

**Автономная некоммерческая организация
среднего профессионального образования
«Северо-Кавказский медицинский колледж»
Филиал «Новопавловский»**

Фонд оценочных средств по дисциплине

СГ.02 Иностранный язык в профессиональной деятельности

Для специальности:

31.02.01. ЛЕЧЕБНОЕ ДЕЛО

Фонд оценочных средств разработан на основе рабочей программы дисциплины

СГ.02 Иностранный язык в профессиональной деятельности

и в соответствии с Федеральным государственным образовательным стандартом

среднего профессионального образования по специальности

31.02.01. Лечебное дело, утверждённым приказом Министерства просвещения Российской

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Организация – разработчик: Автономная некоммерческая организация среднего профессионального образования «Северо-Кавказский медицинский колледж»

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

Фонд оценочных средств предназначен для текущего контроля и промежуточной аттестации образовательных достижений обучающихся, освоивших дисциплину СГ 02. Иностранный язык в профессиональной деятельности

по программе подготовки специалистов среднего звена по специальности 31.02.01 Лечебное дело, углубленной подготовки очная форма получения образования.

Оценивание и контроль сформированности компетенций осуществляется с помощью текущего контроля успеваемости и промежуточной аттестации.

Текущий контроль успеваемости и промежуточная аттестация проводятся в соответствии с Положением о проведении текущего контроля успеваемости и промежуточной аттестации студентов Автономной некоммерческой организации среднего профессионального образования «Северо-Кавказский медицинский колледж»

В результате освоения дисциплины. Иностранный язык

обучающийся должен **уметь**:

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

знать:

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

1.1. ОК и ПК, которые актуализируются при изучении учебной дисциплины:

ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.

ОК 3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.

ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения возложенных на него профессиональных задач, а также для своего профессионального и личностного развития.

- ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.
- ОК 6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями.
- ОК 7. Брать ответственность за работу членов команды (подчиненных), за результат выполнения заданий.
- ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать и осуществлять повышение своей квалификации.
- ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.
- ОК 10. Бережно относиться к историческому наследию и культурным традициям народа, уважать социальные, культурные и религиозные различия.
- ОК 11. Быть готовым брать на себя нравственные обязательства по отношению к природе, обществу, человеку.
- ОК 12. Организовывать рабочее место с соблюдением требований охраны труда, производственной санитарии, инфекционной и противопожарной безопасности.
- ОК 13. Вести здоровый образ жизни, заниматься физической культурой и спортом для укрепления здоровья, достижения жизненных и профессиональных целей.
- ПК 1.1. Планировать обследование пациентов различных возрастных групп. ПК 1.2. Проводить диагностические исследования.
- ПК 1.3. Проводить диагностику острых и хронических заболеваний. ПК 1.4. Проводить диагностику беременности.
- ПК 1.5. Проводить диагностику комплексного состояния здоровья ребенка.
- ПК 2.1. Определять программу лечения пациентов различных возрастных групп. ПК 2.2. Определять тактику ведения пациента.
- ПК 2.3. Выполнять лечебные вмешательства.
- ПК 2.4. Проводить контроль эффективности лечения. ПК 2.5. Осуществлять контроль состояния пациента.
- ПК 2.6. Организовывать специализированный сестринский уход за пациентом.
- ПК 2.7. Организовывать оказание психологической помощи пациенту и его окружению.
- ПК 3.3. Выполнять лечебные вмешательства по оказанию медицинской помощи на догоспитальном этапе.
- ПК 3.4. Проводить контроль эффективности проводимых мероприятий. ПК 3.5. Осуществлять контроль состояния пациента.
- ПК 3.6. Определять показания к госпитализации и проводить транспортировку пациента в стационар.
- ПК 3.8. Организовывать и оказывать неотложную медицинскую помощь пострадавшим в чрезвычайных ситуациях.
- ПК 4.2. Проводить санитарно-противоэпидемические мероприятия на закрепленном участке.
- ПК 4.3. Проводить санитарно-гигиеническое просвещение населения.

ПК 4.4. Проводить диагностику групп

здоровья. ПК 4.5. Проводить

иммунопрофилактику.

ПК 4.6. Проводить мероприятия по сохранению и укреплению здоровья различных возрастных групп населения.

ПК 5.1. Осуществлять медицинскую реабилитацию пациентов с различной патологией.

ПК 5.2. Проводить психосоциальную

реабилитацию. ПК 5.3. Осуществлять

паллиативную помощь.

ПК 5.4. Проводить медико-социальную реабилитацию инвалидов, одиноких лиц, участников военных действий и лиц из группы социального риска.

Виды контроля и аттестации, формы оценочных средств по учебной дисциплине ОГСЭ.03.
Иностранный язык

№ п / п	Контролируемые разделы (темы) дисциплины*	Вид оценочного контроля	Проверяемые У, З	Формируемые ОК и ПК (или ее части)	Наименование оценочного средства
1	Раздел 1. Вводный курс Тема 1.1. Вводно-коррективный фонетико-грамматический курс	Текущий контроль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Грамматические задания.
2	Раздел 2. Развивающий курс Тема 2.1.Я – студент – медик	Текущий контроль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматических и практических заданий.
3	Тема 2.2. Свободное время	Текущий контроль	У 1 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1- 5.4	Комплекс грамматических и практических заданий.
4	Тема 2.3. Современный мир	Текущий контроль	У 1 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1- 5.4	Комплекс грамматических и практических заданий.
5	Тема 2.4. Здоровый образ жизни	Текущий контроль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6	Комплекс грамматических и практических заданий.

				ПК 5.1- 5.4	
6	Тема 2.5. Природа и человек	Текущий контроль	У 1 У 3	ОК 1-13 ПК 1.1- 1.5	Комплекс грамматиче с

			3 1.	ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	ких и практичес ких заданий.
7	Тема 2.6. Город. Национальные наследия	Текущ ий контро ль	У 1 У 3 3 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич ес ких и практичес ких заданий.
8	Тема 2.7. Професси и. Карьера	Текущ ий контро ль	У 1 У 2 У 3 3 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич ес ких и практичес ких заданий.
9	Тема 2.8. Научно- технический прогресс в медицине	Текущ ий контро ль	У 1 У 3	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич ес ких и практичес ких заданий.
1 0	Тема 2.9. Средства массовой информации	Текущ ий контро ль	У 1 У 3 3 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Компле кс грамматиче ских и практичес ких заданий.
1 1	Раздел 3. Профессиональн ая направленность Тема3.1 Здравоохранени е. Медицинское образование.	Текущ ий контро ль	У 1 У 2 У 3 3 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич ес ких и практичес ких заданий.
1 2	Тема 3.2. Из истории медицины.	Текущ ий контро ль	У 1 У 2 У 3 3 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6	Комплекс грамматич ес ких и практичес ких заданий.

				ПК 5.1-5.4	
1 3	Тема 3.3. Основы рационального	Текущий контроль	У 1 У 2	ОК 1-13 ПК 1.1- 1.5	Комплекс грамматичес

	питания		У 3 З 1.	ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	ких и практичес ких заданий.
1 4	Тема 3.4. Гигиена человека	Текущ ий контро ль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич еских и практичес ких заданий.
1 5	Тема 3.5. Медицинск ие учреждения	Текущ ий контро ль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич еских и практичес ких заданий.
1 6	Тема 3.6. Анатом ия человек а	Текущ ий контро ль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич еских и практичес ких заданий.
1 7	Тема 3.7. Систем ы organiz ма человек а	Текущ ий контро ль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич еских и практичес ких заданий.
1 8	Тема 3.7. Лекарственн ые средства	Текущ ий контро ль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич еских и практичес ких заданий.
1 9	Тема 3.8. Обследован ие пациента. Заболевания.	Текущ ий контро ль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6	Комплекс грамматич еских и практичес ких заданий.

				ПК 5.1-5.4	
2 0	Тема 3.9. Лекарственные препараты.	Текущий контроль	У 1 У 2 У 3	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК	Комплекс грамматических и

			З 1.	3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	практичес ки х заданий.
2 1	Тема 3.10. Измерени е показател ей жизненно важных функций	Текущ ий контро ль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич ес ких и практичес ки х заданий.
2 2	Тема 3.11. Медицинский инструментарий и техники выполнения инъекций.	Текущ ий контро ль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич ес ких и практичес ки х заданий.
2 3	Тема 3.12. Оказание доврачебно й медицинск ой помощи при неотложных и экстремальн ых состояниях	Текущ ий контро ль	У 1 У 2 У 3 З 1.	ОК 1-13 ПК 1.1- 1.5 ПК 2.1-2.7 ПК 3.3-3.6, 3.8 ПК 4.2-4.6 ПК 5.1-5.4	Комплекс грамматич ес ких и практичес ки х заданий.

*Наименование темы (раздела) или тем (разделов) берется из рабочей программы дисциплины.

Раздел 1. Вводный курс Тема 1.1. Вводно-коррективный фонетико-грамматический курс

Задание 1. Сгруппируйте слова в зависимости от типа слога.

Plate, leg, hot, care, fire, man, pork, more, hide, he, lunch, gym, sore, lip, cut, term, name, hurt, rose, tyre, blame, sick, cup, whole, first, tube, far, here, cure, gap, sand, her, not, full.

Задание 2. Выберите слова, в которых встречаются следующие

звуки: [Λ], [dʒ], [a:], [i:], [i], [ɔ], [ɔ:], [u], [e], [æ], [f], [ð]

, [tʃ], [ə:]

Heart, man, page, store, this, check, girl, hit, nurse, look, set, thick, sport, turn, what, arm, cheek, hand, back, dark, tooth, kidney, stomach, pad, injection.

Задание 3. Поставьте глагол *to be* в нужной форме

1. I ... a student.
2. My father ... not a teacher, he ... a doctor.
3.your aunt a nurse? - Yes, she
4. ... they at home? - No, they ... not at home, they ... at work.
5.you an engineer? - Yes, I....
6. ... this your watch? - Yes, it
7. These ... my books.
8. His family ... not in St. Petersburg, it ... in New York.

IV. Поставьте глагол *to have* в нужной форме

1. Does she ... lessons on Monday?
2. They ... a lot of friends.
3. I don't ... breakfast in the morning.
3. She ... much free time.
4. Does he ... a sister?
5. My uncle ... a large family.

Задание 4. Заполните пропуски артиклями *a/an* или *the* где это необходимо

1. This is ... clock.
2. ... London is ... big city.
3. Is ... newspaper in ... bag?
4. ... Pacific Ocean is ... largest in ... world.
5. Is ... teacher in ... classroom?
6. Is ... your room large?
7. Are you ... students?
8. ... sportsmen are always in good form.
9. ... children we saw in ... street are schoolboys.
10. She lives in ... 1st flat.

Задание 5. Определите тип вопроса

1. Do you play computer games?
2. What makes you feel upset?
3. Was he at the cinema yesterday?
4. Did they finish writing or reading the article?
5. She prefers meat to fish, doesn't she?

2. **Задание 6.** Выберите и прочитайте слова первого типа слога:

3. Cat, plate, Pete, zero, hare, notebook, life, tree, letter, July, tube, nose, music, fly, pine, pulse

Задание 7. К какому типу слога относятся следующие слова.

Scarf, yard, purple, skirt, park, bird, girl, dark, March, her, perfume, fork, turkey

Задание 3. Как читается сочетание букв –oo - в словах:

a. [Λ]

b.[u:]

c.[I:]

Задание 8. Поставьте артикль a/an перед словами.

a. onion

b. nurse

c. apartments

d. orange

Задание 9. Вставьте вместо пропусков подходящий по смыслу артикль **a/an,the** или **нулевой артикль (-)**.

a. **a** b. **an** c. **the** d. **-**

1) What did you have for ___ lunch?

2) ___ Pacific Ocean is the largest ocean in the world.

3) Mary is learning to play ___ piano.

4) Close ___ window, please.

5) There is ___ map on the wall.

6) His ___ son's name is ___ Nick.

7) Sedow is ___ professor.

8) He has ___ wife and ___ daughter.

Задание 10. Образуйте множественное число существительных.

A child, a dress, an office, a knife, a son, a woman, a lady, a box, a month, a hero, a goose, a chief, a day

Задание 7. Образуйте форму единственного числа

существительных. Potatoes, feet, shelves, stories, firemen, lips, stockings, classes

Задание 8. Из трех вариантов выберите правильное образование множественного числа существительного a fish – рыба.

a. Fish

b. Fishes

c. Fishs

Задание 11. Замените выделенное существительное в предложении личным местоимением.

Peter does not have a dictionary.

a. I

b. she

c. It

d. He

Задание 12. Выберите нужную форму притяжательного местоимения.

1) Look at _____. She is ill.

a. her

b. it

c. its

d. him

2) The workers are telling us about _____ work.

a. They

- b. them
 - c. their
 - d. him
- 3) Tom has no father. ____ father is dead.
- a. Them
 - b. Him
 - c. His
 - d. her

Задание 13. Выберите нужную форму указательного местоимения.

- 1) ____ children will do their exercises in writing.
- a. This
 - b. These
 - c. Their
- 2) Give me ____ pencil, please.
- a. That
 - b. Those
 - c. These

Задание 14. Выберите соответствующие местоимения.

- 1) Do you speak ____ foreign language?
- a. Some
 - b. No
 - c. Any
- 2) I'd like to buy ____ flowers.
- a. Some
 - b. Any
 - c. No

Задание 15. Выберите правильную форму глагола “**tobe**” для следующих предложений:

- a) **Is**; b) **are**; c) **am**
1. There ____ little light in the room.
 2. This theme ____ very interesting.
 3. I ____ late.
 4. They ____ children.
 5. These red pens on the table ____ good.

Задание 16. Скажите по-английски

- года. a) 1492
 b) 1616
 c) 1918
 d) 1713

Задание 17. Соотнесите дату с английским вариантом.

- 1) 1 января
 1714 The 1st of January nineteen fifteen
 2) 1 июня 1915
 3) 1 января 1915

Задание 18. Образуйте притяжательный падеж.

- 1) The room of my sister
- 2) The son of my friend
- 3) The answers of the students

Эталонные ответы

Задание 3.

Plate, Pete, zero, life, tree, July, tube, nose, fly,
pine

Задание 4.

Третий тип

слога

Задание 5.

[u:]

Задание 6.

- a. an
- b. a
- c. ___
- d. an

Задание 7.

1. d 2. c 3. d 4. c 5. a 6. d, d 7. a 8. a, a

Задание 8. Children, dresses, offices, knives, sons, women, ladies, boxes, months,
heroes, geese, chiefs, days

Задание 9. A potato, a foot, a shelf, a story, a fireman, a lip, a stocking, a class

Задание 10. a)

Задание 11. d)

Задание 12. 1a,

2c, 3c

Задание 13. 1b, 2a

Задание 14. 1c, 2a

Задание 15. 1a, 2a, 3c,
4b, 5b

Задание 16.

- a. Fourteen ninety-two
- b. Sixteen sixteen
- c. Nineteen eighteen
- d. Seventeen

thirteen

Задание 17. 3)

Задание 18.

1. My sister's room
2. My friend's son
3. The students' answers

Раздел 2. Развивающий курс

Тема 2.1. Я – студент – медик

Задание 1. Прочитайте и письменно переведите текст на русский язык:

The Medical College

Every year many young people who really love medicine enter our medical college. It is one of the most popular educational establishments in our city. The medical college was founded in 1991 on the base of the medical school 3. The medical school appeared from the military school, which was evacuated from Leningrad in 1942. This school existed up to 1957. Then it became the civil medical school 3, later it became the medical college.

Our college has four faculties: 1) nursing faculty, 2) pharmaceutical faculty, 3) clinical faculty, 4) doctor's assistant laboratory faculty.

Our students are future medical workers. They have an excellent opportunity for getting education. There are special well-equipped classrooms for theoretical and practical studies. Students learn pre-clinical and clinical subjects, such as Human Anatomy, Latin language, Pharmacology, Microbiology, Surgery and so on. Our students have practical training at different clinics and hospitals, because it is the main part of the course. The students work at laboratories and make analysis for their scientific work.

Each college's year consists of two terms. At the end of the term students take exams and credit-tests. Many students get scholarships. Some students live at the hostel, the others with their relatives. Our students take an active part in the life of the college. During the course of studies the students master the basis of theoretical and practical medicine.

Finishing the course the students take state examinations in three or four main subjects. When they pass their exams, they become medical workers and begin their work.

Задание 2. Ответить на вопросы

1. Who usually enters the medical college?
2. When was the college founded?
3. What faculties are there in the college?
4. Where do the students have practical training and theory?
5. What subjects do the students study?
6. What should the students master during the course?
7. What do the students do after finishing the course?

