

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

СЕВЕРО-КАВКАЗСКАЯ ГОСУДАРСТВЕННАЯ АКАДЕМИЯ

П.Р. Хасанова

ИНОСТРАННЫЙ ЯЗЫК

Практикум для обучающихся 2 курса 1 семестра
По специальности 33.02.01.Иностранный язык
(в профессиональной деятельности)

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Рецензенты: Копсергенова Л.М. – преподаватель английского языка
СПК СКГА.

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программе по дисциплине «Иностранный язык» в соответствии с ФГОС.

Практические занятия содержат тематические текстовые материалы,
упражнения на расширение словарного запаса и образование потенциального
профессионального словаря, грамматические упражнения, тренировочные
задания для активизации знаний грамматических форм и синтаксических
оборотов.

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ПРЕДИСЛОВИЕ

Целью практических работ по дисциплине «Иностранный язык» является проведение практических занятий и овладение фундаментальными знаниями, профессиональными умениями и навыками по профилю изучаемой дисциплины, закрепление и систематизация знаний, формирование умений и навыков, активизация знаний грамматических форм и синтаксических оборотов, употребительных в специальной литературе.

Задачи практических занятий: обобщить, систематизировать, углубить, закрепить полученные знания по изучаемым темам.

Формы работы студентов включают в себя работу с текстами; подготовки сообщений, составление тематического словаря, работу с грамматическим материалом.

ПРАКТИЧЕСКАЯ РАБОТА

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

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 ,gəʊʃi'eɪʃ(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, 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:

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

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

ТЕМА 2: 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:

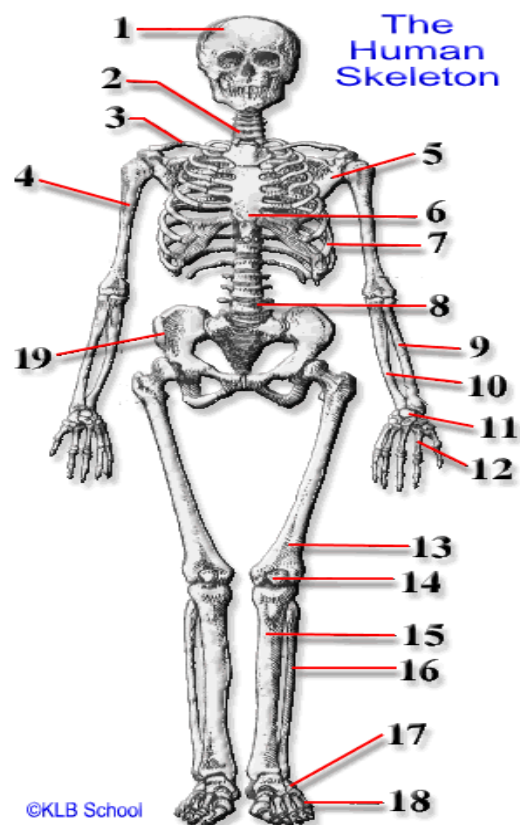
Exercise 1. Read and learn the following words:

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'tremiti] – конечность	heart [ha:t] – сердце
skull [skʌl] – череп	gullet [ˈgʌlɪt] – глотка
forehead [ˈfɒrɪd] – лоб	abdominal ['æbdɔːminl] – брюшной
brain [breɪn] – мозг	framework ['freɪmwɜ:k] – диафрагма
mouth [mauθ] – 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 [ˈskelɪtn] – скелет
tongue [tʌŋ] – язык	injury ['ɪndʒəri] – рана, ушиб
palate [ˈpælɪt] – нёбо	muscle [mʌsl] – мышца, мускул
neck [nek] – шея	shoulder [ˈʃəʊldə] – плечо
elbow [ˈelbəʊ] – 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 [ɪn'testɪn] – 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. Lumbar 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. What connects the trunk with the head?
10. What is the upper part of the trunk called?
11. What are the principal organs in the chest?
12. What are the principal organs in the abdominal cavity?
13. What does the skeleton protect the organs from?
14. What are the bones covered with?
15. What does each arm consist of?
16. What does the lower extremity consist of?
17. 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 мочевого 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 [ˌsʌbkju'teɪniəs] – подкожный
membranous ['membɾənəs] – мембранный, пленочный
sac [sæk] – мешок, мешочек, сумка, киста
digestive system [daɪ'dʒestɪv 'sɪstəm] – пищеварительная система
respiratory system ['respəreɪtɔ:ri 'sɪstəm] – дыхательная система
urogenital system [ˌjʊərə'dʒenɪtəl 'sɪstəm] – мочеполовая система
vascular ['væskjələ] (амер.), ['vaskjʊlə] (брит.) system – сосудистая система
prominent ['prɒmɪnənt] – заметный, известный, выдающийся
to modify ['mɒdɪfaɪ] – видоизменять, определять
gland [glænd] (амер.), [glænd] (брит.) – железа
water supply ['wɔ:tə sə'plʌɪ] – 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;
в задней части брюшной полости;	

