioxide it is carrying and takes in fresh oxygen, which is part of the fuel necessary for the working of the body. This oxygenated blood is carried from the lungs in the pulmonary vein to the left atrium of the heart. From here it passes through the mitral valve into the left ventricle. Then it is pumped out of the left ventricle into the aorta. This great artery divides into many smaller arteries which convey oxygenated blood all round the body.

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

What are the superior vena cava and inferior vena cava?

fresh - [frefʃ]	свежий
reach - [ri:tʃ]	достигать
destination - [ˌdestɪˈneɪʃn]	место назначения
capillary - [kəˈpɪləri]	капилляр
reverse - [rɪˈvɜ:s]	обратный
describe - [dɪˈskraɪb]	описывать
except - [ɪkˈsept]	кроме
enter - [entə]	входить
the rest of -	остальные (части)
through - [θru:]	через
pulmonary - [pʌlˈmənəri]	легочной
bring - [brɪŋ]	приносить
pass - [pɑ:s]	проходить

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

1. кроме легких 2. поступать в правое предсердие 3. из остальных частей тела 4. проходить через 5. выходить из правого желудочка 6. отдавать 7. обогащенная кислородом кровь 8. по всему организму 9. в противоположном направлении 10. объединяются, образуя вены

2. Answer these questions:

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

BLOOD

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

Erythrocytes are red blood cells of which 4.5—5 million are found in each cubic millimetre. These cells are made in the bone marrow and are important in transporting oxygen from the lungs through the blood stream to the cells all over the body. The oxygen is then used up by body cells in the process of converting food to energy (catabolism). Hemoglobin, containing iron, is an important protein in erythrocytes which helps in carrying the oxygen as it travels through the blood stream. Erythrocytes also carry away carbon dioxide (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 - [saɪtəplæzm]	цитоплазма
granulocyte - [grænjʊləsaɪt]	гранулоцит
eosinophil - [i:'sɪnəfɪl]	эозинофил
basophil - [bə'sɪfɪl]	базофил
neutrophil - [nju:'trɒfɪl]	нейтрофил
node - [nəʊd]	узел
spleen - [spli:n]	селезенка
lymphocyte - [lɪmfəsaɪt]	лимфоцит
monocyte - [mɒnəsaɪt]	моноцит
platelet - [pleɪtli:t]	тромбоцит
tiny - [taɪni]	крошечный
blood clotting - [klɒtɪŋ]	свертываемость крови
occur - [ə'kʌ:]	происходить, случаться
remain - [rɪ'meɪn]	оставаться
coagulation - [kəʊgju'leɪʃn]	коагуляция
complete - [kəm'pli:t]	заканчивать
contain - [kən'teɪn]	содержать
plasma - [plæzmə]	плазма
microscopical - [maɪkrə'skɒpɪkəl]	микроскопический
element - [elɪmənt]	элемент
erythrocyte - [ɪ'riθrəʊsaɪt]	эритроцит
leucocyte - [lju:'kəʊsaɪt]	лейкоцит
thrombocyte - [θrɒmbəsaɪt]	тромбоцит
bone marrow - [bɒnə'raʊ]	костный мозг
transport - [trənz'pɔ:t]	транспортировать, переносить
convert - [kən'veɪt]	преобразовывать, превращать
carry - ['kæri]	переносить
arrive - [ə'rɪv]	прибывать
expel - [ɪk'spel]	вытеснять, выводить
catabolism - [kætəbə'lɪzəm]	катаболизм
hemoglobin (haemoglobin) - [hɪməu'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. выталкивать, выбрасывать 9. несколько видов 10. лимфатические узлы 11. крошечные клетки 12. свертываемость крови 13. завершаться

2. Answer these questions:

1. What does blood contain?
2. How many erythrocytes can be found in each cubic millimeter?
3. Where are these cells made?
4. What is their function?
5. What role does hemoglobin play?
6. What are the types of leucocytes?

7. Where are agranulocytes produced?
8. What types of granulocytes do you know?
9. What organ forms thrombocytes?
10. How many platelets are there in one cubic millimeter?
11. What is the difference between the plasma and the serum?

Text 7.