Задание 3. Сказать на английском языке

1. Медицинский колледж – это популярное образовательное учреждение в городе.
2. В колледже 4 факультета: сестринский, лечебный, фармацевтический и факультет лабораторной диагностики.
3. Наши студенты имеют возможность получить хорошее образование.
4. Они изучают доклинические и клинические предметы, проходят практику в больницах и работают в лабораториях.
5. Наши студенты овладевают основами практической и теоретической медицины.
6. В конце каждого года студенты сдают экзамены и зачёты.
7. Многие студенты принимают активное участие в жизни колледжа.
8. Заканчивая колледж, студенты становятся медицинскими работниками и

начинают работать.

Задание 4. Диалог на английском языке

1. Where does she study?
2. What's his future profession?
3. What does he study? 4. Does he get scholarship?
5. Does he take part in the public life?
6. Does he take exams and credit tests?
7. Does he like his studies?

Задание 5. Расскажите о своем распорядке дня на английском языке Myday

- 1) Расскажите о своем распорядке дня. Во сколько встаете, умываетесь, чистите зубы, делаете зарядку, чем завтракаете, как добираетесь до учебного заведения, во сколько начинаются уроки, какие предметы, во сколько заканчиваются занятия, чем занимаетесь после занятий, какие секции посещаете, во сколько ужинаете и чем, во сколько садитесь за уроки и во сколько ложитесь спать.

2) My medical school

Задание 4.1. Расскажите о своем медицинском колледже, в котором вы учитесь. Где находится, описание здания, какие есть отделения, предметы, на кого учат. Важность выбранной профессии.

Задание 6. Переведите на английский язык

Медицинский колледж, высококвалифицированный специалист, сестринское дело, медсестра, профилактические и реабилитационные меры, лечебное дело, фельдшер, скорая помощь, акушерка, санитарный врач, вредное влияние, зубной техник, фармацевт.

Тема 2.2. Свободное время

Задание 1. Фонетическая зарядка.

T: You are right. We'll also read about famous man's hobbies and try to write about our hobby. But first of all let's warm up! Let's pronounce the words you will need this lesson.

Say after me:

[a:] – gardening, dancing, basketball,

pastime [ʌ] – club, rugby, hunting,

jumping, running [o:] – horse riding,

sport, drawing, walk

[o] – jogging, fond, hobby, popular,

watching [i:] – reading, sleeping,

keeping, free, keen

[ɪ] – activity, fishing, knitting,

interested [aɪ] – time, like, bike,

hiking, diving, riding

[eɪ] – playing, games, crazy, favourite, famous

Задание 2. Речевая зарядка.

T: They say tastes differ. Different people have different habits. Look at the pictures and say how you would spend your free time.

P1: I would watch videos. *P2:* I would collect stamps. *P3:* I would...

T: Tastes really differ. Different people spend their free time differently. Let's see what the most popular pastime activities are. Look at the screen, match the words and make up word combinations. Then write the answers. Use the model.

Model: 1 – c

Задание 3. Расскажите на английском языке не менее 20 предложений.

1. My hobby

Чем именно увлекло вас хобби, в какое время вы занимаетесь им. Что дает вам увлечение этим занятием.

2. Sport in my life

Расскажите о том виде спорта, которым вы занимаетесь не менее 20 предложений. Какой это вид спорта, как в него играют, чем он полезен для вашего здоровья, кто еще кроме вас увлекаются этим видом спорта, нравится ли он вам.

Задание 4. Перевести

1. On Saturday I go swimming with my friends. It is the only time when I can relax and have a good time together.

а) В воскресенье я хожу на плавание со своими друзьями. Это единственное время, когда я могу отдохнуть и хорошо провести время вместе.

б) В субботу я хожу на плавание со своими друзьями. Это единственное время, когда я могу отдохнуть и хорошо провести время вместе.

с) В субботу я хожу кататься на лыжах со своими друзьями. Это единственное время, когда я могу отдохнуть и хорошо провести время вместе.

2. To know English today is absolutely necessary for every educated man, for every good specialist.

Тема 2.3. Современный мир

Задание 1. Прочитать, перевести, ответить на вопросы.

ENVIRONMENTAL PROTECTION

Our planet Earth is only a tiny part of the universe, but nowadays it's the only place where we can live.

People always polluted their surroundings. But until now pollution was not such a serious problem. People lived in rural areas and did not produce such amount of polluting agents that would cause a dangerous situation in global scale. With the development of overcrowded industrial highly developed cities, which put huge amounts of pollutants into surrounds, the problem has become more and more dangerous. Today our planet is in

serious danger. Acid rains, global warming, air and water pollution, and overpopulation are the problems that threaten human lives on the Earth. In order to understand how air pollution affects our body, we must understand exactly what this pollution is. The pollutants that harm our respiratory system are known as particulates. Particulates are the small solid particles that you can see through rays of sunlight. They are products of incomplete combustion in engines, for example: internal- combustion engines, road dust and wood smoke. Billions of tons of coal and oil are consumed around the world every year. When these fuels are burnt, they produce smoke and other by-products, which are emitted into the atmosphere. Although wind and rain occasionally wash away the smoke, given off by power plants and automobiles, but it is not enough. These chemical compounds undergo a series of chemical reactions in the presence of sunlight; as a result we have smog, mixture of fog and smoke. While such pollutants as particulates we can see, other harmful ones are not visible. Among the most dangerous to our health are carbon monoxide, nitrogen oxides, sulfur dioxide and ozone or active oxygen. If you have ever been in an enclosed parking garage or a tunnel and felt dizzy or lightheaded, then you have felt the effect of carbon monoxide (CO). This odorless, colorless, but poisonous gas is produced by the incomplete burning of fossil fuels, like gasoline or diesel fuel.

Factories emit tons of harmful chemicals. These emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and acid rains.

Our forests are disappearing because they are cut down or burnt. If this trend continues, one day we won't have enough oxygen to breathe, we won't see a beautiful green forest at all.

The seas are in danger. They are filled with poison: industrial and nuclear wastes, chemical fertilizers and pesticides. If nothing is done about it, one day nothing will be able to live in our seas.

Every ten minutes one kind of animal, plant or insect dies out forever. If nothing is done about it, one million species that are alive today may soon become extinct. And even greater threats are nuclear power stations. We all know how tragic the consequences of the Chernobyl disaster are.

Fortunately, it's not too late to solve these problems. We have the time, the money and even the technology to make our planet a better, cleaner and safer place. We can plant trees and create parks for endangered animals. We can recycle our wastes; persuade enterprises to stop polluting activities, because it is apparent that our careless use of fossil fuels and chemicals is destroying this planet. And it is now more than ever apparent that at the same time we are destroying our bodies and our future.

QUESTIONS:

1. When did the problem of pollution become dangerous?
2. What problems threaten human lives on the Earth?
3. Why is air pollution harmful?
4. Is it dangerous to breathe polluted air?
5. What does the burning of fuel and fossil fuels produce?

6. What are the most dangerous pollutants?
7. What is the main reason for the greenhouse effect and acid rains on our planet?
8. Can we solve the problem of environmental protection?

VOCABUIARY:

tiny part — крошечная
 часть to pollute —
 загрязнять
 rural area — сельский район
 polluting agents — загрязняющие
 компоненты global scale — глобальный
 масштаб
 acid rains — кислотные
 дожди overpopulation —
 перенаселение to threaten
 — угрожать
 to affect — воздействовать
 respiratory system — дыхательная
 система particulates — макрочастицы
 solid particles — твердые
 частицы ray of sunlight — зд.
 солнечный свет combustion —
 сжигание, сгорание
 internal-combustion engine — двигатель внутреннего
 сгорания wood smoke — зд. сгорание древесины
 by-products — побочные
 продукты power plants —
 силовые установки
 chemical compounds — зд. химические
 элементы to undergo — подвергаться
 воздействию
 smog —
 смог fog
 —
 туман
 carbon monoxide —
 угарный газ nitrogen oxides
 — окислы азота sulfur
 dioxide — сернистый газ
 dizzy — головокружение
 odorless — без запаха
 fossil fuels — органическое
 топливо gasoline — бензин
 to emit — испускать, выбрасывать
 disastrous consequences — гибельные
 последствия greenhouse effect — парниковый

эффект
to breathe — дышать,
вдыхать chemical fertilizers
— удобрения pesticide —
пестицид
plant — растение
insect —
насекомое
extinct — исчезнуть, вымирать

to persuade enterprises — зѡ, убедить
предпринимателей wastes — отходы

Задание2.Прочитать, перевести, ответить на вопросы.

Ecological problems

Since ancient times Nature was the source of people's life. For thousands of years people lived in harmony with environment and they thought that natural riches were unlimited. The development of civilization increased man's harmful interference in nature.

Large cities with thousands of smoky industrial enterprises pollute the air we breathe and the water we drink. Every year world industry pollutes the atmosphere with about 1000 million ton of dust and other harmful substances. Many cities suffer from smog.

Beautiful old forests disappear forever. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of lakes and rivers dry up.

The pollution of air and destruction of the ozone layer are the results of man's attitude towards Nature.

The protection of the environment is a universal concern. We must be very active to create a serious system of ecological security.

Words

ancient –
древний source –
источник
natural riches – природные
богатства to increase –
увеличиваться
harmful interference – вредное воздействие
industrial enterprises – промышленные
предприятия to pollute – загрязнять
substances –
вещества suffer –
мучаться
to upset – зѡ.
нарушать rare –
редкий
to dry up – высыхать
ozone layer – озоновый
слой attitude –
отношение
universal concern – всеобщая забота

Questions

1. What is the main reason of ecological problems?
2. What are the main ecological problems?
3. Why the ecological problems should be a universal concern?

4. What steps are taken to fight ecological problems?

Задание 3. Прочитать, перевести, ответить на вопросы.

WATER POLLUTION

Water pollution occurs mostly, when people overload the water environment such as streams, lakes, underground water, bays or seas with wastes or substances harmful to living beings.

Water is necessary for life. All organisms contain it, some drink it and some live in it. Plants and animals require water that is moderately pure, and they cannot survive, if water contains toxic chemicals or harmful microorganisms. Water pollution kills large quantity of fish, birds, and other animals, in some cases killing everything in an affected area.

Pollution makes streams, lakes, and coastal waters unpleasant to swim in or to have a rest. Fish and shellfish harvested from polluted waters may be unsafe to eat.

People who drink polluted water can become ill, if they drink polluted water for a long time, it may develop cancer or hurt their future children.

The major water pollutants are chemical, biological, and physical materials that lessen the water quality. Pollutants can be separated into several different classes:

The first class is petroleum products: oil, fuel, lubrication, plastics. The petroleum products get into water by accidental spills from ships, tanker trucks and when there are leaks from underground storage tanks. Many petroleum products are poisonous for animals. Spilled oil damages the feathers of birds and the fur of animals, often it causes death.

The second class is pesticides and herbicides. There are chemicals used to kill harmful animals and plants. If they penetrate into streams, rivers, lakes, these chemicals can be very dangerous. The chemicals can remain dangerous for a long time. When an animal eats a plant that's been treated with it, the poisons are absorbed into the tissues and organs of the animals. When other animals feed on a contaminated animal, the chemicals are passed up to them. These animals at the top of the food chains may suffer cancers, reproductive problems, and death.

Nitrates can cause a lethal form of anemia in infants.

The third class is heavy metals, such as, mercury, selenium, uranium, radium, cesium, etc. They get into the water from industries, automobile exhausts, mines, and natural soil. Heavy metals also become more harmful as they follow the food chain. They accumulate in living being's cells and when they reach high levels of concentration in the organism, they can be extremely poisonous, or can result in long-term health problems.

They can sometimes cause liver and kidney damage.

The fourth class is fertilizers and other nutrients used to promote plant growth on farms and in gardens.

The last one is thermal pollution. Water is often taken from rivers, lakes or seas to be used in factories and power plants. The water is usually returned to the source warmer than when it was taken. Even a small temperature change in a body of water can drive away the fish and other species that were originally there, and attract other species in place of them. It breaks a balance and can cause serious circumstances in future.

QUESTIONS:

1. When does water pollution occur?
2. Why do plants and animals require pure water?
3. What are the major water pollutants?
4. How can pollutants be separated?
5. How do petroleum products affect the animals?
6. Why can pesticides and herbicides be dangerous if they penetrate into streams, rivers and lakes?
7. What do heavy metals result in?
8. How do fertilizers penetrate to water?
9. What damage can thermal pollution cause?

VOCABULARY:

pollution — загрязнение

to occur — происходить, случаться,

совершаться mostly — главным образом, по большей части

environment — окружение, окружающая обстановка; окружающая

среда stream — река, ручей

underground water — подземные

воды bay — залив, бухта

harmful — вредный

living beings — живые существа

to contain — содержать в себе, включать, иметь в своем составе;

вмещать to require — требовать

moderately — умеренно, сдержанно

to survive — выдержать, пережить,

перенести quantity — количество

shellfish — моллюск, ракообразное

to harvest — проводить массовые

охоты to ingest — глотать,

проглатывать

to lessen — уменьшать(ся),

сокращать(ся) petroleum products —

нефтепродукты

fuel — топливо, бензин

lubrication — смазка, смазывание

(машины) accidental — случайный

to spill — проливать(ся), разливать(ся), расплескиваться)

tanker truck — грузовой
танкер leak — течь,
протечка, утечка
underground storage tank — подземные хранилища
(резервуары) poisonous — ядовитый
to penetrate — проникать внутрь, проходить сквозь,
пронизывать to remain — оставаться
to absorb — всасывать, впитывать; абсорбировать,
поглощать tissue — ткань
contaminated — зараженный, загрязненный
to suffer - страдать; испытывать,
претерпевать lethal form — летальный
исход
exhausts — выхлопные газы
to cause damage — причинять ущерб,
вред liver — печень
kidney — почка
nutrient — питательное вещество
circumstance — обстоятельство, случай; условие

Задание 4. Прочитать, перевести, ответить на вопросы.

THE HOLE IN THE OZONE LAYER

Discovery of the hole in the ozone layer showed that human activity has a major impact on the Earth. The damage of ozone in the stratosphere high above the planet's surface has been brought about as the result of the widespread use of chemicals, which under normal conditions are chemically inert and harmless. Ozone occurs at all levels in the atmosphere, but most of it is found in the stratosphere, between about 15-50 kilometers above the Earth's surface, where it plays a very important role. Ozone absorbs harmful ultraviolet radiation which is produced by the Sun. Ultraviolet radiation can damage cells of living things— plants, animals and people. Whereas small doses result in nothing worse than sunburn, larger amounts may cause cataracts or skin cancer, and can affect the growth of plants. The damage of ozone has been caused by complex chemical reactions involving chlorine and bromine. Large amounts of gas called CFCs were produced in twentieth century for use in everyday appliances like fridges, aerosol spray cans, and fire extinguishers. At ground level, these compounds are chemically non-reactive. However they are carried on wind systems up into the high atmosphere, where the ozone layer is. CFCs can be broken up by the intense sunlight, but before then destruction CFCs gases become reactive and damage the ozone layer. The hole in the ozone layer is formed over the Antarctic continent each spring. During the long dark Antarctic winter, the atmosphere becomes colder than anywhere else on the Earth. Strong winds enclose the cold air above the Antarctic, allowing ice clouds to form. The ice crystals provide the sites where chlorine reacts with ozone when sunlight returns

in the spring, and results in the ozone hole. In early summer, the ozone hole mixes with the rest of the air mass of the stratosphere. Over the past years, the concentrations of chlorine in the atmosphere have been steadily increasing, and as a result — more ozone has been destroyed.

Ozone itself is a useful protective layer high above our heads, but in the cities is pollutant agent. The CFCs have other effects too. As well as contributing to the breakdown of ozone, CFCs are also very effective in providing «greenhouse effect», contributing to a gradual warming of the atmosphere. However, the possible change in climate resulting from increases in various greenhouse gases might actually make the stratosphere colder, not warmer.

Governments of many countries agreed in 1987 to the Montreal Protocol in an effort to reduce the amount of CFCs, and so protect the ozone layer. Since then, more countries have signed it, and more substances included for control. As a result, the amount of chlorine and bromine in the atmosphere is decreasing. With less chlorine in the atmosphere the ozone hole should become smaller, and eventually close up, but it might take 20-30 years

QUESTIONS:

1. What did the discovery of the hole in the ozone layer show?
2. Why did the hole in the ozone layer appear?
3. What can ultraviolet radiation damage?
4. What caused the damage of ozone?
5. How are CFCs produced?
6. Why do CFCs become reactive and damage the ozone I layer?
7. What does greenhouse effect contribute to?
8. What is the essence of the Montreal Protocol signed in 1987?
9. How long can it take to close up the ozone hole in the atmosphere?