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]

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

datum [deɪtəm]	данная величина	data [deɪtə]	
phenomenon [fɪnəˈmɪnən]	явление	phenomena [fɪnəˈmɪnə]	
basis [beɪsɪs]	базис	bases [beɪsɪːz]	
crisis [kraɪsɪs]	кризис	crises [kraɪsɪːz]	

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 ['skelɪtl] – скелетный	cartilage ['kɑ:tɪlɪdʒ] – хрящ
urinary ['jʊərɪnəri] – мочевой	join [dʒɔɪn] – соединять
endocrine ['endoukraɪn] –эндокринный	convey [kən'veɪ] – передавать
structural ['strʌktʃərəl] –структурный	ureter [jʊə'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:məʊn] – гормон
alimentary [ˌæli'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	19 nineteen	60 sixty
8 eight		70 seventy
9 nine		80 eighty
10 ten		90 ninety
11 eleven		
12 twelve		

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 the fifteenth, nineteen forty-five.
May 15-th, 1945	
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 ['nɜːvəs] *adj* нервный
3. to count the pulse [kaunt ðə pʌls] – считать, отсчитывать пульс
4. beating ['biːtɪŋ] *n* биение (сердца), пульсация
5. to note [nəʊt] *v* замечать, отмечать
6. deep [di:p] *adj* глубокий
7. shallow ['ʃeləʊ] *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: Like history.

Определенный артикль the происходит от указательного местоимения this – это.

1. Определенный предмет: Give me the book.

2. Обозначение фамилии как семьи: The Blacks, The Smiths.

3. Множественное число известных предметов: Send me the books.

4. Не первый раз в тексте: I see a room. The room is large.

5. Определённая позиция неисчисляемых существительных: Give me the glass of milk.

6. Порядковые числительные: the first lesson.

7. Название газет, журналов, пароходов, гостиниц: I read the «Nature»

8. Превосходная степень прилагательного: It is the best film!

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

10. The Hague- Гаага- столица Голландии.

11. Название государств с использованием административных терминов: the USA, the United Kingdom.

12. Этносы: The Indians.

13. Перед обстоятельством места: in the street.

14. Географические названия океанов, морей, озёр, рек, гор, пустынь и т.д.: The Urals, The Volga, The Black sea, The Atlantic Ocean.

Но: mount Vesuvius, lake Baikal, lake Ohio.

15. Названия войн: The Civil War.

16. . Название документов: the Constitution.

17. Прилагательные в роли существительных: the old.

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: I am a student.

3. Неопределённый предмет: Give me a book or a notebook.

4. Первый раз в тексте: I see a dog. The dog was hungry.

5. Неопределённые порции неисчисляемого существительного: a cup of tea.

6. Абстрактное существительное + определение: a quiet life.

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 is on __radio this evening? 11. __Russians are very keen on football.

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

РАЗРЯДЫ 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, который-нибудь	Неопределенные местоимения кроме некто, нечто, изменяются по падежам. Также некоторые неопределенные местоимения изменяются по родам, падежам, числам
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), этак

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

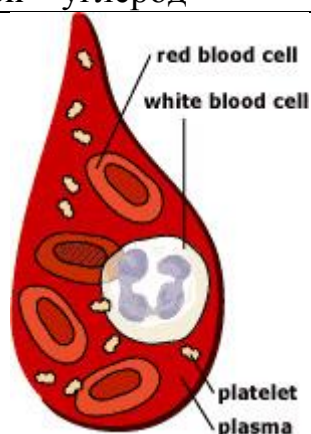
Цели занятия: на основе теоретических знаний и практических умений обучающийся должен уметь грамотно строить вопросы, уметь их задавать и отвечать на них, уметь вести диалог с обменом мнениями, с использованием речевых клише.

