МИНОБРНАУКИ РОССИИ
Федеральное государственное бюджетное образовательное учреждение высшего образования
«Чувашский государственный университет имени И.Н. Ульянова»
(ФГБОУ ВО «ЧГУ им. И.Н. Ульянова»)

Химико-фармацевтический факультет

Кафедра иностранных языков № 2

Утверждена в составе основной профессиональной образовательной программы подготовки специалистов среднего звена

ПРОГРАММА ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ

по дисциплине

ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

для специальности

33.02.01 Фармация

Форма обучения: **очная**

Год начала подготовки: **2024**

Чебоксары 2024

РАССМОТРЕНО и ОДОБРЕНО
на заседании предметной (цикловой) комиссии общегуманитарного и социально-экономического циклов «29» августа 2024 г., протокол № 10.

Председатель комиссии О.Н. Широков

Программа текущего контроля успеваемости предназначена для оценки результатов освоения дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности обучающимися по специальности:

33.02.01 Фармация

Составитель:

Андреева Екатерина Васильевна, преподаватель кафедры иностранных языков №2.

СОДЕРЖАНИЕ

1. ПАСПОРТ

Назначение:

Программа текущего контроля успеваемости предназначена для контроля и оценки результатов освоения дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности поспециальности 33.02.01 Фармация.

Уровень подготовки: базовый

Умения, знания и компетенция, подлежащие проверки:

№	Наименование	Метод контроля
Умения:		
У 1.	общаться (устно и письменно) на английском языке на профессиональные и повседневные темы;	Наблюдение за выполнением заданий, тестирование
У 2.	переводить (со словарем) английские тексты профессиональной направленности;	
У 3.	самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.	
Знания:		
З 1.	лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.	Наблюдение за выполнением заданий, тестирование
Общие компетенции:		
ОК 02	Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности.	Индивидуальные и групповые творческие задания
ОК 03	Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по правовой и финансовой грамотности в различных жизненных ситуациях	
ОК 04	Эффективно взаимодействовать и работать в коллективе и команде	
ОК 09	Пользоваться профессиональной документацией на государственном и иностранном языках	
Профессиональные компетенции:		
ПК 1.3	Оказывать информационно-консультативную помощь потребителям, медицинским работникам по выбору лекарственных препаратов и других товаров аптечного ассортимента.	Наблюдение за выполнением самостоятельных заданий, тестирование
ПК 1.4	Осуществлять розничную торговлю и отпуск лекарственных препаратов населению, в том числе по льготным рецептам и требованиям медицинских организаций.	
ПК 1.5	Осуществлять розничную торговлю медицинскими изделиями и другими товарами аптечного ассортимента.	
ПК 1.6	Осуществлять оптовую торговлю лекарственными средствами и другими товарами аптечного ассортимента.	

Личностные результаты, подлежащие оценке достижения:

ЛР 8	Признающий ценность непрерывного образования, ориентирующийся в изменяющемся рынке труда, избегающий безработицы; управляющий собственным	самооценка событий, подведение

	профессиональным развитием; рефлексивно оценивающий собственный жизненный опыт, критерии личной успешности.	итогов, портфолио обучабщегося
ЛР 9	Уважающий этнокультурные, религиозные права человека, в том числе с особенностями развития; ценящий собственную и чужую уникальность в различных ситуациях, во всех формах и видах деятельности».	
ЛР 10	Принимающий активное участие в социально значимых мероприятиях, соблюдающий нормы правопорядка, следующий идеалам гражданского общества, обеспечения безопасности, прав и свобод граждан России; готовый оказать поддержку нуждающимся.	
ЛР 13	Способный в цифровой среде использовать различные цифровые средства, позволяющие во взаимодействии с другими людьми достигать поставленных целей; стремящийся к формированию в сетевой среде личностно и профессионального конструктивного «цифрового следа».	
ЛР 14	Способный ставить перед собой цели под возникающие жизненные задачи, подбирать способы решения и средства развития, в том числе с использованием цифровых средств; содействующий поддержанию престижа своей профессии и образовательной организации.	
ЛР 19	Развивающий творческие способности, способный креативно мыслить.	
ЛР 22	Демонстрирующий приверженность принципам честности, порядочности, открытости.	
ЛР 26	Проявляющий и демонстрирующий уважение к представителям различных этнокультурных, социальных, конфессиональных и иных групп.	

2. ОЦЕНКА ОСВОЕНИЯ УЧЕБНОГО ПРЕДМЕТА

2.1. Формы и методы оценивания

Предметом оценки служат умения и знания, по учебному предмету ОГСЭ.03 Иностранный язык в профессиональной деятельности, направленные на формирование общих и профессиональных компетенций.

Элемент учебной дисциплины	Методы контроля	Проверяемые У, З, ОК, ПК, ЛР
Тема 1.1. Английский язык как средство международного общения	Устный ответ по теме, пересказ текста, письменный перевод, тестирование	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Раздел 2 Основы медицинских знаний		
Тема 2.1. Анатомия и физиология человека	Устный ответ по теме, пересказ текста, письменный перевод, тестирование	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Тема 2.2. Патология	Устный ответ по теме, пересказ текста, письменный перевод, тестирование	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Тема 2.3. Первая помощь	Устный ответ по теме, пересказ текста, письменный перевод, тестирование	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Тема 2.4. История развития медицины	Устный ответ по теме, пересказ текста, письменный перевод, тестирование	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Тема 2.5. Здравоохранение	Устный ответ по теме, пересказ текста, письменный перевод, тестирование	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Раздел 2.6. Оформление деловой (медицинской) документации.	Устный ответ по теме, пересказ текста, письменный перевод, тестирование.	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Раздел 3 Профессиональная сфера общения		
Тема 3.1. Фармация	Устный ответ по теме, пересказ текста, письменный перевод, тестирование. Подготовка устного высказывания по теме.	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Тема 3.2. В Аптеке	Устный ответ по теме, пересказ текста, письменный перевод, тестирование. Подготовка устного высказывания по теме.	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Тема 4.1. Лекарственные растения	Устный ответ по теме, пересказ текста, письменный перевод, тестирование. Подготовка устного высказывания по теме.	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Тема 4.2. Фармакология и лекарственные наименования (торговое, международное, непатентованное)	Устный ответ по теме, пересказ текста, письменный перевод, тестирование. Подготовка устного высказывания по теме.	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Тема 4.3. Применение лекарственных препаратов	Устный ответ по теме, пересказ текста, письменный перевод, тестирование. Подготовка устного высказывания по теме.	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Тема 4.4. Применение лекарственных препаратов	Устный ответ по теме, пересказ текста, письменный перевод, тестирование. Подготовка устного высказывания по теме.	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Раздел 5 Практика перевода		
Тема 5.1. Чтение и перевод профессионально-ориентированных текстов	Письменный перевод, тестирование.	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26
Раздел 5.2. Чтение и перевод инструкций к медицинским препаратам	Письменный перевод, тестирование.	У 1-3, З 1, ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3 – 1.6, ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

2.2. Задания для оценки освоения учебного предмета

Раздел 1. Вводно-коррективный курс.
Тема 1.1. Английский язык как средство международного общения

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6
Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие № 1. Роль английского языка в современном обществе. Цели, задачи обучения английскому.

Задание 1. Прочитайте следующие слова и определите тип слога.
Big , got, dog, box, pale, fat, bad, date, by, tie, nine, me, mete, net, lend, Pete, mind, lye, mist, lime, film, five, flat, bed, name, make, lad, sand, be, time, bite, cup, tube, not, note.

Задание 2. Сопоставьте слова.

Educational establishment	Учебное заведение
Highly trained specialists	Высококвалифицированные специалисты
Medical nurse	Медицинская сестра
Preventive and rehabilitation measures	Профилактические и реабилитационные мероприятия
Emergency ambulances	Скорая помощь
Medical help	Медицинская помощь
An obstetrician	Врач-акушер
Pregnant	Беременные
Gynecological diseases	Гинекологические заболевания
A dentist	Стоматолог
Under the guidance of a senior doctor	Под руководством старшего врача
Sanitary doctor assistant	Помощник санитарного врача
State sanitary inspectors	Государственные санитарные инспекторы
Dental mechanic	Зубной механик
To make artificial teeth and crowns, plastics and porcelain teeth	Изготовление искусственных зубов и коронок, пластмассовых и фарфоровых зубов
The rules of herb's preparation	Правила заготовки лекарственных трав
A pharmacist	Фармацевт
Preventive rules	Профилактические правила
Pharmacological enterprises	Фармакологические предприятия

Задание 3. Подготовьте монологическое высказывание «**О себе и о своей будущей профессии**».

Задание 4. Заполните пропуски соответствующей формой глагола **to be**.
1. Today the weather … as fine as it … yesterday.
2. "How … you?" "I … quite well, thank you."
3. To my mind, this student … a good doctor in future.
4. Last class Nick and John … absent because they ... ill.
5. "Who … on duty today?" "Tom and Ann …"
6. She … a great dreamer in her childhood.
7. Our group … not large, we … ten.
8. " … Mr. Brown in now?" "No, he … not. He … on a business trip at present".
"When … he … back?" "He … … back in three days".
9. The light … off on stage. The performance … over.
10. Last July and August … very hot.

Задание 5. Переведите предложения.
1. Мой старший брат (elder brother) – студент.

2. Вчера погода была прекрасная. Мы были в парке.
3. Боюсь, что я в понедельник буду занят. Я буду на работе весь день.
4. Его семья сейчас не в Москве, а в Туле.
5. Моя сестра была студенткой в прошлом году, а сейчас она врач.