VOCABULARY:

discovery — обнаружение, открытие ozone layer — озоновый

слой to bring (past brought, p.p. brought) about — вызывать,

причинять impact — влияние, воздействие

damage — вред,

повреждение surface —

поверхность

widespread — широко

распространенный harmless —

безвредный

to occur — случаться,

происходить to absorb —

поглощать

ultraviolet radiation — ультрафиолетовая

радиация cell — клетка

to cause — вызывать,

причинять cataract —

катаракта

skincancer — рак кожи

to affect —
воздействовать
chlorine — хлор
bromine — бром
appliance — прибор, приспособление
aerosol sprayer — баллончик для
аэрозоля fire extinguisher —
огнетушитель
wind systems — воздушные
массы to enclose — замыкать,
окружать to destroy —
разрушать
to contribute — способствовать,
содействовать to increase —
увеличиваться
breakdown — разрушение
greenhouse effect — парниковый
эффект gradual — постепенный
effort — усилие,
старание to reduce —
уменьшать
to protect — защищать
to decrease — уменьшать,
сокращать eventually — в
конечном итоге

Задание 5. Прочитать, перевести, ответить на вопросы.

GLOBAL WARMING

Global warming is sometimes referred to as the greenhouse effect. The greenhouse effect is the absorption of energy radiated from the Earth's surface by carbon dioxide and other gases in the atmosphere, causing the atmosphere to become warmer. Each time we burn gasoline, oil, coal, or even natural gas, more carbon dioxide is added to the atmosphere. The greenhouse effect is what is causing the temperature on the Earth to rise, and creating many problems that will begin to take place in the coming decades.

Today, however, major changes are taking place. People are conducting an unplanned global experiment by changing the face of the entire planet. We are destroying the ozone layer, which allows life to exist on the Earth's surface. All of these activities are unfavorably changing the composition of the biosphere and the Earth's heat balance. If we do not slow down our use of fossil fuels and stop destroying the forests, the world could become hotter than it has been in the past million years. Average global temperatures have risen 1 degree over the last century. If carbon dioxide and other greenhouse gases continue to spill into the atmosphere, global temperatures could rise five to 10 degrees by the middle of the next century.

Some areas, particularly in the Northern Hemisphere, will dry out and a greater occurrence of forest fires will take place. At the present rate of destruction, most of the rain forests will be gone by the middle of the century. This will allow man-made deserts to invade on once lush areas. Evaporation rates will also increase and water circulation patterns will change. Decreased rainfall in

some areas will result in increased rainfall in others. In some regions, river flow will be reduced or stopped all together completely. Other areas will experience sudden downpours that create massive floods.

If the present arctic ice melting continues, the sea could rise as much as 2 meters by the middle of the next century.

Large areas of coastal land would disappear. Plants and other wildlife habitats might not have enough time to adjust to the rapidly changing climate. The warming will rearrange entire biological communities and cause many species to become died out.

The greenhouse effect and global warming both correspond with each other. The green house effect is recalled as incoming solar radiation that passes through the Earth's atmosphere but prevents much of the outgoing infrared radiation from escaping into outer space. It causes the overheat of the air and as a result, we have the global warming effect. As you see, greenhouse effect and global warming correspond with each other, because without one, the other doesn't exist.

QUESTIONS:

1. What is global warming?
2. What is greenhouse effect?
3. What activities are unfavorable and change the composition of the biosphere and the Earth's heat balance?
4. What can prevent the developing of greenhouse effect?
5. Why are water circulation patterns changing?
6. What might cause disappearing of large areas of coastal land?
7. Does the warming affect biological communities?
8. Is there a correspondence between greenhouse effect and global warming?

VOCABULARY:

global warming — глобальное потепление

to refer — иметь отношение, относиться;

касаться greenhouse effect — парниковый

эффект absorption — поглощение, абсорбция

surface — поверхность

carbon dioxide — углекислота,

углекислый газ to burn (past burnt, p.p.

burnt) — сжигать gasoline — бензин

oil —

нефть

coal —

уголь

ozone layer — озоновый

слой to slow down —

замедлить

fossil fuel — ископаемое топливо

average — нормальный, обыкновенный, обычный,

средний to spill into — проливать(ся), разливать(ся)

the Northern Hemisphere — Северное полушарие

destruction — разрушение, уничтожение
evaporation rate — скорость/уровень
испарения to increase — возрастать,
увеличивать(ся); расти
water circulation pattern — сложившийся
круговорот воды в природе
rainfall — количество дождей, дождевые
осадки river flow — уровень воды в реках
downpour — ливень
massive flood — крупное
наводнение to melt — таять
coastal land — прибрежные земли
to adjust — приспособливаться,
привыкать entire — весь, целый
biological communities — биологические
сообщества to die out — вымереть, исчезнуть
outer space — внешний/открытый
космос overheat — перегрев
to correspond — согласовываться, соотноситься

Тема 2.4. Здоровый образ жизни

Задание 1. Перевести грамматически
правильно. So the best thing for you is to go
in for sports.

- a) Поэтому самое важное для тебя – это заниматься спортом.
- b) Поэтому самое лучшее для тебя – это заняться спортом.
- c) Поэтому самое лучшее для тебя – это ходить в спортзал.

Задание 2. Заполните пропуски подходящими по смыслу словами и фразами.

1. Exercise has an ... effect in healthy people.
 - a. Antidepressant
 - b. Risk
 - c. Depressed
2. Cigarette smoking combination with ... intake significantly increases the risk of different diseases.
 - a. Stress
 - b. Alcohol
 - c. Obesity
3. A healthy lifestyle is defined as one that gives an individual his or her optimal level of physical or mental
 - a. Problem
 - b. Wellbeing
 - c. Health

Задание 3. Выберите правильный перевод выражений.

1. Preventive treatment

- a. Профилактическое лечение
- b. Превентивная защита
- c. Профилактика здоровья
- 2. Consult a neuropathologist
 - a. Консультироваться с массажистом
 - b. Проконсультироваться у невропатолога
 - c. Советоваться с врачом
- 3. Sickness
 - a. Рвота
 - b. болезнь
 - c. тошнота

Задание 4. Найдите правильный перевод предложения.

- 1. I eat milk chocolate sometimes and then run for a longer time in the park.
 - a. Я ем молочный шоколад каждый день, а затем долгое время бегаю в парке.
 - b. Иногда я пью молочный шоколад, а затем долгое время бегаю в парке.
 - c. Иногда я ем молочный шоколад, а затем долгое время бегаю в парке.
- 2. Many British people eat a lot low-fat food and more fibre.
 - a. Многие англичане много едят пищу с низким содержанием жира и больше клетчатку.
 - b. Многие британские люди много едят пищу с низким содержанием жира и меньше клетчатку.
 - c. Некоторые англичане много едят пищу с низким содержанием жира и больше клетчатку.

Задание 5. Установите соответствие между английскими и русскими словами.

- | | |
|-----------------------|-------------------------|
| 1. associative memory | a. общая психология |
| 2. general psychology | б. внимание |
| 3. Attention | в. ассоциативная память |

Задание 6. Выберите правильную видовременную форму глагола в пассивном залоге.

- 1 Antibiotics ... by Fleming in 1929.
 - a. were discovered
 - b. was discovered
 - c. are discovered
 - d. discovered
- 2 The work ... by Sunday.
 - a. will do
 - b. will have been done
 - c. will be done
 - d. will done
- 3 The brother Tom ... by her sister Ann.
 - a. was looked
 - b. will be looked
 - c. is looked after

d. are looked

after **Эталоны**

ОТВЕТОВ

Задание 2. 1a,

2b, 3c Задание

3. 1a, 2b, 3c

Задание 4. 1c, 2a

Задание 5. 1b, 2a, 3b

Задание 6. 1a, 2c, 3c

Тема 2.5. Природа и человек

Задание 1. Сопоставить английские и русские слова; 1.environment 1.тепло

2. source 2.уголь

3. to use 3.ископаемый

4. soil 4.предприятие

5. rare 5.поверхность

6. harmful 6.окружающ. среда

7. fuel 7.уровень

8. to suffer 8.редкий

9. warming 9.пыль

10. surface 10.вещество

11.to pollute 11.загрязнять

12.plant

12.вредный 13.nitrous oxide

13.парниковый 14.fossil

14.страдать

15. substance 15.растение

16. oil 16.источник

17. pollution 17.потепление

18.dust 18.количество

19. level 19.повышать

20.heat

20.загрязнение 21.coal

21.нефть 22.greenhouse

22.использовать 23.to

increase 23.почва

24. amount 24.топливо

25. carbon 25.исчезать

26. enterprise 26.окись азота

27. disappear 27.углерод

Задание 2. Перевести фразы по теме.

1.globalwarming

2. the great amount of oil

3. greenhouse gases

4. harmful substances

5. to pollute water, soil, and air
6. to disappear forever
7. to suffer from smog
8. rare animals
9. short-wave solar radiation
10. sea level
11. climate changes
12. the use of fossil fuel
13. carbon dioxide
14. acid rain
15. cutting of tropical forests

Задание 3. Перевести и дополнить предложение недостающими словами.

1. The industrial enterprises ... the air we breathe.
2. Many cities ... from smog.
3. Beautiful forests, some rare animals and plants ... forever.
4. Carbon dioxide, methane, and nitrous oxide contribute to the ... effect.
5. The industry pollutes the atmosphere with dust and other ... substances.
6. The ... radiation heats the earth's surface.
7. The amount of carbon dioxide has been increasing because of the use of fossil ...
8. The climate can change because of the global ...

Suffer, warming, short-wave solar, fuel, disappear, harmful, pollute, greenhouse

Задание 4. Работа с текстом: прочитать, перевести, найти сложные предложения Variant 1

The ecological situation has become very acute. It is because of nuclear and hydroelectric power engineering which is very dangerous. People's careless interaction with it caused environmental disasters. The most horrible disaster which happened in April 1986 befell Belarus and Ukraine and their people. As a result of the Chernobyl tragedy about 18 % of the territory of Belarus and Ukraine was polluted with radioactive substances. Great damage has been done to the republics' agriculture, forests and people's health. The environmental safety of nuclear and hydroelectric power engineering is beginning to assume paramount importance, because when people build and exploit hydroelectric power stations they change the structure and properties of the soil and water.

Variant 2

People have become more environment-conscious in recent years because now nature is in a very dangerous situation. Many parts of the world are overcrowded. Most of the people live in big cities which suffer from smog. The waste of the enterprises is very dangerous. The waste gets into the soil, water, air and of course this affects the health of people. The earth is our home, and we must take care of it for ourselves and for the next generations. This means keeping the environment clean. Environmental protection is a universal concern of all people and all countries. That is why Russia is cooperating in the

field of environmental protection with the United States, Canada, Norway, Finland and other countries. People must discuss different eco-logical problems and make correct conclusions. Only common efforts of all the people of the world will help to stop further pollution of the earth.

Variant 3

Railway transport pollutes the air. Every year railway enterprises throw into the atmosphere nearly 40 thousand tons of harmful substances. Railway transport throws out into the atmosphere 300 kinds of harmful substances which change the structure of air.

Near the railway track, locomotive depots, near the railway stations the concentration of soot and carbon is much higher than the admissible level. In all countries scientists want to exploit environment-friendly railway transport. In some regions of the world and of our country people have problems with local harmful substances. These substances get into the water, so many rivers, oceans and lakes are much polluted. When people build and exploit railway stations they change the structure and properties of the soil. People pollute the soil with industrial and communal waste. The pollution of the air and the soil can lead our planet to a global catastrophe. So people of the whole world must take urgent measures to keep the environment clean.

Variant 4

Noise is a special kind of environmental pollution and most of it is made by transport, especially by city traffic, by trucks, trains, sea and river boats in ports, planes near airports, by locomotives and passing trains near the railway track. Of course noise influences very badly the health of people. Great attention is devoted to the settlement of this problem. We have found new ways and means to reduce harmful exhaust in all environmental media, as well as noise and vibration levels. They are used in many parts of our country.

Тема 2.6. Место, где я родился. Национальные наследия

Задание1. Расскажите о нашей стране Россия не менее 20 предложений. В своем рассказе обязательно упомяните о географическом положении страны, государственном устройстве, флаг, государственные символы, история, климат, промышленность, СМИ, достопримечательности.

Задание2. Расскажите о нашей столице Москва не менее 20 предложений. В своем рассказе обязательно упомяните о географическом положении столицы, численность населения, история развития города, промышленность, культурное развитие, достопримечательности.

Задание3. Расскажите о праздниках и традициях в России или конкретно об одном любимом, но более подробно не менее 20 предложений. В своем рассказе не забудьте упомянуть об истории праздника или традиции, способе проведения, символах, какую ценность несет в себе этот праздник или традиция. **Задание4.** Расскажите о своем родном городе не менее 20 предложений. В своем рассказе обязательно упомяните о географическом положении страны, государственном устройстве, флаг, государственные символы, история, климат, промышленность, СМИ, достопримечательности.

Задание5. Выберите правильную глагольную форму.

- 1) I ____ long and dark hair last year.
 - a) Has
 - b) Had
 - c) Have
- 2) This student ____ anatomy well.
 - a) Know
 - b) Knew
 - c) Knows
- 3) The hospital ____ next year.
 - a) Builds
 - b) Will build
 - c) Built
- 4) You ____ early every day.
 - a) Will get up
 - b) Got up
 - c) Get up

Эталоны ответов

Задание 5. 1b, 2c, 3b, 4c

Задание6. About myself

Расскажите о себе не менее 20 предложений. При составлении рассказа обязательно представьтесь, сообщите сколько вам лет, откуда вы, описание внешности, семейное положение, где учитесь, на кого, чем занимаетесь в свободное время, на выходных, хобби, друзья, любимый вид спорта, планы на будущее.

Задание7. Myfamily

Расскажите о своей семье не менее 20 предложений. При составлении рассказа обязательно сообщите большая или маленькая у вас семья, из сколько человек состоит, перечислите членов семьи, как зовут, возраст, чем занимаются мама, папа, сестры, братья; как проводите время в рабочие дни и на выходных, дружная ли у вас семья.

Задание8. Myhome

Расскажите о своем доме не менее 20 предложений. При рассказе обязательно скажите большой или маленький у вас дом или квартира, сколько этажный, сколько комнат, какие комнаты, что есть в комнатах, какие коммуникации есть в доме, бытовая техника. А также что находится около дома, сзади, напротив. Любите или не любите свой дом.

Задание9. Найдите правильный перевод предложения.

- 1) I am the only child in the family.
 - a) Я живу вместе с моими родителями.
 - b) Я единственный ребенок в семье.

- с) Я не единственный ребенок в семье.
- 2) As my mother had no possibility to be a housewife I had to be taken to a nursery when I was not more than two years old.
- а) Так как моя мама была домохозяйкой, то меня отдали в ясли едва мне исполнилось два года.
 - б) Так как у моей мамы не было возможности сидеть дома, то меня отдали в ясли через два года.
 - с) Так как у моей мамы не было возможности сидеть дома, то меня отдали в ясли едва мне исполнилось два года.
- 3) My house is not large, but it is comfortable and well-planned.
- а) Мой дом большой, удобный и хорошо спланированный.
 - б) Мой дом небольшой, но он неудобный и хорошо спланированный.
 - с) Мой дом небольшой, но удобный и хорошо спланированный.

Тема 2.7. Профессии. Карьера

Задание 1. Прочитать и перевести текст.

Since we all are human and always tend to develop, in order to be useful and successful personality, the main question we ask ourselves after finishing school is: which profession should I choose? Who do I want to be? Normally we choose the one that brings more money and success and is considered a decent and popular profession in the society and presupposes the future career growth. But the more correct approach would be: what do I do best of all? What do I want most of all to be?

Indeed it is a hard choice, but still very important. Let's take an overview to the most large and popular profession areas that young people consider while choosing a profession.

Задание 2. Образование в России.

Расскажите об образовании в России не менее 20 предложений. А именно, что это является долгом, дошкольное образование, школьные ступени, предметы, экзамены, среднее профессиональное образование, высшее образование.

Задание 3. Выберите подходящие по смыслу выражения.

- 1) I will bring a ... to a bed-patient for washing.
 - а) cleansing enema
 - б) basin
 - с) pipette
 - д) cups
- 2) A nurse will take a patient in a ... into a ward.
 - а) wheel-chair
 - б) ice-bag
 - с) stretcher
 - д) sponge
- 3) A sick child needs good
 - а) protection

- b) caring
- c) nursing
- d) hygiene
- 4) The doctors put on sterile ... and masks.
- a) gowns
- b) skirts
- c) shirts
- d) blouses

Задание 4. Установите соответствие между названиями процедур по-английски и по-русски:

- | | |
|----------------------------|-------------------------|
| 1. to feel the pulse | a) измерять давление |
| 2. to take the temperature | б) измерять температуру |
| 3. to check BP | в) измерять пульс |
| | г) измерять рост |

Задание 5. Установите соответствие между названиями медицинских инструментов по-английски и по-русски:

- | | |
|---------------------|--------------------|
| 1. hot water bottle | а) шприц |
| 2. syringe | б) водяная грелка |
| 3. dropping bottle | в) пузырь со льдом |
| | г) капельница |

Задание 6. Переведите предложения.

1. Put a thermometer to a bed-patient and then read it.
2. Give a patient a feeding cup of milk.
3. Give a bed-pan to a bed-patient.
4. Take a patient in a wheel-chair into an operating-room.
5. Fill a hot-water bottle with hot water.