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 denucleated, 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 erythrogenic androgens. The packed volume of blood cells per total volume of blood is 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 against 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 reactions, 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 μm 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 biochemical 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 anamnestic response that occurs when the body is exposed to an antigen for a second time. Monocytes vary in diameter from 15-18 μm 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 μm in diameter.

They are 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⁻¹ 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 granule 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

beside the house- рядом с домом
among us - среди нас
between the houses - между двумя
домами
by the window - у окна
at the door - у двери
round the table - вокруг стола
far from the house - далеко от дома
beyond the river - по ту сторону
реки
in front of our office - перед нашим
офисом

opposite my house - напротив моего
дома
behind me - позади меня
above my head - над моей головой
over the table - над столом
under the bed - под кроватью
below the ground - под землей
in the school - в школе
inside the house - в доме
outside the house - вне дома
on the table - на столе
on the wall - на стене

Предлоги направления

From London из Лондона
Off the field- с поля
out of the room -из комнаты
along the street -по улице
down the street- по улице
across the river- через реку
through the forest -через лес
over the wall -через стену
past the house -мимо дома

к морю – to the sea
towards the sea -по направлению к
морю
as far as the railway station до вокзала
into the house в дом
for Kiev -в Киев
down the steps- вниз по ступенькам
up the hill -на холм

Предлоги времени

for two weeks -на две недели
within a week -за неделю
in an hour -через час
over the last three months
за последние три месяца
during the war- во время войны
in case of an illness- в случае болезни
in the event of an earthquake- в случае
землетрясения
before the work до работы
после работы – after the work
from two o'clock с двух часов
с четырех часов – till four o'clock

by three o'clock- к трем часам
since 1980с 1980-го года
in 1945в- 1945 году
in August- в августе
at four o'clock -в четыре часа
on Monday- в понедельник
on the first of May -первого мая
утром – in the morning
in the daytime- днём
at night -ночью
ten minutes past seven -десять минут
восьмого
ten minutes to seven- без десяти семь

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

ЗАДАНИЕ:

Exercises 1. Read and learn the following words:

Vocabulary

1. Pump [pʌmp] насос; v 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] удар; ударять (beat, beaten)
6. Per minute n – в минуту
7. Contract [kən'trækt] v сокращаться
8. Artery ['ɑ:rtəri] 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.

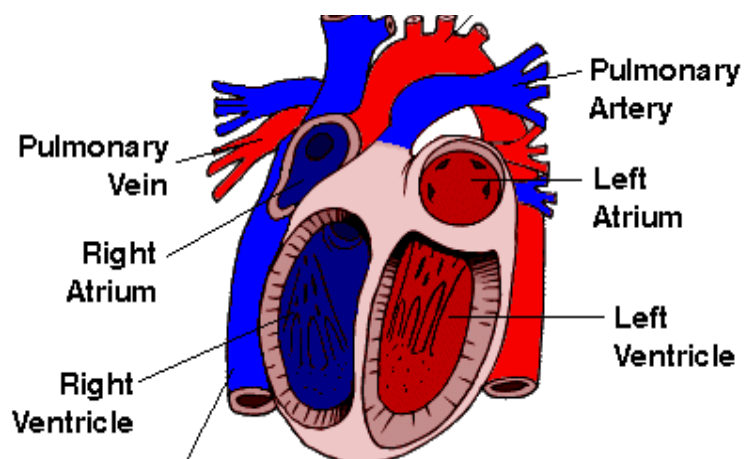
Research work of many physiologists has estimated the role of the ventricles as the main pump of the human heart.

Size: ...

Weight: ...

Structure: ...

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 –y, –e, –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 –y с согласной буквой перед этим окончанием, то в сравнительной и превосходной степени буква y заменяется на i. Если же букве y предшествует гласная, то y остается без изменения:

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

Если прилагательное заканчивается на непроизносимую –e, 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.