Задание 6. Переведите предложения. Поставьте предложения в вопросительную и отрицательную формы.
1. My father is a neurologist.
2. Last week the weather was rather cold.
3. Mr. Jackson will be here in an hour.
4. I'm on business here.
5. They were very busy yesterday.

Раздел 2. Основы медицинских знаний.
Тема 2.1 Анатомия и физиология человека

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6
Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 2. Внутренние органы и внешнее строение.

Задание 1. Нарисуйте один из внутренних органов и расскажите о его функционировании перед аудиторией.

Практическое занятие 3. Системы человеческого организма.

Задание 1. Перечислите все системы человеческого организма, охарактеризуйте каждую систему, ее функции.

Задание 2. Сопоставьте идиомы.

a bag of bones	кожа да кости, очень худой человек
a man of my (own) kidney	близкий друг, товарищ
a skeleton in the cupboard/closet	скелет в шкафу; тайна, тщательно скрываемая от посторонних; постыдная тайна
at the top of (one's) lungs	очень громким голосом, во весь голос
bladdered	напившийся, пьяный
by the skin of one's teeth	едва-едва, еле-еле, чудом
lily-livered	трусливый
not move a muscle	не шелохнуться, пальцем не пошевелить
not to have two brain cells to rub together	иметь одну извилину в мозгах, быть глупым
to be a bundle of nerves / a bag of nerves	быть комком нервов
to get (one's) brain in gear	включить мозги, мыслить ясно и продуктивно
to have nerves of steel	иметь стальные нервы, быть бесстрашным
to have no stomach for (something)	не осмелиться, не хватает духа
to put someone's nose out of joint	утереть кому-то нос, обойти кого-то

Практическое занятие 4. Кровь.

Задание 1. Сопоставьте слова.

The blood circulatory system (cardiovascular system)	Доставлять
To deliver	Питательные вещества
Nutrients	Артерия
Oxygen	Вены

Blood vessels	Капиллярная сеть
Artery	Желудочек
Veins	Кислород
Capillary network	Легочное кровообращение
Pulmonary circulation	Сердцебиение
Heartbeat	Кровеносные сосуды
Ventricle	Перекачивать
To pump	Кровь с низким содержанием кислорода
Low-oxygen blood	Система кровообращения (сердечно-сосудистая система)

Задание 2. Расскажите о значимости крови в организме.

Практическое занятие 5. Сердце и его клапаны. Кровообращение.

Задание 1. Сопоставьте слова.

Heart	Сердце
Chamber	Камеры
Right ventricle and the left ventricle	Правый желудочек и левый желудочек
Right atrium and the left atrium.	Правое предсердие и левое предсердие.
Interatrial septum	Межпредсердная перегородка
Atrioventricular valves:	Атриовентрикулярные клапаны:
Tricuspid valv	Трикуспидальный клапан
Mitral valve	Митральный клапан
Aortic valve	Аортальный клапан
Sinus (or sinoatrial) node	Синусовый (или синоатриальный) узел
Atrioventricular (or AV) node	Атриовентрикулярный (или АВ) узел
Systole	Систола
Diastole	Диастола
Pulmonic valve	Пульмональный клапан
Aortic valve	Аортальный клапан
Sinus (or sinoatrial) node Atrioventricular (or AV) node	Синусовый (или синоатриальный) узел Атриовентрикулярный (или АВ) узел

Задание 2. Нарисуйте сердце, расскажите о системе кровообращения.

Практическое занятие 6. Опорно-двигательная система.

Задание 1. Сопоставьте слова.

Periosteum	Надкостница
Compact (hard) bone	Компактная (твердая) кость
Cancellous (Spongy) bone	Раковая (губчатая) кость
Bone Marrow	Костный мозг
Skeleton	Скелет
To fuse	Для срастания
Spine	Позвоночник
Vertebrae	Позвонки
Cervical vertebrae	Шейные позвонки
Thoracic vertebrae,	Грудные позвонки,
Coccyx	Копчик
Ribs	Ребра

Задание 2. Вставьте пропущенное слово.

The soldiers discovered a pile of human …. and bones.

… is the joint connecting the foot to the leg, or the thin part of the leg just above the foot

As you become older, your … get stiffer.

She tore a … in her knee while she was playing basketball.
She injured her … in a riding accident.

Задание 3. Нарисуйте скелет, покажите и расскажите его строение.

Практическое занятие 7. Дыхательная система.

Задание 1. Найдите русские эквиваленты к следующим словам.

Respiratory System	Дыхательная система
Nostrils	Ноздри
Cilia	Реснички
Pharynx	Глотка
Esophagus	Пищевод
Epiglottis	Надгортанник
Larynx	Гортань
Vocal cords	Голосовые связки
Trachea or windpipe	Трахея или дыхательное горло
Bronchi	Бронхи
Bronchioles	Бронхиолы
Pleura	Плевра
Thorax	Грудная клетка
Diaphragm	Диафрагма

Задание 2. Расскажите о процессе дыхания.

Практическое занятие 8. Пищеварительная система.

Задание 1. Найдите русские эквиваленты к следующим словам.

Digestive system	Пищеварительная система
Amino acids	Аминокислоты
Starches	Крахмал
Fatty acids	Жирные кислоты
Lycerol	Лицерин
Alimentary canal	Пищеварительный канал
Salivary glands	Слюнные железы
Liver	Печень
Gallbladder	Желчный пузырь
Pancreas	Поджелудочная железа
Epiglottis	Надгортанник
Duodenum	Двенадцатиперстная кишка
Jejunum	Тощая кишка
Ileum	Подвздошная кишка
Appendix	Аппендикс
Pharynx	Глотка
Esophagus	Пищевод
Liver	Печень
Stomach	Желудок
Pancreas	Поджелудочная железа
Large intestine	Толстый кишечник
Cecum	Кишка
Colon	Толстая кишка
Rectum	Прямая кишка

Задание 2. Расскажите о процессе пищеварения.

Задание 3. Выполните обобщающий тест по теме «Анатомия и физиология человека».

1) Which of the following terms describes the body's ability to maintain its normal state?

A) Anabolism

B) Catabolism
C) Tolerance
D) Homeostasis
E) Metabolism

2) Which of the following best describes the human body's defense mechanism against environmental bacteria?

A) Hair in the nose
B) Mucous membranes
C) Osteoblasts
D) Saliva
E) Tears

3) Which cells in the blood do not have a nucleus?

A) Lymphocyte
B) Monocyte
C) Erythrocyte
D) Basophil
E) Neutrophil

4) Which of the following is flexible connective tissue that is attached to bones at the joints?

A) Adipose
B) Cartilage
C) Epithelial
D) Muscle
E) Nerve

5) Which of the following allows air to pass into the lungs?

A) Aorta
B) Esophagus
C) Heart
D) Pancreas
E) Trachea

6) Which of the following is the body cavity that contains the pituitary gland?

A) Abdominal
B) Cranial
C) Pleural
D) Spinal
E) Thoracic

7) Which of the following closes and seals off the lower airway during swallowing?

A) Alveoli
B) Epiglottis
C) Larynx
D) Uvula
E) Vocal cords

8) Which of the following is located beneath the diaphragm in the left upper quadrant of the abdominal cavity?

A) Appendix
B) Duodenum
C) Gallbladder
D) Pancreas
E) Spleen

9) Which of the following anatomical regions of abdomen lies just distal to the sternum?

A) Epigastric
B) Hypochondriac
C) Hypogastric

D) Lumbar
E) Umbilical

10) Which of the following cavities are separated by the diaphragm?

A) Abdominal and pelvic
B) Cranial and spinal
C) Dorsal and ventral
D) Pericardial and pleural
E) Thoracic and abdominal

11) Which of the following terms describes the motion of bending the forearm toward the body?

A) Abduction
B) Eversion
C) Flexion
D) Pronation
E) Supination

12) In which of the following positions does a patient lie face down?

A) Dorsal
B) Erect
C) Lateral
D) Prone
E) Supine

13) If the foot is abducted, it is moved in which direction?

A) Inward
B) Outward
C) Upward
D) Downward

14) The anatomic location of the spinal canal is

A) caudal
B) dorsal
C) frontal
D) transverse
E) ventral

15) Which of the following is a structural, fibrous protein found in the dermis?

A) Collagen
B) Heparin
C) Lipocyte
D) Melanin
E) Sebum

16) A patient has a fracture in which the radius is bent but not displaced, and the skin is intact. This type of fracture is known as which of the following?

A) Closed, greenstick
B) Complex, comminuted
C) Compound, transverse
D) Open, spiral
E) Simple, pathologic

17) Which of the following is the large bone found superior to the patella and inferior to the ischium?

A) Calcaneus
B) Femur
C) Symphysis pubis
D) Tibia
E) Ulna

18) The physician directs the medical assistant to complete a request form for an X-ray study of the fibula. The procedure will be performed on which of the following structures?

A) Heel
B) Lower leg
C) Toes
D) Thigh
E) Pelvis

19) Which of the following is a disorder characterized by uncontrollable episodes of falling asleep during the day?

A) Dyslexia
B) Epilepsy
C) Hydrocephalus
D) Narcolepsy
E) Shingles

20) Which of the following is the point at which an impulse is transmitted from one neuron to another neuron?

A) Dendrite
B) Glial cell
C) Nerve center
D) Synapse
E) Terminal plate

21) Which of the following controls body temperature, sleep, and appetite?

A) Adrenal glands
B) Hypothalamus
C) Pancreas
D) Thalamus
E) Thyroid gland

22) Which of the following cranial nerves is related to the sense of smell?