Задание 7. Переведите правила поведения медработника.

1. If you made a mistake in your work you must tell the doctor about it at once.
2. Don't be rude when you speak with patients, control your feelings.
3. When you are angry count to a hundred.

Задание 8 Переведите грамматически правильно.

“Nursing Affair” gives qualification of a nurse of general practice.

- a) «Сестринское дело» дает квалификацию медсестры.
- б) На отделении «Сестринское дело» присваивают квалификацию медсестры общей практики.
- с)) На отделении «Сестринское дело» присваивают квалификацию медсестры

Тема 2.8. Научно-технический прогресс в медицине

Задание 1. Прочитайте и письменно переведите текст на русский язык:

Scientific and technical progress

The basis of scientific and technical progress of today is new informational technology which is very different from all the previous technologies. Thanks to up-to-date software and robots new informational technologies can make many processes much faster and transmit information more quickly. It is important today because the quantity of information grows rapidly.

New informational society has its peculiarities. Firstly, more and more employees work in the sphere of service and information. Secondly, more and more huge databases appear to collect and store the information. And finally, information and IT become goods and start playing important part in the country's economy.

These processes affect social structures and values.

It becomes important to learn to get new knowledge quickly and sometimes to change your qualification. IT can first lead to unemployment, but later create even more workplaces especially for highly qualified professionals. While the hardest work can be performed by robots and routine calculations by computers, in the future people with the most creative mind and numerous fresh ideas will get better career chances.

On one hand technology development gives more access to professional and cultural information and leads to new forms of individual enterprises. But on the other hand there is a danger of total control of private life unless special laws are enforced by the government.

Another danger is «intellectual terrorism» when computer viruses block important programs.

There are other directions of technical and scientific progress of today.

One of them is the development of new ecologically clean sources of energy using sun, gravitation, winds or rain. New kind of transports and new agricultural methods that do not harm our nature are being developed today.

Breakthroughs in science have led to creation of artificial viruses for new medicines and products, body organs for transplantation and productive soils for growing vegetables and crops. Many new materials and technologies are being used in our everyday life. All these innovations may have influence on our life, social relations and globally on our Earth.

The influence can be very different: from psychological and health problems of children who spend too much time online to an opportunity to prevent genetic diseases for future generations.

But the most difficult problems the humanity faces are global problems.

The first and foremost is ecological problem: pollution of air, water and soil, exhaustion of natural resources. Renewable natural resources such as oxygen, forests, flora and fauna do not have enough time to regenerate. This leads to different changes in climate and nature such as depletion of ozone layer and other things that has not been properly studied by scientists yet.

Other crucial problems include wars, epidemics, and demographic problems.

The only way to solve them is to work globally and in cooperation with other countries. And here the humanity should find a way to use new technologies for the common good.

The solution of these problems cannot be postponed because otherwise people will have fewer chances to survive on this planet.

Задание2.

Выучить слова

access - доступ

affect - влиять

breakthrough - открытие, достижение,

научный прорыв calculation - вычисление

common good -

общее благо crucial -

важнейший, ключевой

development - развитие

to enforce - зд. приводить в силу

(закон) to face - сталкиваться

genetic - генетический

to harm - вредить, наносить вред

highly qualified –

высококвалифицированный humanity -

человечество

to lead - вести к чему-то

otherwise - иначе,

в противном случае peculiarities -

особенности

postpone - откладывать, переносить

(вовремя) properly - как следует,

должным образом

quantity -

количество

rapidly - быстро

to regenerate - восстанавливаться, возрождаться

renewable natural resources -

возобновляемые природные ресурсы routine - обычный,

стандартный

software -

программное обеспечение

to solve a problem -

решать проблему solution -

решение

source -

источник

survive -

выживать

transmit - передавать,

переслать unemployment -

безработица

up-to-date - новейший,

современный values - ценности

Задание 3. Ответить на вопросы

1. Why is IT progress different from other progresses?
2. What are the peculiarities of information society?
3. What is the role of information in this society?
4. According to the text who will have better career chances in the near future and why?
5. What are the possible dangers of wide access to information?
6. What ecologically clean sources of energy do you know?

7. How can scientific innovations influence our everyday life?
8. What are the key problems that humanity faces today?
9. How can these problems be solved?
10. What ecological problems are mentioned in the text?
11. What are the benefits of the scientific and technical progress?
12. What are the drawbacks of the scientific and technical progress?
13. Find in the text synonyms to the words «new», «fast», «important» and «to send». Can you think of other synonyms to these words?
14. Translate the underlined words and use them in your own sentences. **Задание 4.** Продолжите на английском языке не менее 5 предложений Achievements in Medicine and Biology

- overpower — одолеть
- incurable diseases — неизлечимые заболевания
- cell — клетка
- genetic engineering — генная инженерия
- cloning — клонирование

Dozens of **incurable diseases** have been **overpowered**. The man has penetrated inside the **cell** and such branch of science as **genetic engineering** is doing wonders nowadays. However its results are sometimes scary, for example **cloning**. It has caused heated arguments because of its moral side.

Тема 2.9. Средства массовой информации

Задание 1. Совершенствование лексико-грамматических навыков

1. Read the text. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

In Britain there are 12 national (1)_____newspapers
 DAY and most people read one of (2)_____every day.
 THEY Daily newspapers are (3)_____on every day
 PUBLISH of the week except Sunday. Sunday newspapers are
 (4)_____than daily newspapers. All the Sunday LARGE
 newspapers are (5)_____. Most national news-
 NATION papers in Britain express a (6)_____opinion,
 POLITICS and people (7)_____the newspaper that they
 CHOICE
 read according to (8)_____own political THEY
 (9)_____. BELIEVE

Задание 2. Совершенствование навыков разговорной речи

You know, when television arrived, many people predicted that radio would disappear.

They were wrong. Since the arrival of television, radio audiences have increased, and radio now has more listeners than ever before. I think that radio has become the most important media for music.

What do you think, when do people listen to the radio nowadays? Do you often listen to the radio?

When do you use the Internet? What do you use it for?

Задание 3. Релаксация

Now, it's time to relax. Do nothing, just sing and please, just relax. Текст песни

Венский Вальс — Из М / Ф "Анастасия" (На Английском) Dancing bears.

Painted wings.

Things I almost
remember. And a
song someone sings
Once upon a
December

Someone holds me safe and
warm. Horses prance through a
silver storm. Figures dancing
gracefully
Across my memory...

Far away, long ago.
Glowing dimm as an
amber. Things my
heart
Used to know.
Once upon a December

Someone holds me safe and
warm. Horses prance through a
silver storm. Figure dancing
gracefully
Across my memory...

Far away, long ago.
Glowing dimm as an
amber. Things my
heart
Used to know.
Once upon a December

And a song
Someone
sings

Once upon a December

Задание 4. Работа с текстом (раздаточный материал)

Of course, we can hardly imagine our life without TV. Read the text. Match each paragraph with one of the headings A-F below. There is only one paragraph to one of the headings. One heading is extra.

1. Promoting hate
 2. A pleasant way to relax and spend our free time
 3. Not only entertainment
 4. Time is money
 5. Guidelines about watching
 6. Mass media is more real than reality
1. The press, television and radio (mass media) play an important part in the life of the society. They influence the way people look at the world and make them change their views. Some people say "News is not what happens – it is what you see or read in mass media." In other words, mass media shapes public opinion. (Sometimes it is good, but sometimes terribly bad. It depends.)
 2. Millions of people in their spare time watch TV and read newspapers and magazines. Television dominates one's life if the family watches it most of the time. Television informs, educates, and entertains people. Various TV games, such as quiz shows, and music programmes attract a large audience. During TV quiz programmes the questions are answered by the viewers. Then there are daily TV serials known as soap operas. Some people find them boring, others consider them to be good entertainment and relaxation.
 3. There is also a lot of advertising on TV. A lot of commercial firms buy the time to advertise their goods. Advertising often annoys the public. A film, a good basketball or football match may be interrupted several times with advertisements for the soap powder or new perfume. To convince the viewers that a certain product is the best and to persuade them to buy it takes not only a lot of imagination but also a lot of time. The same advertisements are repeated dozens of time every day, which bores the viewers.
 4. Some people say there is too much violence on television, which has a bad influence on viewers, especially young people. Television often shows scenes of violence.
 5. But it is hardly fair to say that TV doesn't try to raise the cultural level of the people or develop their artistic taste. Many of TV programmes are excellent: they are made in good taste and with great professional skill. Television brings into millions of homes not only news and entertainment, but also cultural and educational programmes. Good or bad, television brings the world into our home and makes us closer to other people. Besides, it is a good company for people who live alone.

Para
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Heading

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Let`s check up your task. What can you say about the first text? the second?...(проверяем задание)

There were some new words in the text. Look at them:

views –

взгляды

spare -

свободный

entertains –

развлекает

annoys –

раздражает

to interrupt – прерывать
to convince, to persuade –
убеждать scenes - сцены
fair – справедливо

Now let`s read and translate the text. (читаем тексты и разбираем) Задание 5. Активизация лексики

You have a lot of favourite programmes. So the next task is to match each type of programme on the left with the correct item on the right. (находимсоответствия)

- a) nature films
- 1) football, boxing, swimming
- b) quiz shows
- 2) life of different countries
- c) news
- 3) people try to win prizes by answering questions
- d) soap operas
- 4) advertisements for products
- e) commercials
- 5) animals, fish, birds, plants, flowers
- f) travel films
- 6) information about what's happening in the world
- g) comedies
- 7) jokes and funny situations
- h) sport
- 8) story of the daily life of a family

Задание6.Развитие навыков чтения с общим пониманием содержания.

1)What is the Article about? (находим соответствия)

- Current affairs (текущие события)
- Sport
- Celebrity (знаменитость)
- Biography
- Fairy tale

- There lived a king. And he had 3 sons. But the last was a fool.
- Queen Elizabeth II was born on 21April 1926. She is the Head of the Commonwealth.
- The final of this competition takes place every May at the famous Wembley stadium in London.
- Britney Spears is one of the world's pop princesses. She has a big house in Beverly Hills and recorded her third album.
- The international community has banned together to condemn a terrorist attack as 35 people were killed in a bombing inside Moscow's Domodedovo airport

You know there are many broadcasting companies in different countries. Listen to the information about them. Match the countries, the names of broadcasting companies and the broadcasting programmes.

2) Находим соответствия. Результат записываем в тетрадь.

Russia BBC News

The USA CBC cultural news, Russian and foreign classical films, classical concerts

Britain CNN concerts

Canada Kultura news, sports programmes, shows, soaps, TV plays, classical concerts, foreign films

Nowadays broadcasting companies have become symbols of their countries. Over 99 per cent of British homes have a TV and the average British watches the "box" 26 hours a week. BBC (or the British Broadcasting Corporation) is a state company. Its two channels BBC1 and BBC2 do not show adverts. BBC1 broadcasts popular programmes (the news, sports programmes, shows, children's programmes and soaps). BBC2 shows TV plays, classical concerts, foreign films. Americans also love watching TV. American CNN (or Cable News Network) broadcasts only news but is popular all over the world.

CBC (or Canadian Broadcasting Corporation) can be seen or heard almost anywhere in the country. The company broadcasts in English and in French. It broadcasts the news, shows, films and other popular programmes.

At the moment there are two state channels on Russian TV: ORT and RTR. They broadcast different programmes (the news and shows, soap and children's programmes, recent and foreign films, sports programmes). They can be seen anywhere in the country. There are several other channels on Russian TV. One of them is KULTURA. It shows special programmes: cultural news, Russian and foreign classical films, the best performances, classical concerts, talk shows on culture and education. This channel is getting more and more popular.

Canada CBC

The USA CNN News

Britain BBC news, sports programmes, shows, soaps, TV plays, classical concerts, foreign films

Russia Kultura cultural news, Russian and foreign classical films, classical concerts

Раздел 3. Профессиональная направленность

Тема 3.1. Здравоохранение. Медицинское

образование Задание 1. Прочитать и перевести текст.

The growing necessity in the health care are can be explained by constantly growing population number and peoples' average age – people are living longer so the increasing

number of elderly people demands more health care services.
Consequently the more working, administrative roles should be filled.

Задание 2. Ответить на вопросы

1. Was the National Health Service in England inaugurated on July 5, 1948 by the Minister for Health under the National Health Service Act of 1946?
2. Who are Health Service doctors paid by?
3. Does the pay depend on the number of patients they have served every month?
4. Who may take part in the Family Doctor System?
5. The number of doctors in England is not quite enough to serve millions of patients treated at the National Health Service, isn't it?
6. What hospitals does the National Health Service include?
7. What do they provide?
8. How many Regional Hospital Boards are there in England?
9. What is there in each hospital area?

Задание 3. Прочитать и перевести текст.

HEALTH SERVICE IN RUSSIA

The main attention of health service in Russia is paid to prophylaxis. One of the most important task in the fight against different diseases is the early detection of the first signs of the disease. We pay much attention to the popularization of medical science among the population. We believe that one of the main available methods of preventing the spread of diseases is health education. The press, cinema, radio and television are very helpful for this purpose.

The basic medical unit in our country is the polyclinic. We have polyclinics for the adult population and for children. Ambulant patients are seen at the polyclinic by the district doctors. A patient who is ill at home is visited by his district doctor. The doctor works 6 hours a day. For the district doctor this is made up of 3 hours in consultation at the polyclinic and 3 hours in visiting patients in their homes.

The emergency ambulance service operates day and night and is free of charge. The ambulances are equipped by diagnostic, respiratory, anesthetics and electrotherapeutic apparatus, blood-transfusion and other equipment.

There are several specialized hospitals in Russia for the treatment of particular diseases

— infections, psychiatric diseases, cancer, ophthalmological diseases and others.

Much attention in our country is paid to the scientific problems, concerning the prevention and treatment of cardiovascular, viral and oncological diseases, the problems of gerontology, medical genetics, immunology and the creation of artificial organs.

Задание 4. Введение новой лексики

- 1) to pay attention — обратить внимание
- 2) the spread of diseases — распространение заболеваний
- 3) emergency ambulance service — служба скорой помощи

- 4) free of charge — бесплатно
- 5) to be equipped — быть оборудованным
- 6) respiratory apparatus — аппаратура для дыхания
- 7) blood-transfusion — переливание крови
- 9) viral — вирусный
- 10) artificial organs — искусственные органы
- 11) creation — создание.

Тема 3.2. Из истории медицины.

Задание 1. Повторение изученной лексики с использованием игровых технологий. Игра «Снежный ком» в режиме:

T – P₁ – P₂ – P₃

Say in English

1. научная фантастика
2. упомянуть
3. святые
4. отчет
5. иметь место, быть
6. во втором веке до Н.Э.
7. восстановить
8. в конце 16 века
9. хирург
10. лоскут кожи
11. отторжение трансплантата
12. заработать, получить
13. обозначить
14. проблема отторжения
15. тело реципиента
16. выполнять
17. иммунодепрессанты
18. почка
19. легкие
20. умерший донор
21. рак
22. попытка
23. добиться успеха
24. можно отнести
25. редуцировать, сократить

Задание 2. Прочитайте текст и выпишите незнакомые слова по теме «THE HISTORY OF ORGAN TRANSPLANTATION»

Найдите в словаре значение новых слов.

THE HISTORY OF ORGAN TRANSPLANTATION

Though organ transplants are becoming more common in modern medicine, it was not that long ago that transplanting certain organs seemed like science fiction. The idea of transferring an organ from one body to another has been around for a long time, but today we can transplant several organs, including the heart, lungs and liver.

Ancient Transplants and Myths. Many Roman and Chinese myths cite transplants of legs and hearts by saints and medicine men, but the first account of an actual transplant took place in the second century B.C. The Indian surgeon Sushruta transplanted skin from one man to help rebuild the nose of another man. Another recorded account of transplantation took place in the late 16th century, again with skin. Italian surgeon Gasparo Tagliacozzi also did a skin graft, but his is also the first recorded account of rejection of the transplant by the patient.

Early 1900s. The most important experimenter of transplantation in the early 20th century was the French surgeon Alexis Carrel. He began to experiment with the transplantation of arteries and veins, one of his few successful human procedures. This work would earn him the Nobel Prize in 1912. Carrel also was the first to identify the problem of rejection, a dilemma that would stymie many scientists and doctors.

Experimenting on dogs, Carrel learned the recipient body most often rejects donor organ material.

Joseph Murray. In 1954, Dr. Joseph Murray performed the first successful transplant of a kidney. The procedure, which transferred a kidney from one identical twin to another, was successful because the twins shared the same genes and the new body did not reject the kidney. He followed this procedure in 1962 with the first successful transplantation of a kidney from a dead body to a living one. Using immunosuppressive drugs during surgery, Murray stopped the recipient from rejecting the new kidney.