ЗАДАНИЕ:

Exercise 1 *Read and learn the following words:*

Vocabulary

- | | |
|--|-------------------------|
| 1. cardiovascular system -
сердечнососудистая система | 3. artery - артерия |
| 2. blood circulation - кровообращение | 4. vein – вена |
| | 5. capillary - капилляр |

- | | |
|--|--|
| 6. blood vessel - кровеносный сосуд | 13. valve - клапан |
| 7. to pump blood - выталкивать кровь | 14. cardiac cycle - сердечный цикл |
| 8. oxygen-poor blood – кровь, бедная кислородом | 15. vascular system – сосудистая система |
| 9. oxygen-rich blood – кровь, обогащённая кислородом | 16. pulmonary system - лёгочная система |
| 10. chamber of the heart - камера сердца | 17. to separate-разделять |
| 11. atrium (atria) - предсердие | 18. portal system – венозная систем |
| 12. ventricle - желудочек | |

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.

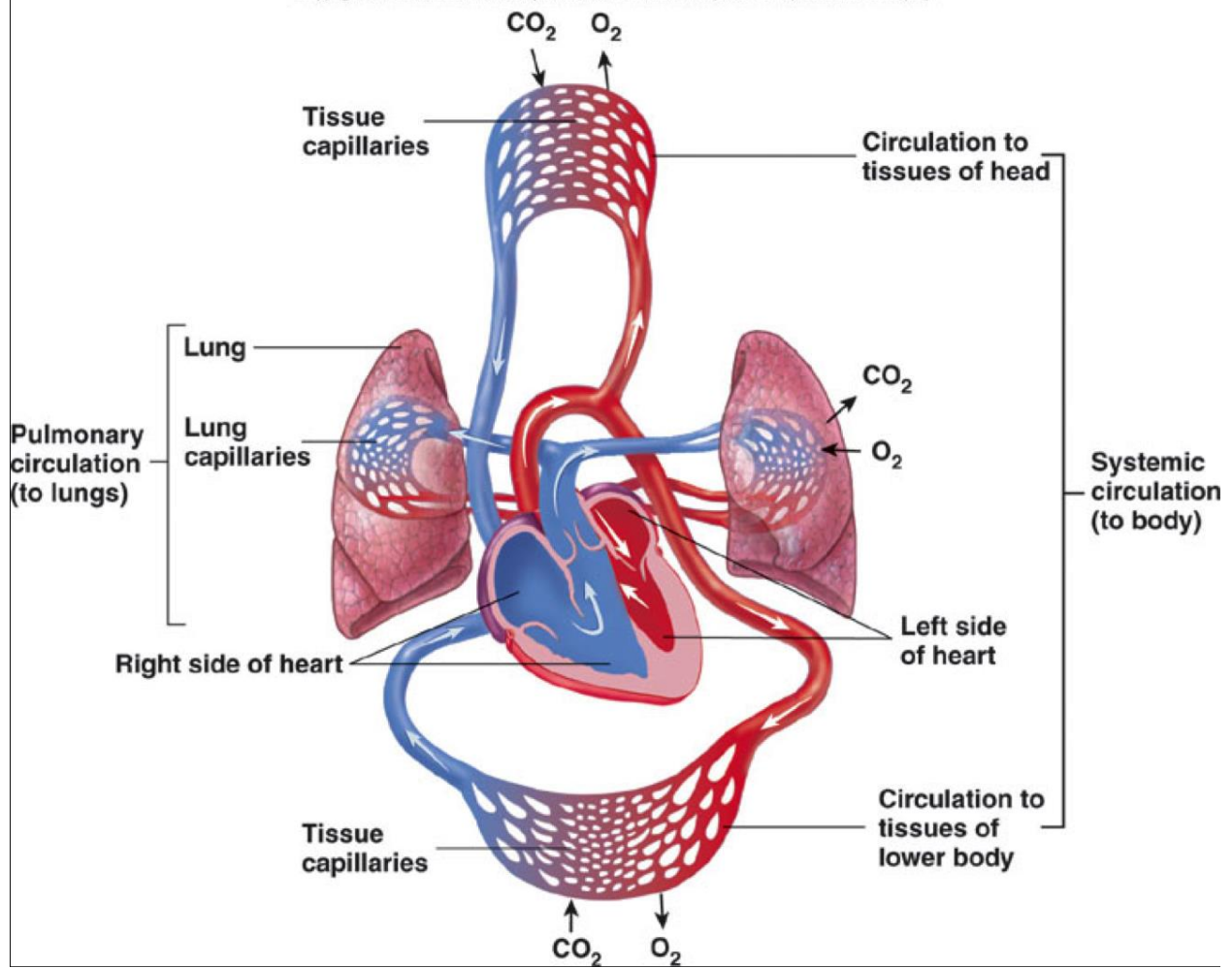
There are four chambers in the heart. There are two chambers on the top and two chambers on the bottom. The top two chambers are called the atria. There's a left atrium and a right atrium. They receive blood returning to the heart from the body and lungs. The bottom two chambers are the ventricles. There 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.

