

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

СЕВЕРО-КАВКАЗСКАЯ ГОСУДАРСТВЕННАЯ АКАДЕМИЯ

СРЕДНЕПРОФЕССИОНАЛЬНЫЙ КОЛЛЕДЖ

ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Практикум для обучающихся специальности

33.02.01 Фармация

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ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА:1. The role of a foreign language in the modern world.

ЦЕЛЬ Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь читать с целью извлечения детальной информации, уметь правильно произносить тематическую лексику.:

ЗАДАНИЕ:

Exercise 1. *Read and learn the following words:*

Vocabulary

cannot do without – не может обойтись

to deal [di:l] with – иметь дело с...

to make contract – заключить контракт

to conclude [kən'klu:d] treaties ['tri:ti] – заключать договоры

to hold negotiations [ni ,gəʊf'i'eɪ(ə)n] – вести переговоры

at least – по меньшей мере

to get acquainted [ə'kweɪntɪd] with – знакомиться

to master English – овладеть английским

in any branch [brɑ:nʃ] – в любой области

Exercise 2 *Read and translate the text:*

You can't imagine an educated person who doesn't know any foreign language. It is especially important nowadays. Some people learn languages because they need them in their work, others travel abroad, for the third studying languages is a hobby.

Every year thousands of people go from one country to another either on business or for pleasure. And the knowledge of languages opens the door to any foreign country and gives them a possibility to communicate, to understand people and to be understood.

A real professional **cannot do without** knowing languages, especially English as it is the international language. You don't need to know Japanese when you go to Japan or Hindi when you visit India. English is spoken all over the world. You can hear it everywhere: in a street, in shops, at restaurants.

Over 350 million people speak it as a mother tongue. The native speakers of English live in Great Britain, in the United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada and South African Republic. As a second language it is used in the former British and US colonies.

It is the major international language for communication in such areas as science, technology, business and mass media. English is used as one of the official languages of the United Nations Organisation and other political organisations. It is the language of computer software, literature, education, modern music and international tourism.

A modern engineer or even a worker **deals with** instruments and machines from other countries. He must be able to read the instruction which is usually written in English. Half of the world's scientific literature is in English. It's the language of computers technology.

Scientists and scholars must understand English well because they use foreign literature to write their articles and books. They must speak English fluently to make speeches at international conferences.

Diplomats need foreign languages in their work too. They **make contracts, conclude treaties, and hold negotiations**.

If you want to be a stewardess, a pilot or a businessman you must learn English, the language of international communication. Even a shop girl or a cashier in a big department store must know **at least** some phrases in English to understand a foreign customer.

Foreign languages develop our mind. They help us **to get acquainted with** new customs and traditions, make it possible to read many books in the original. The great German poet Goethe once said, "He, who knows no foreign language, doesn't know his own one".

Besides, languages are very helpful in establishing friendly relations between peoples and nations. Children and young people will understand each other better if they speak one language. That's why all the pupils and students should **master English** or other foreign languages to become top specialists **in any branch**.

Exercise 3. Reading comprehension: answer the questions.

1. Why do people learn foreign languages nowadays?
2. English is the international language, isn't it?
3. Must a modern engineer know English?
4. Why is it especially important for scientists to learn English?
5. Do the diplomats need foreign languages?
6. What can we profit from knowing foreign languages?
7. How many people in the world speak English?
8. What English-speaking countries do you know?
9. In what areas is English mostly used?
10. What are the main difficulties for you in learning foreign languages?
11. What do you need English for?

Exercise 4. Speak about the role of foreign languages in the life of a modern man.

1.1. Глаголы *to be* и *to have*

Глаголы **to be**, **to have** употребляются как смысловые (*to be* *быть*, *to have* *иметь*), вспомогательные (для образования сложных форм глагола) и могут иметь модальное значение (долженствование, необходимость)

	To be	To have
1	Лексическое значение - смысловой глагол	

	а) быть, являться, находиться He is in the office. Он (находится) в офисе. б) глагол-связка He is a doctor. Он врач.	иметь, владеть, обладать He has a family. У него есть семья (он имеет...)
2	Грамматическое значение - вспомогательный глагол (не переводится)	
	а) для образования времен группы <i>Continuous (Progressive)</i> I am waiting for the teacher. б) для образования страдательного залога (<i>Passive Voice</i>) He is often invited here. Его сюда часто приглашают.	для образования времен группы <i>Perfect</i> I have already seen this film. Я уже посмотрел этот фильм.
3	Модальное значение - эквивалент модального глагола <i>must</i>	
	to be to + V - выражает долженствование, необходимость совершения действия согласно договоренности или заранее намеченному плану: He is to come in time. Он должен прийти вовремя.	to have to + V - выражает необходимость совершить действие в силу определенных обстоятельств, переводится <i>должен, нужно,</i> <i>приходится, надо</i> He has to get up early on weekdays. Ему приходится (он должен) вставать рано в рабочие дни.

Формы глагола to be

	Present	Past	Future
1 лицо ед. ч. - I	am	was	shall/will be
2 лицо ед. ч. - You	are	were	will be
3 лицо ед. ч. - He, she, it	is	was	will be
1 лицо мн. ч. - We	are	were	shall/will be
2 лицо мн. ч. - You	are	were	will be
3 лицо мн. ч. - they	are	were	will be

Для образования отрицательной формы используется отрицательная частица **not**, которая ставится непосредственно после глагола: He **is not (isn't)** a student. He **was not (wasn't)** sleeping.

Для образования вопросительной формы личная форма глагола **to be** ставится перед подлежащим: **Is** he a student? **Was** he sleeping?

Формы глагола to have

	Present	Past	Future
1 лицо ед. ч. - I	have	had	shall/will have
2 лицо ед. ч. - You	have	had	will have
3 лицо ед. ч. - He, she, it	has	had	will have
1 лицо мн. ч. - We	have	had	shall/will have
2 лицо мн. ч. - You	have	had	will have
3 лицо мн. ч. - they	have	had	will have

Для образования отрицательной формы используется отрицательная частица **not**, которая ставится непосредственно после глагола: He **has not (hasn't)** any books on history. У **него нет** книг по истории. I **had not (hadn't)** any time to rest. У **меня не было** времени для отдыха.

Когда глагол **to have** употребляется в сочетании с некоторыми существительными, он утрачивает свое основное значение *иметь, обладать*, и образует с ними смысловое целое: **to have dinner** *обедать*, **to have breakfast** *завтракать*, **to have a rest** *отдыхать*, **to have a talk** *поговорить*. В этих случаях отрицательная и вопросительная формы образуются с помощью глагола **to do**:

When **do** you have dinner? Когда вы обедаете?

We **don't** have dinner at home on weekdays. Мы не обедаем дома в рабочие дни.

Exercise 2 Define the function of the verb to be and translate the sentences into Russian:

1. The book is on the table.
2. The table is in the middle of the room.
3. She'll be there all the day.
4. Kitty was here for the holidays.
5. John was at the meeting too.
6. It was only last year.
7. Twice two is four.
8. How much is the fish?
9. The trouble was we didn't know her address.
10. I hear you've been to Switzerland this summer.
11. Mr. Black and Mr. White were at school together when they were boys.
12. He was ill at ease.
13. Are you in earnest?
14. Your time is up.
15. The children are not up yet.
- 16.

Exercise 3. Use "to be" or "to have" in Present Simple.

1. You... welcome.
2. The metro station... far from my house.
3. Mary and Nelly... friends.
4. She ... out.
5. It... 5 o'clock now.
6. She ... a nice flat.
7. We ... a little child. She ... four.
8. They... a big car. It ... red.
9. How ... you?
10. How old ... Mary?
11. How many children ... they?
12. What country ... she from?
13. We ... well.
14. They ... a small cottage. It ... far away.
15. She ... at home.
16. She ... no time.
17. He ... bad habits.
18. How far ... it from here?
19. It ... easy to ask him about it.

20. It ... not good of her to say so.
21. She ... two mistakes in the test. Her mistakes... bad.
22. They ... glad to see her.
23. It ... a rainy day,... he an umbrella with him?

Exercise 4 *Make the following sentences interrogative and negative:*

1. Her name is Lucy.
2. Ted is nine.
3. Her face is round.
4. He is nice.
5. It is a good film.
6. My flat is fine.
7. I am happy.
8. They are clever.
9. His cat is black.
10. We are at school.
11. You are pale.
12. Her baby is in bed.
13. It is a nice day.
14. They are late.
15. She has a white dress.

Exercise 5 *Translate into Russian paying attention to the modal meaning of to be, to have.*

1. Roy was to make many friends in literary circles.
2. They were to sign the contract last week.
3. We were to finish our work in a week, but we couldn't do it.
4. She was to make this dress next day.
5. They asked us to leave on Monday but because of two days delay with the visit we had to book tickets for Wednesday.
6. I was to arrive a day later and couldn't warn any of my friends of the change.
7. When asked why he was so late, he told me that he had missed the train and had to wait for another one.
8. The article is to be ready in time.
9. He was disappointed because he was to share a meal with Smith in a restaurant.
10. He had to have written a new book in six months but he could not do it.
11. He knows that he has to take great pains with the book to make it good.
12. He has to cope with many difficulties as he goes through life.

Exercise 6. *Fill in interrogative and negative forms of the verb to be in the proper tense.*

1. Last year she ... 22, so she ... 23 now.
2. Today the weather ... nice, but yesterday it ... very cold.
3. I ... hungry. Can I have something to eat?
4. I feel fine this morning but I ... very tired last night.
5. Where ... you at 11 o'clock last Friday morning?
6. Don't buy those shoes. They ... very expensive.
7. I like your new jacket ... it expensive?
8. This time last year I ... in Paris.
9. 'Where ... the children?' 'I don't know. They ... in the garden ten minutes ago.
10. We ... happy with the hotel. Our room ...very small and it ...very clean.
11. George ... at work last week because he ... ill. He ... better now.

12. Yesterday ... a public holiday so the shops ... closed. They ... open today.
13. ... Sue and Bill at the party yesterday? - Sue ... there but Bill
14. 'Where ... my keys?' - 'I don't know. They ... on the table but they ... there now'.
15. You ... at home last night. Where ... you?

Exercise 7. Use *have/has got* or *haven't/hasn't got*.

1. Sarah ... a car. She goes everywhere by bicycle.
2. They like animals. They ... three dogs and two cats.
3. Charles isn't happy. He ... a lot of problems.
4. They don't read much. They ... many books.
5. 'What's wrong?' 'I ... something in my eye.'
6. 'Where's my pen?' 'I don't know. I ... it.'
7. Julia wants to go to the concert but she ... a ticket.
8. I'm not feeling very well. I ... a headache.
9. It's a nice house but it ... a garden.
10. Most cars ... four wheels.
11. Everybody likes Tom. He ... a lot of friends.
12. I'm going to the dentist this morning. I ... a toothache.
13. He can't open the door. He ... keys.
14. An insect ... six legs.
15. We must hurry. We ... much time.
16. They ... a four-year-old son.
17. You ... a big car.
18. We ... many English books.
19. He ... many uncles and aunts.
20. The house ... five floors.

Exercise 8. Translate the sentences into Russian:

1. Ане восемнадцать лет. Она - студентка.
2. У них новая квартира.
3. У меня нет автомобиля.
4. У него большая семья.
5. Мамы нет дома, она на работе.
6. Семь часов. Пора вставать. Холодно. У вас есть камин?
7. Дом моих родителей недалеко от Москвы.
8. Ее брат - миллионер. У него два «Мерседеса».
9. Студенты в аудитории, у них сейчас лекция.
10. Эта книга есть у нас в библиотеке.
11. Фильм неинтересный.
12. Она говорит, что у нее нет времени.
13. Ты сейчас занята?
14. Сколько вам лет?
15. Интересно, дома ли она сейчас. В это время они обычно обедают.
16. Летом здесь очень жарко, но у нас есть бассейн.
17. Спроси его, почему он сердится.
18. По вечерам они всегда бывают дома.
19. Цветы были такие свежие!
20. - Директора нет. - Очень жаль.
21. - Катя дома? - Да, но она занята. У нее много работы. - Очень жаль.
22. Брайан был здесь минуту назад. Интересно, где он.
23. - Где вы обычно обедаете? - В кафетерии.
24. Я устала. Давайте отдохнем.

25. . Желаю вам приятного путешествия!
26. - У вас есть вопросы? - Нет, все ясно.
27. - У тебя есть сигареты? - Нет, я некурящий.
28. - Что мы возьмем на обед? - Я возьму только салат. Я не голодна.
29. Джон сейчас на Средиземном море.-

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА2: Foreign Languages in Our Life

ЦЕЛИ ЗАНЯТИЯ : на основе теоретических знаний и практических умений обучающийся должен уметь читать с целью извлечения детальной информации, уметь письменно излагать собственную точку зрения (в виде сочинения).

ЗАДАНИЕ:

Exercise 1. *Read and learn the following words:*

Vocabulary:

author — автор
outlook — кругозор
official — официальный
mother tongue — родной язык
effort — усилие

Exercise 2 *Read and translate the text:*

Learning a foreign language isn't an easy thing. Nowadays it's especially important to know foreign languages.

Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider.

I study English. It's a long and slow process that takes a lot of time and efforts. Over 300 million people speak it as a mother tongue.

The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages of the United Nations Organization and other political organizations.

English language is a wonderful language. It's the language of the great literature. It's the language of William Shakespeare, Charles Dickens and others. Half of the world's scientific literature is in English. It's the language of computers technology.

The great German poet Goethe once said, «He, who knows no foreign language, doesn't know his own one ». That's why in order to understand oneself and environment one has to learn foreign languages.

I think, that to know English today is absolutely necessary for every educated man, for every good specialist.

Exercise 3. Answer the questions:

1. Is it an easy thing to learn a foreign language?
2. Why do people learn foreign languages?
3. Do you know any foreign language?
4. Where do the native speakers of English live?
5. What can you say about the English language?

ТЕОРЕТИЧЕСКИЙ МАТЕРИАЛ

Повествовательные предложения – это про факты

She goes to that new fancy restaurant every weekend. – Она каждые выходные ходит в тот новый модный ресторан.

We like spending money on new clothes. – Мы любим тратить деньги на новую одежду.

Вопросительные предложения в английском

Есть пять типов вопросов.

- **Общий** – да/нет. Строится по схеме «вспомогательный/модальный глагол (*to do, to be, to have* и тд) + предмет + сказуемое + дополнение + всё остальное». *Are you a teacher? Вы учитель?*
- **Специальный** – строится по той же схеме, только начинается с вопросительного слова на *wh*. *What, when, why* и так далее. *When did you become a teacher? Когда вы стали учителем?*
- **Альтернативный** – вопрос, где есть выбор между двумя вариантами. Строим его как общий вопрос, только ставим выбор с частицей *or*. *Are you a teacher or a student? Вы учитель или студент?*
- **Вопрос к подлежащему.** Строим обычное утвердительное предложение, но вместо предмета (подлежащего) подставляем *what* или *who*. *She is a teacher? who is a teacher?*
- **Разделительный** – вопрос, в конце которого ставим «не так ли?». Если начинаем с утверждения (*she is a teacher*), то добавляем к концу предложения отрицательный вопрос (*isn't she?*). Если с отрицания, то добавляем утвердительный вопрос (*she is not a teacher, is she?*).
Ещё пример: *they go to school every morning, don't they? Они ходят в школу каждое утро, не так ли?*

Попробуйте сами – выполните эти упражнения на типы предложений в английском языке. Переделайте утверждение под разделительный тип:

- He is an artist;
- We'll go to this café tomorrow;
- He watched that new TV program.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ

Тема :3 Anatomy of a human body

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь правильно произносить тематическую лексику, употреблять множественное число имени существительного. Приобрести навыки перевода со словарем

ЗАДАНИЕ

Exercise 1 Read and learn the following words:

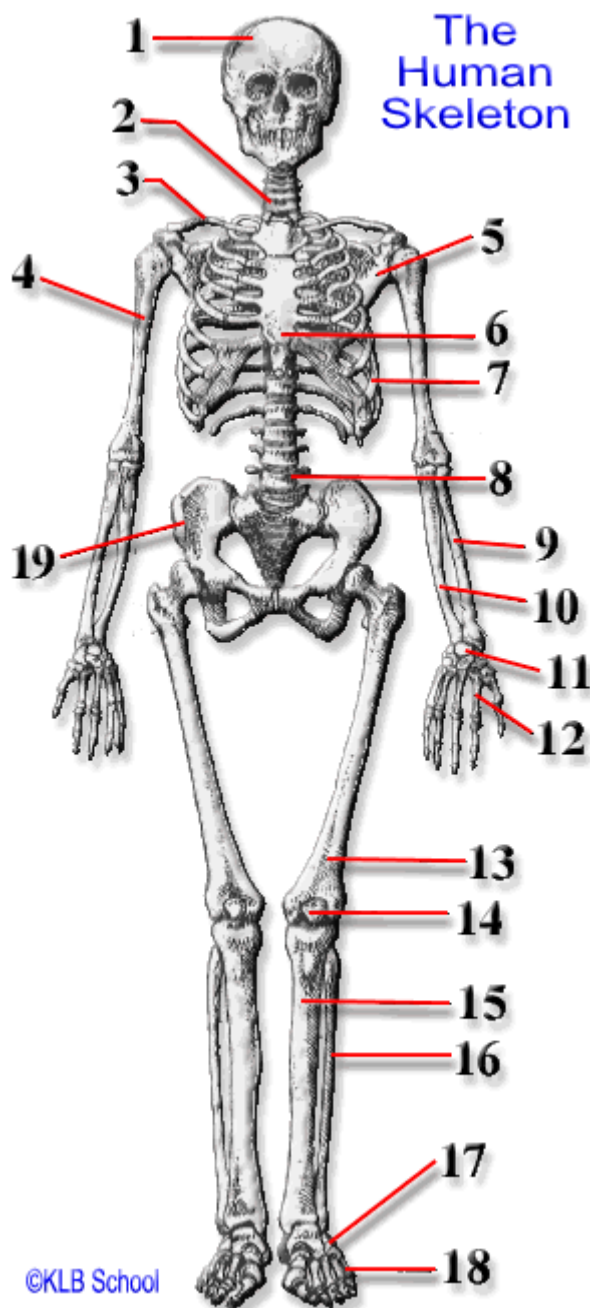
Vocabulary

human body ['hju:mən bɒdi] – человеческое тело	chest [tʃest] – грудная клетка
trunk [trʌŋk] – туловище	abdomen ['æbdəmen] – брюшная полость
limb [lim] – конечность, член (тела)	lung [lʌŋ] – лёгкое
extremity [iks'tremɪti] – конечность	heart [ha:t] – сердце
skull [skʌl] – череп	gullet ['gʌlɪt] – глотка
forehead ['fɒrɪd] – лоб	abdominal ['æbdɔːmɪnəl] – брюшной
brain [breɪn] – мозг	framework ['freɪmwɜ:k] – диафрагма
mouth [maʊθ] – рот lip [lɪp] – губа	cavity ['kævɪti] – полость
cheek [tʃi:k] – щека	stomach ['stʌmək] – желудок
chin [tʃɪn] – подбородок	liver ['lɪvə] – печень
gum [gʌm] – десна	bone [bəʊn] – кость
tooth [tu:θ] (teeth) – зуб (зубы)	skeleton ['skelɪtn] – скелет
tongue [tʌŋ] – язык	injury ['ɪndʒəri] – рана, ушиб
palate ['pælɪt] – нёбо	muscle [mʌsl] – мышца, мускул
neck [nek] – шея	shoulder ['ʃəʊldə] – плечо
elbow ['elbəʊ] – локоть	forearm [fɔːrɑ:m] – рука
knee [ni:] – колено	wrist [rɪst] – запястье
calf [kɑ:f] – икра (ноги)	thumb [θʌm] – большой палец на руке

ankle [ˈæŋkl] – лодыжка	skin [skɪn] – кожа	hip = thigh [θaɪ] – бедро
kidney [kɪdni] – почка		spleen [spli:n] – селезёнка
gall-bladder [ˈgɔ:l blædə] – желчный пузырь		intestine [ɪnˈtestɪn] – кишечник
toe [tu:] – большой палец на ноге		bladder [ˈblædə] – мочевой пузырь

2. Look at the picture and translate the names of the bones into Russian

1. *Skull*
2. *cervical vertebrae*
3. *clavicle (collar-bone)*
4. *humerus*
5. *scapula (shoulder-blade)*
6. *breastbone*
7. *rib*
8. *lumber vertebrae*
9. *radius*
10. *ulna*
11. *carpals*
12. *phalanges*
13. *femur*
14. *knee cap (patella)*
15. *tibia*
16. *fibula*
17. *tarsals*
18. *metatarsals*
19. *pelvis*



Exercise 2 *Read and translate the text:*

We study anatomy

At the practical Anatomy class we study the human body. The principle parts of the human body are the head, the trunk and the limbs (extremities). We speak of the upper extremities (arms) and the lower extremities (legs).

The head consists of two parts: the skull which contains the brain, and the face which consists of the forehead, the eyes, the nose, the mouth, the cheeks, the ears and the chin. The upper border of the head is the forehead, the lower one is the chin. A skull consists of the frontal, temporal, parietal and occipital bones. The cavities with the skull are the nasal, the oral, two orbits, auditory canal and the largest cranial cavity containing the brain. The head is covered with hair.

The ear includes three principal parts: the external ear, the middle ear and the internal ear. The external part is an earlobe. The internal parts of the ear are anvil, semicircular canal, stirrup, cochlea, Eustachian tube, hammer, auditory nerve and external auditory canal.

The eye consists of the sclera, a tough outer layer, cornea, the crystal clear curved part, the iris colored part behind the cornea, the pupil, round opening in the iris which allows light to enter. The external parts are lashes, lids, eye-brows.

The mouth has two lips – an upper lip and a lower lip. In the mouth there are gums with teeth, the tongue and the palate.

The head is connected with the trunk by the neck. The upper part of the trunk is the chest and the lower one is the abdomen. The principle organs in the chest are the lungs, the heart and the gullet (esophagus). We breathe with the lungs. The heart contracts and makes 60-80 beats per minute.

The principle organs in the abdominal cavity are the stomach, the liver, the spleen, the intestine, the kidneys, the gall-bladder and the bladder.

The framework of the bones is called the skeleton; it supports the soft parts and protects the organs from injury. The bones are covered with muscles.

The upper extremity is connected with the chest by the shoulder or shoulder girdle. Each arm consists of the upper arm, forearm, elbow, wrist and hand. We have four fingers and a thumb on each hand

Exercises 3 Find in the text English equivalents for these words and word combinations:

защищает органы от	туловище и конечности;
повреждений;	поддерживает мягкие части;
верхняя конечность;	состоит из двух частей;
верхняя часть туловища	основные части тела;
грудная клетка;	сердце бьётся;
мы дышим легкими;	нижняя конечность

наружное ухо, среднее ухо,	череп, который содержит мозг
внутреннее ухо;	защищает органы от;
десны;	тело покрыто кожей

Exercise 4 Answer the following questions:

1. What are the principal parts of the human body?
2. What are the upper extremities?
3. What are the legs called?
4. Of how many parts does the head consist?
5. What does the skull contain?
6. What does the face consist of?
7. What are the three principal parts of the ear?
8. What is there in the mouth?
9. Where are the gums?
10. What connects the trunk with the head?
11. What is the upper part of the trunk called?
12. What are the principal organs in the chest?
13. What are the principal organs in the abdominal cavity?
14. What does the skeleton protect the organs from?
15. What are the bones covered with?
16. What does each arm consist of?
17. What does the lower extremity consist of?
18. What is the body covered with?

Exercise 5 Translate into English:

1. Во рту находятся десны с зубами, язык и нёбо.
2. Основные органы грудной клетки - сердце, лёгкие и пищевод.
3. Сердце сокращается, производя 60-80 ударов в минуту.
4. Кости покрыты мышцами.
5. Скелет поддерживает мягкие части тела и защищает внутренние органы от травм.
6. В нижней части тела – брюшной полости – основными органами являются желудок, печень, селезёнка, кишечник, почки, желчный и мочевой пузырь.