Other Organs. The next major organs to be transplanted were the lungs in 1963 by James Hardy of Mississippi. The lungs were taken from a deceased donor and put into a patient with lung cancer. The recipient lived for 18 days before his kidneys failed. A Colorado doctor attempted a liver transplant also that year, but would have to wait until 1967 to achieve success. The first heart transplant came in 1967 by Christiaan Barnard in South Africa, but the recipient also died 18 days later.

Advances. The success of modern transplant can be attributed to cyclosporine, an immunosuppressant. Designed to reduce the immune system, cyclosporine helped the body adapt to the newly transplanted tissue. In 1980s, the FDA also approved a drug called Viaspan that helped people with new livers live longer. In 1992, the first baboon- to-man transplant successfully occurred. The FDA is testing a drug called Cylex, which could reduce infections in postoperative patients.

Задание 3. Текст задания: Переведите текст профессиональной направленности.

THE HISTORY OF ORGAN TRANSPLANTATION

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Эталон ответа:

ИСТОРИЯ ТРАНСПЛАНТАЦИИ ОРГАНОВ

Хотя трансплантация органов становится все более распространенной в современной медицине, не так давно трансплантация некоторых органов казалась научной фантастикой. Идея переноса органа из одного тела в другое существует уже давно, но сегодня мы можем пересадить несколько органов, включая сердце, легкие и печень.

Древние Трансплантанты и мифы. Многие римские и китайские мифы цитируют пересадку ног и сердца святыми и медиками, но первый рассказ о фактической пересадке произошел во втором веке до н. э. Индийский хирург Сушрута пересадил кожу от одного человека, чтобы помочь восстановить нос другого человека. Еще один зарегистрированный отчет о трансплантации произошел в конце 16 века, опять же с кожей. Итальянский хирург Гаспаро Тальякоцци также сделал кожный трансплантат, но его также первый зарегистрированный счет отторжения трансплантата пациентом.

Начало 1900-х. Важнейшим экспериментатором трансплантации в начале 20 века был французский хирург Алексис Каррель. Он начал экспериментировать с трансплантацией артерий и вен, одной из немногих успешных человеческих процедур. Эта работа принесла ему Нобелевскую премию в 1912 году. Carrel также было первым для того чтобы определить проблему сброса, дилемму которая stymie много научные работники и докторов. Экспериментируя на собаках, Каррел узнал, что организм реципиента чаще всего отвергает донорский органнй материал.

Джозеф Мюррей. В 1954 году Доктор Джозеф Мюррей провел первую успешную трансплантацию почки. Процедура, которая перенесла почку от одного идентичного близнеца к другому, была успешной, потому что близнецы разделяли одни и те же гены, и новое тело не отвергало почку. Он следовал этой процедуре в 1962 году с первой успешной трансплантацией почки от мертвого тела к живому. Используя иммуносупрессивные препараты во время операции, Мюррей остановил реципиента от отказа новой почки. остальные органы. В 1963 году Джеймсом Харди из Миссисипи были пересажены следующие основные органы-легкие. Легкие были взяты у умершего донора и помещены пациенту с раком легких. Реципиент прожил 18 дней, прежде чем отказали почки. Доктор из Колорадо попытался пересадить печень в том же году, но ему пришлось ждать до 1967 года, чтобы добиться успеха. Первая пересадка сердца была проведена в 1967 году Кристианом Барнардом в Южной Африке, но реципиент также умер 18 дней спустя.

Ухаживание. Успех современной трансплантации можно отнести к циклоспорину, иммунодепрессанту. Разработанный для снижения иммунитета, циклоспорин помог организму адаптироваться к вновь пересаженной ткани. В 1980-х, FDA также одобрило Лекарство под названием Viaspan, что помогал людям с новыми печенками живут дольше. В 1992 году была успешно проведена первая трансплантация от бабуина человеку. В FDA тестирует препарат под названием сайт cylex, который может уменьшить инфекций у послеоперационных больных.

Задание 4. Текст задания: Выполните перевод со словарем текста профессиональной направленности по теме «THE HISTORY OF ORGAN TRANSPLANTATION» и воспроизведите (устно) в форме диалога.

1. Can doctors transplant several organs, including the heart, lungs and liver?
2. Who transplanted skin from one man to help rebuild the nose of another man?
3. Who was the most important experimenter of transplantation in the early 20th century?
4. When did Dr. Joseph Murray perform the first successful transplant of a kidney?
5. How did Murray stop the recipient from rejecting the new kidney?
6. When did the first baboon- to -man transplant successfully occur?

Задание 5.

Ex.1 Find English equivalents. Найдите английские эквиваленты.

Было похоже на научную фантастику, идея трансплантации органов, включая сердце, легкие, печень, в мифах упоминаются, пересадка ног и сердца ,
восстановить нос, лоскут кожи, экспериментируя на собаках, пересадка артерий и вен, проблема отторжения, первая удачная пересадка, достичь успеха, первая пересадка сердца, иммунодепрессанты.

Ex.2 Find Russian equivalents. Найдите русские эквиваленты.

The idea of transferring an organ, to transplant several organs, including the heart, lungs and liver, the first account of an actual transplant, to help rebuild the nose, a skin graft, an experimenter of transplantation, the transplantation of arteries and veins, the Nobel Prize, to reject donor organ material, the first successful transplant of a kidney, immunosuppressive drugs, the first heart transplant, to achieve success, to adapt to the newly transplanted tissue.

Тема 3.3. Основы рационального питания Задание 1. Выберите правильный вариант.

- a) морковь
 - 1) Garlic) лук
 - с) чеснок
 - d) картофель
-
- a) кусочек масла
 - 2) a piece of butter b) кусочек сыра
 - c) кусок хлеба
 - d) обеденный перерыв
-
- a) melon
 - 3) огурец b) lettuce
 - c) cereal
 - d) cucumber
 - 4) A diet must consist of ...

a) vitamins, proteins, carbohydrates

- b) minerals, fats, water
- c) meat, sugar, butter, kidney, cheese
- 5) Vitamin B strengthens
 - a) bones and teeth
 - b) nervous system
 - c) eyes
- б) стать слабым, ослабеть
 - a) become weak
 - b) become healthy
 - c) become poor

Задание 2. Вставьте пропущенные слова или окончание предложения.

- 1) ... is the most substantial meal of the day and it is usually eaten at 7 o'clock.
- 2) As I spend a lot of time at school it is necessary to have a ... at midday just to keep me going.

Задание 3. Переведите предложения.

1. Вы должны употреблять мясо, рыбу, молоко, сахар, яйца, сыр.
2. В больнице врач обращает особое внимание на диету.
3. Принимайте витамин В ежедневно.

Задание 4. Выберите количественный определитель.

- 1) I don't know ____ people.
 - a) Many
 - b) A lot of
 - c) Few
 - d) Much
- 2) He drinks ____ milk.
 - a) Many
 - b) Much
 - c) A little
 - d) Little
- 3) I spend ____ money on books.
 - a) Many
 - b) Much
 - c) A lot of
 - d) Little

Задание 5. Выберите подходящий модальный глагол.

- 1) She doesn't ____ take the train to work. It's very close to her house and she can walk.
 - a) Has to
 - b) May
 - c) Have to
 - d) Can
- 2) He doesn't live a healthy life and he never gets ill, so he ____ see the doctor.
 - a) Must

- b) Have to
- c) May
- d) Has to

Задание 6. Вставьте вместо пропусков нужные по смыслу возвратные местоимения.

- 1) You don't have to look at me, but at ____!
- a) Myself
- b) Yourself
- c) Yourselves
- d) Himself
- 2) He can support only ____.
- a) Myself
- b) Yourself
- c) Herself
- d) Himself

Эталоны ответов

Задание 1. 1c, 2a, 3d, 4a, b, 5b, 6a
Задание 2. 1) dinner 2) snack

Задание 3. 1) You must eat meat, fish, milk, sugar, eggs, cheese.
2) In hospital a doctor pays special attention to the diet.
3) take Vitamin B every

day. Задание 4. 1a, 2b, d, 3c

Задание 5.

1c, 2d

Задание 6.

1b, 2d

Тема 3.4. Гигиена человека

Задание 1. Лексическая зарядка:

You see different parts of habits on the blackboard. *Match the words from the 1-st and the 2-nd columns.*

A. Physical	a. low-fat food	1. влияние окружающей среды
B. Taking	b. breakfast	2. есть низкокалорийную еду
C. Personal	c. activity	3. регулярные приемы пищи
D. Skipping	d. alcohol	4. пить спиртные напитки
E. Regular	e. drugs	5. принимать наркотики
F. Environmental	f. diet	6. привычки здоровья
G. Health	g. hygiene	7. физическая активность
H. Healthy	h. meals	8. пропускать завтрак
I. Eating	i. influence	

J. Drinking	j. habits	9. здоровая диета 10. личная гигиена
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Задание 2. Прочитайте и переведите текст, используя Глоссарий:

Personal hygiene is the first step to good health. Elementary cleanliness is common knowledge. Every external part of the body demands a basic amount of attention on a regular basis.

Hygiene of hair

Wash your hair at least once a week using soap or mild shampoo. Avoid shampoos with alkalis. Rinse well. Dry your hair after a wash.

Brush your hair three to four times a day with a soft brush or a wide comb.

Wash your brush and comb every time you wash your hair. Oil the scalp, once a week, preferably an hour before hair wash.

Hygiene of skin

In Victorian England, modest young women were taught to wash themselves without getting quite naked.

Soap and water are essential for keeping the skin clean. A good bath once or twice a day is recommended, especially in tropical countries like India. A mild soap will do the job adequately. Germicidal or antiseptic soaps are not essential for the daily bath. You can use a bath sponge for scrubbing.

The genitals and the anus need to be cleaned well because of the natural secretions of these areas, in unhygienic conditions, can cause irritation and infection.

Wash off well after soaping. Drying with a clean towel is important. Avoid sharing soaps and towels.

Change into clean underwear after bath.

Hygiene of hands

Wash hands thoroughly with soap and water before and after every meal and after visiting the toilet. Soaping and rinsing should cover the areas between fingers, nails and back of the hand. Hands should be dried with a clean towel after wash. The towel at the wash stand has to be washed and changed every day.

If you need to use a handkerchief or tissue, wash your hands after that. Keep your nails short.

Hygiene of nails

Do not keep your nails painted continuously. It causes the keratin, of which nails are made, to split.

Pamper your hands and nails once every three weeks with a manicure.

This requires soaking your hands in warm water for ten minutes, massaging of hands, thorough cleaning and shaping of nails. Choose your manicure kit with care. In some kits, the instruments are crudely made and they will do more harm than good.

Глоссарий:

external – внешний

to avoid – избегать

basic – основной

alkalis – щелочь

to rinse – промывать, ополаскивать

comb – гребешок, расческа essential

– существенный

germicidal –

бактерицидный bath

sponge – губка для

ванны irritation –

раздражение thoroughly

– тщательно

continuously – постоянно

keratin – кератин

to split – раскалываться,

ломаться manicure kit –

маникюрный набор crudely

– грубо

Задание 3. В колонке *A* найдите перевод каждого английского слова из колонки *B*

A

B

1. cleanliness

2. external part

3. once a week

4. avoid

5. a wide comb

6. oil the scalp

7. preferably

8. keeping the skin clean

9. antiseptic soap

10. a bath sponge

11. genitals

- a) предпочтительно
- b) смазывать маслом
кожу головы
- c) внешняя часть
- d) антисептическое
мыло
- e) избегать
- f) гениталии
- g) губка для ванны
- h) вызывает кератин
- i) антигигиенические
условия
- j) чистота
- k) поддерживать
чистоту кожи

- | | |
|---------------------------|---------------------|
| 12. secretions | l) раз в неделю |
| 13. unhygienic conditions | m) секрции |
| 14. causes the keratin | n) широкий гребешок |

Задание 4. Переведите на русский язык следующие

прилагательные. Составьте с ними словосочетания

Elementary, external, regular, mild, soft, essential, clean, germicidal, unhygienic.

Задание 5. Раскройте скобки, вставляя подходящее по смыслу слово

1. Wash your hair at least once a (*day, week*) using soap or mild shampoo.
2. Brush your hair three to four times a day with a (*rude, soft*) brush.
3. Oil the scalp, once a week, preferably an hour (*before, after*) hair wash.
4. Germicidal or antiseptic soaps (*are, are not*) essential for the daily bath.
5. The towel at the wash stand has to be washed and changed (*once a week, everyday*).
6. (*Keep, do not keep*) your nails painted continuously.

Задание 6. Дополните предложения информацией из текста

1. Personal hygiene is the first step
2. Avoid shampoos
3. Oil the scalp
4. Soap and water are
5. You can use
6. Avoid sharing
7. Wash hands thoroughly
8. Hands should be dried with
9. Pamper your hands and nails
10. Choose your manicure kit

Задание 7. Переведите следующие предложения на английский язык

1. Мойте волосы как минимум раз в неделю.
2. Высушивайте волосы после мытья.
3. Смазывайте маслом кожу головы перед мытьем.

4. Не пользуйтесь с другими людьми одним мылом и полотенцем.
5. Тщательно мойте руки с мылом и водой.
6. Выбирайте маникюрный набор с особой осторожностью.

Тема 3.5. Медицинские учреждения

Задание 1. Установите соответствие между английскими и русскими словами: 1)

- | | |
|---------------|---------------|
| 1. therapy | а) акушерство |
| 2. obstetrics | б) гигиена |
| 3. hygiene | в) терапия |
| | г) хирургия |

2)

- | | |
|---------------|--------------|
| 1. therapist) | терапевт |
| 2. nurse | б) хирург |
| 3. surgeon | в) гинеколог |
| | г) медсестра |

3) 1. Cityhospital

2. geriatric home

3. subnormality hospital

а) дом престарелых

б) городская больница

в) родильный дом

г) больница для умственно отсталых

4) 1. ward nurse

2. doctor on duty

3. traumatologist

а) травматолог

б) палатная медсестра

в) перевязочная

медсестра г)

дежурный врач

Эталоны ответов

Задание 1. 1) 1в, 2а, 3б

2) 1а,

2г, 3б

3) 1б,

2а, 3г

4) 1б,

2г, 3а

Задание 2.

В терапевтическом отделении

I. Заполните пропуски соответствующими глаголами из списка и переведите предложения на русский язык

Prescribe, give, take, insert, bring, review

1. A doctor ... treatment. 2. ...the patient a stomach wash out. 3. A nurse must ... a temperature chart daily. 4. Aspirin helps to ...the fever down.

5. ... a thermometer to a patient. 6. ... an intramuscular injection to

a patient. 7. It is necessary to ...arterial pressure two times a day.

II. Напишите названия предметов по-английски



III. Подберите соответствия

1. A sustained elevation of blood pressure
 2. The period of rest of the heart
 3. Inflammation of the appendix
 4. Deformity of a bone
 5. Acute inflammation of the lung
 6. A disease of the bones due to deficiency of Vitamin D
 7. A doctor of general practice
 8. Loss of blood
- a) Rickets
 - b) Fracture
 - c) Pneumonia
 - d) Bleeding
 - e) Hypertension
 - f) Diastole
 - g) Appendicitis
 - h) Physician

Задание 3.

В инфекционном отделении

I. Подберите соответствующее слово из списка и переведите предложения на русский язык

Complication, congenital, incubation, listlessness, susceptible, symptom, convalescence

1. People of all ages are ... to infectious diseases.
2. A doctor should know the main ... of diseases.
3. The gradual recovery of health and strength after illness or injury is
4. If you don't treat the disease it may lead to serious
5. If a pregnant woman gets measles, there is a danger of the baby being born with ... malformations.
6. The ... period is the period between acquiring the infection and the first symptoms.
7. Many diseases are accompanied by

II. Подберите названия инфекционных болезней к описаниям

1. It attacks one or both parotid glands located near the angle of the jaw.
 2. The eyes and the skin become yellow.
 3. It may affect testicles in boys and ovaries in girls resulting in sterility.
 4. There is a lot of itching and the child may scratch some of the blisters.
 5. It is not communicable. The main symptoms are stiffness of jaw, spasms, difficulty in swallowing.
- a) Tetanus
 - b) Chickenpox
 - c) German measles
 - d) Hepatitis
 - e) Mumps

III. Переведите на английский

Инфекционное заболевание, затруднение дыхания, устойчивый вирус, потеря аппетита, боль в желудке, красноватая сыпь, иммунизация, приводит к бесплодию, облегчить зуд, недомогание, инкубационный период, терять вес, осложнения на легкие, умеренная степень лихорадки.

Тема 3.6. Анатомия человека

Задание 1. Назовите по-английски

Сердце, пищевод, мочевой пузырь, тонкая кишка, почка, печень, матка, поджелудочная железа, двенадцатиперстная кишка, желудок, прямая кишка, желчный пузырь, легкие, глотка, язык, пищевод.

Задание 2. Выберите правильный ответ.