PROGRESS OF CHEMISTRY

We shall define chemistry today as the study of formation, composition, structure and reactions of the chemical elements and their compounds. Many will say that this is not the definition of chemistry but inorganic chemistry.

A modern chemist 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'fain]	определить
compound ['kɒmpaʊnd]	хим. соединение; смесь, состав.
carbon ['kɑ:bən]	углерод
slightly [slaitli]	слегка, немного; едва
distinguish [dis'tɪŋgwɪʃ]	различать, отличать
attach [ə'tætʃ]	относить
convenient [kən'vi:niənt]	удобный
available [ə'veɪləbl]	доступный
solution [sə'lu:ʃn]	решение
affect [ə'fekt]	оказывать влияние, воздействовать
survey [sə:'veɪ]	1. обозревать; 2. обзор
determination [di,tə'mi'neɪʃn]	определение
weight [weɪt]	вес
attract [ə'trækt]	привлекать
accept [ək'sept]	принимать, соглашаться
substance ['sʌbstəns]	вещество, суть
provide [prə'vaɪd]	обеспечивать
strength [streŋθ]	сила
exciting [ɪk'saɪtɪŋ]	возбуждающий, волнующий

NOTES

1. slightly — зд. почти не
2. physical measurement — физические измерения
3. short survey — краткий обзор
4. side by side — рядом, рука об руку
5. deal with — иметь дело с
6. It is owing to ... — Именно благодаря ...

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

1. многие скажут 2. определение химии 3. более удобно 4. доступные методы 5. решение проблем 6. квантовая механика 7. полное понимание 8. краткий обзор 9. взаимоотношения 10. рука об руку 11. большое количество 12. определение атомного вещества 13. в то же самое время 14. именно теория

2. Answer the questions:

1. What is chemistry?
2. What will many say about this definition?
3. What are the main branches of chemistry today?
4. What facts helped the development of inorganic chemistry?
5. What did Wohler show in 1828?
6. How did organic and inorganic chemistry progress?
7. What work was carried out?
8. When did physical chemistry appear?
9. What system did organic chemistry develop?
10. What do people say about facts and the theory?
11. What prospects does chemistry have at the present time?

Text 8.

SECRETION

Secretion is a process generally brought about by an organ called a gland. A gland whether simple or complex in structure may be looked upon as a tube whose walls are composed of highly specialized epithelial cells, gland cells. The tube is closed at the end. In many glands the other end of the lumen opens up, either directly or by means of a special duct, onto a free surface, such as the skin, the interior of the mouth, etc. The materials produced by the gland are poured onto this free surface, for which reason the secretion of this type of gland is spoken of as an external secretion. The gland is surrounded by a dense network of capillaries.

The distinct process takes place in a gland: the gland cell serves as a transfer agency or it acts as a manufacturing plant or both. In the first instance, certain materials, water and NaCl are taken out of the cell, passed into the duct and secreted on a free surface. All types of glands transfer water in this manner.

Other glands take certain materials out of the blood stream and chemically transform them into new compounds, they then being poured into the duct.

The activity of the gland is normally accompanied by a great dilation of its blood vessels. Without this increased flow of blood a gland cannot function for any appreciable length of time. Nevertheless in many instances its blood flow in itself is not the direct cause of secretion, for by administering certain drugs it is possible to stop the secretion completely although the flow of blood continues.

tube - [tju:b]	трубка
lumen - [ˈlju:mən]	просвет
duct - [dʌkt]	проток
pour - [pɔ:]	лить
dense - [dens]	густой
distinct - [dɪˈstɪŋkt]	четкий, определенный
accompany - [əˈkʌmpəni]	сопровождаться
secretion - [sɪˈkri:ʃn]	выделение, секреция
dilation - [dɪˈleɪʃn]	растяжение, расширение
appreciable - [əˈpri:ʃəbl]	значительный
nevertheless - [nevəðəˈles]	тем не менее
administer - [ədˈmɪnɪstə]	назначать
although - [əˈlðəʊ]	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 - [ˈfɪziˈɒlədʒi]	физиология
cell - [ˈsel]	клетка
fuel - [fju:əl]	горючее, топливо
oxygen - [ˈɒksɪdʒən]	кислород
blood - [blʌd]	кровь
heart - [hɑ:t]	сердце
circulation - [ˌsə:kjuˈleɪʃn]	кровообращение
digestion - [ˌdaɪˈdʒestʃn]	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 - [ˈnju:kliəs]	ядро
chromosome - [ˈkrouməsəʊm]	хромосома
gene - [dʒi:n]	ген
hereditary - [ˌhiːrɪdɪtri]	наследственный
nutrient - [ˈnju:triənt]	питательное вещество
waste products - [weɪst]	отходы; продукты распада