The inner (internal) organs of a human body

The Viscera

Active Vocabulary

Exercise 6 *Read and learn the following words:*

tissue ['tʃu:] – ткань

viscus ['vɪskəs] (мн.ч. viscera ['vɪsərə]) – внутренность, внутренний орган subcutaneous [ˌsʌbkjuˈteɪniəs] – подкожный

membranous ['membrənəs] – мембранный, пленочный sac [sæk] – мешок, мешочек, сумка, киста

digestive system [daɪ'dʒestɪv 'sɪstəm] – пищеварительная система respiratory

system ['respərətɔ:ri 'sɪstəm] – дыхательная система urogenital system

[ˌjʊərə'dʒenɪtəl 'sɪstəm] – мочеполовая система

vascular ['væskjələɹ](амер.), ['vaskjələ](брит.) system – сосудистая система prominent ['prɒmɪnənt] – заметный, известный, выдающийся

to modify ['mɒdɪfaɪ] – видоизменять, определять gland

[glænd] (амер.), [gland] (брит.) – железа

water supply ['wɔ:tə sə'plɪ] – водообеспечение, водоснабжение thoracic

[θɔ:'rsɪk] – грудной, торакальный

cavity ['kævəti] – полость

alimentary tract [ˌælə'mentəri trækt] – пищеварительный тракт

Exercise 7 *Read and translate the text:*

The Viscera

An organ (viscus) is a collection of tissues that has a specific role to play in the human body. Every organ of the body has an important function to play. Although all the internal organs of a human body are often called by a single name – the viscera, the organs that fill the body's chest and abdominal cavities compose several different systems – respiratory, digestive and urogenital, which together provide the body with food and oxygen and remove wastes (продукты распада).

The trachea and lungs are parts of the respiratory system, which delivers oxygen to the blood. The lungs consist of millions of elastic membranous sacs which together can hold about as much air as a football.

The organs of the digestive system (most prominent ones) are: the stomach, the large and small intestines and the liver. They modify foods which the body takes in. The soft, reddish-brown liver, the largest gland in the body, plays hundreds of roles, from producing proteins to secreting bile.

The bladder is part of the urinary system, which regulates the body's water supply. The kidneys, located behind the stomach and liver, filter out wastes and pass them along to the bladder for storage (накопление) and discharge.

According to their functions different organs of the human body are divided into several systems: the bones, the muscular system, the alimentary tract, the respiratory system, the urogenital system, the vascular system, and the nervous system.

The muscles and the bones are under the layer of subcutaneous fat. The muscles are connected with the bones.

The heart and the large blood vessels connected with it, as well as the lungs and the esophagus are in the thoracic cavity. The spleen, the liver and the stomach are in the abdominal cavity under the diaphragm. The small and large intestines are in the abdominal cavity lower than the stomach, the liver and the spleen. The kidneys are on the posterior side of the abdominal cavity.

Exercises 8 Find in the text English equivalents for these words and word combinations:

толстый и тонкий кишечник;	заполняют грудную клетку и брюшную полость тела
находящиеся за желудком и печенью;	в соответствии с функцией;
под слоем подкожного жира;	для накопления и опорожнения;
Ниже желудка,	кровеносные сосуды
печени и селезёнки;	снабжают тело питанием и кислородом;

Exercise 9 Answer the following questions:

1. What is an organ?
2. By what a general name are all the internal organs called?
3. What do the viscera compose?
4. What is a function of the respiratory system?
5. What do the organs of the digestive system do?
6. Is a liver the largest gland of the body?
7. What does the urinary system regulate?
8. Where are the kidneys located? What a role do they play in the body?
9. What systems of the organs can you call?
10. Where are the muscles and bones located?
11. What organs are there in the thoracic cavity?
12. What organs are located in the abdominal cavity?

ТЕОРЕТИЧЕСКИЙ МАТЕРИАЛ

Имена существительные образуют множественное число путем прибавления к форме единственного числа окончания **-(e)s**:

hand - hands, place - places; class - classes, boy - boys, city - cities, hero - heroes, leaf - leaves, wife - wives, roof - roofs.

Следующие имена существительные образуют форму множественного числа не по общему правилу:

man [mæn]	мужчина	men [men]
woman [womən]	женщина	women [wimin]
child [tʃaɪld]	ребенок	children [tʃɪldrən]
foot [fʊt]	нога	feet [fi:t]
tooth [tu:θ]	зуб	teeth [ti:θ]
goose [gu:s]	гусь	geese [gi:s]
mouse [maʊs]	мышь	mice [maɪs]

ox [oks] бык oxen [oksən]

Некоторые имена существительные, заимствованные из греческого и латинского языков, сохранили форму множественного числа этих языков:

datum [deitəm]	данная величина	data [deitə]
phenomenon [finominən]	явление	phenomena [finominə]
basis [beisis]	базис	bases [beisi:z]
crisis [kraisis]	кризис	crises [kraisiz]

Некоторые имена существительные употребляются только в **единственном** числе:

advice совет, советы, *information* информация, сообщения, *progress* успех, успехи, *knowledge* знание, знания, *news* новость, новости, *money* деньги, *hair* волосы, *fruit* фрукты.

Названия многих парных предметов употребляется только во **множественном** числе:

scissors ножницы, *trousers* брюки, *spectacles* очки, *scales* весы.

Следующие существительные употребляются только во **множественном** числе:

goods товар, товары; *clothes* одежда; *wages* заработная плата; *riches* богатство, богатства; *people* люди.

Наиболее распространенными определителями существительных служат определенный и неопределенный артикли ***a, an, the***. В русском языке нет специальных слов, соответствующих артиклям, и в большинстве случаев они не переводятся отдельными словами.

Неопределенный артикль *a(n)* произошел от словосочетания *anyone* (любой один) и употребляется только с исчисляемыми именами

существительными в единственном числе. Существительное с неопределенным артиклем называет предмет (какой-то, некий, один из), а не обозначает определенный предмет: *a boy, an apple*. Во множественном числе артикль отсутствует: *boys, apples*.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ

Тема : 4 Systems of the body

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь грамотно переводить со словарем, выбирать из текста медицинские термины, находить в тексте ключевые слова и выражения.

ЗАДАНИЕ

Exercise 1. *Read and learn the following words*

Vocabulary

reproductive [ri:prə'dʌktɪv] –репродуктивный, половой	ligament ['lɪgəmənt] – связка
skeletal ['skelɪtəl] – скелетный	cartilage ['kɑ:tɪlɪdʒ] – хрящ
urinary ['jʊərɪnəri] – мочевой	join [dʒɔɪn] – соединять
endocrine ['endoukrɪn] –эндокринный	convey [kən'veɪ] – передавать
structural ['strʌktʃərəl] –структурный	ureter [juə'ri:tə] – уретра
spinal ['spainəl] – спинной, позвоночный	be stored [sto:d] – сохраняться, храниться, скапливаться
cord [kɔ:d] – столб	discharge [dɪs'tʃɑ:dʒ] – удалять, выводить из организма
stream [stri:m] – ток, поток	hormone ['hɔ:məun] – гормон
alimentary [æli'mentəri] –пищеварительный	pharynx ['færɪŋks] – глотка
gland [glænd] – железа	esophagus [i:'sɒfəgəs] – пищевод

Exercise 2. *Read and translate the text:*

Systems of the Body

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

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

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

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

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

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

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

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

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

Exercises 3 Find in the text English equivalents for these words and word

combinations:

несколько основных систем;	вырабатывают вещества –регуляторы;
которые их соединяют;	для получения, обработки и передачи информации;
основная функция;	осуществлять наше движение;
со всеми необходимыми средствами;	путем выведения азотосодержащих и других продуктов;
переноситься кровотоком;	которые необходимы клеткам;
ведущих к ним воздухоносных путей;	где накапливается моча.
где он поступает в кровоток;	выводить мочу из почек;
	до тех пор, пока она не выведена

Exercise 4. Answer the following questions:

1. What are the functions of the skeletal and muscular system?
2. What is carried by the blood stream?

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

Exercise 5. Complete the sentences using words from the text, translate these sentences:

- 1) Its main function is to convey oxygen to the lungs, where it can...
- 2) The digestive system consists of the alimentary...
- 3) The nervous system is a complex information system with all the necessary means for...
- 4) The endocrine system consists of a number of glands throughout the body which...
- 5) There are several main systems of the body: ...
- 6) The endocrine system serves to...

Numeral

Имя числительное

Именем числительным называется часть речи, которая обозначает количество или порядок предметов.

Количественные числительные обозначают количество предметов и отвечают на вопрос *how many? сколько?* Например: **one, two, three...**

1-12	13-19 (-teen)	20-90 (-ty)
1 one	13 thirteen	20 twenty
2 two	14 fourteen	21 twenty-one
3 three	15 fifteen	22 twenty-two
4 four	16 sixteen	30 thirty
5 five	17 seventeen	40 forty
6 six	18 eighteen	50 fifty

7 seven 8 eight 9 nine 10 ten 11 eleven 12 twelve	19 nineteen	60 sixty 70 seventy 80 eighty 90 ninety
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100	a (one) hundred
200	two hundred
1,000	a (one) thousand
4, 351	four thousand three hundred and fifty one
100,000	a (one) hundred thousand
1,000,000	a (one) million
1,000,000,000	a (one) milliard/billion

В телефонных номерах каждая цифра читается отдельно: 22-05-31 -double two, [ou] five, three one.

Порядковые числительные

Порядковые числительные обозначают порядок предметов и отвечают на вопрос *which? который?* Например: **first** первый, **second** второй, **third** третий...

Порядковые числительные, за исключением первых трех, образуются от соответствующих количественных числительных с помощью суффикса - **th**:

1-й - 12-й	13-й - 19-й	20-й - 90-й
1 st first	13 th thirteenth	20 th twentieth
2 nd second	14 th fourteenth	21 st twenty first
3 rd third	15 th fifteenth	22 nd twenty second
4 th fourth	16 th sixteenth	30 th thirtieth
5 th fifth	17 th seventeenth	40 th fortieth
6 th sixth	18 th eighteenth	50 th fiftieth

7 th seventh	19 th nineteenth	60 th sixtieth
8 th eighth		70 th seventieth
9 th ninth		80 th eightieth
10 th tenth		90 th ninetieth
11 th eleventh		
12 th twelfth		

100th hundredth

101st hundred and first

203rd two hundred and third

1,000th thousandth

1,000,000 millionth

Хронологические даты

Годы обозначаются количественными числительными:

1900 г. – nineteen hundred

2004 г. – twenty and four, two thousand and four.

15-th May, 1945	}	The fifteenth of May, nineteen forty-five;
May 15-th, 1945		May the fifteenth, nineteen forty-five.
May 15, 1945		

Время до обеда обозначается латинским сокращением *a.m.* – *ante meridiem*, время после обеда обозначается латинским сокращением *p.m.* – *post meridiem*.

в 10 часов утра – at ten a.m. или at ten o'clock in the morning.

в 10 часов вечера – at ten p.m. или at ten o'clock in the evening.

в 12:30 – at half past twelve или thirty minutes past twelve или twelve - thirty.

11:15 – a quarter past eleven.

11:45 – a quarter to twelve.

12:50 – twelve fifty, ten minutes to one.

Exercise 1. Translate into English paying attention to the prepositions and numerals:

1. Вчера я пришел на трамвайную остановку (tram-stop) в четверть восьмого, но трамвая не было, и я решил пойти домой пешком.
2. Пойдемте в столовую без десяти час. В это время в столовой мало народу.
3. Приходите сюда в двадцать минут четвертого, мы вместе пойдем в библиотеку.
4. Вы всегда встаете в это время? — Да. Мы всегда встаем без четверти семь.
5. Мы придем на вокзал без двадцати пяти минут одиннадцать.

ПРАКТИЧЕСКАЯ РАБОТА

Тема 5: How to take the pulse

Цели занятия Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь составлять монологические высказывания на основе прочитанных текстов, употреблять грамматический материал по теме: артикль и местоимение.

ЗАДАНИЕ

Exercise 1 Read and learn the following words:

Vocabulary

1. radial ['reɪdʒəl] *adj* лучевой
2. nervous ['nɜ:vəs] *adj* нервный
3. to count the pulse [kaunt ðə pʌls] – считать, отсчитывать пульс
4. beating ['bi:tɪŋ] *n* биение (сердца), пульсация
5. to note [nəʊt] *v* замечать, отмечать
6. deep [di:p] *adj* глубокий

7. shallow ['ʃeɪləʊ] *adj* поверхностный
8. rate [reɪt] *n* частота
9. rhythm [rɪθm] *n* ритм

Exercise 2 *Read and translate the text:*

You must be careful when you take the patient's pulse. It is not difficult to take the pulse. Put three fingers of your left hand over the patient's *radial*¹ artery. Many patients are *nervous*² when they see a nurse or a doctor and the patient's pulse may become faster. That's why you must wait a few seconds before starting *to count the pulse*³. Some changes in the *beating*⁴ of the pulse are very important.

REMEMBER: When you take the pulse you must *note*⁵:

1. If it is *deep*⁶ or *shallow*⁷
2. the *rate*⁸
3. the strength of the beating
4. the *rhythm*⁹

Exercise 3 **Answer the questions:**

1. How must you count the patient's pulse?
2. Is it difficult to take the pulse?
3. Why is it better to wait a little before starting to count the pulse?
4. What must you note when you take the pulse?

Exercise 4. Translate into English:

замечать любые изменения; считать пульс; поверхностный; три пальца левой руки; может участиться; поэтому; несколько секунд; очень важный

Exercise 5 *Read and learn the following words:*

Vocabulary

1. pump [pʌmp] *n* насос, *v* накачивать, нагнетать, выталкивать, выбрасывать
2. to contract ['kɒntrækt] сокращаться
3. systole ['sɪstəli] систола
4. diastole [daɪ'estəli] диастола
5. atrium ['eɪtriəm] *n* (pl. atria) предсердие
6. ventricle ['ventrɪkl] желудочек

Exercise 6 *Read and translate the text:*

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 the childhood 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 is called the atrial systole, the second phase of a more prolonged contraction – the ventricular systole. The third phase – 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.

Exercise 7. Find English equivalents of the following expressions in the text:

человеческое сердце, сокращаться, сокращения сердца, артерия, взрослый человек, 72 удара в минуту, определить частоту сердцебиения, зависит от различных эмоций, сердечный цикл, систола предсердия, систола желудочка, диастола, насос

Exercise 8. Translate the following sentences into Russian:

1. The human heart makes 60-80 contractions per minute.
2. On physical exertion the heart has a short period of rest and the diastole becomes less.
3. Ten tons of blood are pumped through the heart daily.
4. The heart acts as a pump.
5. John Floyer, an English doctor, was the first scientist to find out the varying pulse rate in men.

Exercise 8 *Read and translate the text:*

How to check the blood pressure (BP)

We must take a patient's right hand and fasten the cuff above elbow. Then we must connect the sphygmometer with a stethoscope. Then we put a stethoscope on a brachial artery under the elbow. And fill the cuff with air using a rubber bulb. Then we begin slowly to get the air out. The point where we first hear the pulse beats indicates systolic BP. The point where we hear the last beats indicates diastolic BP. If it is one hundred and twenty over eighty, it's normal BP.

Exercise 9. Translate into English:

медленно; соединить сфигмометер со стетоскопом; используя резиновую грушу; плечевая артерия; манжета; показывает диастолическое давление; наполните манжету воздухом

ТЕОРЕТИЧЕСКИЙ МАТЕРИАЛ

Артикли

В английском языке существует два типа артиклей:

1. Неопределенный артикль **a (an)**
2. Определенный артикль **the**

Артикль ставится перед существительным. Если существительное имеет определение, то артикль ставится перед определением. Так как неопределенный артикль **a (an)** означает «один», «какой – либо», то он используется с существительными только в единственном числе. Например:

A girl, a small girl, an apple ит.д.

Когда же речь идет уже об известном предмете, то употребляется определенный артикль **the**. Например: the girl, the small girl, the apple ит.д.

Определенный артикль употребляется и в существительных во множественном числе: the girls, the apples.

Основные случаи употребления определенного, неопределенного артиклей и их отсутствия

Нет артикля.

1. Имена собственные: My name is Bob.
2. Mr., Mrs., Sir, Madam, uncle, aunt, dad, mum.
3. Существительные с притяжательным местоимением (my pen), с указательным местоимением (this book).
4. Название стран, материков, городов: I live in Europe, Russia, Moscow.
5. Неисчисляемые существительные: I like fresh air.
6. Существительные перед количественным числительным: Open text ten, open page five.
7. Группа предметов с одинаковыми признаками: Send me books.
8. Обозначение наук, учебных предметов: I like history.

Определенный артикль the происходит от указательного местоимения **this** – это.

1. Определенный предмет: Give me the book.

2. Обозначение фамилии как семьи: TheBlacks, TheSmiths.
3. Множественное число известных предметов: Sendmethebooks.
4. Не первый раз в тексте: Iseea room. The room is large.

5. Определённая позиция неисчисляемых существительных: Givemetheglassofmilk.

6. Порядковые числительные: thefirstlesson.

7. Название газет, журналов, пароходов, гостиниц: Ireadthe «Nature»

8. Превосходная степень прилагательного: Itisthebestfilm!

9. В сочетаниях: one of the, some of the, many of the, most of the, all the, both the.

10. TheHague- Гаага- столица Голландии.

11. Название государств с использованием административных терминов: theUSA, theUnitedKingdom.

12. Этносy: theIndians.

13. Перед обстоятельством места: inthestreet.

14. Географические названия океанов, морей, озёр, рек, гор, пустынь и т.д.: TheUrals, theVolga, theBlacksea, theAtlanticOcean.

- Но: mount Vesuvius, lake Baikal, lake Ohio.

15. Названия войн: TheCivilWar.

16. Название документов: theConstitution.

17. Прилагательные в роли существительных: theold.

18. Стороны света: the North, the South, the East, the West, the far East.

Неопределённый артикль a (an)

Происходит от one- один.

1. Один. Единственное число: Take a pen, not two pens.
2. Один из класса предметов: Iamastudent.
3. Неопределённый предмет: Give me a book or a notebook.
4. Первый раз в тексте: Iseeadog. The dog was hungry.
5. Неопределённые порции неисчисляемого существительного: acupoftea.
6. Абстрактное существительное + определение: aquietlife.
7. Существительные со словами such, quite, rather. He is such a young boy.

8. После прилагательных со словами so, as, too, now. Too important a questions.
9. В сочетаниях: a few, a little, a lot of.

Существуют словосочетания, в которых артикли опускаются.

At home, at school, at work, at night, at noon, to go to bed, to go to school, to go to work, in winter.

Перед порядковыми числительными употребляется определенный артикль the.

Exercise 4 Заполните пропуски артиклями the, a, an

1. My mother is __ teacher. 2. Where is __ cat? 3. I am looking for __ boy to help me with my work. 4. The Earth moves round the Sun. 5. Once we had __ dog. Every day __ dog ate... 6. __ girls sitting over there are my sisters.

7. We stayed in London for __ week. 8. They have __ son. __ son is working as an engineer. 9. When is __ first bus to London tomorrow? 10. What's on __ radio this evening? 11. __ Russians are very keen on football.

12. In summer they will go to __ country on their holiday. 13. __ students are in the room. 14. Give me __ apple, please. 15. Where are __ envelopes?

РАЗЯДЫ МЕСТОИМЕНИЙ

Разряды местоимений	Местоимения	Как изменяются
Личные местоимения	я, ты, он (она, оно), мы, вы, они + падежные формы	По лицам, падежам, местоимение 3-го лица он изменяется по родам
Вопросительные местоимения	кто?, что?, какой?, чей?, сколько?, каков?	Изменяются по родам и числам; местоимения кто?, что? не изменяются по родам и числам
Возвратные местоимения	Себя, себе, собой, собою, о себе	Оно не имеет именительного падежа, рода и числа
Относительные местоимения	кто, что, какой, который, чей, сколько, каков	Изменяются по падежам
Неопределенные местоимения	некто, нечто, некоторый, несколько, кое-кто, кое-что, кто-нибудь, что-нибудь, некий, несколько, кто-то, что-то, чей-то, кто-либо, что-либо, чей-либо, какой-либо, который-либо, чей-нибудь, какой-нибудь,	Неопределенные местоимения кроме некто, нечто, изменяются по падежам. Также некоторые неопределенные местоимения изменяются по родам, падежам, числам

	который-нибудь	
Отрицательные местоимения	никто, ничто, никакой, ничей, некого, нечего + падежные формы	Изменяются по падежам. Местоимения некого и нечего не имеют именительного падежа
Притяжательные местоимения	мой, твой, свой, наш, ваш + падежные формы+ формы рода и числа	Изменяются по родам, падежам, числам
Указательные местоимения	тот, этот, такой, таков, столько, сей (устар) + падежные формы + формы рода и числа	Местоимения тот, этот, такой, изменяются по родам, падежам, числам. Местоимение таков изменяется по родам и числам
Определительные местоимения	весь, всякий, всяк, всяческий, каждый, сам, самый, любой, иной, другой + падежные формы+ формы рода и числа	Изменяются по родам, падежам, числам

По значению местоимения делятся на несколько разрядов.

1. Личные: 1-е лицо – я, мы, 2-е лицо – ты, вы, 3-е лицо – он, она, оно, они.

2. Возвратное: себя, себе, собой, собою, о себе

Примечание. Возвратное местоимение себя может относиться ко всем трём лицам: Я не щажу себя, ты не щадишь себя, он не щадит себя.

3. Притяжательные: мой, твой, свой, наш, ваш.

Примечание. Мой, наш указывают на принадлежность (или отношение) к 1-му лицу, твой, ваш ко 2-му лицу, а свой ко всем трём лицам, как и возвратное себя: Я не щажу своих сил, ты не щадишь своих сил. он не щадит своих сил.

4. Указательные: этот, тот, такой, таков, столько, сей (устаревшее), этаким

5. Определительные: каждый, весь, всякий, самый, сам, любой, иной, другой, всяческий, всяк

6. Вопросительные(помогают задать вопрос): кто? что? какой? который? чей? сколько? (который час? кто пришёл?) .

7. Относительные – это те же вопросительные, но не имеющие вопросительного значения, а употребляемые лишь для связи частей сложноподчинённого предложения предложений. Они, кроме того, отличаются от вопросительных отсутствием логического ударения:

Деревня, в которой мы жили, была расположена на берегу реки.

Кто много жил, тот много видел.

8. Отрицательные: никто, ничто, никакой, ничей, некого и нечего

9. Неопределённые: некто, нечто, некоторый, некий, несколько, кто-то, что-то, чей-то, кто-либо, что-либо, чей-либо, какой-либо, который-либо, кто-нибудь, что-нибудь, чей-нибудь, какой-нибудь, который-нибудь

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА :6 Blood and its elements

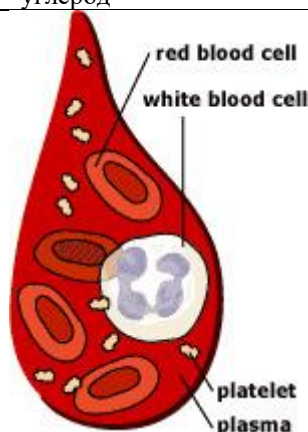
Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь грамотно строить вопросы, уметь их задавать и отвечать на них, уметь вести диалог с обменом мнениями, с использованием речевых клише.