- 1) The ___ is the center of a wide system of communication.
 - a) heart
 - b) brain
 - c) stomach
- 2) All the vertebrae compose the _____.
 - a) spleen
 - b) diagnosis
 - c) spine
- 3) The stomach is a part of ____ system.
 - a) skeletal
 - b) digestive
 - c) reproductive
- 4) The endocrine glands produce regulatory substances called _____.

- a) urine
- b) blood
- c) hormones

Задание 3. Установите соответствие между названиями органов по-английски и по-русски:

1).

- | | |
|-----------|--------------------|
| 1. Ureter | a) кость |
| 2. Vessel | б) сосуд |
| 3. Bone | в) мочеточник |
| | г) мочевого пузыря |

2)

- | | |
|---------------------|-----------------|
| 1. trunk | a) наружное ухо |
| 2. the external ear | б) конечность |
| 3. kidneys | в) туловище, |
| тело г) почки | |

3)

- | | |
|---------------------|--------------------|
| 1. ankle | a) пищевод |
| 2. principle organs | б) основные органы |
| 3. gullet | в) лодыжка |
| г) икра | |

Задание 4. Дополните предложения недостающими по смыслу словами.

- 1) The ___ is the largest and longest bone in the trunk.
- 2) In the Anatomy class medical students study the bones of the ___.
- 3) The ___ is thinner than the dermis and is made up of several layers of different kinds of cells.

Задание 5. Вставьте числительные.

1. There are ... vertebrae in the cervical part of the spine.
2. There are ... vertebrae in the thoracic part of the spine.
3. There are ... bones in the skull.

Задание 6. Выберите правильный вариант и закончите предложение.

1. Thrombocytes are necessary for ...
 2. About 5 litres of blood fill our ...
 3. You can strengthen your heart, protect it from diseases ...
- a. by exercises and regular regimen.
b. blood clotting.
c. arteries, veins and capillaries.

Задание 7. Переведите предложения на русский язык.

1. Blood cells are so small that one cubic millimeter of blood contains about five million red cells, 7000 white cells and 250 000 platelets.
2. Thrombocytes or platelets are tiny cells formed in the bone marrow.

Задание 8. Переведите предложения на английский язык.

1. Артерии несут кровь от сердца.

2. Сердце совершает около 70 ударов в минуту.

Эталоны ответов

Задание 2. 1) b 2) c 3) b 4) c Задание 3. 1) 1 в

2 б 3 а

2) 1 в 2 а 3 г

3) 1 в 2 б 3 а

Задание 4. 1. Breastbone 2. Skeleton 3. Epidermis

Задание 5. 1) 7, 2) 12, 3) 26

Задание 6. 1 b,

2 c, 3 a Задание

7.

1) Клетки крови настолько малы, что в 1 кубическом миллиметре крови содержится около 5 млн. красных клеток, 7000 белых и 250 000 тромбоцитов.

2) Тромбоциты – это крошечные клетки, формирующиеся в костном мозге. Задание 8.

1. Arteries carry blood from the heart.

2. Heart makes about 70 beats per minute.

Тема 3.7. Системы организма человека

Задание. Прочитайте и письменно переведите текст на русский язык:

Text

In the adult the muscles form about 35-40% of the body weight. All the muscles are divided into the muscles of the trunk, head, and extremities. Long, short and wide muscles form three basic groups. The long muscles compose the free parts of the extremities. The wide muscles form the walls of the body cavities. Some short muscles, of which stapedius (стремечковая) is the smallest muscle in the human body, form facial musculature.

The structure of the muscular fibers is different in different groups of muscles. The muscles consist of a mass of muscle cells. The muscular fibers are connected together by connective tissue. There are many blood vessels and nerves in the muscles. The muscles are the active agents of motion and contraction.

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 millimeter. 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.

Text

The body contains about five litres of blood kept at a constant temperature of 37°C. Blood consists of three different types of cell floating in a liquid called plasma. The blood cells are known as red cells, white cells and platelets. Red cells and platelets are unique among body cells in having no blood (the size of a pin head) contains about five million red cells, 7,000 white cells and 250,000 platelets.

Red Cells

The red blood cells contain a pigment called haemoglobin which gives the blood its red colour. The main function of red cells is to carry oxygen (O₂) to the body cells.

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

White Cells

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

Platelets

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

Functions of blood

Summary

1. Carriage of oxygen to body cells.
2. Carriage of digested food to body cells.
3. Carriage of carbon dioxide and other waste products away from.
4. Carriage of hormones.
5. Defence against disease and repair of injury.

6. Maintenance of body temperature at 37°C.

WORK OF THE HUMAN HEART

The human heart contracts from the first moment of life until the last one. The contractions of the heart pump the blood through the arteries to all the parts of the body. Physiologists have determined that in the adult the heart makes from 60 to 72 beats per minute. In children the rate of heart beat is much higher. Research work has determined that rate of heart beat increases depending on different emotions. Each beat of the heart is followed by a period of rest. Each contraction and a period of rest compose a cardiac cycle.

Each cardiac cycle consists of three phases: the first phase of short contraction- the atrial systole, the second phase of a more prolonged contraction- the ventricular systole. The period of rest is called the diastole.

Research work of many physiologists has estimated the role of the ventricles as the main pump of the human heart.

HEART DISEASE

Heart disorders fall into two broad groups: congenital and acquired. Congenital heart defects are caused by structural defects. Acquired heart disease is mainly due to rheumatic fever.

Congenital defects may result in cyanosis if the defect is such that blood does not pass through the lungs for oxygen-ation. The patient has blue-finger and toe-nails. The ends of the fingers and toes are rounded and club-like.

Sometimes there is an opening between the left and right side of the heart, or even between the aorta and pulmonary artery.

Symptoms depend on the type of heart disease. Sometimes, the defect is picked up on a routine examination; at other times there may be breathlessness, difficulty in walking or running, swelling of feet and puffiness of face, and later of the whole body. Some these anomalies can be surgically corrected.

Lungs.

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

It then goes to the border of the fourth lumbar vertebra and here it finishes dividing into the left and right iliac arteries.

different vessels and nerves.5.The duodenum is called because its length measures about the length of twelve fingers.6.The liver consisting of lobes is covered with a fibrous coat.

Тема 3.8. Обследование пациента. Заболевания.

1. Прочитайте и письменно переведите текст на русский язык:

Diphtheria

Diphtheria is a highly contagious disease which mainly effects the throat. The symptoms are sore throat, fever, headache. There is difficulty in swallowing. There is a whitish patch in the throat and if it spreads to the windpipe, there is difficulty in breathing. The child looks ill and toxic. The disease can lead to many complications of nerves, heart and kidneys, and sometimes an emergency operation (trecheostomy) may have to be done if the windpipe gets blocked with the membrane and the child has difficulty in breathing. The child will have to be hospitalized in an infectious diseases hospital for 3-4 weeks, and then convalescence proceeds at home for a few weeks more. This disease can be prevented by immunizing the child.

Задание 2. Напишите основные симптомы дифтерии по-английски

Задание 3. Прочитайте и письменно переведите текст на русский язык:

Hepatitis

This is quite a common disease and every now and then one hears of someone who has jaundice. The disease is acquired by drinking, or eating anything contaminated by the hepatitis virus, which is passed in the infected person's stool.

The presence of hepatitis is a pointer to the inadequate arrangements of safe water supply and sewage disposal in a locality. The virus is very resistant and even boiling does not destroy it.

There is fever, loss of appetite, vomiting and pain in the upper abdomen. Loss of appetite and a feeling of being ill is out of proportion of the fever. Even the smell or sight of food may make потерю аппетита, боль в желудке, запах и вид пищи, моча становится темной, кожа желтеет, печень the person sick. In 4-5 days the urine becomes dark in colour, and later the eyes and skin become yellow. Gradually, the appetite returns and the fever comes down.

The child should remain in bed as long as he has fever and feels ill. Once his appetite returns he can play about in the house, but should not go to nursery school till jaundice has disappeared and he feels quite well.

In the acute stage, the child should be encouraged to drink sweet drinks such as orange juice. Sugarcane juice is excellent. Sugar is good for recovery of the liver.

As the appetite returns, ordinary household food can be given, but you should cut down on butter, oil, fried food.

Задание 4. Скажите по-английски: потеря аппетита, боль в желудке, запах и вид пищи, моча становится темной, кожа желтеет, печень.

Задание 5. Назовите симптомы гепатита по-английски.

Задание 6. Прочитайте и письменно переведите текст на русский язык:

Mumps

Mumps is a communicable virus disease, that usually attacks one or both parotid glands located near the angle of the jaw. It commonly occurs between 5 and 15 years of age. The incubation period, i. e., the period between acquiring the infection and the first symptoms, is usually three weeks. One attack gives immunity.

There is pain on opening the mouth or chewing, a moderate degree of fever, loss of appetite, headache and body pain. Both sides of the face may swell at the same time or there may be a gap of a few days between one side and the other. The swelling lasts about 6—7 days.

Mumps may affect testicles in boys and ovaries in girls, resulting in sterility. This is rare before puberty, and so it is best if children acquire the disease at a younger age. Treatment consists of bed-rest during fever, mouth-washes to keep the mouth clean and aspirin for fever and pain. Mumps can be prevented by immunizing the child with mumps vaccine.

Задание 7. Напишите по-английски: поражать околоушные железы, первые симптомы, умеренная степень лихорадки, половая зрелость, промежуток в несколько дней, опухоль длится, может поражать, лечение состоит из..., может привести к бесплодию.

Задание 8. Напишите симптомы паротита по-английски.

Задание 9. Переведите письменно текст с английского языка на русский:

Whooping cough

A newborn baby has no immunity to this disease at all, and he must be kept protected from children who have any kind of cough. Whooping cough seems like an ordinary cough for the first few days, but gradually the bouts become more and more prolonged and the child coughs continuously. His face becomes red and he very often vomits. At the end of the bout of cough, when he takes a deep breath, a croaky sound is heard which is called the whoop and which gives the disease its name. The disease is a prolonged one and the cough may last 2—3 months. It can lead to lung complications also. The child loses weight because of repeated vomiting. Fortunately, it can be prevented by immunizing the child with le antigen (DPT) injections.

Задание 10. Напишите следующие слова и словосочетания на английском языке:

Кашель, продлевать, осложнение, новорожденный ребенок, обычный кашель, ребенок теряет вес, глубокий вдох, повторяющаяся рвота, осложнения на легкие, иммунитет, коклюш, постепенно, лицо становится красным, может быть предотвращен.

Задание 11. Назовите симптомы коклюша по-английски.

Задание 12. Переведите письменно текст с английского языка на русский.

German measles

This is a mild disease with low-grade fever, some pain behind ears due to enlargement of glands, and a mild pinkish rash, which only lasts for a day or two. The whole illness lasts 2—3 days-and needs no treatment at all. If, however, a pregnant mother gets German measles during the first 3 months of her pregnancy, there is great danger of the baby being born with some congenital malformation. Under doctor's advise it is permissible to have an abortion induced for such an eventuality. Fortunately, most mother would have already had the infection in their childhood.

One attack of German measles usually gives a lifelong immunity, although, rarely, a second attack may occur. A vaccine has now been developed to prevent German measles.

Задание 13. *Напишите по-английски:* боль за ушами, красноватая сыпь, беременная женщина, врожденные уродства, в детстве, беременность, допустимо.

Задание 14. *Назовите симптомы краснухи (рубеллы) по-английски.*

Тема 3.9. Лекарственные препараты.

Задание 1. Выберите правильный вариант перевода.

- 1) powder
 - a) порошок
 - b) раствор
 - c) мазь
- 2) decoction
 - a) капли
 - b) настойка
 - c) отвар
- 3) infusion
 - a) микстура
 - b) настой
 - c) отвар
- 4) прием внутрь
 - a) orally
 - b) topically
 - c) variety
- 5) сульфаниламидные препараты
 - a) nausea
 - b) sulfonamides
 - c) antibiotic

Задание 2. Переведите предложения на английский язык.

1. Пейте таблетки от головной боли 3 раза в день.
2. Взболтайте микстуру перед употреблением.
3. Употребляйте эти капли с молоком.
4. Принимайте настой по 3 столовые ложки натошак.

Задание 3. Выберите правильный перевод предложения.

- 1) Antibiotics are effective against germs.
 - a) Антибиотики эффективны против микробов.
 - b) Антибиотики растворимы в воде.
 - c) Антибиотики вызывают аллергические реакции.
- 2) Sometimes sulfonamides cause toxic side-effects such as nausea, vomiting, headache, rash.
 - a) Иногда сульфаниламидные препараты бывают причиной тошноты, рвоты, головной боли, сыпи.
 - b) Сульфаниламидные препараты вызывают аллергические реакции.
 - c) Иногда сульфаниламидные препараты вызывают токсические побочные эффекты: тошнота, рвота, головная боль, сыпь.

Задание 4. Ответьте на вопросы.

1. When were sulfonamides discovered?
2. What diseases do sulfa drugs treat?

Задание 5. Выберите правильную видовременную форму.

1. We ... in Moscow at 10 o'clock in the morning.
 - a) shall arrive
 - b) shall be arriving
 - c) are arriving
2. They ... in their new house when you come.
 - a) will be living
 - b) will live
 - c) live
3. We ... you a telegram as soon as we arrive in Sochi.
 - a) Shall be sending
 - b) Are sending
 - c) Shall send

Эталоны ответов

Задание 1. 1a, 2c, 3b,
4a, 5b Задание 2.

1. Take tablets from a headache 3 times a day.
2. Shake the mixture before use.
3. Take these drops with milk.
4. Take infusion for 3 tablespoons on an empty

stomach. Задание 3. 1a, 2c

Задание 4.

1. Sulfonamides were discovered in 1935.
2. Sulfa drugs treat many infectious diseases such as meningitis, scarlet fever, mumps, chicken-pox.

Задание 5. 1b, 2a, 3c

Тема 3.10. Измерение показателей жизненно важных функций

Ex.1. Answer the questions for the “What is a pulse” and “Charts of normal resting heart rate (pulse)” (level A, B):

1. What is a heart rate? Heart rate, or pulse, is the number of times your heart beats per minute.
2. Why is it important to know your pulse? Knowing yours can be an important heart-health gauge.
3. Does everyone have the same heart rate? No, he/she doesn't. Normal heart rate varies from person to person.
4. How is a pulse defined? A pulse is taken when you are calm, sitting or lying down.
5. When is the best time to measure a resting heart rate? It is in the morning before you leave the bed.

Ex.2. Find Russian variant for the English sentences “How to check your pulse” (level A):

1. Hold out one of your hands, with your palm facing upwards and your elbow slightly bent
 2. Press your skin lightly until you can feel your pulse – if you can't feel anything, you may need to press a little harder or move your fingers around.
 3. When you find your pulse, count the number of beats you feel for one full minute. Or count them over 30 seconds and multiply the number by two.
 4. You can find your pulse in places where an artery passes close to your skin, such as your wrist or neck.
 5. Put the first finger (index) and middle finger of your other hand on the inside of your wrist, at the base of your thumb.
 6. To find your pulse in your neck, press the same two fingers on the side of your neck in the soft hollow area just beside your windpipe.
- a.** Вы можете найти пульс в местах, где артерия расположена близко к коже, например запястье или шея.
- b.** Вытяните одну из рук, ладонью вверх и немного согнув руку в локте.
- c.** Приложите первый и средний пальцы другой руки на внутреннюю часть запястья, ближе к основанию большого пальца.
- d.** Немного нажмите на кожу, до тех пор, пока не почувствуете пульс. Если вы пульс не чувствуете, то вам надо нажать сильнее или нащупать пульс поблизости.
- e.** Чтобы найти пульс на шее, приложите те же самые два пальца к впалой части шеи с нежной кожей чуть позади дыхательного горла.
- f.** Когда вы нащупаете пульс, посчитайте количество ударов в минуту. Или считайте пульс в течение 30 секунд, а затем умножьте количество ударов на 2.

Ex.3. Put English sentences “How to check your pulse” in a correct order (level B):

1. Hold out one of your hands, with your palm facing upwards and your elbow slightly bent.
2. Press your skin lightly until you can feel your pulse – if you can't feel anything, you may need to press a little harder or move your fingers around.

3. When you find your pulse, count the number of beats you feel for one full minute. Or count them over 30 seconds and multiply the number by two.
4. You can find your pulse in places where an artery passes close to your skin, such as your wrist or neck.
5. Put the first finger (index) and middle finger of your other hand on the inside of your wrist, at the base of your thumb.
6. To find your pulse in your neck, press the same two fingers on the side of your neck in the soft hollow area just beside your windpipe.

Ex.4. “A nurse - a patient”. Work in pairs. “A nurse” should check a pulse of “a patient” and give him some main recommendations. Use a table below (level A. B).