NOTES

1. in this respect — в этом отношении
2. known as — известный как
3. may be likened to — можно сравнивать с
4. to be bounded — быть связанным
5. to enter the cell — войти в клетку

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

1. иметь дело с
2. отдельные кирпичики
3. быть обеспеченным горючим и кислородом
4. переноситься
5. для того чтобы попасть в клетки тела
6. выводиться из тела
7. общий контроль и координирование
8. служащие в качестве
9. в зависимости от
10. отвечает за рост
11. уникальная индивидуальность
12. позволять
13. питательные вещества

2. Answer these questions:

1. What do anatomy and physiology study?
2. What is body made up of?
3. What must each cell be supplied with?
4. Where does the fuel for the body come from?
5. What is digestion?

6. What main parts does the respiratory system consist of?
7. How is cell waste eliminated from the body?
8. What may the brain be likened to?
9. The nucleus is responsible for growth by cell division, isn't it?
10. What do chromosomes and genes do?
11. How do oxygen and nutrients enter the cell?

Text 10.

SCIENCE

Biology is the study of living organisms and as soon 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 minds, 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'veɪl]	проявляться
unit [juːnɪt]	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 [ˈelmənt]	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	Обучающийся не допускает	Обучающийся демонстрирует	Обучающийся не допускает ошибки в

	простые структуры отлично, также использует сложные семантические структуры.	грамматические ошибки.	правильное и понятное произношение и ударение.	правописании.
«4»	Обучающийся использует лексику и простые структуры правильно, допускает ошибки при использовании сложных семантических структуры.	Обучающийся редко допускает грамматические ошибки.	Обучающийся демонстрирует правильное и понятное произношение и ударение с некоторыми ошибками, которые редко мешают пониманию.	Обучающийся редко допускает ошибки в правописании, которые не мешают пониманию.
«3»	Обучающийся использует лексику и простые структуры в основном правильно.	Обучающийся допускает некоторые грамматические ошибки.	Обучающийся демонстрирует часто неправильное и непонятное произношение и ударение, которые иногда мешают пониманию.	Обучающийся допускает ошибки в правописании, которые иногда мешают пониманию.
«2»	Обучающийся использует ограниченную лексику, не соответствующую уровню знания языка, допускает ошибки.	Обучающийся часто допускает грамматические ошибки.	Обучающийся демонстрирует неправильное и непонятное произношение и ударение, которые мешают пониманию.	Обучающийся допускает ошибки в правописании, которые мешают пониманию.

КРИТЕРИИ ОЦЕНИВАНИЯ КОНТРОЛЬНЫХ РАБОТ

процент выполненных задач	оценка
100 – 91 % работы	«5»
90 - 70 % работы	«4»
69 – 50 % работы	«3»
менее 50 %	«2»

КРИТЕРИИ ОЦЕНИВАНИЯ ЧТЕНИЯ ТЕКСТА С ОБЩИМ ОХВАТОМ СОДЕРЖАНИЯ (ОЗНАКОМИТЕЛЬНОЕ)

Оценка «5» ставится учащемуся, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком. Скорость чтения иноязычного текста может быть несколько замедленной по сравнению с той, с которой ученик читает на родном языке. Заметим, что скорость чтения на родном языке у учащихся разная.

Оценка «4» ставится ученику, если он понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения более замедленен.

Оценка «3» ставится школьнику, который не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка.

Оценка «2» выставляется ученику в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать незнакомую лексику (понимать её значение).

КРИТЕРИИ ОЦЕНИВАНИЯ ЧТЕНИЯ ТЕКСТА С ПОЛНЫМ ПОНИМАНИЕМ СОДЕРЖАНИЯ (ИЗУЧАЮЩЕЕ)

Чтение с полным пониманием осуществляется на несложных аутентичных текстах, построенных в основном на изученном языковом материале, с использованием различных приемов смысловой переработки текста (языковой догадки, выборочного перевода) и оценки полученной информации. Объем текста для чтения - около 300 слов.