A) Abducens
B) Hypoglossal
C) Olfactory
D) Trochlear
E) Vagus

23) Which of the following is a substance that aids the transmission of nerve impulses to the muscles?

A) Acetylcholine
B) Cholecystokinin
C) Deoxyribose
D) Oxytocin
E) Prolactin

24) Which of the following best describes the location where the carotid pulse can be found?

A) In front of the ears and just above eye level
B) In the antecubital space
C) In the middle of the groin
D) On the anterior side of the neck
E) On the medial aspect of the wrist

25) A patient sustains severe blunt trauma to the left upper abdomen and requires surgery. Which one of the following organs is most likely to be involved?

A) Appendix
B) Gallbladder
C) Pancreas
D) Urinary bladder

E) Spleen

26) Where is the sinoatrial node located?

A) Between the left atrium and the left ventricle
B) Between the right atrium and the right ventricle
C) In the interventricular septum
D) In the upper wall of the left ventricle
E) In the upper wall of the right atrium

27) Blood flows from the right ventricle of the heart into which of the following structures?

A) Inferior vena cava
B) Left ventricle
C) Pulmonary arteries
D) Pulmonary veins
E) Right atrium

28) Oxygenated blood is carried to the heart by which of the following structures?

A) Aorta
B) Carotid arteries
C) Inferior vena cava
D) Pulmonary veins
E) Superior vena cava

29) The thoracic cage is a structural unit important for which of the following functions?

A) Alimentation
B) Menstruation
C) Mentation
D) Respiration
E) Urination

30) Which of the following substances is found in greater quantity in exhaled air?

A) Carbon dioxide
B) Carbon monoxide
C) Nitrogen
D) Oxygen
E) Ozone

31) Which of the following allows gas exchange in the lungs?

A) Alveoli
B) Bronchi
C) Bronchioles
D) Capillaries
E) Pleurae

32) At which of the following locations does bile enter the digestive tract?

A) Gastroesophageal sphincter
B) Duodenum
C) Ileocecum
D) Jejunum
E) Pyloric sphincter

33) Which of the following structures is part of the small intestine?

A) Ascending colon
B) Cecum
C) Ileum
D) Sigmoid colon
E) Transverse colon

34) Which of the following conditions is characterized by incompetence of the esophageal sphincter?

A) Crohn's disease

B) Esophageal varices
C) Gastroesophageal reflux disease
D) Pyloric stenosis
E) Stomatitis

35) Which of the following organs removes bilirubin from the blood, manufactures plasma proteins, and is involved with the production of prothrombin and fibrinogen?

A) Gallbladder
B) Kidney
C) Liver
D) Spleen
E) Stomach

36) Which of the following is an accessory organ of the gastrointestinal system that is responsible for secreting insulin?

A) Adrenal gland
B) Gallbladder
C) Liver
D) Pancreas
E) Spleen

37) Which of the following is the lymphoid organ that is a reservoir for red blood cells and filters organisms from the blood?

A) Appendix
B) Gallbladder
C) Pancreas
D) Spleen
E) Thymus

38) Which of the following best describes the process whereby the stomach muscles contract to propel food through the digestive tract?

A) Absorption
B) Emulsion
C) Peristalsis
D) Regurgitation
E) Secretion

39) Saliva contains an enzyme that acts upon which of the following nutrients?

A) Starches
B) Proteins
C) Fats
D) Minerals
E) Vitamins

40) In men, specimens for gonococcal cultures are most commonly obtained from which of the following structures?

A) Anus
B) Bladder
C) Skin
D) Testicle
E) Urethra

41) Which of the following describes the cluster of blood capillaries found in each nephron in the kidney?

A) Afferent arteriole
B) Glomerulus
C) Loop of Henle
D) Renal pelvis
E) Renal tubule

42) Which of the following conditions is characterized by the presence of kidney stones (renal calculi)?

A) Glomerulonephritis
B) Interstitial nephritis
C) Nephrolithiasis
D) Polycystic kidney
E) Pyelonephritis

43) Which of the following best describes the structure that collects urine in the body?

A) Bladder
B) Kidney
C) Ureter
D) Urethra
E) Urethral meatus

44) In men, which of the following structures is located at the neck of the bladder and surrounds the urethra?

A) Epididymis
B) Prostate
C) Scrotum
D) Seminal vesicle
E) Vas deferens

45) Male hormones are produced by which of the following?

A) Glans penis
B) Prepuce
C) Prostate
D) Testes
E) Vas deferens

46) Which of the following are mucus-producing glands located on each side of the vaginal opening?

A) Adrenal
B) Bartholin's
C) Bulbourethral
D) Corpus luteum
E) Parotid

47) Fertilization of an ovum by a spermatozoon occurs in which of the following structures?

A) Cervix
B) Fallopian tube
C) Ovary
D) Uterus
E) Vagina

48) Calcium, potassium, and sodium are classified as which of the following?

A) Androgens
B) Catecholamines
C) Electrolytes
D) Estrogens
E) Prostaglandins

49) Which of the following is the master gland of the endocrine system?

A) Adrenal
B) Pancreas
C) Pineal
D) Pituitary
E) Thyroid

50) Patients with which of the following diseases are treated with injections of vitamin B-12?

A) Bell's palsy
B) Crohn's disease
C) Diabetes mellitus
D) Graves' disease
E) Pernicious anemia

Задание 4. Образуйте множественное число имен существительных.

A baby, a plant, a lemon, a peach, a banana, a brush, a star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato, a secretary, a crowd, the airport, a theatre, the tornado, a shop, the tragedy.

Задание 5. Подберите предлоги, соответствующие русским предлогам.

На уроке, дома, в лаборатории, на стене, под книгой, на полке, на лекции, у стола, у окна, за шкафом, перед домом, между домами.

Задание 6. Образуйте степени сравнения имен прилагательных.

Beautiful, little, active, neat, high, bad, obvious, rude, many, big, sensitive, light, clear, amazing, far, good, difficult, slim.

Задание 7. Поставьте артикли a или an.

1. … elephant 2. … English dictionary 3. … butterfly 4. … German car 5. … Italian bag 6. … American college 7. … Russian city 8. … French designer 9. … Indian river 10. … egg 11. … notebook 12. … elegant lady 13. … ice-cream 14. … Japanese phone.

Задание 8. Выберите правильную форму имени числительного.

My daughter is still a teenager. She is only fifteen/fifty.
He knew it was a painting worth $10 million/millions.
Three hundred/Three hundreds people gathered at the stadium.
In the section 2/section 2 we also suggest other topics that need to be researched.
The first battle of the American Revolution was fought in year/the year 1775.
Hundred/A hundred years ago the principal means of communication was by post and telegraph.
How many children are there in the school? About three hundred/three hundreds.
The report has got over five hundred/five hundreds pages.
It happened in the year two thousand and two/two thousand and second.
All International flights are from Terminal One /the Terminal One.

Тема 2.2. Патология

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6
Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 9. Предметы и ухода за больными.

Задание 1. Дайте развернутый ответ о предметах и правилах ухода за больными.

Практическое занятие 10. Заболевания дыхательных путей.

Задание 1. Дайте развернутые ответы на следующие вопросы.

1. Найдите информацию о том, кто находится в группе риска по заражению гриппом, расскажите на английском языке.
2. Найдите информацию о симптомах гриппа, расскажите на английском языке.
3. Найдите информацию о методах лечения гриппа, расскажите на английском языке.
4. Найдите информацию о симптомах пневмонии, расскажите на английском языке.
5. Найдите информацию о методах лечения пневмонии, расскажите на английском языке.

Практическое занятие 11. Инфекция. Инфекционные заболевания: дифтерия, гепатит, краснуха, ветряная оспа.

Задание 1. Расскажите о симптомах дифтерии.

Задание 2. Расскажите о симптомах гепатита.

Задание 3. Расскажите о симптомах краснухи.

Задание 4. Расскажите о симптомах ветряной оспы.

Задание 5. Вставьте пропущенное слово.

Rubella, chickenpox, hepatitis, diphtheria

1. … is an infectious disease that causes red spots on your skin, a cough, and a sore throat
2. …is an infectious disease that causes a slight fever and red spots on the skin
3. …is a serious disease of the liver. There are three main types of hepatitis: hepatitis A, B, and C.
4. …is a serious infectious disease that causes fever and difficulty in breathing and swallowing

Практическое занятие 12. Инфекция. Инфекционные заболевания: свинка, коклюш, скарлатина, корь.

Задание 1. Расскажите о симптомах свинки.

Задание 2. Расскажите о симптомах коклюша.

Задание 3. Сопоставьте слова по теме: «Скарлатина».

Scarlet fever	Скарлатинозная лихорадка
Strep throat	Стрептококковое горло
Strep skin infections	Стрептококковые инфекции кожи
The strep bacteria	Бактерии стрептококка
Bumpy rash	Бугристая сыпь
To itch	Зуд
Rash	Сыпь
Telltale rash	Типичная сыпь
Impetigo	Импетиго

Задание 4. Расскажите о симптомах скарлатины.

Задание 5. Расскажите о симптомах кори.

Задание 6. Вставьте пропущенное слово.

Mumps, whooping cough, scarlet fever, measles

1. … is an infectious disease that causes painful swelling in the neck and slight fever:
2. …is a disease, common especially in children, that causes severe coughing
3. …is an infectious illness that causes a sore throat, a high body temperature, and red spots on the skin
4. …is an infectious disease that produces small, red spots all over the body

Практическое занятие 13. Инфекционные заболевания: полиомиелит, брюшной тиф, тонзиллит, столбняк.

Задание 1. Расскажите о симптомах полиомиелита.