Ex.5. Open the brackets using the verb in Present Simple, Past Simple or Future Simple (level A):

1. We ... (go) roller-skating last Saturday.
2. Our granny ... (bake) meat-pies every weekend.
3. We ... (write) an essay tomorrow.
4. I really ... (enjoy) the opera yesterday.
5. Where your husband ... (work) five years ago?
6. British people ... (prefer) tea to coffee.
7. Tom, you ... (meet) me at the railway station next Sunday?
8. Where she usually ... (celebrate) her birthdays?
9. ... you (have) a big family?
10. Newton ... (invent) the telescope in 1668.
11. When ... this accident (happen)?
12. I always ... (send) Christmas cards to my grandparents.
13. Nina and Nick ... (get married) in two weeks.
14. How many books they ... (bring) tomorrow?
15. Stanley ... (have) two sons and a daughter.

Ex.6. Put the verb in Present Continuous, Past Continuous или Future Continuous (level A):

to shine

1. The sun ... yesterday morning.
2. The sun ... brightly now.
3. Tomorrow the sun ... all day

long. to write

4. I ... a postcard at the moment.
5. I ... a postcard when you phoned.
6. I ... a lot of Christmas cards tomorrow

evening. to sit

7. We ... in the garden at 3 o'clock yesterday afternoon.
8. This time tomorrow we ... in the garden.
9. We ... in the garden now.

Ex.7. Choose the word or word-combination from the brackets.

Translate the sentences (level B):

1. She will have finished her resume ... (on Monday/by Monday/last Monday).
2. The aircraft hasn't landed ... (yet/just/already).
3. We have lived in New York ... (since/from/for) three years.
4. ... (After/Already/Ago) they had eaten the cake, they cleared the table.
5. They will have decorated the Christmas tree ... (by the time/before/by then).
6. My uncle has ... (already/yet/ago) repaired his car.
7. I haven't met them ... (from/since/for) their wedding.
8. ... (By the time/Already/Just) the sun set, the farmers had already stopped working.
9. Have you ... (just/ever/yet) been married, Kelly?
- 10... (When/How much/How long) has he known her?

Ex.8. Put the verb in Present Perfect Continuous, Past Perfect Continuous или Future Perfect Continuous (level A):

to teach

1. She ... German since 1970.
2. She ... German for 50 years by the year of 2020.
3. She ... German for 2 hours when her student fell asleep. to ride a horse
4. Kate ... for five hours before she reached the town.
5. Kate ... for a whole hour!
6. Kate ... for five hours by the time you get here.

Ex.9. Fill in the table below, putting the verb write in a appropriate form and translate it (level B):

	Simple (Indefinite)	Continuou s (Progressiv e)	Perfect	Perfect Continuo us
Prese nt				
Past				
Futur e				
Future in the Past				

Ex.10. Open the brackets using the verb in Active Voice (level A,B):

1. When the train (to stop), I (to look) out of the window but (not to see) any of my friends there. I (to send) them a telegram and hoped that they (to meet) me. As I (to discover) later, they (to receive) it ten minutes before the train arrived and could not meet me.
2. We were greatly surprised not to find Ann at home. It turned out that her sister (to forget) to give her our message, and Ann (to leave) the house fifteen minutes before we (to come).
3. I decided not to put on my raincoat as it (to stop)

raining already and the

sun (to shine) brightly. 4. The young people entered the theatre. The performance already (to begin), and they (to have) to wait till the first act (to be) over. Nina never (to be) here before and she (to like) the theatre very much. 5. I did not recognize Helen as I (not to see) her for a very long time and she greatly (to change). 6. When the teacher told the boy to recite the poem, the boy (to burst) into tears: he (not to remember) anything, though he (to try) to learn his lesson so hard. 7. Jane usually works in the library. She (to work) there now. She already (to gather) the necessary material and now she (to write) her report. 8. When we (to come) to the station, our train already (to leave), and we (to have) to wait for two hours before another one (to come). 9. I was anxious to see the place where I (to spend) my childhood. 10. Victor asked me to explain the new rule to him, as he (to miss) the previous lesson. 11. John Gray (to visit) Russia in 1989 and (not to be) here since that time. 12. The sight of the school building brought back the old days to us. Here we (to spend) many years together. We (to learn) to read and write; here we (to experience) our first joys and sorrows. We recollected our first day at school, how we (to come) to our first lesson looking alarmed and excited.

Тема 3.11. Медицинский инструментарий и техники выполнения инъекций.

Задание 1. *Прочтите и переведите текст.*

Room for medical procedures

There are some cabinets in the room. The cabinets are at the wall. There are many instruments on the shelves of these cabinets. Opposite the cabinets there are two instrument tables. On the tables there are some drums with sterile materials. A dressing table is at the window. The dressing table has two shelves. On the top shelf there are sterile dressing materials, in the drums there are pairs of forceps, one pair of scissors, ampoules and bottles. There is a tray with syringes, needles and cotton swabs. On the bottom shelf there is a tray with bandages, lotion for skin cleaning, containers for used instruments and soiled dressings.

ОТВЕТЬТЕ НА ВОПРОСЫ К ТЕКСТУ

Exercise 1.

1. Are there any cabinets in the room for medical procedures?
2. Where are the cabinets?
3. What is there in the cabinets?
4. What is there opposite the cabinets?
5. Where are the drums?
6. What is there in the drums?
7. How many shelves are there in the dressing table?
8. Are there sterile dressing materials on the top shelf?
9. How many forceps and scissors are there on the top shelf?

10. Where are ampules and bottles? 11. What is there in the tray?

12. Where are the containers for used instruments and soiled dressings?

a room for medical procedures	процедурная
a procedure	процедура
a cabinet	шкаф
an instrument	инструмент
a shelf (shelves)	полка (полки)
a drum	бикс
sterile	стерильный
material	материал
scissors	ножницы
forceps	пинцет
a pair	пара
an ampule	ампула
a bottle	бутылка
a tray	лоток
a syringe	шприц
a needle	игла
a cotton swab	ватный тампон
a bandage	бинт
lotion	жидкость
skin	кожа
cleaning	очищение
a container	контейнер
used	использованный
soiled	грязный, испачканный
with	предлог с
a bottom	нижняя часть
a top	верхняя часть

Задание 2. Прочтите и переведите текст

Things for nursing

Olga is a ward nurse. She is at the table. There are patients' temperature charts and the doctor's instruction on the table. Near the table there are two cabinets. What is there in these cabinets? On the top shelf there are one-piece syringes in a big green box. Near it there is a blue box. There are many thermometers and a tonometer in it. There are mustard plasters in a small box. Bandages. Cotton wool and gauze napkins are in the drum.

Exercise 2. Составьте предложения из данных слов.

- in/ room/ there/ are/ the/ cabinets/ some
- drum/ are/ in/ the/ materials/ sterile
- is/ a/ there/ tray/ syringes/ with/ needles/ and
- is/ the/ where/ lotion/ cleaning/ for/ skin
- got/ you/ one/ piece/ have/ syringes?
- forceps/ on/ the/ how/ dressing/ many/ are/ table

a temperature	температура
a chart	лист
a temperature chart	температурный лист
a thermometer	термометр
a tonometer	тонометр
a mustard plaster	горчичник
cotton wool	вата
gauze	марля
a napkin	салфетка
cups	банки
things for an enema	инструменты для клизмы
a pear shaped balloon	грушеобразный баллон
Esmarch's irrigator	кружка Эсмарха
a catheter	катетер
a hot water bag	пузырь для льда
an ice bag	подкладной круг
an air-ring	судно
a bed pan	перчатки
a pair of gloves	флакон для струйного переливания крови
a blood transfusion bottle	система для капельного переливания
a drip stand	
one-piece syringe	одноразовый шприц

Тема 3.12. Оказание доврачебной медицинской помощи при неотложных и экстремальных состояниях.

Задание 1. Вставьте подходящее по смыслу слово.

- 1) When you give the first aid you must be calm and act without
 - a) anatomy
 - b) panic
 - c) instruments
 - d) crying
- 2) She has to go to the hospital because she has an open
 - a) sunstroke

- b) pain
- c) fracture
- d) shock

Задание 2. Выберите верное оказание первой помощи.

- 1) What must you do if a person has nosebleed?
 - a) put a cold compress
 - b) put hot water-bag
 - c) take the temperature
 - d) put a thermometer
- 2) What must you do if a person has poisoning?
 - a) keep him quiet
 - b) put him on his back
 - c) empty his stomach as soon as possible
 - d) sprinkle cold water on his face

Задание 3. Установите соответствие между названиями оказания первой помощи по-английски и по-русски:

- | | |
|------------------------|----------------------|
| 1) Loose consciousness | a) положить компресс |
| b) несчастный случай | c) причинить боль |
| | d) терять сознание |

- 2) bruised place a) ушибленное место
- b) удушье
- c) солнечный удар
- d) переливание крови

Задание 4. Переведите предложения на английский язык.

- 1) Первая помощь спасает много жизней.
- 2) Вы должны быстро остановить кровотечение.
- 3) У мальчика открытый перелом.

Эталоны

ответов

Задание 1. 1b,

2c Задание 2.

1a, 2c

Задание 3. 1d,

2a Задание 4.

- 1). First aid saves many lives.
- 2). You must stop bleeding immediately.
- 3). A boy has an open fracture.

Задание 5. Напишите на английском языке эквиваленты следующих русских слов и словосочетаний: *заразное заболевание, трудности при дыхании, выглядит больным, дыхательное горло, заболевание можно предупредить, поражать, распространять, осложнение, неотложная помощь, выздоровление, продолжать.*

Критерии оценивания

Предметом оценки служат умения и знания, предусмотренные ФГОС СПО по специальности 31.02.01 Лечебное дело, углубленной подготовки очная форма получения образования по дисциплине ОГСЭ.03. Иностранный язык направленные на формирование общих и профессиональных компетенций.

Оценка индивидуальных образовательных достижений:

«Отлично». Студент должен правильно выполнить задание. Ответ должен быть полным и правильным. Также студент должен дать правильные и полные ответы на уточняющие вопросы преподавателя.

«Хорошо». Студент должен правильно выполнить задание, дал неполные ответы на уточняющие вопросы преподавателя или при ответе на них допустил неточности.

«Удовлетворительно». Студент выполнил задание, но ответы были неполными и с неточностями. Также студент не дал ответов на уточняющие вопросы преподавателя.

«Неудовлетворительно». Студент не выполнил задание, либо ответы на вопросы содержали грубые ошибки и неточности, искажающие смысл и содержание.

Формой промежуточной аттестации по дисциплине ОГСЭ.03.

Иностранный язык является экзамен, примерные задания доводятся до сведения студентов заранее.

Знания и умения студента оцениваются:

- 5 (отлично),
- 4 (хорошо),
- 3 (удовлетворительно),
- 2 (неудовлетворительно).

Критерии оценки знаний, умений и навыков при

сдаче экзамена. Критерии оценок

1 балл за абсолютно правильно выполненное упражнение. Если в упражнении 3 задания, то 3 балла за правильно выполненные задания. Если одна ошибка, то минус 1 балл.

От 70% - 79% - удовлетворительно

От 80% - 89% - хорошо

От 90% - 100% - отлично

Время на подготовку и выполнение. Зачет проводится на заключительном занятии.

Подготовка – 10 минут;

Выполнение -1 час;
Оформление и сдача – 5
минут; Подведение итогов
-15 минут.

Перечень материалов, оборудования и информационных источников
используемых в аттестации.

Бумага, ручка, англо-русский словарь

Итоговый (экзаменационный) тестовый контроль знаний по дисциплине
«Английский язык» для специальности 31.02.01 Лечебное дело.

Вариант 1

Задание 1. Выберите правильный вариант:

1. In fainting a person ... consciousness. A) is losing
B) loses
2. Red rash ... on his body yesterday.
A) appears
B) appeared
3. As the patient... of the dentist, the dental nurse ... him an injection now.
A) are afraid of A) gives
B) is afraid of B) is giving
4. Pete ... from 5 to 6 o'clock yesterday.
A) was reading
B) read
5. The syringe ... by the nurse ten minutes ago. A) was boiled
B) boiled
6. The patient... in a wheel chair into a ward in an hour. A) will be taken
B) will take
7. Strong emotion, want of food, fatigue and pain ... the causes of fainting.
A) are B) is

Задание 2. Найдите в правой колонке перевод каждого русского выражения:

1. Укрепить сердце	A) to take blood pressure
2. Измерить кровяное давление	B) to strengthen the heart

Задание 3. Переведите выражения:

1. To put cold cloth on the head	A) сделать переливание крови
2. It will relieve the pain	B) делать рентген
3. To make blood transfusion	C) это облегчит боль
4. To use x-rays	D) положить холодную ткань на голову

Задание 4. В правой колонке найдите перевод каждого русского слова:

- | | |
|------------------|--------------|
| 1. Enema | A) грелка |
| 2. Hot-water bag | B) градусник |
| 3. Thermometer | C) шприц |
| 4. Syringe | D) клизма |
| 5. Bed-pan | E) судно |

Задание 5. По симптомам определите название заболевания:

The symptoms of...

a patient has sore throat, fever, headache, he often vomits. His face is flushed, the skin is hot and dry. The rash appears on the second day.

- A) measles
- B) pneumonia
- C) scarlet fever
- D) rickets
- E) influenza
- F) tonsillitis.

Задание 6. Из слов, данных в скобках, выберите нужные по смыслу:

- 1) There are many (woman, women) among the doctors.
- 2) Her (child, children) is two years old.
- 3) The (life, lives) of great (man, men) are very interesting.

Задание 7. Ответьте на вопросы:

- 1) Who takes an examination in anatomy at the end of the first year?
- 2) Who treats people for different diseases?

Задание 8. Поставьте вопросы к данным предложениям, начиная со слов, указанных в скобках.

- 1) There are twenty-five students in our group (How many...)
- 2) There was an interesting meeting in our group (Where...)

Задание 9. Переведите только модальные глаголы:

- 1) В колледже вы должны получить глубокие знания по медицине.
- 2) Можно мне посетить вашу лекцию?
- 3) Вы можете (в состоянии) легко выполнить это задание.

Задание 10. Поставьте вопросы к выделенным словам.

- 1) Patients like doctor Somov *because he is kind and talented person*.
- 2) A doctor must examine a patient *carefully*.
- 3) *M. P. Konchalovsky* is a prominent Soviet therapist.

Задание 11. Ответьте на вопросы, обращая внимание на время глаголов-сказуемых.

- 1) Do you study Biology?
- 2) Are you studying Biology?
- 3) Do you attend lectures in Microbiology?

Задание 12. Замените прямую речь косвенной:

- 1) The nurse said: "Your weight is too small".
- 2) The doctor said: "Your blood pressure is higher on the right arm than on the left

arm".

Задание 13. Обратите внимание на выделенные в предложениях слова и употребите необходимое в данном случае время.

- 1) The nurse already (to estimate) the number of blood cells.
- 2) Any patient's pulse rate never (to be) regular on physical exertion.
- 3) The doctor just (to discharge) my mother from the hospital.
- 4) Recently his respiratory rate (to increase) considerably.
- 5) You (to determine) the number of this patient's heart beats?

Задание 14. Переведите неопределенно-личные предложения.

- 1) *It is known* that the increase of the number of leucocytes takes place when a person is ill.

Задание 15. Поставьте глагол в придаточном предложении в соответствующем времени, учитывая, что действие в нем произошло раньше действия в главном предложении.

- 1) The doctor was told that the patient (to have) a sound sleep the night before.
- 2) The nurse said that she already (to make) this patient's blood count.

Задание 16. Переведите предложения, обращая внимание на выделенные слова *to find* (находить), *to find out* (устанавливать), *to found* (основывать) и их производные.

- 1) Physiologists *found* that blood had vitamins.
- 2) The first Russian University was *founded* by Lomonosov.

Задание 17. Переведите только видовременную форму глагола, обращая внимание на использование *Past Indefinite (Simple)* и *Past Perfect*.

I

- 1) Исследователь закончил свои наблюдения на прошлой неделе.

II

- 1) Врач изолировал больного до того, как он поставил диагноз инфекционного заболевания.

III

- 1) Она начала исследовать структуру этой ткани в прошлом году.

Задание 18. Поставьте глагол в *Future Perfect*.

- 1) The scientists think that they (to prove) their conclusion by the end of their experiments.
- 2) I think that I (to accomplish) my investigation by the beginning of the next year.

Задание 19. Выберите правильный перевод предложения.

- 1) The therapist knew that the patient recovered quickly. а) Терапевт знал, что больной быстро выздоравливает.
- б) Терапевт знал, что больной уже выздоровел.
- с) Терапевт знал, что больной скоро выздоровеет.

Задание 20. Из слов, данных в скобках, выберите соответствующие по анализу.

- 1) His hearing is (weak, delicate) and he can hear any sound well.
- 2) The patient's (tongue, language) was thickly coated.

- 3) The patient became quiet and soon (dropped, fell) as sleep.
- 4) Last week my elder brother (fell, dropped) ill with the grippe.

Задание 21. Ответьте на вопросы, заменяя инфинитивы, данные в скобках, герундием.