ЗАДАНИЕ

Exercises 1 *Read and learn the following words:*

Vocabulary

blood – кровь	dioxide – диоксид
to be considered – рассматриваться	to contain – содержать
modified – измененный	circular – проспект
mesodermal – мезодермальный	dark-stained запятнанный
erythrocytes – эритроциты	nuclei – ядра
leukocytes – лейкоциты	scanty – скудный
platelets – тромбоциты	precursors – предшественники
fibrous proteins – волокнистые белки	short – короткий
cellular – клеточный	life – жизнь
elements – элементы	span – промежуток
immune – иммунный	approximately –приблизительно
humoral – гуморальный	peripheral – периферийный
important – важный	light-staining – легкое окрашивание
transporting – транспортировка	to aggregate – настраивать
carbon – углерод	to set up – устанавливать



Read and translate the text

Blood and its element

Blood is considered a modified type of connective tissue. Mesodermal in origin, it is composed of cells and cell fragments (erythrocytes, leukocytes, platelets), fibrous proteins (fibrinogen – fibrin during clotting), and an extracellular amorphous ground substance of fluid and proteins (plasma). Blood carries oxygen and nutrients to all cells of the body and waste materials away from cells to the kidney and lungs. It also contains cellular elements of the immune system as well as humoral factors. Now we talk about different elements of blood and the processes by which they are formed.

Formed elements of the blood/ Форменные элементы крови

The formed elements of the blood include *erythrocytes, leukocytes and platelets*.

Erythrocytes, or red blood cells, are important in transporting oxygen from the lungs to tissues and in returning carbon dioxide to the lungs. Oxygen and carbon dioxide carried in the RBC combine with hemoglobin to form oxyhemoglobin and carbaminohemoglobin, respectively.

Mature erythrocytes are enucleated, biconcave disks with a diameter of 7-8 μ m. The biconcave shape results in a 20-30% increase in surface area compared to a sphere.

Erythrocytes have a very large surface area: volume ratio that allows for efficient gas transfer. Erythrocyte membranes are remarkably pliable, enabling the cells to squeeze through the narrowest capillaries. In sickle cell anemia, this plasticity is lost, and the subsequent clogging of capillaries leads to sickle crisis. The normal concentration of erythrocytes in blood is $3,5-5,5 \times 10^{12}$ /liter in women and $4,3-5,9 \times 10^{12}$ /liter in men. Higher counts in men are attributed to the erythrogonic androgens. The packed volume of blood cells per total volume of known as the hematocrit. Normal hematocrit values are 46% for women and 41- 53% for men.

When aging RBCs develop subtle changes, macrophages in the bone marrow, spleen, and liver engulf and digest them. The iron is carried by transferrin in the blood to certain tissues, where it combines with apoferritin to form ferritin. The heme is catabolized into biliverdin, which is converted to bilirubin. The latter is secreted with bile salts.

Leukocytes, or white blood cells, are primarily with the cellular and humoral defense of the organism foreign materials. Leukocytes are classified as granulocytes (neutrophils, eosinophils, basophils) and agranulocytes (lymphocytes).

Granulocytes are named according to the staining properties of their specific granules. Neutrophils are 10-16 μ m in diameter.

They have 3-5 nuclear lobes and contain azurophilic granules (lysosomes), which contain hydrolytic enzymes for bacterial destruction, in their cytoplasm. Specific granules contain bactericidal enzymes (e.g., lysozyme). Neutrophils are phagocytes that are drawn (chemo-taxis) to bacterial chemoattractants. They are the primary cells involved in the acute inflammatory response and represent 54- 62% of leukocytes.

Eosinophils: they have a bilobed nucleus and possess acid granulations in their cytoplasm. These granules contain hydrolytic enzymes and peroxidase, which are discharged into phagocytic vacuoles.

Eosinophils are more numerous in the blood during infections and allergic diseases; they normally account only 3% of leukocytes.

Basophils: they possess large spheroid granules, which are basophilic and metachromatic, due to heparin, a glycosaminoglycan. Their granules also contain histamine.

Basophils degranulate in certain immune reaction, releasing heparin and histamine into their surroundings. They also release additional vasoactive amines

and slow reacting substance of anaphylaxis (SRS-A) consisting of leukotrienes LTC₄, LTD₄, and LTE₄. They represent less than 1% – of leukocytes.

Agranulocytes are named according to their lack of specific granules. Lymphocytes are generally small cells measuring 7-10 mm in diameter and constitute 25-33% of leukocytes. They contain circular dark-stained nuclei and scanty clear blue cytoplasm. Circulating lymphocytes enter the blood from the lymphatic tissues. Two principal types of immunocompetent lymphocytes can be identified using immunologic and bio chemical techniques: T lymphocytes and B lymphocytes. T cells differentiate in the thymus and then circulate in the peripheral blood, where they are the principal effectors of cell-mediated immunity. They also function as helper and suppressor cells, by modulating the immune response through their effect on B cells, plasma cells, macrophages, and other T Cells.

B cells differentiate in bone marrow and possibly in the gut-associated lymphatic tissues (GALT). They are the principal mediators of humoral immunity through their production of antibodies. Once activated by contact with an antigen, they differentiate into plasma cells, which synthesize antibodies that are secreted into the blood, intercellular fluid, and lymph. B lymphocytes also give rise to memory cells, which differentiate into plasma cells only after the second exposure to the antigen. They are responsible for the secondary, or amnestic response that occurs when the body is exposed to an antigen for a second time. Monocytes vary in diameter from 15-18 mm and are the largest of the peripheral blood cells. They constitute 3-7% of leukocytes.

Monocytes possess an eccentric U-shaped or kidney-shaped nucleus. The cytoplasm has a ground-glass appearance and fine azurophilic granules.

Their nuclei stain lighter than lymphocyte nuclei because of their loosely arranged chromatin.

Monocytes are the precursors for members of the mononuclear phagocyte system, including tissue macrophages (histiocytes), osteoclasts, alveolar macrophages, and Kupffer cells of the liver.

Platelets (thromboplastids) are 2-3 mm in diameter.

They are a nuclear, membrane-bound cellular fragments derived by cytoplasmic fragmentation of giant cells, called megakaryocytes, in the bone marrow.

They have a short life span of approximately 10 days.

There are normally $150-400 \times 10^9$ / liter 000 platelets per mm³ of blood. Ultrastructurally, platelets contain two portions: a peripheral, light-staining hyalomere that sends out fine cytoplasmic processes, and a central, dark-staining granulomere that contains mitochondria, vacuoles, glycogen granules, and granules. Platelets seal minute breaks in blood vessels and maintain endothelial

integrity by adhering to the damaged vessel in a process known as platelet aggregation. Platelets are able to form a plug at the rupture site of a vessel because their membrane permits them to agglutinate and adhere to surfaces.

Platelets aggregate to set up the cascade of enzymatic reactions that convert fibrinogen into the fibrin fibers that make up the clot.

Exercise 2. Answer the questions:

1. How is the blood considered?
2. What is the blood composed of?
3. What does blood carry?
4. Where does the blood carry oxygen and nutrients?
5. What does the blood contain in the immune system?
6. What do the formed elements of the blood include?
7. How do we also call red blood cells?
8. What area do erythrocytes have?
9. What do eosinophils have?
10. What appearance does the cytoplasm have?

ТЕОРЕТИЧЕСКИЙ МАТЕРИАЛ

Предлоги места времени и направления

Preposition of time and place

In (в) - in the morning, in winter, in May, in 1917, in late September (утром, зимой, в мае, в 1917, в конце сентября)

At (в) - at 9 p.m., at night, late at night (в 9 вечера, ночью, поздно ночью)

On - on Sunday, on the 1st of May (в воскресенье, 1-го мая)

By (к) - by 5 o'clock, by the end of the war (к 5 часам, к концу войны)

During - during the game (во время игры)

(в течение, во время)

For - for three days, for some time (в течение трех дней, некоторое время)

From...till (с...до...) - from early morning till late at night, from 5 till 7 tomorrow (с раннего утра до поздней ночи, с 5 до 7 завтра)

After (после) - after school, after supper (после школы, после ужина)

In (через) - in a day or two, in a fortnight (через день, два, через 2 недели)

Since (с) - since yesterday, since then (со вчерашнего дня, с тех пор)

While - He phoned you while you were out. (Он звонил тебе, пока (в то время как, пока) тебя не было)

Note: *выражения типа this week, next month, last summer, tonight, yesterday morning, tomorrow evening употребляются без какого-либо предлога.*

Предлоги места

- рядом с домом – beside the house

- среди нас – among us

- между двумя домами – between the houses

- у окна – by the window
- у двери – at the door
- вокруг стола – round the table
- далеко от дома – far from the house
- по ту сторону реки – beyond the river
- перед нашим офисом – in front of our office
- напротив моего дома – opposite my house
- позади меня – behind me
- над моей головой – above my head
- над столом – over the table
- под кроватью – under the bed
- под землей – below the ground
- в школе – in the school
- в доме – inside the house
- вне дома – outside the house
- на столе – on the table
- на стене – on the wall

Предлоги направления

- из Лондона – from London
- с поля – off the field
- из комнаты – out of the room
- по улице – along the street
- по улице – down the street
- через реку – across the river
- через лес – through the forest
- через стену – over the wall
- мимо дома – past the house
- к морю – to the sea
- по направлению к морю – towards the sea
- до вокзала – as far as the railway station
- в дом – into the house
- в Киев – for Kiev
- вниз по ступенькам – down the steps
- на холм – up the hill
- через Берлин – via Berlin

Предлоги времени

- на две недели – for two weeks
- за неделю – within a week
- через час – in an hour

за последние три месяца – over the last three months
во время войны – during the war
входе работы – in the course of the work
в случае болезни – in case of an illness
в случае землетрясения – in the event of an earthquake
до работы – before the work
после работы – after the work
с двух часов – from two o'clock
до четырех часов – till four o'clock
к трем часам – by three o'clock
с 1980-го года – since 1980
в 1945 году – in 1945
в августе – in August
в четыре часа – at four o'clock
в понедельник – on Monday
первого мая – on the first of May
утром – in the morning
днём - in the daytime
ночью - at night
десять минут восьмого – ten minutes past seven
без десяти семь – ten minutes to seven

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 7. **The Heart**

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь переводить со словарем, употреблять в речи степени сравнения прилагательных и модальные глаголы, уметь находить в тексте эквиваленты словосочетаний

Exercises 1 *Read and learn the following words:*

Vocabulary

1. Pump [pʌmp] насос; накачивать, нагнетать, выталкивать, выбрасывать
2. Rate [reɪt] n – частота, степень
3. Pulse rate n – частота пульса
4. Respiratory rate n – частота дыхания
5. Beat [bi:t] нудар; ударять (beat, beaten)
6. Per minute n – в минуту
7. Contract [kən'trækt] v сокращаться
8. Artery ['ɑ:təri] n артерия
9. Systole ['sɪstəli] n систола
10. Diastole [daɪ'estəli] n диастола
11. Atrium [eɪtriəm] n (pl. atria) предсердие
12. Ventricle ['ventrɪkl] n желудочек

Exercises 2 *Read and translate the text:*

Work of the human heart (Работа человеческого сердца)

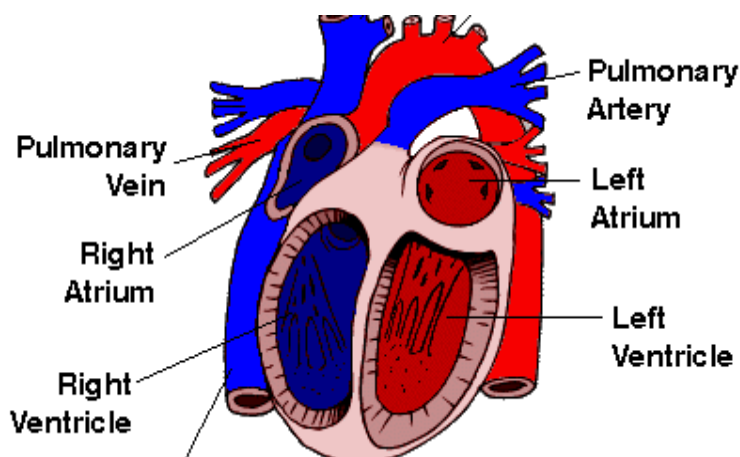
The human heart contracts from the first moment of life until the last one. The contractions of the heart pump the blood through the arteries to all the parts of the body. Physiologists have determined that in the adult the heart makes from 60 to 72 beats per minute. In the childhood the rate of heart 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 is called the atrial systole, the second phase of a more prolonged contraction – the ventricular systole. The third phase – 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.

1. Size: ...
2. Weight: ...
3. Structure: ...
4. Function: ...



Exercises 3. Find English equivalents of the following expressions in the text:

человеческое сердце, сокращаться, сокращения сердца, артерия, взрослый человек, 72 удара в минуту, определить частоту сердцебиения, зависит от различных эмоций, сердечный цикл, систола предсердия, систола желудочка, диастола, насос

Exercise 4. Translate the following sentences into Russian:

1. The human heart makes 60-80 contractions per minute.
2. On physical exertion the heart has a short period of rest and the diastole becomes less.
3. Ten tons of blood are pumped through the heart daily.

4. The heart acts as a pump.
5. John Floyer, an English doctor, was the first scientist to find out
6. the varying pulse rate in men.

ТЕОРЕТИЧЕСКИЙ МАТЕРИАЛ

Степени сравнения прилагательных

Если говорить о степенях сравнения прилагательных в английском языке, то можно заметить, что при сопоставлении с русским языком мы увидим большое количество схожих аспектов. Степени сравнения прилагательных в английском языке обладают теми же лексическими свойствами, во многом их структура очень похожа на структуру в нашем языке. Именно благодаря этому, обычно люди, изучающие английский язык, не имеют особых проблем при прохождении разделов, посвященных этой теме.

Имена прилагательные имеют три степени сравнения: положительную (обычная форма), сравнительную и превосходную. Однако в русском практически все прилагательные могут употребляться в двух разных формах степеней сравнения (например, сильнее и более сильный, мощнейший и самый мощный). В английском языке же у имен прилагательных в большинстве случаев есть только одна форма – либо простая, либо сложная.

Простая форма степеней сравнения

Односложные прилагательные и двусложные прилагательные, которые оканчиваются на –у, –е, –er, –ow, образуют сравнительную степень путем прибавления к положительной степени окончания –er. Превосходная степень образуется путем прибавления окончания –est. Далее идут несколько примеров:

Простая форма					
Положительная степень		Сравнительная степень		Превосходная степень	
low	низкий	lower	ниже	lowest	самый низкий
weak	слабый	weaker	слабее	weakest	слабейший
strong	сильный	stronger	сильнее	strongest	сильнейший
long	длинный	longer	длиннее	longest	длиннейший

Важно обратить внимание на некоторые орфографические аспекты образования сравнительных степеней в этом случае. Если прилагательное заканчивается на –у с согласной буквой перед этим окончанием, то в сравнительной и превосходной степени буква у заменяется на i. Если же букве у предшествует гласная, то у остается без изменения:

- Easy — easier — easiest
- Busy – busier -busiest
- Gay – gayer — gayest

Если прилагательное заканчивается на неизменяемую –е, то при добавлении окончания эта буква выбрасывается:

- Large – larger — largest
- Sage — sager — sagest

Если прилагательное оканчивается на согласную букву, а перед ней стоит краткая гласная, то последняя буква удваивается:

- Big – bigger — biggest

Сложная форма степеней сравнения

Большинство двусложных прилагательных, а также прилагательные, состоящие из большего количества слогов, образуют степени сравнения при помощи вспомогательных слов. Эти вспомогательные слова ставятся перед прилагательными в положительной степени.

Вспомогательные слова	
Слово	Перевод
more	более
less	менее
most	самый, наиболее
least	наименее

Примеры:

boring:

- more boring — более скучный
- most boring — самый скучный
- less boring — менее скучный
- least boring — наименее скучный

passive:

- more passive — более пассивный
- most passive — самый пассивный
- less passive — менее пассивный
- least passive — наименее пассивный

Исключения и особые правила

Существует ряд прилагательных, которые образуют сравнительные правила, не по общим правилам, а с использованием другого корня (аналоги некоторых из этих слов обладают такой же особенностью и в русском языке).

Исключения					
Положительная степень		Сравнительная степень		Превосходная степень	
good	хороший	better	лучше	best	лучший
bad	плохой	worse	хуже	worst	худший
little	маленький	less	меньше	least	наименьший
far	далекий	further, farther	более далекий	furthest, farthest	самый далекий

Словосочетания из существительного и прилагательного в превосходной степени употребляются с определенным артиклем, если не используется притяжательное местоимение. Артикль используется даже тогда, когда само существительное опускается.

- It's the smallest country of the world. Это самая маленькая страна в мире.
- He's the weakest soldier of our battle group. Он является самым слабым солдатом в нашей группе.
- My home is the most beautiful in the world! Мой дом – самый красивый в мире!
- This wagon is the oldest in our town. Эта повозка самая старая в нашем городке.

В случае употребления союза *than* (чем) и личного местоимения 3-его лица после него, обычно используется глагол в соответствующей форме. Если же местоимение стоит в первом или втором лице, то глагол, как правило, не употребляется. Это не является строгим правилом, однако обычно фразы строятся именно таким образом.

- I'm taller than he is. Я выше него.
- You are more beautiful than she is. Ты красивей нее.
- You are busier than I (= me). Ты занят больше меня.
- Her brother is younger than you. Ее брат младше тебя.
- He's older than we (=us). Она старше нас.

Вы можете оценить статью:

Rating: 4.1/5 (48 votes cast)

Степени сравнения наречий

Как в русском, так и в английском языке не все наречия могут иметь степени сравнения. В основном они есть у наречий образа действий (*quickly* – быстро, *simply* – просто), и наречий неопределенного времени (*often* – часто, *early* – рано).

Формируются степени сравнения наречий аналогично степеням сравнения прилагательных. Для односложных и двусложных наречий, вроде упомянутых *quickly*, *early*, степени сравнения образуются точно так же как и для аналогичных прилагательных. Путем добавления окончаний *-er* и *-est*. Более того, сравнительная и превосходная степени наречий абсолютно идентичны сравнительной и превосходной степеням соответствующих прилагательных. Например:

- Прилагательное: **quick**
- Наречие: **quickly**
- Сравнительная степень наречия (прилагательного): **quicker**
- Превосходная степень наречия (прилагательного): **quickest**

Все прочие наречия (которые оканчиваются на *-ly*) образуют степени сравнения с помощью вспомогательных слов: **more** и **most**. Например:

- Наречие: **correctly**
- Сравнительная степень: **more correctly**
- Превосходная степень: **most correctly**

Далее приведены примеры употребления сравнительных степеней наречий:

- I work **better** today. Сегодня я работаю лучше.
- This exercise was done **most correctly**. Это упражнение было сделано правильнее всех.
- He works **quicker** than you do. Он работает быстрее, чем ты.
- You read **best** of all today. Вы ответили лучше всех сегодня.

ПРАКТИЧЕСКАЯ РАБОТА

Тема : 8 THE CARDIOVASCULAR SYSTEM

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь читать с целью извлечения конкретной информации, употреблять придаточные определительные предложения.

Vocabulary

Exercise 1 *Read and learn the following words:*

1. cardiovascular system - сердечнососудистая система
2. blood circulation - кровообращение
3. artery - артерия
4. vein – вена
5. capillary - капилляр
6. blood vessel - кровеносный сосуд
7. to pump blood - выталкивать кровь
8. oxygen-poor blood – кровь, бедная кислородом
9. oxygen-rich blood – кровь, обогащённая кислородом
10. chamber of the heart - камера сердца
11. atrium (atria) - предсердие
12. ventricle - желудочек
13. valve - клапан
14. cardiac cycle - сердечный цикл
15. vascular system – сосудистая система
16. pulmonary system - лёгочная система
17. to separate-разделять
18. portal system – венозная система

Exercise 2 *Read the text. Pay attention to the new words for better understanding.*

The Cardiovascular System

The *cardiovascular system* is the system of *blood circulation*. It includes the heart, the *arteries*, the *veins* and the *capillaries*.

The centre of the circulatory system is the heart. The heart is the size of about two fists. The normal weight of the heart is about half of one per cent of the total body weight. The human heart contracts from the first moment of life to the last one.

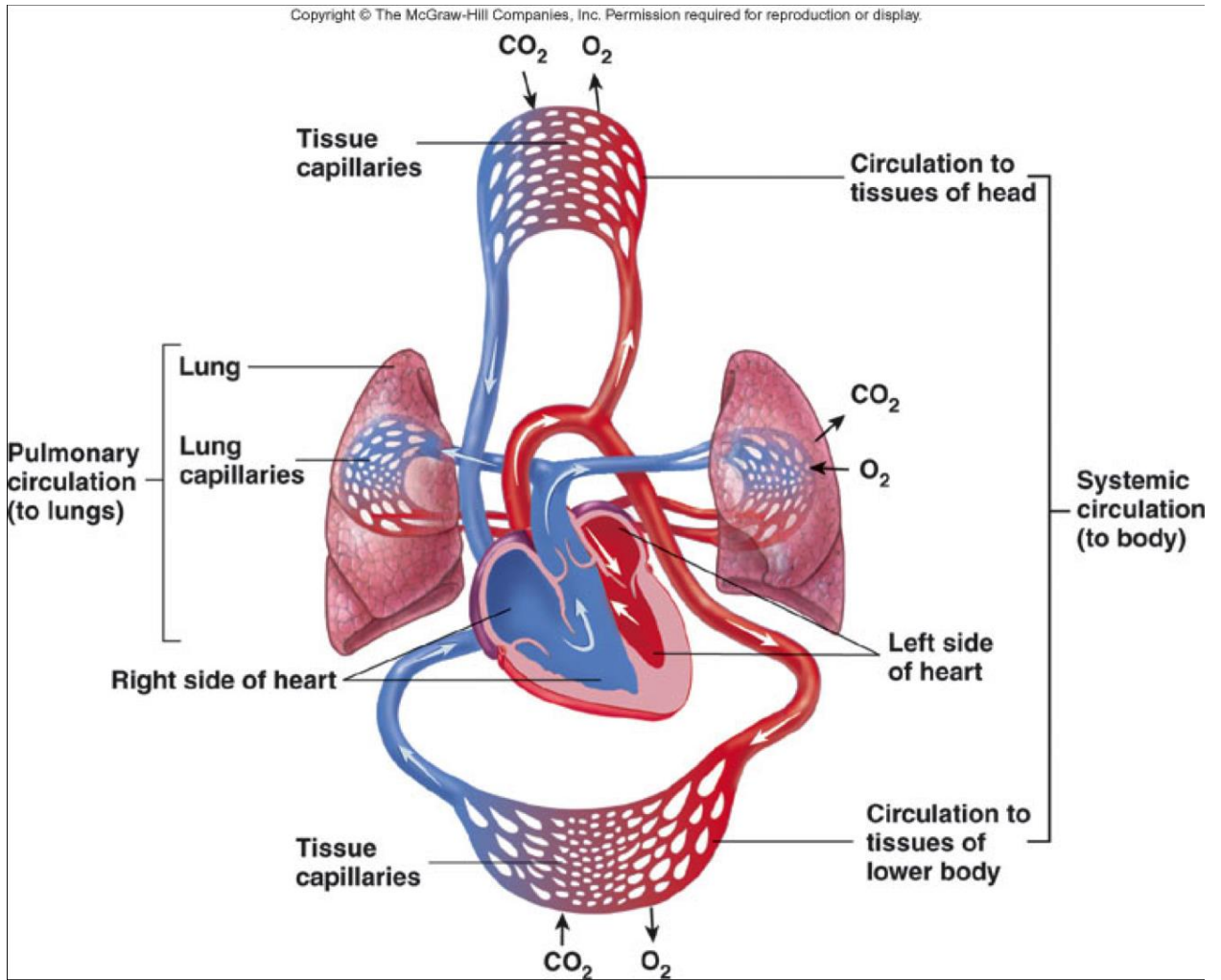
The contractions of the heart *pump blood* through the arteries to all parts of the body. Blood flows through your body using your *blood vessels* such as capillaries, veins and arteries. When the *oxygen-poor blood* goes to your lungs, the blood will be *oxygen-rich* and will give oxygen to your whole body and does this over and over again.