Задание 2. Расскажите о симптомах брюшного тифа.

Задание 3. Расскажите о симптомах тонзиллита.

Задание 4. Расскажите о симптомах столбняка.

Практическое занятие 14. На приеме у врача. Систематизация и обобщение знаний по разделу: «Патология».

Задание 1. Обобщающий тест на тему: «Патология»:

1) Antibiotics are used to treat infections caused by:

A. fungi
B. bacteria
C. viruses
D. worms

2) The brain weighs approximately:

A. 500g

B. 900g
C. 1300g
D. 2000g

3) Which of the following is not a single cell:

A. red blood cell
B. neuron (nerve cell)
C. ovum (egg)
D. hair

4) What does the 'E' of E.coli stand for?

A. Escherichia
B. Enterotoxic
C. Elephantine
D. Exotic

5) What percentage of pathologist work in forensics?

A. 1%
B. 5%
C. 10%
D. 50%

6) Glucos is a sugar. Which of the following is also a sugar?

A. protein
B. fructose
C. amino acid
D. Fat

7) How many times does the heart beat each day?

A. 10,000
B. 20,000
C. 50,000
D. 100,000

8) Which is not a function of the kidneys?

A. digestion
B. hormone production
C. regulation of blood pressure
D.excretion

9) The doctors who specialise in diseases of the nervous system are called:

A. neuronurses
B. neurones
C. neurodoctors
D. neuropathologists

10) Which of the following foods should be avoided during pregnancy?

A. pizza
B. unpasteurised cheese
C. chocolate
D. milk

11) Which is the biggest pathology specialty?

A. haematology
B. microbiology
C. clinical biochemistry
D. histopathology

12) What proportion of cells in the body are red blood cells?

A. 0.5%
B. 2.5%
C. 25%

D. 50%

13) How many bones are there in the adult skeleton?

A. 26
B. 106
C. 206
D. 306

14) Which of these diseases is not caused by a virus?

A. tuberculosis
B. HIV
C. chicken pox
D. herpes

15) Members of which medical specialty interpret X-rays?

A. surgery
B. pathology
C. urology
D. radiology

Задание 2. Составьте диалог на тему: «На приеме у врача».

Задание 3. Раскройте скобки, употребив глагол в форме Present Continuous, Past Continuous или Future Continuous.

1. I … (study) Japanese online from 5 till 6 tomorrow evening.
2. Listen! Why the dogs … (bark)?
3. She … (wear) a yellow coat when I saw her.
4. They … (take) their driving test next Monday.
5. I dropped my wallet when I … (get) on the bus.
6. What you … (do) in my office yesterday?
7. Bob … (feel) much better today.
8. The kids … (watch) cartoons in their room now.
9. I'm afraid she … (sleep) in ten minutes.
10. We … (have) tea soon?

Задание 4. Преобразуйте утвердительные предложения в отрицательные, обращая внимание на форму глагола-сказуемого.

1. We are enjoying the party. (Нам нравится вечеринка.)
2. He'll be playing chess in an hour. (Через час он будет играть в шахматы.)
3. They were planting flowers in the garden last May. (Они занимались посадкой цветов в саду в прошлом мае.)
4. I am looking for a job. (Я ищу работу.)
5. The phone was working yesterday. (Вчера телефон работал.)
6. Margaret will be working as a waiter during her summer holidays. (Маргарита будет работать официанткой во время летних каникул.)
7. The secretary is typing a contract. (Секретарь печатает договор.)

Задание 5. Раскройте скобки, употребив глагол в Present Simple, Past Simple или Future Simple.

1. We … (go) roller-skating last Saturday.
2. Our granny … (bake) meat-pies every weekend.
3. We … (write) an essay tomorrow.
4. I really … (enjoy) the opera yesterday.
5. Where your husband … (work) five years ago?
6. British people … (prefer) tea to coffee.
7. Tom, you … (meet) me at the railway station next Sunday?
8. Where she usually … (celebrate) her birthdays?
9. … you (have) a big family?
10. Newton … (invent) the telescope in 1668.

11. When … this accident (happen)?
12. I always … (send) Christmas cards to my grandparents.
13. Nina and Nick … (get married) in two weeks.
14. How many books they … (bring) tomorrow?
15. Stanley … (have) two sons and a daughter.

Задание 6. Раскройте скобки, употребив глагол в форме Present Perfect, Past Perfect или Future Perfect.

1. Sam … (lose) his keys. So he can't open the door.
2. When I woke up in the morning, the rain already … (stop).
3. I hope I … (finish) my test by midnight.
4. The film turned out to be much longer than we … (expect).
5. My sister just … (leave) for the bank.
6. The girls were good friends. They … (know) each other for 5 years.
7. Mother … (lay) the table before we come.
8. I never … (try) Japanese food.
9. Ted was so happy because his dream … (come) true.
10. We … (be) to Paris many times.

Тема 2.3. Первая помощь

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6
Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 15. Первая помощь. Ушибы.

Задание 1. Дайте определение понятию «Первая помощь».

Задание 2. Перечислите действия при оказании первой помощи при ушибах.

Практическое занятие 16. Кровотечения, раны.

Задание 1. Перечислите симптомы и действия при оказании первой помощи при ранах и кровотечении.

Практическое занятие 18. Обморок. Шок. Отравление, солнечный удар

Задание 1. Перечислите симптомы и действия при оказании первой помощи при обмороке.

Задание 2. Перечислите способы, чтобы не получить солнечный удар.

Практическое занятие 19. Систематизация и обобщение знаний по разделу: «Первая помощь».

Задание 1. Выполните обобщающий тест по теме: «Первая помощь».

1. What is the correct sequence for the Primary Survey?

A. Damage, Response, Airway, Breathing
B. Danger, Response, Airway, Breathing
C. Danger, Reply, Artery, Breathing
D. Danger, Response, Advice, Back

2. What should you not do before carrying out 'abdominal thrusts' on someone who is choking?

A. Tell the person who is choking to cough
B. Shout for help
C. Lean the person who is choking backwards
D. Up to 5 sharp back blows between the shoulder blades

3. What is the 'normal' number of breaths per minute for an adult?

A. 20-40
B. 30-60
C. 8-10
D. 12-20

4. If a stroke is suspected you need to do the F.A.S.T. test. What do these letters stand for?

A. Face, Abdominal, Speech, Time
B. Faint, Arms, Speech, Time
C. Face, Arms, Speech, Time
D. Face, Arms, Speech, Teeth

5. After someone has fainted what position should they be in to aid recovery?

A. Lay flat
B. Lay down with legs raised
C. Sit in chair
D. Stand upright

6. What position should the head be in during a nosebleed?

A. Head forward
B. Head level
C. Head backwards
D. Head tilted to side

7. Burns larger than 1% of the body area need to be checked at hospital. What is the equivalent size of 1%?

A. Head
B. Palm including fingers
C. Fingers
D. Forearm

8. What is normal body temperature?

A. 36-37.5^0 C
B. 39^0 C
C. 31.5^0 C
D. 40.5^0 C

9. What is not a sign of shock?

A. Pale, clammy skin
B. Increased pulse rate
C. Nausea
D. Wide eyes and open mouth

10. In which situation would you wrap a casualty in a cold, wet sheet?

A. Stroke
B. Fainting
C. Heat stroke
D. Heart attack

Задание 2. Переведите на английский язык:

1. Не закрывайте окна.
2. Позовите носильщика, пожалуйста.
3. Пойдемте домой.
4. Не сердитесь на меня.
5. Прочитайте эту статью.
6. Покажите мне эти документы.
7. Пусть он пойдет туда один.
8. Пусть она сделает эту работу сама.
9. Пусть они подождут меня внизу.
10. Пусть он не ходит туда сегодня вечером.
11. Пусть они не ждут меня.

Тема 2.4. История развития медицины

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6
Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 20. Развитие медицины с древних веков до наших дней. Ученые медики.

Задание 1. Переведите предложения с русского на английский письменно.
1.Человек старался сохранить здоровье на протяжении Средних веков.
2.Важные методы здоровья использовали в этот период.
3.Эпидемии дифтерии, брюшного тифа, проказы, гриппа, бубонной чумы унесли миллионы жизней.
4. Проказа распространялась в течение столетий.
5. Больные люди жили в специальных колониях вдали от здоровых людей.
6. Это было важным достижением для здоровья общества в этот период.
7. В Средние века чума убила много миллионов людей в Европе.
8. Чуму называли «Черной смертью».
9. Врачи советовали людям уходить из пораженных территорий.
10. Люди верили, что чума - это божья кара за грехи человечества.

Задание 2. Найдите информацию о выдающихся ученых-медиках, расскажите об одном и его достижениях.

Задание 3. Переведите на английский язык.
1) нас спросили – нас спрашивают – нас спросят;
2) ему показали – ему показывают – ему покажут;
3) их обучили – их обучают – их обучат;
4) вам написали – вам пишут – вам напишут;
5) ей позвонили – ей звонят – ей позвонят;
6) меня выбрали – меня выбирают – меня выберут;
7) ответ нашли – ответ находят – ответ найдут;
8) операцию сделали – операцию делают – операцию сделают;
9) конференцию посетили – конференцию посещают – конференцию посетят;
10) книги купили – книги покупают – книги купят.