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

Cardiovascular system



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)-
Contraction -сокращение	большая ягодичная мышца

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.

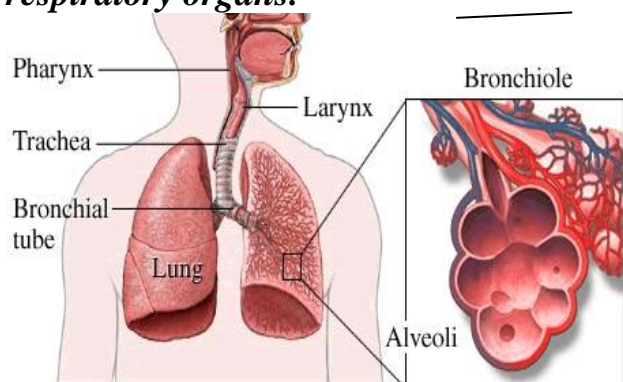
ЗАДАНИЕ:

Exercise 1. Read and learn the following words:

Vocabulary

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 writes 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 does?
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.

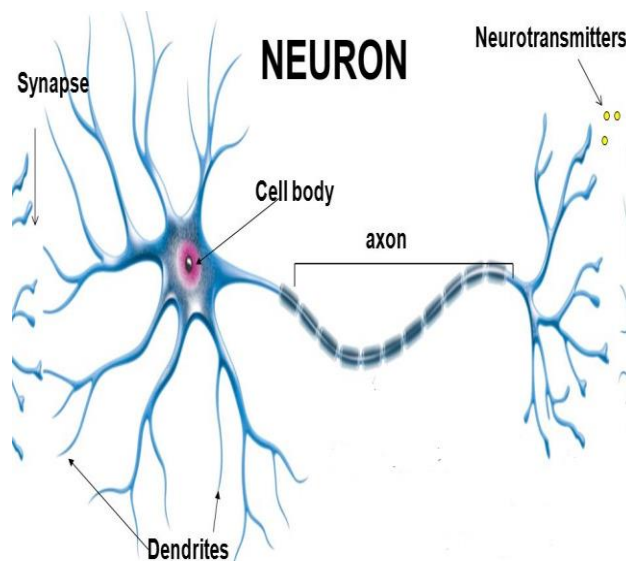
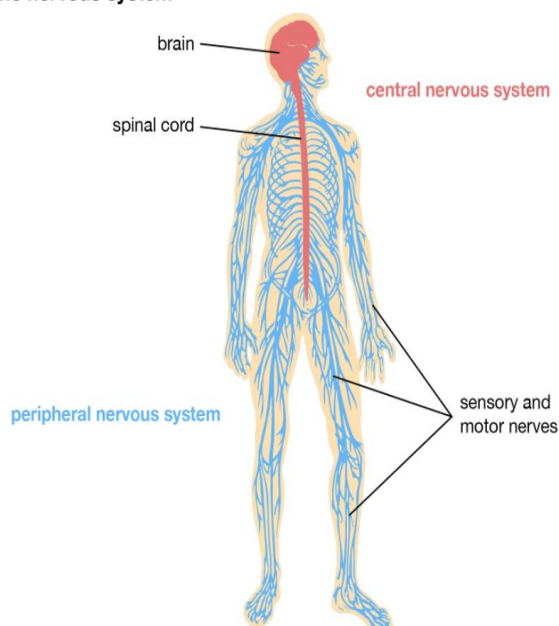
ЗАДАНИЕ:

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....