There are four *chambers* in the heart. There are two chambers on the top and two chambers on the bottom. The top two chambers are called the *atria*. There's a left atrium and a right atrium. They receive blood returning to the heart from the body and lungs. The bottom two chambers are the *ventricles*. There is also a right ventricle and a left ventricle. The ventricles give the blood to the body and lungs. *The valves separate* the atria from the ventricles. The valves are located at the entrance and exit of each ventricle.

Each beat of the heart is followed by a period of rest for the cardiac muscle. Each wave of contraction and period of rest of the heart compose *a cardiac cycle*.

The *vascular system* consists of three groups of vessels – arteries, veins and capillaries. The vessels carrying blood to and from the tissues of the body compose the general system. They are called the systemic vessels. *The pulmonary system* is formed by the vessels carrying blood to and from the lungs. *The portal system* is formed by the veins passing to the liver.

Cardiovascular system



Exercise 3. Look at the picture of the heart and learn its structure.

Exercise 4. Read the text about the heart and retell it.

Cardiovascular System

The cardiovascular system consists of the heart, blood vessels, and the approximately 5 liters of blood that the blood vessels transport. Responsible for transporting oxygen, nutrients, hormones, and cellular waste products throughout the body, the cardiovascular system is powered by the body's hardest-working organ — the heart, which is only about the size of a closed fist.

Functions of the Cardiovascular System

The cardiovascular system has three major functions: transportation of materials, protection from pathogens, and regulation of the body's homeostasis.

Transportation: The cardiovascular system transports blood to almost all of the body's tissues. The blood delivers essential nutrients and oxygen and removes

wastes and carbon dioxide to be processed or removed from the body. Hormones are transported throughout the body via the blood's liquid plasma.

Protection: The cardiovascular system protects the body through its white blood cells. White blood cells clean up cellular debris and fight pathogens that have entered the body. Platelets and red blood cells form scabs to seal wounds and prevent pathogens from entering the body and liquids from leaking out. Blood also carries antibodies that provide specific immunity to pathogens that the body has previously been exposed to or has been vaccinated against.

Regulation: The cardiovascular system is instrumental in the body's ability to maintain homeostatic control of several internal conditions. Blood vessels help maintain a stable body temperature by controlling the blood flow to the surface of the skin. Blood vessels near the skin's surface open during times of overheating to allow hot blood to dump its heat into the body's surroundings. In the case of hypothermia, these blood vessels constrict to keep blood flowing only to vital organs in the body's core. Blood also helps balance the body's pH due to the presence of bicarbonate ions, which act as a buffer solution. Finally, the albumins in blood plasma help to balance the osmotic concentration of the body's cells by maintaining an isotonic environment.

Exercise 5. Answer the question

What kind of organ is the heart?

Where is it situated?

What is its structure?

What is the function of the heart?

Exercise 6. Are the sentences true or false?

1. The heart is in the right half of the chest.
2. The heart makes beats and pumps the blood throughout the body.
3. The heart has four chambers.
4. There are three ventricles and an atrium in our heart.
5. The veins carry the blood to the heart.
6. The septum divides the upper and lower parts of the heart.
7. The mitral valve is in the left heart.
8. The tricuspid valve is in the left heart.
9. There are two blood circulations.
10. The aorta is the largest artery of the body.

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 9. Tissues and muscles (мышцы и ткани)

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь читать с целью извлечения конкретной информации.

ЗАДАНИЕ

Exercise 1. Read and learn the following words:

Vocabulary

lining	выстилка	to bend	Сгибать
elongated	вытянутый	tough	Упругий
abundant	обильный, часто встречающийся	striated muscle	Поперечно-полосатая мышца
loose	свободный	to wiggle	Шевелить
cartilage	хрящ	frown	выражение неодобрения
voluntary	произвольный	pacemaker	сердечный ритмоводитель
stringlike	веревчатый, струновидный	pectoralis muscles	пекторальные (грудные) мышцы
smooth muscle	гладкая мышца	gluteus maximus (muscle)	большая ягодичная мышца
contraction	сокращение		

Exercise 2 *Read and translate the text:*

Types of tissues

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

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

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

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

It is an involuntary type. The cardiac muscle is found only in the walls of the heart and is involuntary in nature.

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

Muscles of a human body

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

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

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

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

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

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

Skeletal muscles are held to the bones with the help of *tendons*. Tendons are cords made of tough tissue, and they work as special connector pieces between bone and muscle.

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

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

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

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

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

Deltoid muscles help you move your shoulders.

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

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

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

I. Exercises 3 Answer the following questions:

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

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 10. THE RESPIRATORY SYSTEM

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь переводить текст со словарем, извлекать нужную информацию из текста, уметь сравнивать.

ЗАДАНИЕ

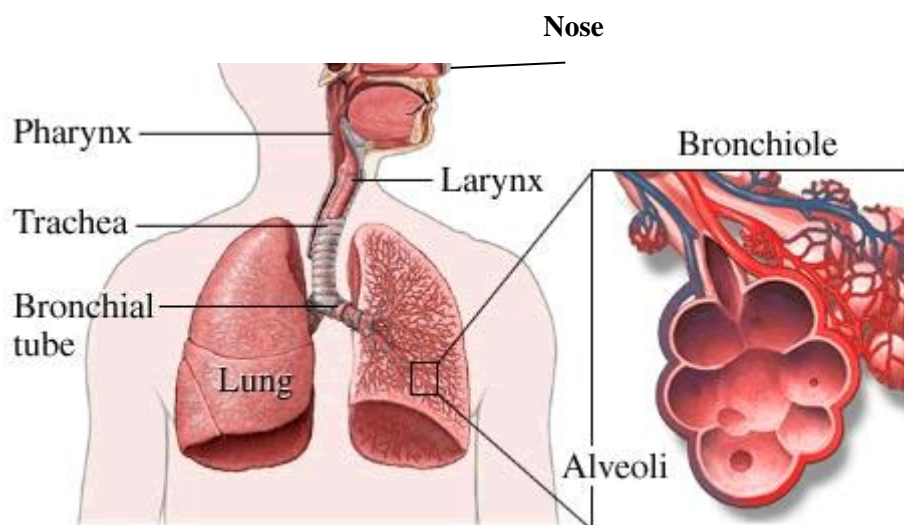
Vocabulary

Exercise 1 *Read and learn the following words:*

1. respiratory system – дыхательная система
2. to bring oxygen – доставлять кислород
3. to remove carbon dioxide – удалять углекислый газ
4. breathing-дыхание
5. inspiration -вдох
6. expiration-выдох
7. small sacs – маленькие мешочки
8. mediastinum-средостение

9. covered by the pleura – покрытый плеврой
10. base – основание
11. apex – верхушка
12. border – граница
13. surface – поверхность
14. vital capacity – жизненная емкость
15. fill with the air – наполняться воздухом
16. absorb oxygen – впитывать кислород
17. waste product – остаточный продукт
18. expel from the body – выводить из тела

Exercise 2. Look at the picture and write down the English names of the respiratory organs.



1. нос; 2. глотка; 3. гортань; 3. трахея; 4. бронхиальная трубка (бронх – bronchus, бронхи – bronchi);
5. лёгкое; 6. бронхиола; 7. альвеолы

Exercise 3. Read the text. Translate the sentences with the new words from ex.3.

The Respiratory System

The respiratory system brings oxygen into the body and removes carbon dioxide. This process is called breathing. It consists of inspiration and expiration. The organs of this system are the nose, pharynx, larynx, trachea and lungs. When you breathe, air travels through your nose, down the trachea, and into bronchi. These bronchi branch into smaller passages called bronchioles and finally into small sacs called alveoli.

The lungs are the most important organs of the respiratory system. There are two lungs in the body. The right lung has three lobes and the left lung has only two lobes. The lungs are separated by the mediastinum and covered by the pleura. They have bases, apexes, borders and surfaces. The average vital capacity is about 3-4 liters.

During inspiration, the alveoli in the lungs are filled with air. It is here that oxygen is exchanged for carbon dioxide. Blood cells absorb oxygen from the capillaries in the alveoli, as carbon dioxide, a waste product, is released back into the lungs from the veins. During expiration, the carbon dioxide is expelled from the body. Oxygen-rich blood then travels to the heart so it can be pumped back to the body where it is needed.

Exercise 4. Answer the questions

1. What does the respiratory system do?
2. What does the breathing process consist of?
3. What are the organs of the respiratory system?

Exercise 5. Complete the sentences

1. Lungs are ...
2. There are two ...
3. The right lung ...
4. The left lung ...
5. The lungs are separated ...
6. The lungs have ...
7. Their vital capacity is ...

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 11 NERVOUS SYSTEM

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь переводить со словарем, извлекать нужную информацию из текста, уметь сравнивать.

ЗАДАНИЕ

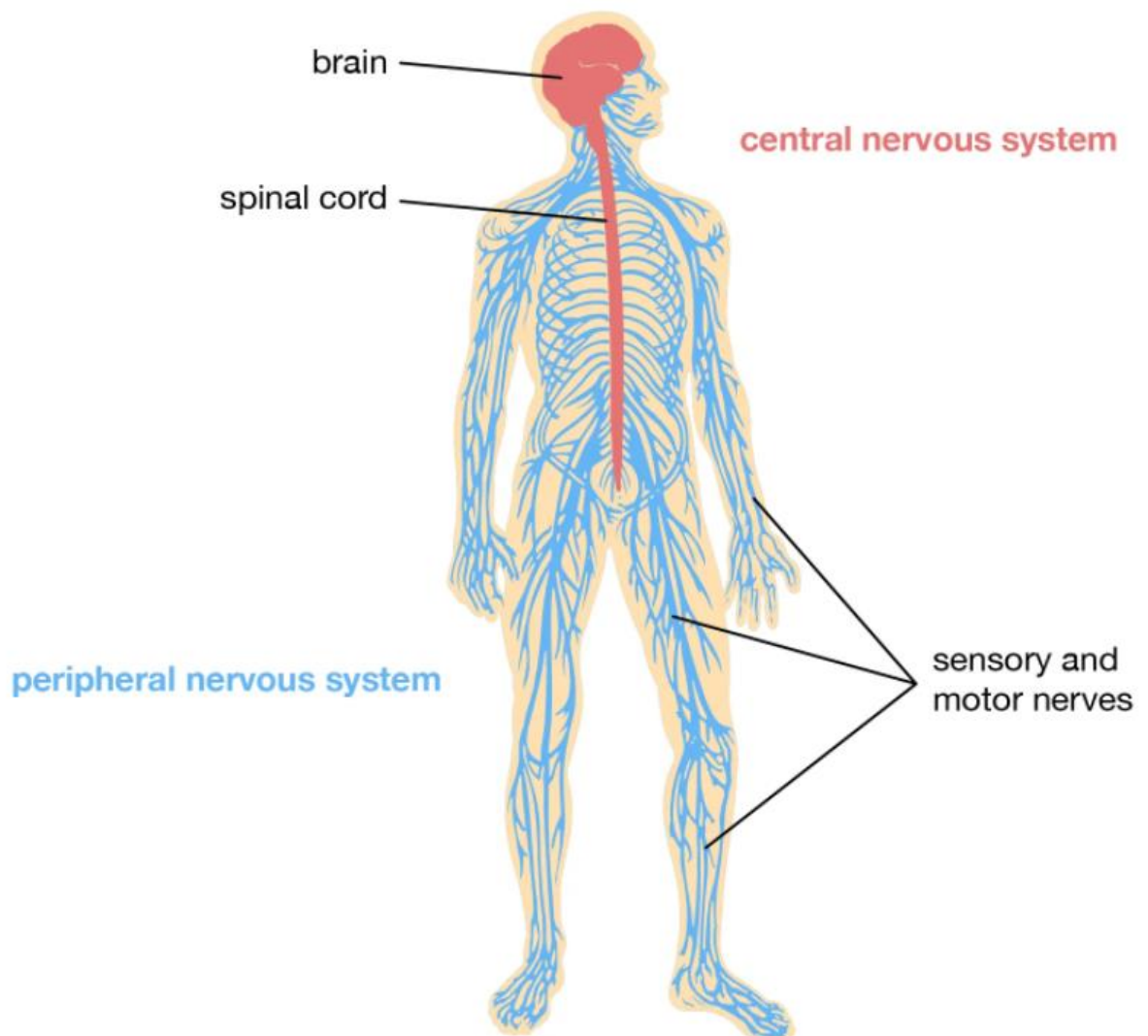
Exercise 1 *Read and learn the following words:*

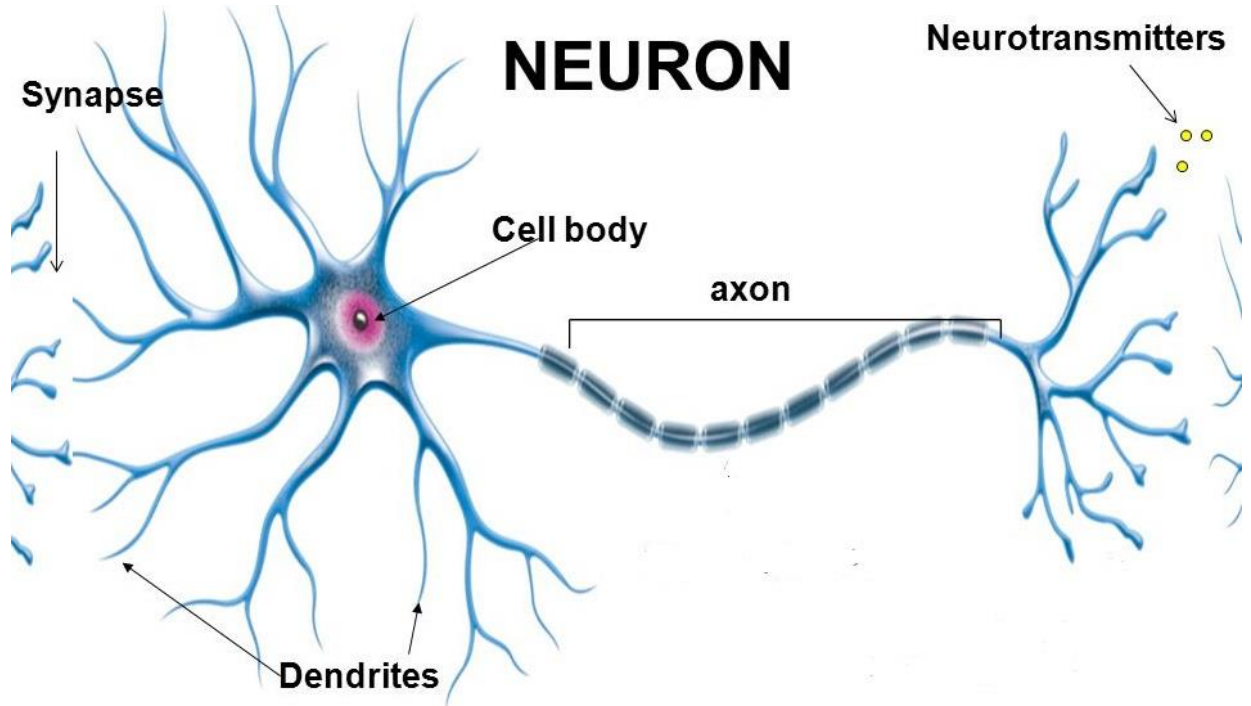
Vocabulary

autonomic nervous system	вегетативная нервная система
Axon	аксон
Brain	головной мозг
brain stem	ствол головного мозга
central nervous system	центральная нервная система
Cerebellum	мозжечок

Cerebrum	большой мозг
Dendrite	дендрит
Hypothalamus	гипоталамус
motor neuron	двигательный нейрон
Neurotransmitter	нейротрансмиттер
parasympathetic nervous system	парасимпатическая нервная система
peripheral nervous system	периферическая нервная система
pituitary gland	гипофиз
sensory neuron	сенсорный нейрон
somatic nervous system	соматическая нервная система
spinal cord	спинной мозг
stimulus	раздражитель
sympathetic nervous system	симпатическая нервная система
synapse	Синапс
thalamus	таламус

The nervous system





Exercise 2 *Read and translate the text:*

Nervous system.

The nervous system is the control centre of the body. It has two main parts: the central nervous system and the peripheral nervous system. The central nervous system consists of the brain and spinal cord. The peripheral nervous system consists of the nerves, which relay impulses between the central nervous system and the rest of the body. They transmit information by electrical and chemical signals. Messages get passed on through the nerves in the spinal cord to the nerves in the brain. The brain takes the messages, translates them, then sends a message back to the muscles.

The brain is a very complex organ with many different parts. The biggest part is the cerebrum, responsible for intelligence, memory, personality, emotion,

speech and the ability to feel and move. Next is the smaller cerebellum, controlling balance, movement and coordination, and the brain stem. This is responsible for taking in, sending out and coordinating all of the brain's messages. It also controls many automatic body functions such as breathing, heart rate and digestion. The thalamus carries messages from the sensory organs like the eyes, ears, nose and fingers to the cerebrum, and the hypothalamus controls other automatic processes such as body temperature and appetite. Lastly, there is the tiny pituitary gland, which produces and releases hormones to control growth, metabolism, our response to stress, and many other things.

Most neurons have three parts: a cell body, an axon, and dendrites. The cell body of neuron contains our [genetic](#) information. An [axon](#) is a long, narrow connecting line that extends from the cell body to send electrical impulses to other neurons. Through these impulses, axons are responsible for the active transmission of information throughout the entire body.

Dendrites also extend from the neuron cell body, but they are responsible for receiving messages from other neurons. Dendrites, which look like tree branches, collect information to bring back to the neuron. Each dendrite's end is a contact point that allows one neuron to connect with another with the help of special chemicals called neurotransmitters. These contact points are called [synapses](#).

Exercise 3 : *Complete the sentences.*

1. The nervous system is the ... of the body.
2. Neurons transmit information by electrical and chemical... .
3. The biggest part of the brain is
4. The cell body of neuron contains
5. ... are responsible for receiving messages from other neurons.
6. Connections between neurons are called....

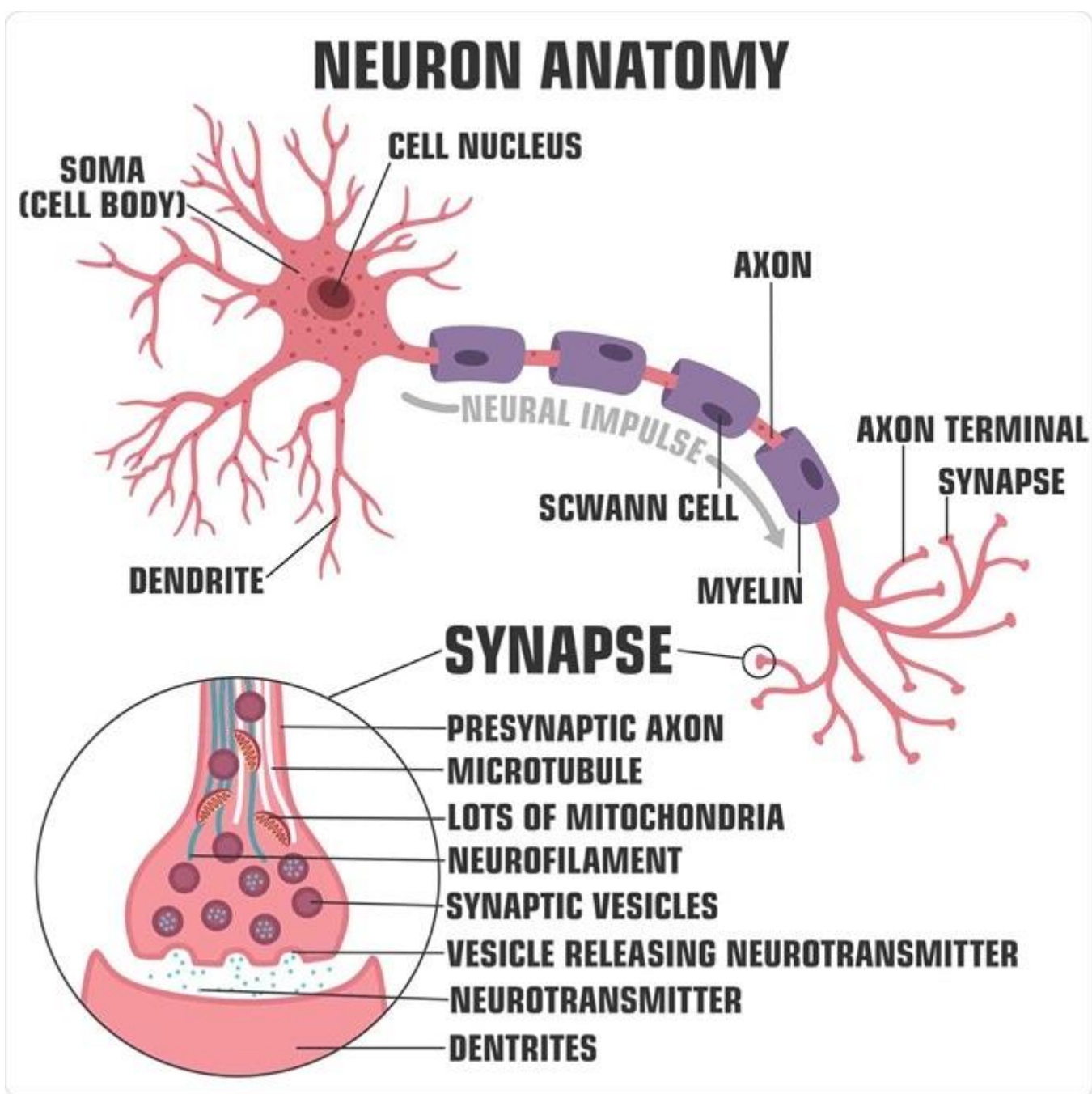
ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА: 12Neurons

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь - уметь переводить со словарем, употреблять в речи и строить придаточные обстоятельственные предложения.

Exercise 3. Read and translate the text:

The neuron is the basic unit in the nervous system. It is a specialized conductor cell that receives and transmits electrochemical nerve impulses. A typical neuron has a cell body and long arms that conduct impulses from one body part to another.



There are three different parts of the neuron:

- Cell body
- Dendrites
- Axon

Cell body of a neuron

The cell body is like any other cell with a nucleus or control center.

Dendrites

The cell body has several highly branched, thick extensions that appear like cables and are called dendrites. The exception is a sensory neuron that has a single, long dendrite instead of many dendrites. Motor neurons have multiple thick dendrites. The dendrite's function is to carry a nerve impulse into the cell body.

Axon

An axon is a long, thin process that carries impulses away from the cell body to another neuron or tissue. There is usually only one axon per neuron.

Myelin sheath

The neuron is covered with the Myelin Sheath or Schwann Cells. These are white segmented covering around axons and dendrites of many peripheral neurons. The covering is continuous along the axons or dendrites except at the point of termination and the nodes of Ranvier.

The neurilemma is the layer of Schwann cells with a nucleus. Its function is to allow damaged nerves to regenerate. Nerves in the brain and spinal cord do not have a neurilemma and cannot recover when damaged.

Types of neuron

Neurons in the body can be classified according to structure and function. According to structure, neurons may be multipolar neurons, bipolar neurons, and unipolar neurons:

- Multipolar neurons have one axon and several dendrites. These are common in the brain and spinal cord.

- Bipolar neurons have one axon and one dendrite. These are seen in the eye's retina, the inner ear, and the olfactory (smell) area.
- Unipolar neurons have one process extending from the cell body. The one process divides with one part acting as an axon and functioning as a dendrite. These are seen in the spinal cord.

ПРАКТИЧЕСКАЯ РАБОТА Тема:13 «Digestive system»

Цели занятия: на основе теоретических и практических знаний обучающийся должен уметь читать с целью извлечения детальной информации, иметь навыки поискового чтения.