Задание 4. Раскройте скобки, поставив глагол в соответствующее время страдательного залога.
The roads (cover) with the snow. – Дороги покрыты снегом.
Chocolate (make) from cocoa. – Шоколад изготавливается из какао.
The Pyramids (build) in Egypt. – Пирамиды были построены в Египте.
This coat (buy) four years ago. – Это пальто было куплено 4 года назад.
The stadium (open) next month. – Стадион будет открыт в следующем месяце.
Your parents (invite) to a meeting. – Твои родители будут приглашены на собрание.
Where is your car? – It (mend) at the moment. – Где твоя машина? – В данный момент она ремонтируется.
The books already (pack). – Книги уже упакованы.
The castle can (see) from a long distance. – Замок можно увидеть издалека.
The guests must (meet) at noon. - Гости должны быть встречены в полдень.

Задание 5. Измените предложения по образцу:
Shakespeare wrote "Romeo and Juliet". (Шекспир написал «Ромео и Джульетту».) – "Romeo and Juliet" was written by Shakespeare. («Ромео и Джульетта» была написана Шекспиром.)
Popov invented radio in Russia. (Попов изобрел радио в России.)
Every four years people elect a new president in the USA. (Каждые 4 года народ выбирает нового президента в США.)

The police caught a bank robber last night. (Полиция поймала грабителя банка прошлой ночью.)
Sorry, we don't allow dogs in our safari park. (Извините, но мы не допускаем собак в наш сафари парк.)
The postman will leave my letter by the door. (Почтальон оставит мое письмо у двери.)
My mum has made a delicious cherry pie for dinner. (Мама приготовила вкусный вишневый пирог на ужин.)
George didn't repair my clock. (Джордж не отремонтировал мои часы.)
Wait a little, my neighbor is telling an interesting story. (Подожди немного, мой сосед рассказывает интересную историю.)
My son can write some more articles about football. (Мой сын может написать еще немного статей о футболе.)
You must clean your bedroom tonight. (Ты должен убраться в своей спальне сегодня вечером.)

Тема 2.5. Здравоохранение

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6
Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 21. Система здравоохранения в России.

Задание 1. Сопоставьте следующие слова.

to apply	интернатура
post-graduate	ординатура
internship	больница
residency	обязательный
out-patient department	обучать
to instruct	поликлиника
in-patient department	единые государственные экзамены
compulsory	абитуриент
unified national exams	поступить в ...
to be admitted to	подать заявление о поступлении
applicant	аспирант
thesis	диссертация
to take state exams	среднее образование
course of study	сдавать единые государственные экзамены
undergraduates	получить высшие баллы
academic year	должны сдавать
to attend lectures	обучение в высших учебных заведениях
must pass	посещение лекций
to get higher grades	учебный год
to take unified state exams	курс обучения
higher education	студенты-старшекурсники
secondary education	сдавать государственные экзамены

Задание 2. Дайте развернутые ответы..

1. Who can enter a medical institute in our country? 2. Are there any entrance examinations? 3. In what way is the instruction organized? 4. Is it possible not to attend lectures? 5. When do students have examinations? 6. How long does the study course last? 7. What subjects do students study during the first two years? 8. What foreign languages are offered for learning? 9. What clinical subjects are introduced in the third course? 10. What do students learn during their practical work? 11. Where do they have their practical course? 12. How is specialization organized? 13. When do students receive their diploma? 14. Do they usually take the Oath of the Russian Doctor? 15. What

are students offered after this? 16. Do students receive scholarships during their studies at the institute? 17. Must they pay for the tuition or not?

Практическое занятие 22. Система здравоохранения в Великобритании и США.

Задание 1. Сопоставьте следующие слова.

history taking	сбор анамнеза
delivery	родоразрешение, роды
clinical students	теоретические дисциплины
basic sciences	терапия
GCSE (General Certificate of Secondary Education)	проводиться, проходить
Medicine	оплачивать (букв. покрывать) расходы
to cover expenses	студенты старших курсов (занимающиеся на клинических кафедрах)
to be held	аттестат зрелости
M.S. (Master/ship in Surgery)	магистерская степень, присваиваемая хирургам
B.S. (Bachelor of Surgery)	бакалавр хирургии
M.D. (Doctor of Medicine)	доктор медицины, магистерская степень, присваиваемая терапевтам
B.M. (Bachelor of Medicine)	бакалавр медицины, степень, присваиваемая врачам-терапевтам
medical practitioner	практикующий врач
to take a (case) history	обучение у постели больного
bedside instruction	собирать анамнез
Certificate of Experience	сертификат специалиста
to follow up	наблюдать больного (после проведенного лечения)
a follow up	последующее врачебное наблюдение; изучение отдаленных результатов
BDS or BChD (Bachelor of Dental Surgery)	бакалавр стоматологической хирургии
ward round	(врачебный) обход
house physician	терапевт-интерн или ординатор
house surgeon	выписывать рецепты
to write out prescriptions	хирург-интерн или ординатор

Задание 2. Расскажите о системе здравоохранения в США.

Задание 3. Расскажите о системе здравоохранения в Великобритании.

Практическое занятие 23. Медицинские учреждения (поликлиника, стационар).

Задание 1. Расскажите о медицинских учреждениях.

Практическое занятие 24. Систематизация и обобщение знаний по теме: «Здравоохранение».

Задание 1. Выполните тест по теме: **«Здравоохранение».**

1. A copay is…
   A. Someone who agrees to help you pay your medical bills.
   B. The maximum doctor visits you're allowed each year.
   C. A set dollar amount you pay for certain medical visits and services.
2. Vision insurance…

A. Vision insurance helps cover prescription lenses (eyeglass lenses or contact lenses) and frames. Some plans may also cover or provide discounts for routine vision exams.

B. Sends you new prescription glasses every month by mail.

C. Primarily covers treatment for eye diseases, such as glaucoma and cataracts.

3. HMO stands for…

A. Holistic Medical Organization, a clinic where you can receive alternative therapies.

B. Health Maintenance Organization, a health plan that generally requires you to get your care from providers who are in the HMO network. You may also need to select a primary care physician and obtain a referral before you see a specialist.

C. Health Management Option, a savings account that you can only use for health care costs

4. An annual flu shot is recommended for…

A. Pregnant women, adults over 65 and anyone with a compromised immune system.

B. Adults in good health.

C. Both A and B.

5. Open enrollment refers to…

A. The time period when you can enroll in a health plan.

B. The right to enroll in a health care plan whenever you want.

C. A health plan that allows you to go to any doctor you choose.

6. You should visit an urgent care center…

A. When you need a routine eye exam and can't get an appointment with your regular doctor.

B. If you're experiencing non-life-threatening symptoms, such as a sprain, a cut that requires stitches or a rash.

C. Only for serious symptoms like sudden chest pain.

7. A referral is…

A. A recommendation from a friend for a particular doctor.

B. Permission given by your employer's benefits department to sign up for a health plan.

C. A written or electronic record from your primary care doctor allowing you to visit a specialist or health care facility.

8. An insurance premium is…

A. A perk you receive through your health insurance, such as a gym reimbursement or 24/7 nurse hotline.

B. The annual window of time when you can make changes to your insurance.

C. The monthly cost of insurance coverage.

9. A high-deductible health plan (HDHP) features…

A. The highest rating given by insurance regulators.

B. Lower premiums but higher upfront out of pocket costs when you use the plan.

C. Higher premiums but lower upfront out of pocket costs when you use the plan.

10. You can change your health insurance plan…

A. Anytime you want.

B. During open enrollment or after a qualifying life event, such as a job change, marriage or new baby.

C. If your doctor stops taking your insurance plan.

11. Your health insurance plan can offer surprising perks, but not…

A. Reimbursements for fitness memberships and yoga classes.

B. Free groceries delivered to your home.

C. Online finance tools to help you budget for medical services.

12. A deductible is...

A. The amount you pay for covered health care expenses before insurance kicks in.

B. The money deducted from your paycheck to pay for your insurance plan.

C. The money your health care plan pays you when you have an accident.

13. Coinsurance is…

A. A secondary insurance plan.

B. Additional persons added to your insurance plan, such as a spouse or child.

C. The percentage of covered health care expenses you pay after you meet your deductible..

14. The main difference between a health savings account (HSA) and a flexible spending account (FSA) is…

A. HSAs allow you to roll over funds year after year, while the money left in an FSA at year's end is generally lost.

B. HSAs have annual contribution limits, but FSAs have no limits.

C. FSA holders can't spend more than what's already been deducted from their paycheck.

15. An out-of-pocket maximum is…

A. The highest dollar amount you may pay out-of-pocket for covered medical services, usually per year.

B. The total of all the medical costs you've paid during your lifetime.

C. The amount of money you're charged for a visit to the emergency room.

Задание 2. Вставьте подходящий модальный глагол (can / may)

_____ you see anything in this dark room?
_____ I borrow your rubber, please? Yes, of course you _____.
Kate_____ speak English.
Mike has got many books so he_____ read them.
_____ I borrow your pen?
Only a person who knows the language very well _____ answer such a question.
Most children_____ slide on the ice very well.
You _____find any kind of information on the Internet.
British Parliament _____issue laws and form the budget.
_____ I try on this coat?
You _____not talk loudly in libraries.
He _____read and write in English.

Задание 3. Поставьте модальные глаголы must или have to в положительную или отрицательную форму.

Brilliant! I _____ study tonight because I've finished my exams.
You _____ use a mobile phone on a plane.
You can go out, but you _____ be home by midnight.
Jo _____ go to school by bus. She lives nearby.
We _____ cook tonight. We can get a pizza.
She _____ get up early. She's on holiday.
You _____ study harder or you are going to fail.
You _____drive faster than 120 km/h on the motorway.