оценка	Навыки чтения (скорость, произношение)	Понимание содержание текста	Выход на говорение
«5»	Обучающийся умеет выявить буквенно-звуковые соответствия в языке, узнает устные с образцы слов в тексте. Чтение выразительное (достаточно беглое, быстрое, правильное произношение) Отсутствовали ошибки, искажающие смысл и понимание слов, или они были незначительны (1-4)	Обучающийся понял содержание текста (согласно вида чтения), успешно выполняет все задания, направленные на проверку понимания содержания текста. У него развита языковая догадка, и он не затрудняется в понимании некоторых незнакомых слов и не испытывает необходимость обращаться к словарю (1-2 раза)	Обучающийся может ответить на дополнительные вопросы учителя, высказать и подтвердить свою точку зрения согласно теме текста, используя дополнительные факты.
«4»	Обучающийся умеет выявить буквенно-звуковые соответствия в языке, узнает устные с образцы слов в тексте. Чтение выразительное, но недостаточно беглое, быстрое, правильное произношение Допускаются ошибки, не искажающие смысл и понимание слов (5-8)	Обучающийся понял содержание текста (согласно вида чтения) за исключением деталей и частностей, 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 необходимость обращаться к словарю.	Обучающийся может ответить на дополнительные вопросы учителя, но недостаточно логично высказать свою точку зрения согласно теме текста, используя факты текста и свои примеры.
«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	Обучающейся не понял содержание текста, не может	Обучающийся не может ответить на

	отрывок текста. При попытке чтения допускаются грубые многочисленные ошибки (свыше 15), нарушающие смысл и понимание слов. Чтение текста производится только с посторонней помощью.	ориентироваться в тексте и выделять факты, подробности для выполнения заданий по проверке понимания содержания текста.	дополнительные вопросы учителя, не высказывает свою точку зрения согласно теме текста.
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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 объеме (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	В основном речь понятна: не допускает грубых фонематических ошибок; звуки в потоке речи в большинстве случаев произносятся правильно, интонационный рисунок в основном правильный

			логической связи неадекватны поставленной задаче и однообразны.	
«2»	Задание не выполнено: тема не раскрыта.	Используемый лексико-грамматический материал не позволяет выполнить поставленную коммуникативную задачу	Логичность высказывания не соблюдена: вступление, основная информация, заключение. Средства логической связи неадекватны поставленной задаче и однообразны.	Речь плохо воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков

КРИТЕРИИ ОЦЕНИВАНИЯ ТВОРЧЕСКИХ РАБОТ

Оценка	Критерии оценки
«5»	<p>1. Содержание: коммуникативная задача решена полностью.</p> <p>2. организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.</p> <p>3. лексика: лексика соответствует поставленной задаче и требованиям данного года обучения.</p> <p>4. грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.</p> <p>5. Орфография и пунктуация: орфографические ошибки отсутствуют, соблюдены правила пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдены основные правила расстановки запятых.</p>
«4»	<p>1. Содержание: коммуникативная задача решена полностью.</p> <p>2. организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.</p> <p>3. лексика: лексика соответствует поставленной задаче и требованиям данного года обучения. Но имеются незначительные ошибки.</p> <p>4. грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.</p> <p>5. Орфография и пунктуация: незначительные орфографические ошибки, соблюдены правила пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдены основные правила расстановки запятых.</p>
«3»	<p>1. Содержание: Коммуникативная задача решена,</p> <p>2. организация работы: высказывание нелогично, неадекватно использованы средства логической связи, текст неправильно поделен на абзацы, но формат высказывания соблюден.</p> <p>3. лексика: местами неадекватное употребление лексики.</p> <p>4. грамматика: имеются грубые грамматические ошибки.</p> <p>5. Орфография и пунктуация: незначительные орфографические ошибки, не всегда соблюдены правила пунктуации: не все предложения начинаются с заглавной буквы, в конце не всех предложений стоит точка, вопросительный или восклицательный знак, а</p>

	также не соблюдены основные правила расстановки запятых.
«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