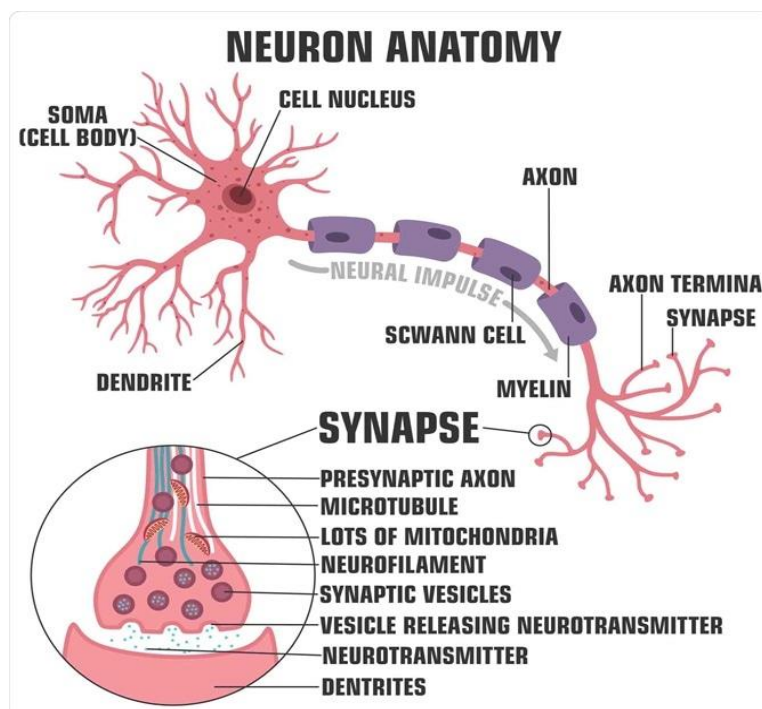
ПРАКТИЧЕСКАЯ РАБОТА
ТЕМА 12. Neurons

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

ЗАДАНИЕ:

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 [ˌæli'ment(ə)rɪ/ 1) пищевой
 acid ['æsid/ 1. 1) кислота
 enzyme ['enzaim] ; фермент, энзим
 majority [mə'dʒɔrəti/ 1) а) большинство
 ejection [i'dʒekʃ(ə)n] 1) а) извержение, выброс, выбрасывание
 expulsion [ɪk'spʌlʃ(ə)n] выталкивание
 feces [fi:si:z] фекалии
 emulsification эмульгирование; эмульсификация
 chewing ['tʃu:ɪŋ] жевательный
 mastication [ˌmæstɪ'keɪʃ(ə)n] 1) жевание
 lubrication [ˌlu:brɪ'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

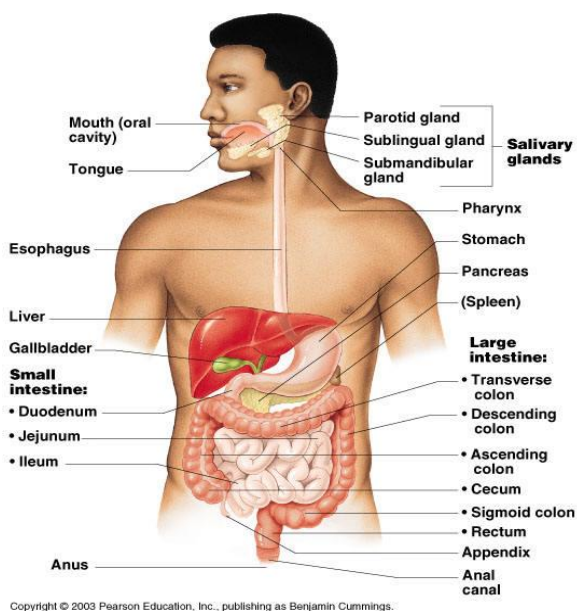
**Exercise 2. Read and translate the text **
DIGESTIVE SYSTEM

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.



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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...
- compact bone and cancellous bone
 - trabeculae**
 - ligaments**
6. ... supports bones and protects them where they rub against each other.
- tendon
 - ligament**
 - cartilage**
7. The human body has more than 650 muscles, which make up...
- the whole person's body weight.
 - half of a person's body weight.
 - 1/4 of a person's body weight.
8. Joints are classified by their...
- range of movement.
 - shapes
 - sizes

BONES, MUSCLES, JOINTS.