Задание 4. Вставьте подходящий модальный глагол (must / can / should / may)

I have some free time. I _____ help her now.
I _____ drive Susan's car when she is out of town.
_____ I have a glass of water?
Anyone _____ become rich and famous if they know the right people.
You _____ go to this party. It's very important.
Bird _____ be known by its song.
He is coming here so that they _____ discuss it without delay.
It's late. You _____ go to bed.
He _____ have told me about it himself.

Тема 2.6. Оформление деловой (медицинской) документации.

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6

Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 25. Написание делового письма, ведение презентации, составление резюме

Задание 1. Составьте резюме.

Задание 2. Напишите деловое письмо.

Задание 3. Создайте презентацию и представьте ее перед аудиторией.

Раздел 3 Профессиональная сфера общения
Тема 3.1. Фармация

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6

Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 26. Фармация.

Задание 1. Расскажите о фармации.

Самостоятельная работа. Совершенствование навыков деловой переписки.

Практическое занятие 27. Профессия: фармацевт. Обязанности фармацевта.

Задание 1. Расскажите о профессии фармацевта.

Практическое занятие 28. Роль фармацевта в системе здравоохранения

Задание 1. Расскажите о профессии фармацевта.

Практическое занятие 29. Развитие фармацевтической промышленности. Обобщение и систематизация по теме: «Фармация».

Задание 1. Выполните обобщающий тест по теме: «Фармация».

1. The …….. Samhita includes reference to drugs of animals, plants and mineral origin used until the first century AD.
   a) Ebers b) Charaka c) Hippocrates d) Shushruta
2. Who is the father of medicine……
   a) Ebers b) Hippocrates c) Egyptian d) Pontus
3. Use of formulations made up of numerous plants referred as……..
   a) Galenicals b) Parenteral c) Plant Vehicles d) Generics
4. The first pharmacy shop was opened in …..
   a) London b) Bagdad c) Bangalore d) Damascus
5. The first edition of IP was published in ….
   a) 1965 b) 1975 c) 1955 d) 1985
6. The second edition of IP was published in ….
   a) 1955 b) 1966 c) 1985 d) 1990
7. The third edition of IP was published in ….
   a) 1985 b)1990 c)1960 d) 1975
8. The fourth edition of IP was published in …..
   a) 1985 b)1990 c) 1960 d) 1996
9. The fifth edition of IP was published in …..
   a) 1996 b) 2000 c) 2007 d) 2010
10. The sixth edition of IP was published in …..
    a) 2005 b) 2008 c) 2010 d) 2012
11. The seventh edition of IP was published in …..
    a) 2014 b) 2015 c) 2013 d) 2000
12. The chairman of the first edition of IP was…..
    a) Dr. B.N. Ghosh b) Dr. B. Mukherjee c) Dr. Nityanand d) Mr. PrasanaTotta

13. The “Pharmacy Act” came in force in ….
a) 1947 b) 1948 c) 1949 d) 1950
14. Pharmacy Council of India (PCI) was established in …..
a) 1947 b) 1948 c) 1949 d) 1950.
15. What is USP?
a) The United States Pharmacology
b) The United States Pharmacy
c) The United States Pharmacopoeia
d) The United States Pharmaceuticals

Задание 2. Дайте определение термину «фармацевтическая промышленность».

Тема 3.2. В Аптеке

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6

Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 30. Работа аптеки.

Задание 1. Расскажите об аптеке: цель, препараты, отделы.

Практическое занятие 31. Лекарства.

Задание 1. Расскажите о формах лекарственных препаратов.

Задание 2. Сопоставьте слова.

Effective, the active part, to be combined with, to be absorbed, mixture, solution, ‘syrup’, colouring, to be available, or sugar, solid shape, soluble or dispersible, a plastic shell, to apply to the skin, ‘bullet shape’, to be inserted into, ‘spacer’ device, subcutaneous, Intramuscular, Intrathecal, Intravenous.	Эффективный, активная часть, сочетаться с, всасываться, смесь, раствор, "сироп", краситель, быть доступным, сахар, твердая форма, растворимый или диспергируемый, пластиковая оболочка, для нанесения на кожу, "форма пули", для введения в, устройство "спейсер", подкожный, внутримышечный, интратекальный, внутривенный.

Практическое занятие 32. Профессиональная этика и речевой этикет фармацевтов.

Задание 1. Расскажите, что вы знаете о профессиональном этикете и речевом этикете фармацевта.

Задание 2. Составьте диалог на тему: «В аптеке»

Задание 3. Поставьте глагол из скобок с частицей *to* или без нее.

I’ve decided ... (start) a new project. (Я принял решение начать новый проект.)
She is trying ... (learn) Italian. (Она пытается изучить итальянский язык.)
Can you ... (lend) me your dictionary, please? (Ты можешь одолжить мне свой словарь?)
Mother forgot ... (book) the tickets. (Мама забыла забронировать билеты.)
You shouldn’t ... (argue) with your father. (Тебе не следует спорить со своим отцом.)
Henry promised ... (help) her.(Генри обещал помочь ей.)
This old photograph made me ... (cry). (Эта старая фотография заставила мне заплакать.)
I really hope ... (get) an interesting job soon. (Я очень надеюсь на то, что получу вскоре интересную работу.)
You must ... (pay) for the service. (Ты обязан заплатить за обслуживание.)
Let me ... (introduce) myself. (Разрешите мне представиться.)

Задание 4. Составьте из данных слов предложения, расставив их по порядку.

pianist - my – to – wants – a – great – son – become
let – car – doesn’t – drive – his – Robin - me
to – early – I – up - need -wake –tomorrow

the – turn – iron - Sam - forgot – off - to
that – sleep – me – boring – made - film

Задание 5. Составьте предложения, выбрав начало из первого столбца и окончание – из второго.

She is interested	a) drinking alcohol.
I would like	b) to seeing my daughter.
You should give up	c) being ill.
We really enjoy	d) laughing at her.
I'm looking forward	e) to living in a dirty house.
He is used	f) talking to drunk people.
She pretended	g) swimming in the sea.
Pamela is good	h) to have a cup of coffee.
I couldn't help	i) in surfing the Internet.
She avoids	j) at riding a horse.

Задание 6. Распределите следующие предложения по группам.

The garden was full of children, laughing and shouting. (Сад был полон детей, смеющихся и кричащих.)

Could you pick up the broken glass? (Ты не мог бы поднять разбитый стакан?)

The woman sitting by the window stood up and left. (Женщина, сидевшая у окна, встала и ушла.)

I walked between the shelves loaded with books. (Я прошел между полками, нагруженными книгами.)

Be careful when crossing the road. (Будь осторожен, переходя дорогу.)

Having driven 200 kilometers he decided to have a rest. (Проехав 200 км, он решил отдохнуть.)

If invited, we will come. (Если нас пригласят, мы придем.)

I felt much better having said the truth. (Мне стало гораздо лучше, когда я сказал правду.)

He looked at me smiling. (Он взглянул на меня, улыбаясь.)

She had her hair cut. (Она подстригла свои волосы.)

Built by the best architect in town, the building was a masterpiece. (Построенное лучшим архитектором города, здание было шедевром.)

Not having seen each other for ages, they had much to talk about. (Не видя друг друга вечность, им было много о чем поговорить.)

Самостоятельная работа: Подготовка к ролевой игре «В аптеке»

Раздел 4 Организация профессиональной деятельности
Тема 4.1. Лекарственные растения

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6

Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 33. Лекарственные растения и препараты из них.

Задание 1. Расскажите о строении растения.

Задание 2.Сопоставьте слова.

Важный источник пищи, корневая система, в значительной мере, различаются в зависимости от вида, условия для роста растений, слабое растение, фотосинтез.	Important food source, root system, to a large extent, vary from species, conditions for plant growth, weak plant, photosynthesis.

Задание 3. Дайте определение термину «лекарственные препараты»?

Тема 4.2. Фармакология и лекарственные наименования (торговое, международное, непатентованное)

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6

Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 34. Фармакология.

Задание 1. Расскажите о фармакологии.

Задание 2. Сопоставьте слова.

To affect a biological system, to handle drugs, identification and validation, drug action, behavioral effects, molecular targets, to encompass, investigations of drug absorption, distribution, biotransformation and excretion, the prediction of drug-drug interactions, cellular and subcellular signal transduction processes, tissue and organ regulation, behavioral responses, therapeutic benefit, employment opportunities, dispensing, dosage.	Воздействовать на биологическую систему, работать с лекарствами, идентификация и валидация, действие лекарств, поведенческие эффекты, молекулярные мишени, охватывать исследования всасывания, распределения, биотрансформации и выведения лекарств, прогнозирование лекарственно-лекарственных взаимодействий, клеточные и субклеточные процессы передачи сигналов, регуляция тканей и органов, поведенческие реакции, терапевтический эффект, возможности трудоустройства, дозировка, дозирование.

Практическое занятие 35. Лекарственные наименования.

Задание 1. Ознакомьтесь с процессом наименования лекарственных средств.

Практическое занятие 36. Лекарственные формы.

Задание 1. Назовите и опишите все лекарственные формы препаратов.

Задание 2. Сопоставьте слова.

Effective, the active part, to be combined with, to be absorbed, mixture, solution, ‘syrup’, colouring, to be available, or sugar, solid shape, soluble or dispersible, a plastic shell, to apply to the skin, ‘bullet shape’, to be inserted into, ‘spacer’ device, subcutaneous, Intramuscular, Intrathecal, Intravenous.	Эффективный, активная часть, сочетаться с, всасываться, смесь, раствор, "сироп", краситель, быть доступным, сахар, твердая форма, растворимый или диспергируемый, пластиковая оболочка, для нанесения на кожу, "форма пули", для введения в, устройство "спейсер", подкожный, внутримышечный, интратекальный, внутривенный.