ЗАДАНИЕ

Exercise 1 Read and learn the following words:

VOCABULARY

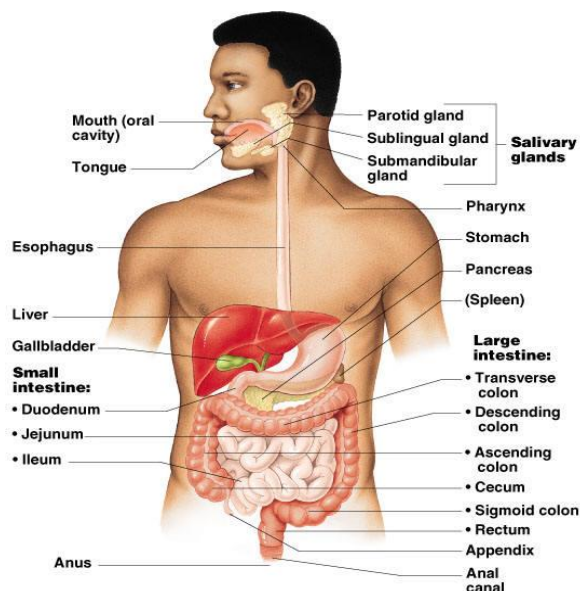
salivary ['sælv(ə)rɪ] слюнный
 dilate [daɪ'leɪt]/ 1) расширяться
 alimentary [ˌælv'ment(ə)rɪ]/ 1) пищевой
 acid ['æsɪd]/ 1. 1) кислота
 enzyme ['enzaim] ; фермент, энзим
 majority [mə'dʒɔrətɪ]/ 1) а) большинство
 ejection [ɪ'dʒekʃ(ə)n] 1) а) извержение, выброс, выбрасывание
 expulsion [ɪk'spʌʃ(ə)n] выталкивание
 feces [fi:si:z] фекалии
 emulsification эмульгирование; эмульсификация
 chewing ['tʃu:ɪŋ] жевательный
 mastication [ˌmæstɪ'keɪʃ(ə)n] 1) жевание
 lubrication [ˌlu:bri'keɪʃ(ə)n]/ смазка, смазывание

Exercise 1 Read and translate following words:

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

: Exercise 2 Read and translate the text **DIGESTIVE SYSTEM**

Digestive system is the food processing system of human body. The whole digestive system is in the form of a long, hollow, twisted and turned tube, called the



alimentary canal, which starts from the oral cavity and ends at the anus. The overall process of digestion and absorption of food occurs in this tube. The tube is divided into different parts on the basis of structure and function of each part. These parts are described below.

Parts of digestive system:

Human digestive system consists of the two categories of parts. The first category consists of those organs that are directly involved in the process of digestion and absorption. The second category consists of those organs that aid the process of digestion and absorption of food by producing chemical substances or by some other way, but are not directly involved in the process of digestion and absorption. The first category of organs may be called as “necessary organs” and the second category as “accessory organs” but it should be kept in mind that without the aid of accessory organs, the process of digestion is seriously impaired. When the accessory organs fail to perform their functions completely, the process of digestion may also completely stop.

Functions of digestive system:

As stated above, digestive system is the food processing system of human body. The food taken by human beings is digested into simpler molecules that can be absorbed into the blood and utilized for various functions of human body. As the digestive system is the only route of intake of nutrients (in normal conditions), therefore necessarily all the nutrient requirements of human body are fulfilled by this system alone. If the digestive system is impaired for some reason, health of the affected individual will seriously decline.

:

Exercise 3 Post-reading activities

1. The soft palate is a continuation of the soft tissues covering the hard palate. 2. The small intestine composed of three main portions is a thin-walled muscular tube. 3. The weight of the largest of the salivary glands is 28 gr. 4. The liver consists of small lobules connected together by connective tissue, different vessels and nerves. 5. The duodenum is called so because its length measures about the length of twelve fingers. 6. The liver consisting of lobes is covered with a fibrous coat. 7. The peritoneum is a serious coat covering the inner surface of the abdominal wall. 8. The shape of the stomach changes when it dilates and its borders greatly extend. 9. Bile secreted by the liver participates in the digestive process and has a defensive function. 10. Food undergone mechanical and chemical changes passes from the small intestine into the large one.

Систематизация и обобщение знаний по разделу: «Анатомия и физиология человека»

Цели занятия: контроль усвоения изученного материала

TEST

1. Our **bones** provide support for...
 - a) our head
 - b) spinal column
 - c) our bodies
2. The skull forms the shape of our...
 - a) ears
 - b) face
 - c) lips
3. Our bones, muscles, and joints enable us to do everyday...
 - a) morning exercises
 - b) homework
 - c) physical activities
4. The human skeleton has...
 - a) 203 bones
 - b) 206 bones
 - c) 209 bones
5. Bones are made up of...
 - a) compact bone and cancellous bone
 - b) **trabeculae**
 - c) **ligaments**
6. ... supports bones and protects them where they rub against each other.
 - a) tendon
 - b) **ligament**
 - c) **cartilage**
7. The human body has more than 650 muscles, which make up...
 - a) the whole person's body weight.
 - b) half of a person's body weight.
 - c) 1/4 of a person's body weight.
8. Joints are classified by their...
 - a) range of movement.
 - b) shapes
 - c) sizes

Keys Exercise

1	2	3	4	5	6	7	8
c	b	c	b	a	c	b	a

TEST

1. The spinal cord, a pathway for messages between the brain and the body, is protected by ...
 - a) the skull
 - b) the ribs
 - c) backbone
 - d) the skin
 - e) the muscles

2. Muscles are the masses of tough, elastic tissue that pull our bones when we....
 - a) move
 - b) breathe
 - c) sit
 - d) lie
 - e) relax

3. The human skeleton has
 - a) 89 bones
 - b) 206 bones
 - c) 124 bones
 - d) 357 bones
 - e) 423 bones

4. Bones are fastened to other bones by long, fibrous straps called
 - a) **cartilages**
 - b) **trabeculae**
 - c) **bone marrow**
 - d) **joints**
 - e) **ligaments**

5. Joints ... by their range of movement.
 - a) has been classified
 - b) are classified
 - c) shall be classified
 - d) are being classified

e) had been classified

6. The dome of the skull, for example, is made of bony plates, which must be immovable to protect

a) the jaws

b) the head

c) the teeth

d) the arteries

e) the brain

7. Joints are classified ... their range of movement.

a) with

b) for

c) by

d) to

e) of

8. **Synovial joints** move in

a) many directions

b) two directions

c) a few directions

d) no directions

e) one direction

9. Our bones begin to develop

a) during birth

b) at the age of 7 months old

c) before birth

d) in the kindergarten

e) after birth

10. Muscles are connected to bones by tough, cord-like tissues called

a) **joints**

b) **tendons**

c) **ligaments**

d) **cartilages**

e) fibers

Test Keys

1	2	3	4	5	6	7	8	9	10
C	a	b	e	b	e	c	a	c	b

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА: 15 THE NURSING ACTIONS

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь читать с целью извлечения конкретной информации, уметь употреблять основную терминологию по специальности, использовать речевую функцию запроса информации.

ЗАДАНИЕ:

Exercise: 1 Read and learn the following words

1. Банки <i>ставить банки</i>	1. cups <i>to apply cups</i>
2. Бинт	2. bandage
3. Вата	3. cotton wool
4. Горчичник <i>ставить горчичники</i>	4. mustard plaster <i>to apply mustard plasters -</i>
5. Градусник <i>поставить градусник</i> <i>прочитать показания на градуснике</i> <i>забрать градусник</i> <i>измерять температуру пациента</i>	5. thermometer <i>to put a thermometer</i> <i>to read a thermometer</i> <i>to take a thermometer out</i> <i>to take the patients' temperature</i>
6. Грелка <i>наполнять грелку...</i> <i>ставить грелку на ...</i>	6. hot-water bag (bottle) <i>to fill a hot – water bag with ...-</i> <i>to put a hot water bag on...</i>
7. Губка <i>помыть пациента с губкой</i>	7. sponge <i>to wash a patient with a sponge</i>
8. Игла для шприца	8. needle
9. Капельница	9. dropping bottle
10. Носилки для больного	10. wheeled stretcher
11. Клизма	11. enema
12. Компресс <i>ставить компресс</i>	12. compress <i>to put a compress</i>
13. Кресло-каталка <i>перемещать пациента на кресле-каталке</i>	13. wheel-chair <i>to take a patient in a wheel chair</i>
14. Лейкопластырь <i>наклеить пластырь</i>	14. sticking plaster <i>to put a sticking plaster</i>
15. Маска	15. mask
16. Медицинские инструменты	16. forceps
17. Мыло	17. soap

18. Ножницы	18. scissors
19. Надувной круг <i>подавать надувной круг лежащему больному</i>	19. air-ring <i>to give an air-ring to a bed-patient</i>
20. Носилки	20. stretcher
21. Пипетка	21. pipette
22. перевязочный материал	22. dressing
23. Перчатки	23. gloves
24. Поильник <i>Давать поильник</i>	24. feeding-cup <i>to give a feeding cup –</i>
25. Пузырь для льда <i>менять лёд в пузыре для льда наполнять пузырь для льда ... ставить пузырь со льдом на ...</i>	25. ice-bag <i>to change ice in the ice bag to fill an ice-bag with to put an ice-bag on.....</i>
26. Судно <i>подавать судно лежащему больному убирать судно</i>	26. bed- <i>pan to give a bed-pan to a bed-patient to take away a bad-pan from a bed-patient</i>
27. Скальпель	27. scalpel
28. Таз	28. basin
29. Фенендоскоп	29. phonendoscope
30. Халат	30. gown
31. Шприц <i>разбирать шприц собирать шприц делать инъекцию</i>	31. syringe <i>to disassemble a syringe to assemble a syringe to make injections</i>
32. Палата	32. ward
33. Выполнять указания доктора	33. to carry out the doctor's prescription
34. Обследовать, осматривать пациента	34. to examine the patient
35. Делать клизму	35. to give an enema
36. Давать лекарство	36. to give medicine
37. Делать переливания	37. to make transfusions
38. Измерять давление	38. to measure blood pressure

Exercise 2 Fill in the gaps with the words above

If you want to give injections, take

If you want to take the temperature, take

If you want to wash your hands, take



If you want to drop nasal drops, take

If you want to rub the skin, take

If you want to cut the bandage, take

If you want to wash the patient, take

Exercise .3 Write down the correct words for the pictures. Translate the word combinations.

1. put take out read shake	a		2. assemble disassemble	a	
--	---	---	-------------------------------	---	---

3.give a bed patient of tea		4.change ice in an	
5.give a cleansing		6.take a patient in a into a ward	
7.give a patient a		8. put a	
9. fill in..... with water		10.put ... on the back	
11. put on the back of the patient		12. nasal drops	

Exercise 4 Translate into English

1. Поставьте градусник лежачему больному.
2. Достаньте градусник и прочитайте показания.
3. Встряхните градусник.
4. Дайте больному поильник с чаем.
5. Поставьте очистительную клизму.
6. Дайте судно лежачему пациенту.
7. Наполните грелку водой.
8. Смените лед в пузыре для льда.
9. Отвезите пациента на каталке в палату.
10. Поставьте холодный компресс на ушиб (bruise).
11. Поставьте банки на спину.
12. Закапайте капли в нос.
13. Поставьте горчичники на спину.
14. Соберите шприц.
15. Разберите шприц

ТЕОРЕТИЧЕСКИЙ МАТЕРИАЛ

Present Simple	Present Continuous	Present Perfect	Present Perfect Continuous
<p>Как образовать? + V/V(e)s</p> <p>I go to school every day.</p> <p>Molly goes to school every day</p> <p>-don't/doesn't V</p> <p>I don't go to school every day.</p> <p>Molly doesn't go to school every day.</p> <p>? Do/Does + S + V</p> <p>Do you go to school every day?</p> <p>Does Molly go to school every day?</p>	<p>Как образовать? + am/is/are Ving.</p> <p>I am sitting.</p> <p>She is singing.</p> <p>They are playing.</p> <p>-am/is /are not +Ving</p> <p>I am not playing.</p> <p>He isn't watching.</p> <p>We are not listening.</p> <p>? Am / Is /Are + S+ Ving</p> <p>Am I sitting?</p> <p>Is she listening?</p> <p>Are they singing?</p>	<p>Как образовать? + have/has +V3</p> <p>I have watched this film.</p> <p>She has done her homework.</p> <p>-have/has not +V3</p> <p>I haven't met her before</p> <p>He has not watched the film.</p> <p>? Have/Has +S+V3.</p> <p>Have we met before?</p> <p>Has Molly read this book?</p>	<p>Как образовать? + have / has been Ving</p> <p>I have been working.</p> <p>She had been waiting.</p> <p>-Have/has not been Ving</p> <p>I haven't been waiting for you.</p> <p>She hasn't been running.</p> <p>? Have/ has + S+ been Ving</p> <p>Have you been working all day long?</p> <p>Has he been running?</p>
<p>Когда употреблять?</p> <ul style="list-style-type: none"> • Обычное, регулярно повторяющееся действие. <p>Molly often visits her granny.</p> <ul style="list-style-type: none"> • Расписание. <p>The ship leaves at 8 sharp.</p> <ul style="list-style-type: none"> • Факты, законы природы. <p>It often rains in autumn.</p>	<p>Когда употреблять?</p> <ul style="list-style-type: none"> • Действие происходит (длится) в данный момент. <p>She is watching TV now.</p> <ul style="list-style-type: none"> • Действие происходит в данный период. <p>I am reading M.Twain these days.</p> <ul style="list-style-type: none"> • Запланированное действие. <p>I'm flying to Madrid.</p>	<p>Когда употреблять?</p> <ul style="list-style-type: none"> • Действие завершено, но нет указание на момент совершения. <p>She has done her homework.</p> <ul style="list-style-type: none"> • Действие завершено, нет указания на момент совершения и есть результат важный в данный момент. <p>I have bought some flour, so we can bake a cake.</p>	<p>Когда употреблять?</p> <ul style="list-style-type: none"> • Действие, которое длилось до настоящего момента (возможно, действие продолжается и сейчас). <p>She has been waiting for you for 3 hours.</p>
<p>Слова-указатели. Маркеры времени.</p> <p>Usually, generally, once a month, twice a week, always, every day/week/month, never, often, seldom, sometimes, rarely</p>	<p>Слова-указатели. Маркеры времени.</p> <p>Now, at the moment, at present</p>	<p>Слова-указатели. Маркеры времени.</p> <p>lately, recently, twice, several times, ever, never, just, already, yet, for, since</p>	<p>Слова-указатели. Маркеры времени.</p> <p>For, since</p>

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА: 16 Pneumonia

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь читать с целью извлечения конкретной информации., уметь употреблять основную терминологию по специальности, иметь грамматические навыки в употреблении времен группы Perfect.

ЗАДАНИЕ

Exercise 1 Read and learn the following words

Vocabulary

an infection	инфекция
to cause	вызвать, причинить
bacteria	бактерия
virus	вирус
fungus (fungi)	грибок
to contract	сжимать, сокращать
small droplets	маленькие капельки
germ	микроб, бактерия
to cough	кашлять
to sneeze	чихать
secretions	выделения
fever	жар
shaking chills	лихорадка
sputum	мокрота
worsening cough	ухудшающийся кашель
crackling sounds	хрипящие звуки
wheezing	затрудненное дыхание, одышка
to confirm	подтверждать

Exercise 2 Read and translate the text

Pneumonia

Pneumonia is an infection of one or both lungs which is usually caused by bacteria, viruses, or fungi. Prior to the discovery of antibiotics, one-third of all people who developed pneumonia subsequently died from the infection.

Some cases of pneumonia are contracted by breathing in small droplets that contain the organisms that can cause pneumonia. These droplets get into the air when a person infected with these germs coughs or sneezes. In other cases, pneumonia is caused when bacteria or viruses that are normally present in the mouth, throat, or nose inadvertently enter the lung. During sleep, it is quite common for people to aspirate secretions from the mouth, throat, or nose.

Most people who develop pneumonia initially have symptoms of a cold which are then followed by a high fever, shaking chills, and a cough with sputum production. The sputum is usually discolored and sometimes bloody. People with pneumonia may become short of breath. The only pain fibers in the lung are on the surface of the lung is the area known as pleura. Chest pain may develop if the outer pleural aspects of the lung are involved. This pain is usually sharp and worsens when taking a deep breath, known as pleuritic pain.

In other cases of pneumonia, there can be a slow onset of symptoms. A worsening cough, headaches, and muscle aches may be the only symptoms. In some people with pneumonia, coughing is not a major symptom because the infection is located in areas of the lung away from the larger airways.

Pneumonia may be suspected when the doctor examines the patient and hears coarse breathing or crackling sounds when listening to a portion of the chest with a stethoscope. There may be wheezing, or the sounds of breathing may be faint in a particular area of the chest. A chest X-ray is usually ordered to confirm the diagnosis of pneumonia. The lungs have several segments referred to as lobes, usually two on the left and three on the right. When the pneumonia affects one of these lobes it is often referred to as lobar pneumonia. Some pneumonias have a more patchy distribution that does not involve specific lobes. In the past, when both lungs were involved in the infection, the term "double pneumonia" was used. This term is rarely used today.

The Symptoms of Pneumonia

a high fever

высокая температура

shaking chills	лихорадка
a cough with sputum	кашель с выделением мокроты
discolored sputum	мокрота с изменением цвета
bloody sputum	мокрота с выделением крови
short of breath	задержка дыхания
chest pains	боли в груди
worsening cough	сильный кашель
headache	головная боль
muscle ache	мышечная боль
wheezing	затрудненное дыхание, одышка

Dialogue "I'm sick"

to be sick	быть больным
symptoms	симптомы
dizzy	головокружение
a sore throat	больное горло
a running nose	насморк
headache	головная боль
chest pains	боли в груди
flu (influenza)	грипп
to stay at home	оставаться дома
to prescribe medicine	выписать лекарство
to stay in bed	соблюдать постельный режим
to drink lots of hot tea	пить много горячего чая

Exercise 2 Watch and listen to the dialogue.

Which sentences are true, and which are false.

- The patient is a boy.
- The patient is dizzy and feels sick all the time.
- She has a sore throat and a running nose.
- She has a headache.
- She has a terrible stomachache.
- The patient had chest pains two days ago.
- The doctor thinks it's a cold.
- The doctor is going to prescribe her some capsules.
- The patient has to drink a lot of mixtures and infusions.
- 10. The patient has to stay in bed and drink a lot of hot tea.

- I am going to examine you. – Я собираюсь осмотреть вас.
- I will examine you. – Я осмотрю вас.
- Don't move your shoulders please. – Не двигайте плечами, пожалуйста
- Take your clothes off. – Снимите одежду.
- Unbutton your outerwear, please. – Расстегните верхнюю одежду, пожалуйста.
- Would you breathe deeply? – Не могли бы вы дышать глубоко.
- Breathe deeper. – Дышите глубже.
- Hold your breath. – Задержите дыхание.
- Breathe in, breathe out, please. – Вдохните, выдохните, пожалуйста.
- Turn your back on me, please. – Повернитесь ко мне спиной, пожалуйста.
- Cough, please. – Покашляйте, пожалуйста.
- Cover your mouth, when coughing. – Прикрывайте рот, когда кашляете.
- You may dress. – Можете одеваться.
- Is it more painful when you breathe? – Больно, когда вы дышите?
- Is it more painful when you cough? – Больно, когда вы кашляете?

How long have you been coughing? – Как давно вы кашляете?
 Are you running a temperature? – У вас повышается температура?
 Have you ever coughed up blood? – Вы когда-нибудь кашляли кровью?
 You must give up smoking. – Вы должны бросить курить.
 You must not catch cold. – Вам нельзя простужаться.
 What causes asthma attacks? – Что вызывает приступы астмы?
 What relieves asthma attacks? – Что облегчает приступы астмы?
 I want to listen to your lungs. – Я хочу послушать ваши легкие.
 I'll put you on a sick leave. – Я выпишу вам больничный лист.
 You must make analyses of blood and urine. – Вы должны сдать анализы крови и мочи.
 I'll fulfill all your prescriptions. – Я заполню все ваши рецепты.
 This mixture is for your cough. – Эта микстура – от кашля.
 Take these drugs three times a day. – Принимайте эти таблетки 3 раза в день.
 Apply cups and mustard plasters every day. – Ставьте банки и горчичники каждый день.

ТЕОРЕТИЧЕСКИЙ МАТЕРИАЛ

Future Simple	Future Continuous	Future Perfect	Future Perfect Continuous
Как образовать? + will V I will stay with you forever. -won't (will not) V He won't help you. ? Will +S+V Will you come to my party?	Как образовать? +will be Ving I will be reading at 2 o'clock tomorrow. -Won't be Ving She won't be sleeping if you come later. ? Will +S+be Ving Will you be waiting for me?	Как образовать? +Will have +V3 I will have read the book by tomorrow. -Won't have V3 She won't have cooked dinner by that time. Will+ S+have V3 Will you have finished homework by midnight?	Как образовать? + will have been Ving I will have been waiting for you till midday. -won't have been Ving I won't have been reading for so long. ? Will +S + have been doing Will you have been doing your homework till 5 o'clock?

Past Simple	Past Continuous	Past Perfect	Past Perfect Continuous
Как образовать? + V2 I played hockey. Molly went to the zoo. -didn't +V I didn't play hockey. Molly didn't go to the zoo. ? Did +S+V Did you play tennis? Did Sara go to the zoo?	Как образовать? +Was/were+Ving She was sleeping. They were dancing was/were not Ving She was not crying. We were not waiting for him. ? Was /were +S+Ving Was she writing a letter? Were you dreaming?	Как образовать? +Had +V3 I had done my homework by 6 o'clock. Had not +V3 She hadn't finished cooking before her mother came. ? Had +S+V3 Had she come before midnight?	Как образовать? +Had been Ving I had been crying before he came. had not +S+ been Ving I hadn't been cooking by midnight. ? Had + S + been + Ving Had she been crying till midnight?
Когда употреблять? Обычное единичное действие в прошлом. I visited my granny last month. Цепь событий в прошлом. I opened my bag, found the key and started the car.	Когда употреблять? Действие, которое длилось в определенный момент прошлого. She was dancing at 5 o'clock yesterday. She was sleeping when her brother came.	Когда употреблять? Действие закончилось до момента в прошлом. I had watched the film before we went to the cinema. She had fallen asleep before midnight yesterday.	Когда употреблять? Действие длилось до момента в прошлом. Sally had been waiting for half an hour and then she decided to go home.
Слова-указатели. Маркеры времени. yesterday, last (that) month, the day before yesterday, last (that) week\month\year, in 2010, on the 10 of April, ago	Слова-указатели. Маркеры времени. all day /night long, at that moment/time, while, at 5 o'clock, when +Past Simple	Слова-указатели. Маркеры времени. By, by the time, before	Слова-указатели. Маркеры времени. all day long, by, before, since, for, till

<p>Когда употреблять?</p> <ul style="list-style-type: none"> Одиночные или последовательные действия в будущем <p>I will meet you at the station. She will come home and then she will take a shower.</p>	<p>Когда употреблять?</p> <ul style="list-style-type: none"> Действие длится в определенный момент будущего. <p>I will be lying on the beach at this time tomorrow.</p>	<p>Когда употреблять?</p> <ul style="list-style-type: none"> Действие закончится до момента в будущем. <p>I will have written all the letters by 5pm.</p>	<p>Когда употреблять?</p> <ul style="list-style-type: none"> Действие длится до момента в будущем. <p>Molly will have been living in Kongo for three years next November.</p>
<p>Слова-указатели. Маркеры времени.</p> <p>Tomorrow, the day after tomorrow, tonight, one of these days, next week/month, in an hour /minute, later, soon, in (the) future</p>	<p>Слова-указатели. Маркеры времени.</p> <p>all day /night long, at that moment/time, while, at 5 o'clock, when</p>	<p>Слова-указатели. Маркеры времени.</p> <p>By, by the time, before</p>	<p>Слова-указатели. Маркеры времени.</p> <p>all day long, by, before, since, for, till</p>

2 СЕМЕСТР

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ

ТЕМА: 1 The structure of the nervous system

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь употреблять новую лексику по теме.