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 ...
- the skull
 - the ribs
 - backbone
 - the skin
 - the muscles
2. Muscles are the masses of tough, elastic tissue that pull our bones when we....
- move
 - breathe
 - sit
 - lie
 - relax
3. The human skeleton has
- 89 bones
 - 206 bones
 - 124 bones
 - 357 bones
 - 423 bones
4. Bones are fastened to other bones by long, fibrous straps called
- 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

Vocabulary

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.Фонендоскоп	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. <i>Давать лекарство</i>	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.

<p>1. put take out a read shake</p>		<p>2. assemble a disassemble</p>	
<p>3.give a bed patient of tea</p>		<p>4.change ice in an</p>	
<p>5.give a cleansing</p>		<p>6.take a patient in a into a ward</p>	
<p>7.give a patient a</p>		<p>8. put a</p>	
<p>9. fill in..... with water</p>		<p>10.puton the back</p>	
<p>11. put on the back of the patient</p>		<p>12. nasal drops</p>	

Exercise 4. Translate into English

1. Поставьте градусник лежащему больному.
2. Достаньте градусник и прочитайте показания.
3. Встряхните градусник.
4. Дайте больному поильник с чаем.
5. Поставьте очистительную клизму.
6. Дайте судно лежащему 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 I go to school every day. Molly goes to school every day -don't/doesn't V I don't go to school every day. Molly doesn't go to school every day. ? Do/Does + S + V Do you go to school every day? Does Molly go to school every day?</p>	<p>Как образовать? + am/is/are Ving. I am sitting. She is singing. They are playing. -am/is /are not +Ving I am not playing. He isn't watching. We are not listening. ? Am / Is /Are + S+ Ving Am I sitting? Is she listening? Are they singing?</p>	<p>Как образовать? + have/has +V3 I have watched this film. She has done her homework. -have/has not +V3 I haven't met her before He has not watched the film. ? Have/Has +S+V3. Have we met before? Has Molly read this book?</p>	<p>Как образовать? + have / has been Ving I have been working. She had been waiting. -Have/has not been Ving I haven't been waiting for you. She hasn't been running. ? Have/ has + S+ been Ving Have you been working all day long? Has he been running?</p>
<p>Когда употреблять? <ul style="list-style-type: none"> • Обычное, регулярно повторяющееся действие. Molly often visits her granny. <ul style="list-style-type: none"> • Расписание. The ship leaves at 8</p>	<p>Когда употреблять? <ul style="list-style-type: none"> • Действие происходит (длится) в данный момент. She is watching TV now. <ul style="list-style-type: none"> • Действие происходит в данный период. I am reading M.Twain these days.</p>	<p>Когда употреблять? <ul style="list-style-type: none"> • Действие завершено, но нет указание на момент совершения. She has done her homework. <ul style="list-style-type: none"> • Действие </p>	<p>Когда употреблять? <ul style="list-style-type: none"> • Действие, которое длилось до настоящего момента (возможно, действие продолжается и сейчас). </p>

sharp. • Факты, законы природы. It often rains in autumn.	• Запланированное действие. I'm flying to Madrid.	завершено, нет указания на момент совершения и есть результат важный в данный момент. I have bought some flour, so we can bake a cake.	She has been waiting for you for 3 hours.
Слова-указатели. Маркеры времени. Usually, generally, once a month, twice a week, always, every day/week/month, never, often, seldom, sometimes, rarely	Слова-указатели. Маркеры времени. Now, at the moment, at present	Слова-указатели. Маркеры времени. lately, recently, twice, several times, ever, never, just, already, yet, for, since	Слова-указатели. Маркеры времени. For, since

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	ильный 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

Past Simple	Past Continuous	Past Perfect	Past Perfect Continuous
<p>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?</p>	<p>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?</p>	<p>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?</p>	<p>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?</p>
<p>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.</p>	<p>Когда употреблять? Действие, которое длилось в определенный момент прошлого. She was dancing at 5 o'clock yesterday. She was sleeping when her brother came.</p>	<p>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.</p>	<p>Когда употреблять? Действие длилось до момента в прошлом. Sally had been waiting for half an hour and then she decided to go home.</p>
<p>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</p>	<p>Слова-указатели. Маркеры времени. all day /night long, at that moment/time, while, at 5 o'clock, when +Past Simple</p>	<p>Слова-указатели. Маркеры времени. By, by the time, before</p>	<p>Слова-указатели. Маркеры времени. all day long, by, before, since, for, till</p>

ХАСАНОВА Павлина Расуловна

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