Задание 3. Подберите к первой части условных предложений (из первого столбика) их окончание (из второго столбика). Обратите внимание на тип условного предложения.

a) if he hadn’t shouted at them.	1) If it rains much
b) if she loses weight.	2) If I knew English well
c) if I were you.	3) My kids wouldn’t have cried
d) I would be an interpreter.	4) I would call him
e) the flowers will grow very fast.	5) She will put this dress on

Тема 4.3. Применение лекарственных препаратов

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6

Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 37. Назначение и способ применения лекарственных препаратов. Фармакологические эффекты и побочные действия лекарственных препаратов.

Задание 1. Ознакомьтесь с инструкцией по применению лекарственных препаратов.

Задание 2. Раскройте скобки в условных предложениях I типа и поставьте глаголы в правильную форму.

If he … (practice) every day, he … (become) a champion. (Если он будет тренироваться каждый день, он станет чемпионом.)

She … (help) us if we … (ask). (Она поможет нам, если мы попросим.)

If they … (have) enough money, they … (open) a restaurant next year. (Если у них будет достаточно денег, они откроют ресторан в следующем году.)

I … (not talk) to you anymore if you … (insult) me. (Я не буду с тобой больше разговаривать, если ты обидишь меня.)

If Bob … (not keep) his word, Anna … (be angry) with him. (Если Боб не сдержит слово, Анна разозлится на него.)

Задание 3. Раскройте скобки в условных предложениях II типа и поставьте глаголы в правильную форму.

If you … (have) a driving license, you … (get) this job. (Если бы у тебя были водительские права, ты бы получил эту работу.)

My dog … (be) 20 years old today if it … (be) alive. (Моей собаке исполнилось бы 20 лет сегодня, если бы она была жива.)

I … (go) to the police if I … (be) you. (Я бы обратился в полицию на твоем месте.)

If people … (not buy) guns, the world … (become) safer. (Если бы люди не покупали оружие, мир стал бы безопаснее.)

Tom ... (not eat) much “fast food” if his wife … (cook) at home. (Том не ел бы много «фастфуда», если бы его жена готовила дома.)

Тема 4.4. Применение лекарственных препаратов

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6

Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 38. Антибактериальные препараты.

Задание 1. Какие есть фармакологические группы препаратов?

Задание 2. В каких случаях применяют антибактериальные препараты?

Практическое занятие 39. Препараты, влияющие на действия ЖКТ.

Задание 1. В каких случаях применяют препараты, влияющие на действия ЖКТ?

Практическое занятие 40. Анальгетики.

Задание 1. В каких случаях применяют анальгетики?

Практическое занятие 41. Бета-блокаторы.

Задание 1. В каких случаях применяют бета-блокаторы?

Практическое занятие 42. Препараты, влияющие на сердечнососудистую систему.

Задание 1. В каких случаях применяют препараты, влияющие на сердечнососудистую систему?

Задание 2. Раскройте скобки в условных предложениях III типа и поставьте глаголы в

правильную форму.
I … (visit) Sarah yesterday if I … (know) that she was ill. (Я бы навестил Сару вчера, если бы знал, что она больна.)
If you … (go) with me to Paris last month, you … (see) the Eifel Tower too. (Если бы ты поехал со мной в Париж в прошлом месяце, ты бы тоже увидел Эйфелеву башню.)
We … (not get wet) if you … (take) an umbrella. (Мы бы не промокли, если бы ты взяла зонт.)
If Mum … (not open) the windows, our room … (not be) full of mosquitoes. (Если бы мама не открыла окна, наша комната не была бы полна комаров.)
Nick … (not be) so tired this morning if he … (go to bed) early last night. (Ник не был бы таким уставшим этим утром, если бы рано лег спать прошлой ночью.)

Задание 3. Переведите условные предложения всех типов.
Если бы у меня был отпуск сейчас, я бы поехал на озеро Байкал.
Я посмотрю этот фильм, если он понравится тебе.
Если бы ты подписал документы вчера, мы бы отослали их сегодня.
Если бы Джон не потерял номер телефона, он бы позвонил ей.
Марк был бы здоровым мужчиной, если бы не курил.
Если я пойду в магазин, я куплю новый телефон.

Практическое занятие 43. Обобщающее занятие по теме: «Фармакология».

Задание 1.Ответьте на следующие вопросы:

1. Which pharmacological discovery has saved millions of lives, but is becoming less and less effective?
2. Which once deadly contagious disease, first identified in the 1980s, can now be treated and prevented?
3. Which drug was originally made from poppy?
4. Which inactive pill has revolutionised research in clinical pharmacology?
5. Which daily pill, taken by millions of healthy people, has transformed society?
6. How has technology changed the pharmaceutical industry?
7. How many medicines were available in the UK in 2019, compared to 150 years ago?
8. What was in a doctor's bag in 1948, when the NHS was founded?
9. What is the branch of pharmacology that studies how the body affects medicines?
10. What is a branch of pharmacology that studies how a person’s DNA affects their response to medicine?

Раздел 5. Практика перевода

Тема 5.1. Чтение и перевод профессионально-ориентированных текстов

Коды формируемых компетенций: ОК 02, ОК 03, ОК 04, ОК 09, ПК 1.3, ПК 1.4, ПК 1.5, ПК 1.6
Коды личностных результатов: ЛР 8, ЛР 9, ЛР 10, ЛР 13, ЛР 14, ЛР 19, ЛР 22, ЛР 26

Практическое занятие 44. Изучение особенностей перевода научно-медицинской литературы, изучение грамматических особенностей научно-медицинского стиля английского языка.

Задание 1. Выделите все медицинские термины, пассивные конструкции из текста «Is Our Behavior Written In our Genes?»

Практическое занятие 45. Изучение особенностей перевода научно-медицинской литературы, изучение грамматических особенностей научно-медицинского стиля английского языка.

Задание 1. Активизация навыков перевода научно-медицинской литературы.

Практические занятия 46. Теоретические основы перевода инструкций к медицинским препаратам. Активизация навыка чтения, перевода инструкций к медицинским препаратам. Контрольно-индивидуальный перевод инструкций к медицинским препаратам.

Задание 1. Какие правила перевода медицинской литературы вам известны?

Практические занятия 47. Теоретические основы перевода инструкций к медицинским препаратам. Активизация навыка чтения, перевода инструкций к медицинским препаратам. Контрольно-индивидуальный перевод инструкций к медицинским препаратам.

Задание 1. Перевод инструкций к медицинским препаратам.

3. КРИТЕРИИ ОЦЕНКИ

3.1. Критерии оценки умений выполнения *индивидуальных и групповых творческих заданий:*

Критерий	Оценка в журнал
Верное решение 51-100 %	зачтено
Правильное решение 0- 50 %	не зачтено

3.2. Критерии оценки результатов *выполнения заданий (индивидуальных и тестовых) по теме:*

Критерий	Оценка в журнал
Не менее 90% правильных ответов	5
70-89% правильных ответов	4
50-69% правильных ответов	3

3.3. Критерии оценки знаний путем *устного и фронтального опроса:*

Оценка ***5 (отлично***) выставляется студентам, освоившим все предусмотренные профессиональные и общие компетенции, обнаружившим всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендованной программой, продемонстрировавшим умение применять теоретические знания для решения практических задач, умеющим находить необходимую информацию и использовать ее, а также усвоившим взаимосвязь основных понятий дисциплины, проявившим творческие способности в понимании, изложении ииспользовании учебно-программного материала.

Оценка ***4 (хорошо)*** выставляется студентам, овладевшим общими и профессиональными компетенциями, продемонстрировавшим хорошее знание учебно-программного материала, успешно выполняющим предусмотренные в программе задания, усвоившим основную литературу, рекомендованную в программе, а также показавшим систематический характер знаний по дисциплине, способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Оценка ***3 (удовлетворительно)*** выставляется студентам, обнаружившим знание основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и пред- стоящей работы по специальности, справляющемуся с выполнением заданий, предусмотренных программой, знакомым с основной литературой, рекомендованной программой, допустившим погрешности в устном ответе и при выполнении заданий, но обладающим необходимыми знаниями для их устранения под руководством преподавателя. Общие и профессиональные компетенции у таких студентов сформированы либо сформированы частично и находятся на стадии формирования, но под руководством преподавателя будут полностью сформированы.

Оценка ***2 (неудовлетворительно)*** выставляется студентам, обнаружившим пробелы в знаниях основного учебно-программного материала, допустившим принципиальные ошибки в выполнении предусмотренных программой заданий, если общие и профессиональные компетенции не сформированы, виды профессиональной деятельности не освоены, если не могут продолжить обучение или приступить к профессиональной деятельности по окончании техникума без дополнительных занятийпо соответствующей дисциплине.

3.4. Критерии оценки знаний путем *письменногоопроса:*

Оценка ***5 (отлично)*** выставляется студентам, освоившим все предусмотренные профессиональные и общие компетенции, обнаружившим всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания,

предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендован- ной программой, продемонстрировавшим умение применять теоретические знания для решения практических задач, умеющим находить необходимую информацию и использовать ее, а также усвоившим взаимосвязь основных понятий дисциплины, проявившим творческие способности в понимании, изложении и использовании учебно-программного материала.