Exercise 2 *Read and translate the text:*

Diseases of the nervous system

"Of all the diseases of the nervous system, the most common difficulty that people have is pain, and much of that is nerve-related," according to Dr. Shai Gozani, founder and CEO of NeuroMetrix, a medical device company. "There are 100 million people who live with chronic pain."

Parkinson's disease

The basal ganglia are found deep within the brain, in an area responsible for controlling movement. These nerves produce a compound known as dopamine, which is important in coordinating numerous functions including executive functions and motor control. Although the cause is not yet clear, sometimes the basal ganglia can become impaired and begin to die. The result of this is Parkinson's disease, as the loss of dopamine gradually hampers key functions such as walking, talking, and memory recall. These effects are compounded by the loss of nerves

responsible for producing norepinephrine, a key compound in the sympathetic nervous system needed to regulate heart rate and blood pressure. Medicines that increase the amount of dopamine in the brain can help combat symptoms of the disease, according to the National Institute of Aging.

Bell's Palsy

Major nerves spread outward from the central nervous system to various organs and tissues, with each powering specific functions. Cranial nerve VII is known as the facial nerve, as it controls many of the muscles on our face including blinking and smiling. When this nerve is inflamed, damaged, or otherwise disrupted Bell's palsy can occur, which involves the facial muscles becoming weakened or paralysed, according to the National Institute of Neurological Disorders and Stroke. This typically affects only one side of the face, causing symptoms such as drooping of the mouth on one side and a loss of control of an eyelid, giving the affected side a slack appearance. The full symptoms of Bell's palsy are often temporary, with some or total recovery of the affected areas occurring within six months. While it is not always clear what causes the cranial nerve to swell and Bell's palsy to occur, scientists believe that a recurring viral infection of the nervous system elicits an immune response that triggers the nerve damage.

Multiple sclerosis

Neurons are the agents of signalling in our bodies, but they do not work alone. Axons, which carry signals away from the neuron's cell body, are coated in a sheaf of myelin. Myelin sheaves are produced in the central nervous system by cells called oligodendrocytes, enabling myelin's function of protecting and facilitating nerve conductivity, according to the National Multiple Sclerosis Society. In multiple sclerosis, an abnormal immune response within the central nervous system strips away the protective myelin and causes lots of nerve scarring (sclerosis), which gives the disease its name. Research efforts are underway to treat the disease by encouraging myelin regeneration.

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 2 Infection Diseases

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь определять и извлекать из текста запрашиваемую информацию, уметь находить английские эквиваленты для словосочетаний

ЗАДАНИЕ

Exercise 1 *Read and translate the text:*

Infectious diseases are diseases which can pass from one person to another by different ways: through the nose and mouth, simply by touch, through the blood, etc.

A person who has any infectious disease must be isolated immediately. The main task of medical workers is to prevent the spread of infection.

All infectious diseases are caused by specific microorganisms which may be revealed by bacteriological tests: for example, typhoid bacilli are found in the blood, stool; in enteric fever they are sometimes found in the urine; meningococci are found in the blood and cerebrospinal fluid in meningitis.

Today such diseases as the plague, cholera, malaria and others have been stamped out altogether in our country.

It is important to say that such infectious disease as scarlet fever may have a sudden onset; however in others, such as enteric fever, the onset may be gradual. Prodromal symptoms appear earlier than the characteristic features, and generally it is difficult to make a diagnosis in the initial stages of the disease.

A sore throat, a running nose, cough, high temperature may occur among the most characteristic local symptoms. Many diseases are accompanied by rash. Special attention should be paid to the type of the rash, its color, distribution and whether it is associated with itching or not. Abdominal infectious diseases may cause diarrhea. Only in certain individuals natural immunity to infectious diseases may exist. An artificial immunity results from prophylactic vaccination, which is carried out against a number of infectious diseases.

If nurses look after patients who have any infectious disease, they must:

- prevent the spread of infection;
- wear a mask and a special gown;
- wash hands carefully after visiting infectious patients;
- disinfect bedclothes after use;

- remember that a good bedside manner and hearty attitude is an effective medicine.

Exercise 2. Answer the following questions.

1. What are infectious diseases?
2. What ways of passing infection from one person to another do you know?
3. What causes these diseases?
4. What infectious diseases have been stamped out in our country?
5. What are the main symptoms of many infectious diseases?
6. What must nurses do to prevent the spread of infection?
7. What must nurses remember while caring for a person who has any infectious disease?

Exercise 3. Complete the sentences using expressions in the right column.

It is wrong

It is important It is dangerous It is necessary

not to disinfect bedclothes after use. to prevent spread of infection, to wear a mask and a gown, to put patients in a ward.

to put patients with different diseases in the same ward, to wash hands after contacting an infectious patient. to prevent the disease by prophylactic vaccination.

Exercise 4. Find substitutes for the words and expressions in bold type.

1. In our country doctors **have put an end** to the plague, cholera and malaria.
2. What **infectious diseases take place** in most Asian countries today?
3. The patient's **recovery** after illness was not so good as the doctor wanted.
4. The patient complains of **a general feeling of uneasiness**.
5. **The appearance of rash** is a definite clinical manifestation of measles.

6. **Not natural** immunity can be provided against many infectious diseases.

Exercise 5. Make up your own situations on the following topics.

1. Prevention of infectious diseases.
2. Measures of stopping the spread of infection.
3. About infectious diseases.

ПРАКТИЧЕСКАЯ РАБОТА
ТЕМА 3 Diphtheria

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь составлять аннотацию по теме, уметь составлять монологическое высказывание на основе прочитанного.

ЗАДАНИЕ

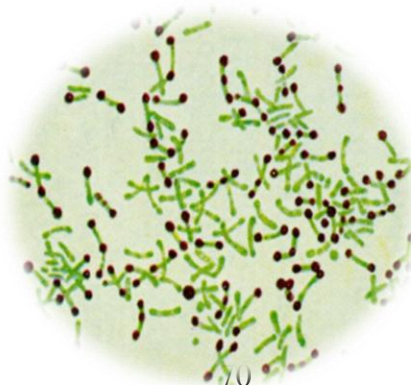
Exercise 1. *Read and learn the following words:*

Vocabulary:

1. contagious-заразный
2. to effect-поражать
3. whitish-беловатый
4. patch-налет
5. to spread-распространять
6. windpipe-дыхательное горло
7. complication-осложнение
8. emergency-неотложная помощь
9. convalescence-выздоровление
10. to proceed-продолжать

Exercise 2 *Read and translate the text:*

Diphtheria is a which mainly effects the throat, fever, headache. swallowing. There is a if it spreads to the breathing. The child looks



highly contagious disease throat. The symptoms are sore There is difficulty in whitish patch in the throat and windpipe, there is difficulty in 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.

Exercise 3 *Read and translate the text:*

Hepatitis

Vocabulary:

1. jaundice-желтуха
2. to cut down-исключить
3. sewage-сточные воды
4. resistant-стойкий

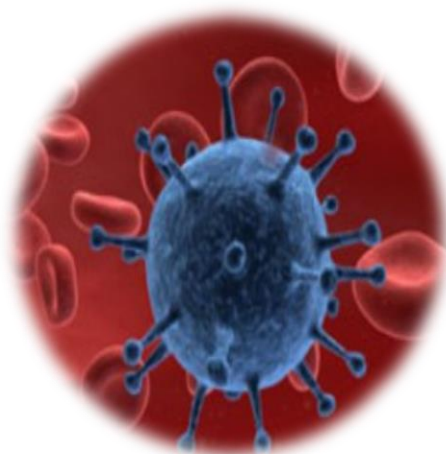
This is quite a common disease and every now and then one hears of someone who has jaundice. The disease is acquired by drinking, or eating anything contaminated by the hepatitis virus, which is passed in the infected person's stool.

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 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.



child should be drinks such as orange excellent. Sugar is good

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

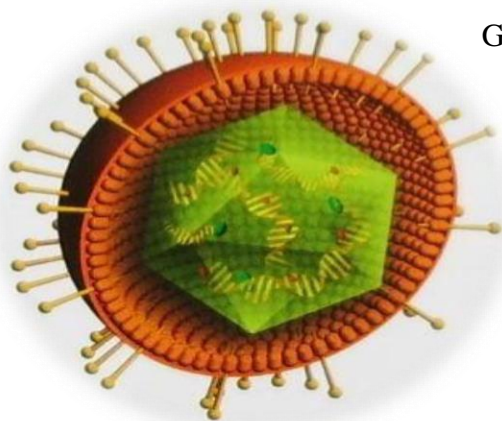
Exercise 4 Read and translate the text:

**German measles
(Rubella)**

Vocabulary:

1. pregnancy-беременность
2. permissible-допустимо
3. congenital-врожденные
4. fever-лихорадка
5. disease-болезнь
6. pain-боль

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 advice 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.

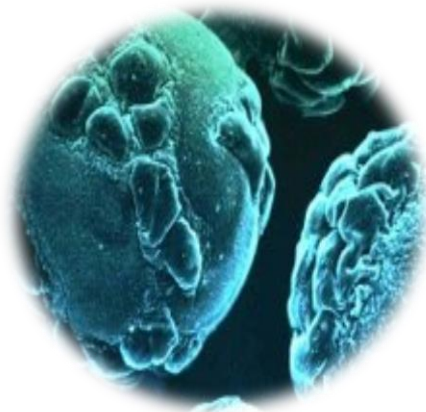
Exercise 5 *Read and translate the text:*

Chickenpox

Vocabulary:

1. slight-слабый
2. listlessness-вялость
3. blisters-пузырьки
4. to scratch-царапать
5. chickenpox-ветрянка

The illness begins with fever, slight headache and listlessness. Within a day or two spots appear on the chest or back, which soon look like small blisters. Such new "crops" keep



appearing for 2-3 days and older ones get scabbed over. There is a lot of itching and the child may scratch some of the blisters. Chickenpox is usually a mild disease and there is no particular treatment, except to keep the skin clean and use some soothing lotion for itching. The itching can also be relieved by bathing the child with a small quantity of soda 2-3 times a day. Antihistamine syrup to relieve itching should only be given under medical advice.

As in the case of measles, there is no point keeping the other children in the family away, as they have been exposed to the disease already and it is just as well for them to get it over with.

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 4: Mumps

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь грамотно переводить со словарем, выбирать из текста медицинские термины, находить в тексте ключевые слова и выражения.

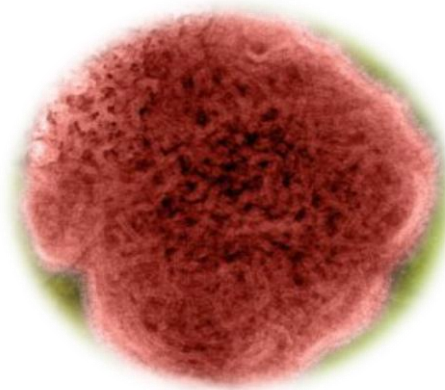
Exercise 1. *Read and learn the following words:*

Vocabulary:

- 1.mumps-свинка, эпидемический партии
- 2.attack-поражать
- 3.parotid-околоушной
- 4.gland-железа
- 5.angle-угол
- 6.jaw-челюсть
- 7.to occur-иметь место, встречать
- 8.acquiring-приобретение
- 9.gap-интервал, промежуток
- 10.testicle-яичко(анат.)
- 11.ovaries-яичник(анат.)
- 12.moderate-умеренный, средний
- 13.puberty-половая зрелость.

Exercise 2 *Read and translate the text:*

Mumps is a
that usually attacks one
near the angle for the jaw.
between 5 and 15 years of
i.e., the period between
the first symptoms, is
attack gives immunity.
mouth or chewing, a



communicable virus disease,
both parotid glands located
It commonly occurs
age. The incubation period,
acquiring the infection and
usually three weeks. One
There is pain on opening the
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 and pain. Mumps can be prevented by immunizing the child with mumps vaccine.

Exercise 3. *Read and learn the following words:*

Vocabulary:

- 1.cough-кашель
- 2.to prolong-продлевать
- 3.complication-осложнение
- 4.immunity-ИММУНИТЕТ
- 5.disease-болезнь

Exercise 4 *Read and translate the text:*

Whooping cough

A newborn baby has no immunity to this disease at all and so 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 complication also.



The child loses weight because of repeated vomiting. Fortunately it can be prevented by immunizing the child with triple antigen injections. A child with whooping cough should be kept separate from other children for the first 3-4 weeks. The disease is more severe in babies under 1 year of age and every effort must be made to isolate at least.

adenitis [f,edi'naitis] — аденит, воспаление лимфатического узла
pericarditis [ˌperika:'daitis] — воспаление сердечной сумки, перикардит.

Exercise 5 *Read and translate the text:*

Vocabulary

scarlet fever - скарлатина
strep throat — стрептококковое воспаление горла

rash - сыпь

a high fever — высокая температура

sore throat — больное горло

cause - вызывать

illness - заболевание

Antibiotic treatment — лечение антибиотиками

the severity of the symptoms — серьезность симптомов

the prevalence of the disease — широкое распространение болезни

spread - распространяться

peel - шелушиться

flushed face — покрасневшее лицо

swollen tonsils — увеличенные миндалины

chills - озноб

nausea - тошнота

vomiting - рвота

contagious - заразный

complication - осложнение

a physical exam — физикальный осмотр

gargling — полоскание

Exercise 6 *Read and translate the text:*

Vocabulary

scarlet fever ['ska:lɪt 'fi:və] *v* скарлатина

to pass [pɑ:s] *v* переходить

through [θru:] *prep* через, сквозь

to vomit [vɒmɪt] *v* страдать рвотой

to remain [ri'meɪn] *v* оставаться

rash [ræʃ] *n* сыпь

to peel [pi:l] *v* шелушиться

to isolate ['aɪsəleɪt] *v* изолировать

nourishing *a* питательный

SCARLET FEVER

Scarlet fever is an infectious disease. We can often meet this disease in children and only sometimes in grown-ups.

The disease passes from one person to another through the nose and mouth. The beginning of the disease is quick. The patient has a sore throat, fever, headache and he often vomits. The face is flushed and the skin feels hot and dry. The temperature rises quickly on the first day and remains high for a few days.

The rash appears on the second day. After the temperature falls the skin begins to peel. We must isolate the child with scarlet fever and put him in bed. When the temperature is high the nurse gives him fluid diet and when the temperature falls she gives him nourishing food.

Exercise 7 Complete the sentences translate these sentences:

a skin rash; mouth; nose; infectious diseases; be isolated; flushed

1. The disease passes through the ... and... . 2. The face is.... 3. The child with scarlet fever must... .. 4. The first symptom in many ... is... ..

Exercise 8. Answer the following questions:

1. What must we do to prevent the spread of infection? 2. What is the first symptom of many infectious diseases? 3. What are the first symptoms of scarlet fever? 4. How can the disease pass from one person to another? 5. What diet must a child with scarlet fever have?

Vocabulary

1. **measles** ['mi:zlz] *n* корь
2. **sign** [sain] *n* знак, признак
3. **dislike** [dis'laik] *n* неприязнь, отвращение
4. **hygiene** ['haidʒin] *n* гигиена
5. **moist** *a* влажный

MEASLES

Measles is a very infectious disease. The disease passes from one child to another. The first symptoms are: sneezing and coughing. The disease begins with signs of a heavy cold, a running nose and a dry cough. The temperature is high and the child has a dislike of the light.

The rash appears on the third or fourth day behind the ears and around the mouth and then covers the body.

The nurse must be very careful to prevent the spread of infection. The nurse must take care of the hygiene of the mouth. The patient's mouth and lips must be clean and moist.

Exercise 9. Translate into Russian:

:

признак сильной простуды; чистый и влажный ; за ушами; инфекционное заболевание; первые симптомы; быть внимательным; гигиена рта; предотвратить распространение инфекции

Exercise 10 Answer the following questions:

1. Is measles an infectious disease? 2. How does the disease pass? 3. What are the symptoms of measles? 4. How must the nurse look after a patient with measles?

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 5 Poliomyelitis

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь грамотно переводить со словарем, выбирать из текста медицинские термины, находить в тексте ключевые слова и выражения.

ЗАДАНИЕ

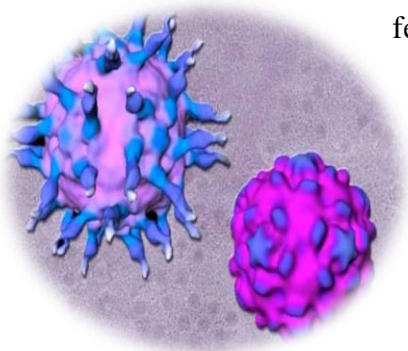
Exercise 1 *Read and learn the following words:*

Vocabulary:

1. stiff-окоотеневший
2. general discomfort-общее недомогание
3. susceptible-восприимчивый
4. onset-начало
5. to subside-стихать, убывать, спадать.

Exercise 2 *Read and translate the text:*

The main symptoms of the disease are: slight fever, general discomfort, headache, stiff neck, stiff back. It may result in paralysis of any part of body. The cause of poliomyelitis is a virus. The incubation period of the disease is 7—21 days. The most susceptible patients are the children from 9 months to 5 years. The child should be isolated from onset of the disease till fever subsides. We can prevent poliomyelitis with oral polio vaccine.



Exercise 3. *Read and learn the following words:*

Vocabulary:

1. malaise-недомогание, дискомфорт

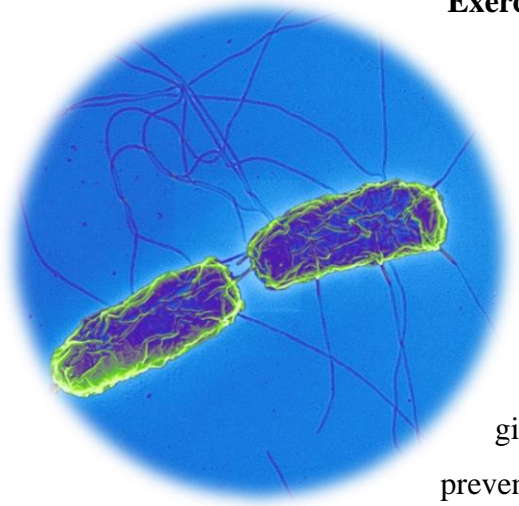
2. disposal-удаление, устранение

3. to substitute-заменять, замещать, заменитель, заместитель

4. typhoid-брюшной тиф

5. headache-головная боль

Exercise 4 *Read and translate the text:*



Typhoid

The main symptoms of the disease are fever, headache, malaise. The cause of typhoid is a bacillus. The incubation period is 7-21 days. The most susceptible patients are children and young adults. To treat the disease you should follow proper disposal of stools and urine and to give chloramphenicol or substitute for 3-4 weeks. We can prevent typhoid with typhoid vaccine.

Exercise 5 *Read and learn the following words:*

Vocabulary:

1. tetanus-столбняк

2. separate-отдельно

3. disease-болезнь

4. patient-пациент

5. bacillus-бацилла, палочка

Exercise 6 *Read and translate the text:*

Tetanus



The main symptoms of tetanus are stiffness of jaw, spasms and convulsions, difficulty in swallowing. The cause of the disease is a bacillus. The incubation period is from 5 days to 2 weeks. The disease is not communicable from person to person. The patients of all the ages are susceptible to the disease. The patient with tetanus should be hospitalized and the wound should be cleaned immediately. A doctor must use tetanus toxoid separate or in DPT to treat the patient.

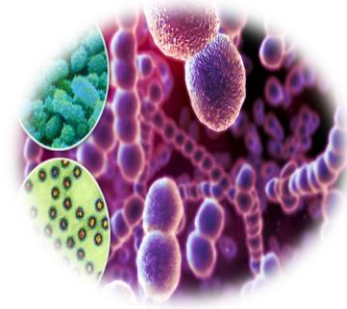
Exercise 7. Read and learn the following words:

Vocabulary:

- 1.fever-лихорадка
- 2.cough-кашель
- 3.streptococcus-стрептококк
4. to substitute- заменять, замещать, заменитель, заместитель
- 5.disease-болезнь

Exercise 8 Read and translate the text:

Tonsillitis



The main symptoms of tonsillitis are fever, cough, sore throat. The cause of the disease is a streptococcus. The incubation period is 2-5 days. The patients of all ages are susceptible to the disease. To treat the patient with tonsillitis we should give penicillin or substitute injections for 10 days. There are no any ways of prevention of tonsillitis.

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА: 6 A visit to a doctor

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь читать с целью извлечения конкретной информации, уметь употреблять основную терминологию по специальности, использовать речевую функцию запроса информации.

ЗАДАНИЕ

Exercise 1 Read the English proverbs and comment them

Medicines are not meant to live on.

A sound mind in a sound body.

Health is better than wealth.

1. **Exercise 2** Make up sentences with the following word combinations

splitting headache-

clogged nose -

be running high temperature -

write out some slips -

first aid station -

make the daily round -

take a scalding foot bath -

keep one's fever down -

nip the disease in the bud -

recover from an illness -

Exercise 3 *Make sure you know the meanings of the following words and word combinations*

To be run down

To measure smb's blood pressure

Sick list

To suffer from

To strip to the waist

Filling

Keep one's bed

To have pain in

Short sight

Long sight

Exercise 4 *Read the text and translate it*

At the Doctor's

If we catch cold, we feel a splitting headache, have a clogged nose, cough, run a high temperature, we must go to the polyclinic. First we come to the registry. The registering clerk on duty asks the name, address, age and occupation. He writes out some slips because several specialists will examine us. Some of them will listen to our heart and lungs, some will check up our kidneys, liver, stomach, eyesight, hearing. The others will conduct our blood analysis, take our blood pressure and X-ray us. Our district doctor sees his patients in the consulting room No. 4. A nurse gives us a thermometer to take our temperature. We must keep it under an armpit. Last time my temperature was 37.9°C. The doctor asked what my trouble was. He offered to sit down in a chair and to strip to the waist. He felt my pulse. It was faint and accelerated. Then I lay on the examination couch, and the doctor palpated my abdomen. He asked me from what diseases I suffered in my childhood. I suffered from scarlet fever (measles, chicken pox). At that moment I felt dizzy and was damp with sweat. The doctor filled in my card and diagnosed the case as the flu.

Then he wrote out a prescription for some medicine: pills, powder, drops, mixture. He also advised me to take a scalding foot bath, to put a hot water bottle on my feet, to have a hot tea with raspberry jam. That would keep my fever down. The results of my X-ray examination and blood analysis were normal. I had the prescription made at the chemist's. I followed the prescribed treatment to avoid complications. Every day I took a tablespoonful of mixture 3 times a day and some pills. In two days I was better and in a week I recovered from my illness. I began to take a good care of myself. Now I go in for sports because sports make us strong, healthy and cheerful. Every day I do my morning exercises and have a cold rubdown to prevent myself from catching cold. There is a good proverb: an apple a day keeps the doctor away. That's why I eat a lot of fruit and vegetables.

In case of a sudden and severe illness or an accident calls are made to the first aid station. There doctors are on duty all day round. There are many ambulances there equipped with everything necessary to render first aid. They have all kinds of medicine, stretchers, radio equipment. A patient is transported to the hospital without delay. There he is taken to the reception ward first. After careful questioning and examination the doctor fills in the patient's case history. Then a patient is given special clothes and is put to a ward for treatment. The doctors make their daily round

there. They examine patients and prescribe different treatments. The nurses take the patients' temperature, give injections, apply cups and mustard plasters, give medicine. When a patient is completely cured, he is discharged from the hospital. There are different departments in the hospital. They are: surgical department, therapy, the department of infectious diseases, etc.