Образец: What is a reception ward used for? (to receive patients). A reception ward is used for receiving patients.

- 1) What is a drug cabinet used for? (to keep drugs and remedies)
- 2) What is a label used for? (to indicate the dose of the medicine)
- 3) What is a temperature chart used for? (to write down the patient's

temperature) **Задание 22. Из названий заболеваний выберите подходящее для следующих описаний:**

(appendicitis, gastritis, bronchitis, myocarditis, pneumonia, pleurisy, cholecystitis, tracheitis, pancreatitis)

1)... is the inflammation of the appendix. 2)... is the inflammation of the bronchi. 3)... is the inflammation of the gallbladder. 4)... is the inflammation of the mucous membrane of the stomach.

Задание 23. Ответьте на следующие вопросы.

- 1) What is myocarditis?
- 2) What is tracheitis?
- 3) What is pancreatitis?

Задание 24. Замените инфинитивы, данные в скобках, герундием.

- 1) After the recovery the patient stopped (to lose) his weight.
- 2) My brother had to give up (to smoke) due to chronic bronchitis.
- 3) The young physician tried (to introduce) various new ways of treatment.

Задание 25. Ответьте на вопросы, используя слова, данные в скобках.

- 1) What does a successful recovery depend on? (following the prescribed treatment)
- 2) What will you soon finish? (carrying on my investigations)
- 3) What are you responsible for? (summarizing the result of all the experiments)

Задание 26. Ответьте на альтернативные вопросы.

- 1) Does the term "aetiology" mean the causes of the disease or the mechanism of its development?
- 2) Is urinalysis an instrumental or a laboratory study?

Задание 27. Поставьте вопросы к следующим предложениям, используя вопросительные слова в скобках.

- 1) Moist rales have been changing gradually during the whole course of the disease (when).
- 2) The tuberculous patient has been taking air baths for about a month (what).

Эталоны ответов

Задание 1. 1B, 2A, 3B, 4A, 5A, 6A, 7A

Задание 2. 1B, 2A

Задание 3. 1D, 2C, 3A, 4B

Задание 4. 1D, 2A, 3B, 4C, 5E

Задание 5. С)

Задание 6.

- 1) Women
- 2) Child
- 3) Lives,

men

Задание 7.

- 1) A teacher in Anatomy takes an examination at the end of the first year.
- 2) A doctor treats people for different

diseases. Задание 8.

- 1) How many students are there in our group?
- 2) Where was an interesting

meeting? Задание 9.

- 1) must
- 2) may
- 3) are

able to

Задание

10.

- 1) Why do patients like doctor Somov?
- 2) How must a doctor examine a patient?
- 3) Who is a prominent Soviet

therapist? Задание 11.

- 1) Yes, I do.
- 2) No, I am not.
- 3) Yes,

I do.

Задание

12.

- 1) The nurse said that my weight was too small.
- 2) The doctor said that my blood pressure was higher on the right arm than on the left arm.

Задание 13.

- 1) Has estimated
- 2) Has been
- 3) Has discharged
- 4) Has increased
- 5) Did you determine

.... ? Задание 14.

1) Известно, что лейкоциты в крови начинают расти, когда человек болен. Задание 15.

1) The doctor was told the patient *had had* a sound sleep the night before.

2) The nurse said that she *had* already *made* this patient's blood count. Задание 16.

- 1) Физиологи обнаружили, что в крови есть витамины.
- 2) Первый русский университет был основан Ломоносово

вып. Задание 17. 1) finished
2) had isolated, gave

3) began

Задание 18.

- 1) Will have proved
- 2) Shall have

accomplished Задание

19. 1a)

Задание 20.

- 1) Delicate
- 2) Tongue
- 3) dropped
- 4) f

ell

Задани

e 21.

- 1) A drug cabinet is used for keeping drugs and remedies.
- 2) A label is used for indicating the dose of the medicine.
- 3) A temperature chart is used for writing down the patient's

temperature. Задание 22.

- 1) appendicitis
- 2) bronchitis
- 3) cholecystitis
- 4) ga

stritis

Задание

23.

- 1) Myocarditis is the inflammation of the heart muscle.
- 2) Tracheitis is the inflammation of the trachea
- 3) Pancreatitis is the inflammation of the

pancreas. Задание 24.

- 1) losing
- 2) smoking
- 3) introd

using

Задание 25.

- 1) A successful recovery depends on the following prescribed treatment.
- 2) I shall soon finish carrying on my investigations.
- 3) I am responsible for summarizing the results of all the experim

ents. Задание 26.

- 1) The term "aetiology" means the causes of the disease.
- 2) Urinalysis is a laboratory

study. Задание 27.

- 1) When have moist rales been changing gradually?
- 2) What patient has been taking air baths for about a month?

Вариант 2

Задание 1. Выберите правильный вариант:

1. Strong emotion, want of food, fatigue and pain ... the causes of fainting.

A) are B)is

2. Soon my friend ... a doctor

A)

will

be

B) is

C) was

s

3. Last year during my work with infectious patients. I... two important tasks: to take care of the patient and to prevent the spread of infection.

A)

has

B) have

ave

C)

had

4. Grown up children with rickets... protruding bellies, big heads and crooked legs.

A) have

B) has

5. Высокая

температура

A) headache

B) general pains

C) high temperature

6. Корь:

A) influenza

uenza

B) measles

sles

C) rickets

ets

7. Предотвратить распространение инфекции A) take care of the hygiene

B) to prevent the spread of infection

C) the first symptoms

Задание 2. Найдите в правой колонке перевод каждого русского выражения:

1. Сдать анализ крови	C) to take the pulse
2. Измерить пульс	D) to take blood test

Задание 3. Переведите выражения:

1. To use x-rays	D) причина обморока
2. The cause of fainting	E) дыхание быстрое и поверхностное
3. Breathing is rapid and shallow	F) опорожнить желудок
4. To empty the stomach	G) сделать рентген

Задание 4. В правой колонке найдите перевод каждого русского слова:

- | | |
|------------------|--------------|
| 1. Enema | A) грелка |
| 2. Hot-water bag | B) градусник |
| 3. Thermometer | C) шприц |
| 4. Syringe | D) клизма |
| 5. Bed-pan | E) судно |

Задание 5. По симптомам определите название заболевания:

The symptoms of...

a patient has a heavy cold, a running nose, a dry cough, sneezing, high temperature and a dislike of the light. The disease passes from one child to another.

- A) measles
- B) pneumonia
- C) scarlet fever
- D) rickets
- E) influenza
- F) tonsillitis.

Задание 6. Из слов, данных в скобках, выберите нужные по смыслу:

- 1) The (life, lives) of great (man, men) are very interesting.
- 2) His father's (foot, feet) ache (to ache — болеть).
- 3) Does your (tooth, teeth) ache?

Задание 7. Ответьте на вопросы:

- 1) Who studies human anatomy?
- 2) Who gains knowledge of medicine at medical college?

Задание 8. Поставьте вопросы к данным предложениям, начиная со слов, указанных в скобках.

- 1) There was an interesting meeting in our group (Where...)
- 2) There were many nurses at the surgical department (Where...)

Задание 9. Переведите только модальные глаголы:

- 1) Вы можете (в состоянии) легко выполнить это задание.
- 2) Мы должны закончить работу в 6 часов.
- 3) Возможно преподаватель прочтет лекцию в среду.

Задание 10. Поставьте вопросы к выделенным словам.

- 1) *M. P. Konchalovsky* is a prominent Soviet therapist.
- 2) *The necessary remedy* is on the nurse's table.
- 3) *My sister* works as a nurse.

Задание 11. Ответьте на вопросы, обращая внимание на время глагола-сказуемых.

- 1) Are you attending the lecture in Microbiology?
- 2) Do you perform laboratory works?
- 3) Are you performing a laboratory work?

Задание 12. Замените прямую речь косвенной:

- 1) The surgeon said: "The new method of the operation on the heart is used widely".
- 2) The doctor said: "The cause of the disease is clear".

Задание 13. Обратите внимание на выделенные в предложениях слова и употребите необходимое в данном случае время.

- 1) Today the surgeon (to complete) the operation.
- 2) The patient (to lose) 3 kilograms of weight this month.
- 3) The scientists (to estimate) the amount of blood pumped by the heart daily.
- 4) I (not to see) him since he got his work appointment.
- 5) My brother (not to take) any treatment since he was discharged from the hospital.

Задание 14. Переведите неопределенно-личные предложения.

1) *It is considered* that the first heart sound is the longest.

Задание 15. Поставьте глагол в придаточном предложении в соответствующем времени, учитывая, что действие в нем произошло раньше действия в главном предложении.

1) The doctor considered that the changes in the patient's mental state (to take place) a month before.

2) It was stated that patient Orlov (to have) the differences in the white blood cell count before.

Задание 16. Переведите предложения, обращая внимание на выделенные слова *to find* (находить), *to find out* (устанавливать), *to found* (основывать) и их производные.

1) Lesgaft is one of the *founders* of functional anatomy.

2) It was *founded out* that when a person died his body continued to live for some time.

Задание 17. Переведите только видовременную форму глагола, обращая внимание на использование *Past Indefinite (Simple)* и *Past Perfect*.

I

1) Мы узнали, что исследователь уже закончил свои наблюдения.

II

2) Врач изолировал больного на прошлой неделе.

III

3) Она начала исследовать структуру этой ткани задолго до того, как сделала доклад на конференции.

Задание 18. Поставьте глагол в *Future Perfect*.

1) The researcher (to isolate) the necessary substance before he begins a new experiment.

2) Do you think we (to complete) our observations by the next month?

Задание 19. Выберите правильный перевод предложения.

1) The investigator said that he would prove it by his experiences. а) он может доказать это своими опытами.

b) он уже смог доказать это своими опытами.

c) он сможет доказать это своими опытами.

Задание 20. Из слов, данных в скобках, выберите соответствующие по анализу.

1) Last week my elder brother (fell, dropped) ill with the grippe.

2) (May, allow) I measure this patient's blood pressure?

3) On examination it was found out that the surface of the skin was (quiet, smooth).

4) The surgeon performs (thin, delicate) operations on the eyes.

Задание 21. Ответьте на вопросы, заменяя инфинитивы, данные в скобках, герундием.

Образец: What is a reception ward used for? (to receive patients).

A reception ward is used for receiving patients.

- 1) What is a patient's card used for? (to fill it in with all the findings about the patients disease)
- 2) What is a cough mixture used for? (to relieve a bad cough)
- 3) What are antibiotic injections used for? (to prevent inflammation)

Задание 22. Из названий заболеваний выберите подходящее для следующих описаний:

(appendicitis, gastritis, bronchitis, myocarditis, pneumonia, pleurisy, cholecystitis, tracheitis, pancreatitis)

- 1)... is the inflammation of the pancreas. 2)... is the inflammation of the pleura.
- 3)... is the inflammation of the lung. 4)... is the inflammation of the trachea.

Задание 23. Ответьте на следующие вопросы.

- 1) What is appendicitis?
- 2) What is cholecystitis?
- 3) What is tonsillitis?

Задание 24. Замените инфинитивы, данные в скобках, герундием.

- 1) The young physician tried (to introduce) various new ways of treatment.
- 2) You must avoid (to catch) a cold as you have just been ill with pneumonia.
- 3) What has prevented you from (to attend) this lecture?

Задание 25. Ответьте на вопросы, используя слова, данные в скобках.

- 1) What are you responsible for? (summarizing the result of all the experiments)
- 2) What are you interested in? (preventing poisonous effects of the drug)
- 3) What will you start doing next? (making the analysis of the sputum)

Задание 26. Ответьте на альтернативные вопросы.

- 1) Are haemorrhage and vomiting subjective or objective symptoms?
- 2) Is a productive cough associated with the discharge of sputum or is it dry?

Задание 27. Поставьте вопросы к следующим предложениям, используя вопросительные слова в скобках.

- 1) For several months the patient has been receiving food with a large amount of proteins and carbohydrates (what — какую).
- 2) Due to the use of antibiotics, the cure of tuberculosis has been progressing during the recent years (why).

Эталоны ответов

Задание 1. 1A, 2A, 3C, 4A, 5C, 6B, 7B

Задание 2. 1D, 2C

Задание 3. 1G, 2D, 3E, 4F

Задание 4. 1D, 2A, 3B, 4C, 5E

Задание 5. A)

Задание 6.

- 1) lives, men
- 2) feet
- 3) tooth

Задание 7.

- 1) Students study human anatomy.
- 2) Students gain knowledge of medicine at medical college.

Задание 8.

- 1) Where was an interesting meeting?
- 2) Where were many

nurses? Задание 9.

- 1) Are able to
- 2) must
- 3) m

ay

Задани

е 10.

- 1) Who is a prominent Soviet therapist?
- 2) What is on the nurse's table?
- 3) Who works as a

nurse? Задание 11.

- 1) No, I am not/Yes, I am.
- 2) No, I don't/Yes, I do.
- 3) No, I

am not.

Задание 12.

- 1) The surgeon said that the new method of the operation on the heart was used widely.
- 2) The doctor said that the cause of the disease was

clear. Задание 13.

1. Has completed
2. Lost
3. Estimated
4. Haven't seen
5. Hadn't taken

Задание 14. Считается, что первый удар сердца самый длинный. Задание 15.

- 1) The doctor considered that the changes in the patient's mental state had taken place a month before.
- 2) It was stated that patient Orlov had had the differences in the white blood cell count before.

Задание 16.

- 1) Лесгафт – один из основателей функциональной анатомии.
- 2) Было установлено что, когда человек умирает, его тело продолжает жить некоторое время.

Задание 17.

- 1) Knew, had finished
- 2) Isolated
- 3) Began, had made

Задание 18. 1) will have isolated

2) will have
completed Задание 19. 1a)
Задание 20.

1. Fell
2. May
3. Smooth
4. De

licate

Задание

21.

- 1) A patient's card is used for filling it in with all the findings about the patient's disease.
- 2) A cough mixture is used for relieving a bad cough.
- 3) Antibiotic injections are used for preventing

inflammation. Задание 22.

- 1) Pancreatitis
- 2) Pleurisy
- 3) Pneumonia
- 4) Trac

heitis

Задание

23.

- 1) Appendicitis is the inflammation of the appendix.
- 2) Cholecystitis is the inflammation of the gallbladder.
- 3) Tonsillitis is the inflammation of the

glands. Задание 24.

- 1) introducing
- 2) catching
- 3) atte

nding

Задание

25.

- 1) I am responsible for summarizing the result of all the experiments.
- 2) I am interested in preventing poisonous effects of the drug.
- 3) I'll start making the analysis of the

sputum. Задание 26.

- 1) Haemorrhage and vomiting are objective symptoms.
- 2) A productive cough is associated with the discharge of

sputum. Задание 27.

- 1) What food has the patient been receiving for several months?
- 2) Why has the cure of tuberculosis been progressing during the recent years?

Вопросы к экзамену по дисциплине иностранный язык

1. Теоретическая часть.

1. Типы чтения английских гласных
2. Чтение сочетаний английских согласных
3. Спряжение глагола *to be* в настоящем, прошедшем и будущем времени.
4. Спряжение глагола *to have* в настоящем, прошедшем и будущем времени.
5. Артикли (неопределенный артикль).
6. Артикли (определенный артикль).
7. Артикли (нет артикля).
8. Порядок слов в английском предложении.
9. Вопросы в английском предложении.
10. Местоимения (личные, притяжательные, указательные, возвратные)
11. Предлоги места, движения, времени.
12. Формы английского глагола.

2. Практические задания.

1. Из глаголов, стоящих в скобках, выберите требуемую форму.
2. Вместо точек вставьте, где требуется, артикли *a, an, the*.
3. Вместо точек поставьте нужную форму глагола *to be* или *to have*.
4. Закончите предложение по смыслу.
5. Напишите предложения в вопросительной и отрицательной форме.
6. Задайте все возможные вопросы к утвердительному предложению.
7. Замените выделенные слова личными или притяжательными местоимениями.
8. Вставьте вместо точек нужные предлоги.

3. Лексический минимум.

1. Переведите с русского языка на английский устно с карточки слова по теме «Части тела и внешность человека.»
2. Переведите с русского языка на английский устно с карточки слова по теме «Внутренние органы человека».
3. Переведите с русского языка на английский устно с карточки слова и выражения по теме «В терапевтическом отделении».
4. Переведите с русского языка на английский устно с карточки слова по теме «Работа человеческого сердца».
5. Переведите с русского языка на английский устно с карточки слова по теме: «Болезнь сердца».
5. Переведите устно с русского языка на английский слова по теме «Первая помощь»
6. Переведите устно с русского языка на английский слова по теме: «Кровотечение».

7. Переведите устно с русского языка на английский слова по теме: «Перелом».
8. Переведите устно с русского языка на английский слова по теме:
«Головная боль»
9. Переведите устно с русского языка на английский слова по теме: «Бронхит».
10. Переведите устно с русского языка на английский слова по теме: «Рахит».