The problem of health service has become one of the greatest concerns of the government. It's necessary to expose the disease before it has taken root, to nip the disease in the bud. Periodic medical examination at schools, plants, factories helps to do it. If a person is ill, he can take a sick-leave paid at the government's expense. Trade unions provide sanatoriums, health resorts, rest houses, summer camps. The aim of medical service is to achieve lower mortality rate

Exercise 5 Read the dialog and act it out with your fellow student.

- Good afternoon, doctor!
- Good afternoon. Sit down, please. What's troubling you? Where is the pain?
-I am quite unwell. I feel giddy. My nose is running. I have a splitting headache, a sore throat and a cough.
- What is your temperature?
-I was running a very high temperature yesterday. But today I haven't taken it.
- Take the thermometer, please, and put it under your armpit. What infectious diseases have you suffered from?
- I've had measles, mumps, chicken pox and pneumonia.
- Well, now give me the thermometer... 38.5. It's rather high. Let me feel your pulse... Now strip to the waist, please. I'll listen to your heart and lungs. Please, take a deep breath. Breathe deeply... Now hold your breath... Now cough... That will do. Do you feel a little pain in your heart?
-A little bit.
- You have cardiac murmur. Do you do morning exercises?
- No, I don't.
- Well, you should, and have a cold rubdown every morning. That will keep you from catching colds. Then eat lots of fruit. Drink hot tea with lemon or raspberry jam. I also advise you to put a hot water bottle under your feet and try a scalding foot bath. Apply cups and mustard plasters on your back. Here is a prescription for medicine. You'll have it made at the chemist's.
- Thank you ever so much, doctor. Good-bye.

Цели занятия: контроль усвоения изученного материала

ТЕСТОВЫЕ ЗАДАНИЯ ПО ТЕМЕ « ИНФЕКЦИОННЫЕ ЗАБОЛЕВАНИЯ»

1. Закончите предложение:

The symptoms of diphtheria are ____.

- a) sore throat, fever, headache b) sore throat, earache, headache
c) headache, fever, headache d) sore throat, fever, breathing

2. Переведите словосочетание на английский язык:

Беловатый налет

- a) whitening patch b) whit patch
c) whitish patch d) white patch

3. Ответьте на вопрос:

What can be prevented diphtheria by?

- a) disease prevention service b) morning exercises
c) low-caloric diet d) immunization the child

4. Подберите правильный вариант ответа:

The virus of hepatitis is resistance and ____ destroy it.

- a) airing b) boiling does not
c) sunlight d) high-caloric meals

5. Ответьте на вопрос:

The patient has hepatitis. When does his urine become dark in colour?

- a) in 4-5 days b) in 2-3 weeks
c) at the beginning of disease d) towards the end of disease

6. Переведите словосочетание на английский язык:

Боль в желудке

- a) pain in the esophagus b) pain in the pancreas
c) pain in the gaster d) pain in the intestine

7. Переведите слово на английский язык:

Краснуха

- a) English measles b) German measles
c) French measles d) Italian measles

8. Расположите данные слова в нужном порядке:

and , illness, no, lasts, whole, days, the, need, 2-3 , treatment .

- a) The illness lasts 2-3 days and need no whole treatment.
b) The whole illness lasts 2-3 days and need no treatment.

c) The treatment lasts 2-3 days and need no whole illness.

d) Need no whole illness lasts 2-3 days and the treatment.

9. Подберите правильный вариант ответа:

If a pregnant woman gets rubella during the first 3 month of her pregnancy, there is a great danger of ____.

- a) the people around her b) herself
c) surroundings d) the baby

10. Закончите предложение:

Mumps is a virus disease that usually attacks ____.

- a) parotid glands b) epical gland of tongue
c) endocrine gland d) mammary gland

11. Ответьте на вопрос:

The patient has mumps. How long does the swelling last?

- a) about 1-3 days b) about a month
c) about 6-7 days d) about 15-18 days

12. Расположите данные слова в нужном порядке:

consists, bed –rest, treatment, during, of , fever.

- a) Bed –rest consists treatment of during fever.
b) Treatment consists of bed –rest during fever.
c) Consists of treatment bed –rest during fever.
d) During fever consists of treatment bed –rest.

13. Закончите предложение:

The patient has mumps .Whooping cough is prolonged ____and the cough may last ____ .

- a) 2-3 months ,one b) 2-3 weeks ,one
c) one, 2-3 weeks d) one, 2-3 months

14. Переведите словосочетание на английский язык:

Ребенок теряет вес

- a) The child finds weight. b) The child loses weight.
c) The child loses growth. d) The child finds growth.

15. Переведите слово на русский язык:

Vomit

- a) одышка b) сыпь
c) рвота d) кашель

16. Подставьте нужное слово:

____of disease

- a) communicate b) comunicable
c) complication d) communicable

17. Закончите предложение:

Chickenpox begins with ____.

- a) fever, slight headache and listlessness b) bad headache and breathlessness
c) fever, bad headache and excitably d) slight headache and breathlessness

18. Ответьте на вопрос:

The patient has chickenpox. How can the itching be relived by?

- a) immunization the child b) warming the child
c) isolation the child d) bathing the child

19. Закончите предложение:

The cause of poliomyelitis is ____.

- a) bacterium b) virus
c) bacillus d) streptococcus

20. Подберите правильный вариант ответа:

The main symptoms of poliomyelitis are ____ .

- a) sore throat, fever, heartache, pain in the intestine
b) sore throat, fever, breathing, vowing, general discomfort

- c) slight fever, general discomfort, headache, stiff neck, stiff back
 d) pain in the esophagus, slight fever, stiff neck, headache
21. Расположите данные слова в нужном порядке:
 the, from, patients, 5, most, susceptible, are, the, 9, to, children, months, years.
 a) The most susceptible children are the patients from 9 months to 5 years.
 b) The most susceptible patients are the children from 5 months to 9 years.
 c) The most susceptible patients from 9 months to 5 years are the children.
 d) The most susceptible patients are the children from 9 months to 5 years.
22. Ответьте на вопрос:
 What is the cause of typhoid?
 a) The cause of typhoid is a virus.
 b) The cause of typhoid is a microbe.
 c) The cause of typhoid is a bacillus.
 d) The cause of typhoid is a bacterium.
23. Закончите предложение:
 The most susceptible typhoid patients are ____.
 a) adult
 b) children and young adult
 c) only children
 d) the children and adult
24. Переведите слово на русский язык:
 Chloramphenicol
 a) хлорамин
 b) хлоринол
 c) левомиколь
 d) левомецетин
25. Закончите предложение:
 The cause of tonsillitis is ____.
 a) streptococcus
 b) virus
 c) bacillus
 d) staphylococci
26. Закончите предложение:
 The symptoms of are tonsillitis ____.
 a) sore throat, fever, headache
 b) sore throat, earache, headache
 c) fever, cough, sore throat
 d) sore throat, fever, breathing
27. Подберите к слову правильную транскрипцию:
 Cough
 a) [kouf]
 b) [kɔh]
 c) [kauf]
 d) [kɔf]
28. Закончите предложение:
 The main symptoms of tetanus are ____.
 a) pain in the esophagus, slight fever, stiff neck, headache
 b) stiffness of jaw, spasm and convulsions, difficulty in swallowing
 c) sore throat, fever, breathing, vomiting, general discomfort
 d) general discomfort, headache, stiff neck, stiff back
29. Переведите словосочетание на английский язык:
 Слабая головная боль
 a) slight headache
 b) light headache
 c) weak headache
 d) lightish headache
30. Подберите правильный вариант ответа:
 Английская аббревиатура DPT - это
 a) аббревиатура названия заболевания
 b) аббревиатура названия медицинского учреждения
 c) аббревиатура названия медицинской специальности
 d) аббревиатура названия вакцины

ОТВЕТЫ К ТЕСТОВОМУ ЗАДАНИЮ «ИНФЕКЦИОННЫЕ ЗАБОЛЕВАНИЯ»

1	a	16	c
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2	c	17	a
3	d	18	d
4	b	19	b
5	a	20	c
6	c	21	d
7	b	22	c
8	b	23	b
9	d	24	d
10	a	25	a
11	c	26	c
12	b	27	d
13	d	28	b
14	b	29	a
15	c	30	d

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 8 THE FIRST AID. (BRUISE)

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь составлять монологические высказывания на основе прочитанных текстов.

ЗАДАНИЕ

Exercise 1 *Read and learn the following words:*

Vocabulary

1. to give the first aid – оказывать первую помощь
2. to save lives – спасать жизни
3. an injured person – пострадавший человек
4. an accident – несчастный случай
5. to act without panic – действовать без паники
6. calm – спокойный

Exercise 2. *Read the text “Bruise”*

Bruise

There are many cases when you fall and get a bruise. The bruised place looks red and swollen at first. If the bruise hurts you should take some cloth, wet it in cold water and put it on the bruise. It will relieve the pain. If there is a scratch you should put iodine on it. If the bruise is very bad you must consult a doctor.

Exercise 3. *Find English equivalents*

1. получить ушиб
2. выглядеть опухшим
3. болеть
4. намочить ткань в воде
5. уменьшить боль
6. царапина
7. помазать йодом
8. сильный ушиб

Exercise 4. *Continue the sentences*

1. If you fall on the knee ...
 2. The bruised place looks ...
 3. If there is a scratch you should ...
 4. If the bruise hurts very much you should ...
- If the bruise is very bad you should ...

Exercise 5 *Answer the questions using the using the words*

1. What must everybody know?
2. Why is the first aid very important?
3. What kind of help is it?
4. How must you act when you give the first aid?

Exercise 6. *Give your advice*

1. The boy has fallen. His knee hurts very much. *I think he should ...*

2. I have a scratch. *I think you should ...*
3. The sportsman has a very bad bruise. *I think he must ...*

Exercise 7. Roleplay the dialogue

Patient: Добрый день.

Doctor: Добрый день. Что вас беспокоит?

P: У меня ушиб.

D: Позвольте мне осмотреть. Ушиб красный и опухший. Он болит?

P: Да. Что мне следует делать, чтобы уменьшить боль?

D: Возьмите ткань, смочите в холодной воде и прикладывайте на ушиб. Вы можете также нанести мазь на ушиб.

P: Спасибо за помощь.

D: Выздоровливайте.

ПРАКТИЧЕСКАЯ РАБОТА .

ТЕМА 9 BLEEDING

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь читать с целью извлечения конкретной информации, уметь употреблять основную терминологию по специальности, использовать речевую функцию запроса информации.

ЗАДАНИЕ

Exercise 1. Read and learn the following words:

1. bleeding – кровотечение
2. scarlet – алый
3. bandage a wound – перевязывать рану
4. raise the limbs – приподнимать конечности
5. blood transfusion – переливание крови

Exercise 2. Match the parts of the sentences and write down the text

Many people	the bleeding as soon as possible.
They may	you should raise the limbs.
You should know that when the blood flows from the artery	get into different accidents.
When the blood flows from the vein	put clean cloth over the wound and bandage it tightly.
You should stop	it is scarlet.
The simple method is to	you should put a cold compress on it.
If the bleeding is from an arm or leg	make blood transfusions.
If a person has nosebleed	have bleeding and need the first aid.
In severe cases doctors	it is dark red.

Exercise 3. *Make up the word combinations*

- | | |
|-------------|-----------------|
| 1. scarlet | • a wound |
| 2. blood | • a compress |
| 3. raise | • blood |
| 4. have | • the first aid |
| 5. get into | • the limbs |
| 6. stop | • cases |
| 7. bandage | • the bleeding |
| 8. put | • a nosebleed |
| 9. need | • an accident |
| 10. severe | • transfusions |

Exercise 4. *Answer the questions*

1. What blood flows from the artery and the vein?
2. What must you do to stop bleeding?
3. What should you do if a person has nosebleed (bleeding from the limbs)?
4. When do the doctors make blood transfusions?

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 10 :FRACTURES

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь составлять аннотацию по теме, уметь составлять монологическое высказывание на основе прочитанного.

ЗАДАНИЕ

Exercise 1. *Read and learn the following words:*

1. fracture (break) - перелом
2. splint – шина
3. stiff – жесткий, крепкий
4. bind – привязывать
5. compound fracture – осложнённый перелом
6. sterile gauze – стерильная марля
7. pierce – протыкать, прокалывать

Exercise 2.:*Read and translate the text:*

Fracture or a break in the bone can result from any injury. There is a pain, swelling and tenderness and there may be a deformity. The injured part should be prevented from moving. Usually, an X-ray is necessary to confirm whether there is a fracture or not. The injured part can be immobilized with a splint. A splint can be ready-made or improvised from any stiff material (stick, ruler, magazine and so on). The splint should be wider than the limb being splinted, and long enough to prevent movements of the joints near the fracture. Bind the splint in place above and below the fracture. If the person has a compound fracture you must take some sterile gauze, put it over the wound and take the patient to the hospital immediately. A compound fracture is more serious, in which broken bone has pierced the skin.

Exercise 3.*Match the words and their translation*

- | | |
|--------------|-----------------------|
| 1.injury | a.рана |
| 2.tenderness | b.конечность |
| 3.prevent | c.повреждение, травма |
| 4.limb | d.сустав |
| 5.joint | e.болезненность |

Exercise 4. Answer the questions

1. What is fracture?
2. How can fracture result?
3. What is there in fracture?
4. What fracture is more serious? Why?

Exercise 5. Complete the sentences.

1. Immobilize with a ...
2. Use a splint or made from any
3. ... movements of the joints near the fracture.
4. ... the splint in place above and below the fracture.
5. In a case of a compound fracture, take some and put it over the ...
6. Take the patient to the ...

Exercise 6. Translate into English

1. У пациента осложнённый перелом.
2. Вы должны сделать рентген, чтобы подтвердить есть перелом или нет.
3. Фельдшер уже привязал шину к конечности пострадавшего человека.
4. Вы положили стерильную марлю на рану?
5. Мужчина сломал ногу в результате несчастного случая.
6. Вы уже отвезли пациента с переломом в больницу?

Exercise 7. Speak English

1. Перелом кости может произойти в результате какого-либо повреждения.
2. Существует боль, опухоль и болезненность.
3. При открытом переломе сломанная кость прокалывает кожу.
4. Обеспечьте неподвижность поврежденной части при помощи шины.
5. Не допускайте движения поврежденной части.
6. Привяжите шину в местах выше и ниже перелома.
7. В случае открытого перелома, возьмите стерильную марлю и положите на рану.
8. Отвезите пациента в больницу.

Burns

Exercise 1. Read and learn the following words:

burn – ожёг

damage – повреждение

severity – степень тяжести painful – болезненный swell – припухлый scarring – рубцевание blister – пузырь

leak – протекать wet – влажный

patchy – неоднородный char – обугленный wax – восковый despite – не смотря на prone – склонный

grafts – пересадка ткани

Burns

A burn is damage to the skin or underlying tissue usually caused by heat, but also by chemicals, electricity, or radiation such as with sunburn. There are 3 levels of severity: first, second, and third.

First Degree Burns

A first degree burn damages only the top layer of skin. The skin is red, dry, and painful. The area may swell. These types of burns heal within 5 or 6 days without permanent scarring.

Second Degree Burns

A second degree burn damages both layers of skin: the epidermis and the dermis. Heat, very severe sunburn, and some chemicals can cause this type of burn. The skin is red and has blisters that may open and leak clear fluids making the skin appear wet. The burned skin may look patchy and is usually feels painful. This type of burn heals in 3 or 5 weeks with some scarring possible.

Third Degree Burns

A third degree burn destroys both layers of skin as well as any or all of the underlying structures including nerves, blood vessels, fat, muscles, and bones. Severe heat, fire, and electricity such as lightning can cause this kind of burn. These burns look either charred or waxy white. They are usually painless because the nerve endings in the skin have been destroyed. Despite the lack of pain, these kinds of burns are prone to infection and can be life threatening. Treatment often involves skin grafts.

Exercise 1. Read and learn the following words:

1. Translate the following words and word combinations from Russian into English:

Тепло, химические вещества, электричество, радиация, повреждение, боль, солнечный ожёг, слой кожи, пузыри, влажный, жидкость, лечение, инфекция, нервные окончания, безболезненный, пересадка ткани.

Exercise 1. Read and learn the following words:

2. Give the title for each logical part using the key-words:

1. ... burn damages both layers of skin: the epidermis and the dermis. The skin is red and has blisters that may open and leak clear fluids making the

skin appear wet. The burned skin may look patchy and is usually feels painful.

2. ... damages only the top layer of skin. The skin is red, dry, and painful. The area may swell.

3. ... destroys both layers of skin as well as any or all of the underlying structures i.e. nerves, blood vessels, fat, muscles, and bones.

The key-words:

First Degree Burns, Second Degree Burns, Third

Degree Burns.

Read and translate the text in written form

First Aid for Burns

For First and Second Degree burns you should cool the area immediately with gently running cold water for about 10-15 minutes or until the burned area has cooled. This will help to remove the heat from the tissue so the burning will stop.

Do not apply ointments unless told to do so by a physician or pharmacist. Keep the area as clean as possible.

For Third Degree Burns do not put anything on the burn. Instead seek professional medical help immediately. Third degree burns are life threatening even when only a small body part is affected.

For electrical burns, check for an exit wound as well as treating for the entrance wound.

For chemical burns, flush the area with lots of water to get it off the person's skin. Never apply ointments, butter, or other home remedies on burns, as this may make the burn worse or cause an infection.

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА: 11 Fainting

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь употреблять новую лексику по теме.

ЗАДАНИЕ

Exercise 1. *Read and learn the following words:*

Vocabulary

fainting – обморок

cause – причина; вызывать

emotion – душевное волнение

hunger – голод

fatigue – усталость

to lose consciousness – терять сознание

sweat – пот, испарина

to feel dizzy – чувствовать головокружение

weak – слабый

shallow – поверхностный

slow – медленный

to lay – положить

flat – плоский

to loose – ослабить

to cover – укрывать

to sprinkle – брызгать

to regain consciousness – приходить сознание

Exercise 2 Read and translate the text:

The causes of fainting may be different: strong emotion, hunger, fatigue or pain.

In fainting person loses consciousness. Blood doesn't get to the brain. The face of a person before fainting gets very pale and sweat appears on his forehead. He feels dizzy and weak. His breathing is shallow. His pulse is weak and slow.

If you help a person who lost his consciousness:

1. Lay the person flat on his back.
2. Raise his feet a little.
3. Loose his dress.
4. Cover him warmly and open the window.
5. Sprinkle cold water on his face.
6. Give the person to breathe in ammonia water.
7. Call an ambulance if the person doesn't regain consciousness.

Exercise 3 Translate from English into Russian:

The cause of fainting; hunger; the face gets pale; sweat appears; he feels dizzy; shallow breathing; weak and slow pulse.

Exercise 4. Find the right translation of the word:

- | | |
|------------------|------------------|
| 1. consciousness | лоб |
| 2. fainting | дыхание |
| 3. ammonia water | боль |
| 4. breathing | обморок |
| 5. pain | брызгать |
| 6. sprinkle | сознание |
| 7. forehead | нашатырный спирт |

Exercise 5. Complete the sentences:

1. Person can loses consciousness because of
2. The skin of the person in fainting is
3. The pulse is ... and the breathing is
4. Lay the person on his
5. Give the person to breathe in

Ex 4. Mark the sentences as true or false:

1. In fainting the person doesn't lose consciousness. (T/F)
2. The face of a person gets pale. (T/F)
3. His breathing is shallow. (T/F)
4. His pulse is rapid. (T/F)
5. Close the window immediately. (T/F)
6. Raise his head a little. (T/F)
7. Give the person to drink water. (T/F)
8. Call an ambulance. (T/F)

. **Exercise 6** Make up a short story about your helping a person who had lost hisconsciousness on the street. Use words and phrases from the text.

Shock

Exercise 7. Read and learn the following words:

Vocabulary

shock – шок dangerous – опасный

loss – потеря

rapid – учащенный

to keep him quiet – не тревожить его

Exercise 8 Read and translate the text

Shock is very dangerous. Loss of blood can cause shock. Severe pain or strongemotions can cause shock too.

The face of a person in shock is usually pale and the skin is cold. Breathing is rapidand shallow. The pulse is rapid.

If you help a person who is in shock:

1. Lay the person flat on his back.
2. Raise his feet a little.
3. Cover him with blankets to keep him warm.
4. Give him a warm drink.

5. Keep him quiet.

. **Exercise 9** Find phrases in the text:

Очень опасен; потеря крови; вызвать шок; кожа холодная; учащенное дыхание; положить на спину; поднять ноги; накрыть одеялом; теплое питье.

Exercise 10. Complete the sentences with the words: pale, rapid, to keep warm, flat, back

1. When a person is in shock his face is
2. The pulse and breathing of a person in shock are
3. If you help a person in shock lay him ... on his
4. It is important ... a person in shock.

. **Exercise 11** Answer the questions:

1. Is shock very dangerous?
2. What can cause shock?
3. What are the symptoms of shock?
4. Why is the skin pale before shock?
5. What should you do to help a person in shock?

Exercise 12 Read the text and complete the sentences with these words:

dangerously

blood pressure

abdominal

cardiovascular

respiratory

intestines

abnormally

coma

gastrointestinal

central nervous system

Doctors often have to deal with shock, a condition that is often caused by major trauma such as a traffic accident. Shock occurs when the heart is unable to supply enough blood to the organs. This results in a slowing down of the vital functions, and can cause death. Shock is difficult to diagnose in its early stages, which makes it hard to treat. The __1 is affected. This can cause changes in personality, and restlessness. In advanced stages, confusion and ultimately __2 can result.

Their temperature may be ____3 low (hypothermia) or high (hyperthermia).

____4 problems may develop. The patient's heart often beats abnormally fast, but heavy bleeding may cause it to beat too slowly.

An abnormal increase in the breathing rate can lead to ____5 distress or failure.

____6 can be high in the early stages, but then hypotension is common as it falls

____7 low.

_____8 problems arise from a lack of blood supply. The _____9 can stop working and can start to die. This can cause_10 pain, nausea, vomiting, or diarrhea.

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА: 12 A CASE OF POISONING

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь определять и извлекать из текста запрашиваемую информацию, уметь находить английские эквиваленты для словосочетаний

Exercise 1. Review the given words.

1. the attack of disease 2. nausea 3. pains in the stomach 4. vomit 5. examination 6. put in bed 7. give medicine 8. take to the hospital 9. strict diet 10. bed regimen 11. apply

Exercise 2. Read the text and find English equivalents of the words below.

1. быть не свежим
2. сильные боли
3. пищевое отравление
4. вводить желудочный зонд
5. большое количество кипяченой воды
6. прикладывать грелки с горячей водой
7. почувствовать облегчение
8. машина скорой помощи
9. ослабленность
10. выписывать из больницы
11. в хорошем состоянии

Exercise 3.: Read and translate the text:

A Case of Poisoning

A doctor came to see a family of three persons. Half an hour before the attack of disease all of them had eaten some food which was not fresh.

All the members of the family had nausea and violent pains in the stomach. They also vomited. At the examination the doctor diagnosed food poisoning. He instituted gastric lavage with large amounts of boiled water. Two patients were put in bed and given some medicine.

The doctor applied heating pans to their feet. They felt immediate relief and could get up.

The third patient was taken to the hospital in an ambulance because he had persistent nausea, vomiting, diarrhea and prostration. A strict diet, bed regimen and a proper therapy helped the patient. In a week he was discharged from the hospital in a good condition.

. Exercise 4 Fill in the table

What's the problem?	The cause of poisoning	The symptoms of poisoning	The doctor's treatment

Exercise 5. Match two parts of the word combinations together.

1. to diagnose ... 2. to institute ... 3. large amounts of ... 4. to apply ... 5. a marked ... 6. a strict ... 7. a proper ... 8. The symptoms of poisoning are ... 9. violent pains in ... 10. to discharge from ...	a. prostration b. the stomach c. a gastric lavage d. the hospital e. poisoning f. therapy g. nausea h. heating pains i. vomiting j. diet k. boiled water
--	--

Exercise 6. Make up a dialogue completing the sentences with the necessary words from the text above.

- What's the problem?
- I have ...
- Have you eaten anything?
- Yes, maybe the food was ...
- Let me examine you. I think it is We must Stay in bed and ... this medicine. Apply ... to the feet. How do you feel?
- I feel ..., doctor. Will you take me to the hospital?

- There is no need to do it. Follow a ... diet and a ... regimen.
- Thank you, doctor.
- Get well.

Exercise 7. *Read and learn the following words:*

Vocabulary

sunstroke солнечный удар dry – сухой

headache – головная боль

to cool – охлаждать; прохладный

sponge – губка

to keep up – поддерживать

blood circulation – кровообращение

Exercise 8 Read and translate the text:

Sunstroke

It is very dangerous to fall asleep (засыпать) in the open air when the sun is hot or to be in the hot sun for a long time without a hat. You may get sunstroke.

When a person has sunstroke, he has a high temperature. His skin is very hot, dry and red. He has a bad headache and can even lose consciousness.

If you help a person who has sunstroke:

1. Take the patient into a cool and shady (тенистое) place.
2. Put him on his back.
3. Raise his head and shoulders a little.
4. Put cold cloth on his head.
5. Cool his body with cold water.
6. Rub his skin with a sponge to keep up blood circulation.

. **Exercise 9** Tell in English:

На открытом воздухе, высокая температура, сухая красная кожа, сильная головная боль, потеря сознания, перенести в прохладное место, слегка приподнять голову, обтереть кожу губкой.

Exercise 10. Make up the sentences:

1. is/the skin/hot/very.
2. bad/a/he/has/headache.

3. dangerous/it/very/to fall asleep/is/air/open/in the.
4. temperature/has/a/high/he.
5. put/back/on/his/him.
6. body/water/cool/cold/his/with.
7. skin/with/sponge/rub/his/a.
8. even/he/lose/can/consciousness.

Цели занятия: контроль усвоения изученного материала

ТЕСТ

Вопрос 1

If you help a person, who has a scratch on his knee, you should:

Варианты ответов

- a. put iodine on it
- b. raise the limb
- c. bandage it tightly

Вопрос 2

If a person has nosebleed, you should:

Варианты ответов

- a. put a hot compress on the nose
- b. put a cold compress on the nose
- c. do nothing

Вопрос 3

If a person is in fainting, you should:

Варианты ответов

- a. empty his stomach
- b. give him warm drink
- c. give him to breathe in ammonia water

Вопрос 4

If a person broke his arm or leg, you should:

Варианты ответов

- a. bind the splints to the limb
- b. raise the limb
- c. put a cold compress on it

Вопрос 5

The first aid for poisoning is:

Варианты ответов

- a. to lay the person on his back
- b. to empty the stomach
- c. to keep the person quiet

Вопрос 6

If the bleeding is from arm, you should:

Варианты ответов

- a. raise the limb
- b. bind the splint
- c. put a compress on the arm

Вопрос 7

The face of a person before fainting is:

Варианты ответов

- a. pale
- b. red
- c. yellow

Вопрос 8

In fainting the person loses his:

Варианты ответов

- a. breathing
- b. consciousness
- c. heart beating

Вопрос 9

Подберите антоним к слову deep

Варианты ответов

- a. shallow
- b. hard
- c. slow

Вопрос 10

Подберите антоним к слову pale

Варианты ответов

- a. yellow
- b. flushed
- c. beautiful

Вопрос 11

Поставьте глагол в скобках в правильной форме: Strong emotion, want of food, fatigue and pain (to be) the causes of fainting.

Варианты ответов

- a. Strong emotion, want of food, fatigue and pain are the causes of fainting.
- b. Strong emotion, want of food, fatigue and pain was the causes of fainting.
- c. Strong emotion, want of food, fatigue and pain is the causes of fainting.

Вопрос 12

If you help a person with poisoning:

Варианты ответов

- a. lay the person flat on his back
- b. raise his feet a little.
- c. empty his stomach as soon as possible.

Вопрос 13

If you help a person who lost his consciousness

Варианты ответов

- a. give the person to breathe in ammonia water.
- b. empty his stomach as soon as possible.
- c. give him much water to drink.

Вопрос 14

When a person has fracture, he ...

Варианты ответов

- a. has a headache.
- b. takes tablets and powders.
- c. complains of pain in the place of the break.

Вопрос 15

In fainting a person loses consciousness because ... doesn't get to the brain.

Варианты ответов

- a. bleeding
- b. blood
- c. fatigue

Вопрос 16

If you want to relieve pain in bruise ...

Варианты ответов

- a. take some clothe, wet it in hot water and put it on the bruised place.
- b. take some clothe, wet it in cold water and put it on the bruised place.
- c. take some clothe, wet it in iodine and put it on the bruised place.

Вопрос 17

When a person has sunstroke, he has ...

Варианты ответов

- a. a bad toothache.
- b. a high temperature.
- c. an open fracture.

Вопрос 18

Подберите подходящий перевод: poisoning -

Варианты ответов

- a. Обморок
- b. Солнечный удар
- c. Отравление

Вопрос 19

Найдите в вариантах правильное сочетание глаголов и укажите их

Варианты ответов

- a. to empty the stomach
- b. to give the stomach
- c. to lost the stomach

Вопрос 20

Вставьте пропущенные буквы и заполните пробелы " The first ...saves...lives and it is important to know how to give the...aid.

Варианты ответов

- a. aid, many, first
- b. aid, some, aid
- c. aid, aid,many

Вопрос 21

When you give the first aid you must and

Варианты ответов

- a. be delirium, go away
- b. be calm, act without panic
- c. be fear, act with panic

Вопрос 22

What color is the blood when it flows from an artery?

Варианты ответов

- a. it is dark red
- b. it is scarlet
- c. it is yellow

Вопрос 23

How do you help a person who lost his consciousness?

Варианты ответов

- a. I lay the person flat on his back
- b. I use a splint for the broken limb
- c. I don't cover him warmly

Вопрос 24

What is the English for the word «ушиб»?

Варианты ответов

- a. bruised place
- b. scratch
- c. bruise

Вопрос 25

Severe pain or strong emotion can cause ...

Варианты ответов

- a. shock

- b. poisoning
- c. pneumonia

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
b	c	a	c	c	a	b	c	a	b	b	c	a	a	a	c	c	c	b	b	a	c	b	a	a

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 14 :THE HISTORY OF MEDCINE

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь читать с целью извлечения конкретной информации, уметь употреблять основную терминологию по специальности, использовать речевую функцию запроса информации.

ЗАДАНИЕ

Exercise 1. *Read and learn the following words:*

Vocabulary

1. proof – доказательство
2. priority to – предшествование
3. honour – честь, уважение
4. to ligate – перевязывать (сосуд)
5. to excise tumours – удалять опухоли
6. to repair – восстанавливать, исправлять
7. hernias – грыжи
8. to inhabit – населять

Exercise 2. *Read and translate the texts .*

Indian Surgery

1. The study of Indian surgical texts is very interesting. In the history of surgery we find proof of the priority of Indian to Hippocratic medicine. Their surgery held a position of honour and was subject of careful study. Different operations are described in the Indian texts. The plastic operations are characteristic of Indian medicine which came into use in the rest of the world only in the late mediaeval period.

2. The Indian physicians knew how the blood vessels were ligated; they performed amputations, excised tumours, repaired hernias. In India medical instruments and methods for using them were known centuries earlier than in Europe. This country was inhabited by an intelligent people; their art, industry and science even in early times had reached a high stage of development.

Medicine in the Middle Ages

3. Man tried to protect health during the Middle Ages. Certain important health methods were used during this period. Epidemics of diphtheria, typhoid, fever, leprosy (проказа), influenza, bubonic plague and other diseases took millions of lives.

4. Leprosy was spread for hundreds of years. This disease was controlled not by medical means. The patient lived in special colonies away from other people. This was a very important advance in public health during this period.

5. During the Middle Ages plague killed many millions of people in Europe. In 1348 the “Black Death” struck Britain: nobody knew how to fight with this disease. The doctors advised people to run away from the affected areas. Everybody agreed that plague was god’s punishment for the sins of men.

Developments of the Middle Ages

6. A very important development during the Middle Ages was the hospital. Hospitals appeared in Ceylon early in the 5th century B. C. and in India in 260 B.C. Hospitals were founded during the Middle Ages in Italy, France, England, Spain and other European countries. The number of hospital beds was not always an indication of hospital size, usually great beds were used and 4-6 patients were put on one bed.

7. Hospitals were founded to treat the sick people. Another development during the Middle Ages was the foundation of Universities. Many of the great European Universities were founded during the 13 and 14th centuries. Biological sciences were taught in the universities. Students studied the human body and some diseases.

Rapid scientific advantages

8. Great discoveries were made in the 19th century. One of them was the discovery of cocaine, which was very effective as a local anaesthetic. Surgeons could inject cocaine into a certain part of the body and deaden (заглушать) the pain in that part during the operation. When the problem of pain was solved, surgeons could carry out long and complicated operations.

9. A very important discovery was made by the French chemist, physicist and bacteriologist Louis Pasteur. We know him as the originator of the “germ (бактерия, микроб) theory” of disease. He discovered fermentation and developed the process of pasteurization (пастеризация). Louis Pasteur produced the theory that disease and infection were caused by germs and he proved that they were spread through the air. He found that germs could be killed in the liquids by heat and the term “pasteurization” was given to the process.

10. Rudolf Virchow became known for his work in cellular pathology, and Herman von Helmholtz for his invention of the ophthalmoscope (офтальмоскоп) in 1850. Lord Joseph Lister introduced antiseptic surgery in 1867, and Wilhelm K. Roentgen discovered X-rays in 1895. He placed his hand in front of the apparatus and saw the rays passed through the hand and cast a shadow of bones on the screen. As these rays were unknown to him, he called them X-rays

The Developments of the 20th century

11. During the first seventy years of the 20th century many discoveries were made in the treatment and prevention of disease. In 1901 Karl LandSteiner discovered the blood groups. Some diseases are not caused by germs or infections but by the lack of certain substances in our

food. The discovery of vitamins in 1912 was very important to provide people with a properly balanced diet. In 1922 Sir Frederick Banting found that insulin was very effective against diabetes.

12. Penicillin was discovered in 1928 by Dr. Alexander Fleming who became the founder of the modern science of antibiotics. Penicillin was used in hospitals to reduce infections in wounds during the Second World War. Streptomycin and a series of anti-infection drugs were discovered after penicillin. All these drugs are known as antibiotics.

13. A drug known as sulphanilamide was discovered in 1935. It became the first of the “miracle” drugs (чудодейственное лекарство) which gave immediate and amazing results in the treatment of many infectious diseases including pneumonia.

14. During the two world wars, great advances were made in the field of plastic surgery, in which skin, bone or muscles was taken from one part of the body and then was transplanted to a badly injured area in another part.

15. Great progress was made in the prevention and treatment of cardiovascular diseases, cancer, bacterial and viral infections, kidney disorders and other main causes of death and disability (потеря трудоспособности). The individual of today will live longer and healthfully than ever before.

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 15 :Health service in Russia

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь составлять монологические высказывания на основе прочитанных текстов, употреблять грамматический материал по теме: артикль и числительное.

ЗАДАНИЕ

Exercise 1. *Read and learn the following words:*

Vocabulary

emergency ambulance service – служба скорой помощи
free of charge – бесплатно
artificial organs – искусственные органы

Exercise 2.: *Read and translate the text:*

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 policlinic 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 policlinic 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, anaesthetic and electro-therapeutic 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.

Some words must be said about the Mother-and Child Health Care Centre in Moscow. This centre concentrates effort not only on traditional problems of obstetrics and gynecology but also on research in normal physiology of the female organism. The main task of this centre is to ensure the birth of a healthy child. The centre developed new methods of disease prevention, diagnostics and treatment. 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.

Exercise 3. Give the English equivalents for:

- важная задача -
- распространение заболеваний -
- амбулаторные больные -
- диагностический аппарат -
- аппарат для переливания крови -
- аппаратура для дыхания -
- рак -
- диагностика –

Exercise 4 . Complete the sentences as in the text:

1. The main attention of health service in Russia is
2. We believe that one of the main available methods of
3. Ambulant patients are seen
4. The ambulances are equipped by
5. The main task of this centre is

Exercise 5 Read the text once more and find the answers to the following questions:

1. What is the main attention of health service in Russia paid to?
2. What is one of the most important tasks in the fight against different diseases?
3. What is helpful in health education?
4. Is the polyclinic the basic medical unit in our country?
5. How many hours does the doctor work?

6. Is the emergency ambulance service free of charge?
 7. What can you say about the equipment of the emergency ambulance service?
 8. Are there many specialized hospitals in Russia?
 9. What are the problems, studied by the Mother-and-Child Health Care Centre in Moscow?
- 10) Is much attention in our country paid to the scientific problems?

ТОПІС ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА:16. THE HEALTH SERVICE IN RUSSIA

Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь читать с целью извлечения конкретной информации, уметь употреблять основную терминологию по специальности, использовать речевую функцию запроса информации.

ЗАДАНИЕ

A health care system is the organization of people, institutions, and resources to provide health care services to give people medical assistance. There is a wide variety of health care systems around the world. This topic will tell you about the health care system in Russia.

Exercise 1. Read and learn the following words:

Vocabulary

1. health service – здравоохранение
2. medical institution – медицинское учреждение
3. protect the health – охранять здоровье
4. medical assistance – медицинская помощь
5. consulting room – кабинет врача
6. X-ray – рентген
7. out-patient – амбулаторный больной
8. district therapist – участковый терапевт
9. staff – персонал
10. disease – болезнь
11. treatment – лечение
12. get a sick-leave – получать больничный лист
13. emergency ambulance service – служба скорой помощи
14. undergo a preventive examination – проходить профилактический осмотр
15. medical equipment – медицинское оборудование

Exercise 2. Fill in the blanks

<ol style="list-style-type: none"> 1. a result of ... examination 2. a hospital ... 3. a doctor's 4. an infectious ... 5. system 6. ... of a disease 7. medical ... 8. examine an ... 9. get a 10. a preventive ... 	<ul style="list-style-type: none"> • consulting room • assistance • X-ray • treatment • staff • examination • sick-leave • disease • out-patient • health service
--	---

Exercise 3. Translate into English

1. Студенты проходят практику в различных медицинских учреждениях.
2. Врачи охраняют здоровье людей.
3. Вы должны пройти профилактический осмотр.
4. Это медицинское оборудование дорогое и современное.
5. Грипп (influenza) – это инфекционное заболевание.
6. Кабинет врача хорошо-оборудован.
7. Врачи оказывают (give) медицинскую помощь.
8. «Николай Петрович, получите больничный лист» - сказала (said) мед.сестра.

Exercise 4. Translate the underlines words. Read and translate the text.

Health service in Russia

The health service in Russia embraces the entire population and it is financed by the state budget.

There is a wide network of medical institutions to protect the health of our people. They are polyclinics, hospitals and clinics. Polyclinics give qualified medical assistance. Many doctors and nurses work in the polyclinics. There are a lot of consulting rooms, some laboratories, X-ray, physiotherapy, surgical and dental departments. District therapists examine out-patients. The polyclinic has rooms for the examination of infectious diseases and also rooms for treatment and diagnostics. In Russia district doctors are on call part of their working day, they visit patients who are seriously ill and stay at home.

Any Russian citizen may go to the district doctor or call him in and receive medical assistance. Every citizen has a right to get a sick-leave.

Health service in Russia provides the emergency service. The emergency ambulance service operates day and night and it is free of charge. In case of an emergent disease one dial 03 for the doctor to come. The ambulances are well-equipped. Modern medical equipment enables the doctor to give emergency surgical and therapeutic treatment.

There are special hospitals for the treatment of particular diseases – infectious, psychiatric diseases, cancer and so on.

The main principle of health service in Russia is the *prevention of diseases*. One of the main tasks in the fight against diseases is *the early detection of the first signs of the diseases*. One of its methods is health education.

Exercise 5. Match the words in the columns

<ol style="list-style-type: none">1. The health service2. The polyclinic3. The emergency ambulance service4. The district doctor5. Russian citizens	<ul style="list-style-type: none">-operates day and night-embraces the entire population-examine out-patients-provides the emergency service-protect the health of the people-visit ill patients at home-receive medical assistance
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Exercise 6. Answer the questions

1. Who works in the polyclinics?
2. What rooms does the polyclinic have?
3. What is the main principle of health service in Russia?
4. What does modern medical equipment enable the doctors to do?

. Exercise 7 Continue the sentences

1. Polyclinics give ...
2. Any Russian citizen may ...
3. Every citizen has a right to ...
4. One of the main tasks in fighting against diseases is ...

ПРАКТИЧЕСКАЯ РАБОТА

ТЕМА 17. THE NATIONAL HEALTH SERVICE IN GREAT BRITAIN

A health care system is the organization of people, institutions, and resources to provide health care services to give people medical assistance. There is a wide variety of health care systems around the world. This topic will tell you about the health care system in the UK.

Exercise 1. *Review the given words*

prescription / treatment / cold / cough / surgery
/ care / emergence ambulance / fall ill / a case of
illness / accident / staff

Exercise 2. *Match the words together. Translate the word combinations*

1. divide into	▪ free
2. provide	▪ services
3. remain	▪ sectors
4. use	▪ a doctor
5. visit	▪ a course of treatment
6. give	▪ health care
7. prescribe	▪ the NHS
8. offer	▪ advice

Exercise 3. *Study the new words*

1. private – частный
2. set up – основывать, учреждать, создавать
3. regardless of – независимо от, не принимая во внимание, невзирая на
4. available – доступный, имеющийся в наличии
5. charge – цена, плата (за услуги)

6. employ – нанимать, предоставлять работу, держать на службе
7. general practitioner (GP) – терапевт
8. arrange – договариваться, организовывать, устроить
9. facilities – возможности, благоприятные условия
10. improve – улучшать
11. extend – расширять
12. taxes – налоги, сборы, пошлины

Exercise 4. *Say into English*

1. частная школа / больница / собственность
2. основывать компанию / дело; сформировать правительство; создать лабораторию
3. независимо от состояния; невзирая на ошибки; не принимая во внимание будущее
4. земельный налог; местные сборы; собирать (взимать) налоги; платить налоги
5. делать что-то доступным; доступные средства; имеющиеся в наличии лекарства
6. за маленькую плату; цены на газ; плата за вход
7. фабрика держит на службе 2000 человек
8. договориться о встрече; договориться о времени и дате
9. благоприятные условия для лечения / занятий / исследования

10. расширять здание школы / больницы;
расширять аэропорт / ж.д. вокзал
11. улучшать английский / благосостояние;
улучшаться с возрастом,

Exercise 5. Find the sentences with the new words in the text and translate them into Russian

British National Health Service

The British National Healthcare System is divided into state and private (independent) sectors. The state sector is represented by the National Health Service (NHS) and financed by the state from taxes. The NHS is one of the best health care systems in the world. The NHS was set up in 1948 to provide good health care available to all, regardless of wealth.

Except charges for some prescriptions, optical and dental services, the NHS remains free for anyone who is resident in the UK. That is more than 60m people. It covers everything from routine treatments for coughs and colds to open heart surgery, accident and emergency treatment and end-of-life care.

The NHS employs more than 1.7m people. Of those, just under half are clinically qualified, including 120,000 hospital doctors, 40,000 general practitioners (GPs), 400,000 nurses and 25,000 ambulance staff. The number of patients using the NHS is huge. On average, it deals with 1m patients every 36 hours.

When a person falls ill he first visits his GP. GPs make the first diagnosis in the case of illness, give advice and may prescribe a suitable course of treatment or arrange for the patient to see a specialist. The specialist decides whether the patient needs hospital treatment and if he does whether he should be treated at the local hospital or at a specialized hospital.

District general hospitals offer a broad range of clinical services. Treatment is provided for in-patients and out-patients. There are also special hospitals. These hospitals combine special treatment facilities with the training of medical students. Many of the hospitals in the NHS were built in the 19th century. Much has been done to improve and extend existing hospital building and many new hospitals have been opened.

NHS emergence ambulances are available free for cases of sudden illness, for accidents and for doctors' urgent calls.

Exercise 6. Answer the questions

1. What does the NHS cover?
2. Who works in the NHS?
3. What do district general hospitals offer?
4. For whom treatment is provided?

Exercise 7. Complete the sentences

1. The British National Healthcare System is divided into _____.
2. _____ is represented by the NHS.
3. The NHS provides _____.
4. The NHS remains free for the British people except _____.
5. The NHS employs more than 1.7m people among them are _____.
6. When a person falls ill he _____.
7. GPs makes the first diagnosis of illness, give advice and prescribe treatment or _____.
8. Patients are treated in _____.
9. Hospitals offer _____.
10. NHS emergence ambulances are available free for
_____.

Exercise 8. Learn the words

1. делиться на государственный и частный сектора
2. обеспечивать хороший уход за здоровьем
3. доступный всем, независимо от материального состояния
4. оставаться бесплатным
5. плата за прописанные лекарства
6. предоставлять работу
7. персонал скорой помощи
8. организовывать пациенту встречу со специалистом
9. широкий перечень услуг
10. несчастные случаи

Exercise 9. Speak English

1. Национальная система здравоохранения Великобритании делится на государственный и частный сектора.
2. Государственный сектор представлен Национальной службой здравоохранения.
3. Национальное здравоохранение обеспечивает хороший уход за здоровьем, доступный всем, независимо от материального положения.
4. Национальное здравоохранение является бесплатным для британцев, кроме платы за некоторые прописанные лекарства, оптику и услуги стоматолога.

5. Национальное здравоохранение предоставляет работу более 1,7 миллионам человек, среди которых врачи больницы, терапевты, мед.сестры, персонал скорой помощи.
6. Когда человек болеет, он посещает своего терапевта.
7. Терапевт ставит первичный диагноз болезни, дает консультацию и прописывает лечение или организует для пациента встречу со специалистом.
8. Пациентов лечат в местных или специальных больницах.
9. Больницы предлагают широкий перечень клинических услуг.
10. Национальная служба скорой помощи предоставляется бесплатно при внезапных заболеваниях, несчастных случаях и срочных вызовах врача.

. THE MEDICAL SERVICE IN THE USA

A health care system is the organization of people, institutions, and resources to provide health care services to give people medical assistance. There is a wide variety of health care systems around the world. This topic will tell you about the health care system in the USA.

Exercise 10. Study the new words.

1. there is / are – существует / существуют
2. low income – низкий доход
3. intern – интерн
4. resident – ординатор
5. Emergency Room – отделение экстренной помощи
6. deal with – заниматься ч-л
7. develop – разрабатывать
8. face – сталкиваться с ч-л
9. cure for – лекарство от

Exercise 11. Translate into English

1. В Соединённых Штатах существуют три уровня организации медицинской службы: частный врач, медицинские учреждения (больница) и Здравоохранение США.
2. У среднего американца есть врач, которого он называет семейным врачом.
3. У этого врача есть свой офис, или он работает с другими врачами.
4. Семейный врач проводит регулярные осмотры, вакцинацию пациентов и дает им медицинские консультации (советы).
5. Но у многих американцев с низким доходом нет семейного врача.
6. Они приходят в больницу за медицинской помощью.
7. Персонал больницы, интерны, ординаторы и врачи, заботятся о таких пациентах.
8. В каждой больнице есть отделение экстренной медицинской помощи.

9. Государственное здравоохранение занимается вопросами вакцинации школьников и изучением эпидемий.
10. Федеральное правительство разрабатывает специальные медицинские программы, чтобы обеспечить бесплатный уход за здоровьем для американцев старше 65 лет и для американцев с низким доходом.
11. Американская медицина сталкивается с такими же научными проблемами, как и Россия – болезни сердца, рак, СПИД.
12. Ученые стараются определить причины этих болезней и найти лекарство от них.

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