Оценка ***4 (хорошо)*** выставляется студентам, овладевшим общими и профессиональными компетенциями, продемонстрировавшим хорошее знание учебно-программного материала, успешно выполняющим предусмотренные в программе задания, усвоившим основную литературу, рекомендованную в программе, а также показавшим систематический характер знаний по дисциплине, способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Оценка ***3 (удовлетворительно)*** выставляется студентам, обнаружившим знание основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по специальности, справляющемуся с выполнением заданий, предусмотренных программой, знакомым с основной литературой, рекомендованной программой, допустившим погрешности в устном ответе и при выполнении заданий, но обладающим необходимыми знаниями для их устранения под руководством преподавателя. Общие и профессиональные компетенции у таких студентов сформированы либо сформированы частично и находятся на стадии формирования, но под руководством преподавателя будут полностью сформированы.

Оценка ***2 (неудовлетворительно)*** выставляется студентам, обнаружившим пробелы в знаниях основного учебно - программного материала, допустившим принципиальные ошибки в выполнении предусмотренных программой заданий, если общие и профессиональные компетенции не сформированы, виды профессиональной деятельности не освоены, если не могут продолжить обучение или приступить к профессиональной деятельности по окончании техникума без дополнительных занятий по соответствующей дисциплины.

3.5. Комплекс критериев оценки личностных результатов обучающихся:

- демонстрация интереса к будущей профессии;
- оценка собственного продвижения, личностного развития;
- положительная динамика в организации собственной учебной деятельности по результатам самооценки, самоанализа и коррекции ее результатов;
- ответственность за результат учебной деятельности и подготовки к профессиональной деятельности;
- проявление высокопрофессиональной трудовой активности;
- участие в исследовательской и проектной работе;
- участие в конкурсах профессионального мастерства, олимпиадах по профессии, викторинах, в предметных неделях;
- соблюдение этических норм общения при взаимодействии с обучающимися, преподавателями, мастерами и руководителями практики;
- конструктивное взаимодействие в учебном коллективе/бригаде;
- демонстрация навыков межличностного делового общения, социального имиджа;
- готовность к общению и взаимодействию с людьми самого разного статуса, этнической, религиозной принадлежности и в многообразных обстоятельствах;
- сформированность гражданской позиции; участие в волонтерском движении;
- проявление мировоззренческих установок на готовность молодых людей к работе на благо Отечества;

– проявление правовой активности и навыков правомерного поведения, уважения к Закону;

– отсутствие фактов проявления идеологии терроризма и экстремизма среди обучающихся;

– отсутствие социальных конфликтов среди обучающихся, основанных на межнациональной, межрелигиозной почве;

– участие в реализации просветительских программ, поисковых, археологических, военно-исторических, краеведческих отрядах и молодежных объединениях;

– добровольческие инициативы по поддержки инвалидов и престарелых граждан;

– проявление экологической культуры, бережного отношения к родной земле, природным богатствам России и мира;

– демонстрация умений и навыков разумного природопользования, нетерпимого отношения к действиям, приносящим вред экологии;

– демонстрация навыков здорового образа жизни и высокий уровень культуры здоровья обучающихся;

– проявление культуры потребления информации, умений и навыков пользования компьютерной техникой, навыков отбора и критического анализа информации, умения ориентироваться в информационном пространстве;

участие в конкурсах профессионального мастерства и в командных проектах;

4. ЭТАЛОН ОТВЕТОВ

Раздел 1. Вводно-коррективный курс.
Тема 1.1. Английский язык как средство международного общения

Практическое занятие 1. Роль английского языка в современном обществе. Цели, задачи обучения английскому.

Задание 1

Открытый слог: pale, date, by, tie, nine, me, mete, Pete, mind, lye, lime, five, name, make, be, time, bite, tube, note.

Закрытый слог: big , got, dog, box, fat, bad, net, lend, mist, film, flat, bed, lad, sand, cup, not.

Задание 2

Educational establishment
Highly trained specialists Высококвалифицированные специалисты
Medical nurse Медицинская сестра
Preventive and rehabilitation measures Профилактические и реабилитационные мероприятия
Emergency ambulances Скорая помощь
Medical help Медицинская помощь
An obstetrician Врач-акушер
Pregnant Беременная
Gynecological diseases Гинекологические заболевания
A dentist Стоматолог
Under the guidance of a senior doctor Под руководством старшего врача
Sanitary doctor assistant Помощник санитарного врача
State sanitary inspectors Государственные санитарные инспекторы
Dental mechanic Зубной техник
To make artificial teeth and crowns, plastics and porcelain teeth Изготовление имплантов и коронок, пластмассовых и фарфоровых зубов
The rules of herb's preparation Правила заготовки лекарственных трав
Preventive rules Профилактические меры
Pharmacological enterprises Фармакологические предприятия

Задание 3 My future profession is a pharmacist

I want to be a pharmacist. I think it's a great profession.

Usually pharmacists work in pharmacies or pharmaceutical companies. According to my observations, most pharmacies are well-organized and quiet. I like it. I think I'll feel comfortable working in a pharmacy.

Of course, this is a very responsible job. Although medicines are prescribed by doctors, not pharmacists, but the pharmacy employee must be very well versed in medicines. Customers often need advice when choosing over-the-counter medications. The pharmacist should be able to select analogs of a drug, take into account contraindications and side effects, as well as compatibility of drugs.

To work as a pharmacist one needs an appropriate education. These specialists should also attend upgrading trainings. Excellent knowledge of chemistry and biology is especially important for pharmacists.

Pharmacists need another special skill: to understand the handwriting of doctors who issue prescriptions. Not all doctors write legibly. I hope I will be able to master this skill.

As the population is ageing, pharmacy chains are actively developing. There are pharmacies in every district of the city. I hope that in the future I will find a job not far from my home.

Задание 4

1. is, was
2. are, am
3. is
4. were, were

5. is, are
6. is
7. is, are
8 is, is, s, will, will.
9. is, is.
10. was.

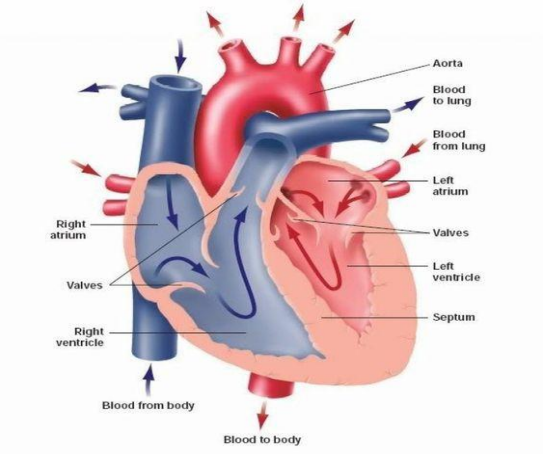
Задание 5

1. My elder brother is a student.
2. Yesterday the weather was fine. We were in the park.
3. I am afraid I will be busy on Monday. I will be at work.
4. His family is not in Moscow now but in Tula.
5. My sister was a student last year and now she is a doctor.

Задание 6

Мой отец - невролог. Is my father a neurologist? My father is not a neurologist.
На прошлой неделе погода была весьма холодной. Was the weather rather cold last week? Last week the weather was not rather cold.
Мистер Джексон будет здесь через час. Will. Mr. Jackson be here in an hour? Mr. Jackson won't be here in an hour.
Я здесь по делам. Am I on business here? I'm not on business here.
Вчера они были очень заняты. Were they very busy yesterday? They were not very busy yesterday.

Раздел 2. Основы медицинских знаний.
Практическое занятие 2. Внутренние органы и внешнее строение.
Задание 1.



The Work of the Human Heart 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 the parts of the body Scientists have determined that the total weight of the blood pumped by the hemi daily is about 10 tons. Physiologists have established that in the adult the heart makes from 60 to 7,' beats per minute.4n children the rate of heartbeat is much higher. Research work of many scientists has helped to determine that the rate of heartbeat increase depending on different emotions. Each beat of the heart is followed by a period of rest for the cardiac muscle Each wave of contraction and a period of rest following it compose a cardiac cycle The period of rest is shorter during greater physical exertion and longer when the body is at rest. The physiologists called the first phase of short contraction of both atria - the atrial systole, the second phase of more prolonged contraction of both ventricles- the ventricular systole. The period of rest of the cardiac muscle is called the diastole The blood received by the left atrium from the pulmonary circulation is discharged out by the left ventricle to the systemic circulation through the aorta. The atria act as receiving chambers.

Практическое задание 3 Системы человеческого организма.
Задание 1.
Musculoskeletal system

Organs: skeletal bones and muscles
Functions: support, movement, defense
Digestive system
Organs: the intestinal tube (mouth, esophagus, stomach, small and large intestines) and digestive glands
Functions: Grinding, propulsion, chemical processing of food, absorption of nutrients, removal of undigested debris
Respiratory system
Organs: air passages (nasal and oral cavity, trachea, bronchi) and alveolar lungs
Functions: Oxygen intake into the body, removal of carbon dioxide and gaseous metabolic products from the body.
Urinary system
Organs: Kidneys, ureters, bladder and urethra
Functions: excretion of metabolic products, excess water, toxins, salts, regulation of blood pressure
Nervous system
Organs: brain and spinal cord, nerves, nerve bundles, receptors
Functions: communication with the external environment, coordination of organ function
Sexual system
Organs: sex glands and excretory ducts
Functions: reproduction
Endocrine system
Organs: internal secretion glands
Functions: organ regulation, metabolism
Cardiovascular system
Organs: heart and vessels
Functions: nutrition, transportation, protection, regulation
Covering system
Organs: skin and skin (exocrine) glands
Functions: protection from mechanical damage, UV rays, penetration of foreign bodies;
excretion of metabolic products; thermoregulation
Immune system
Organs: immune defense organs (bone marrow, thymus, lymph nodes, spleen)
Functions: protection against foreign bodies, infectious agents (bacteria, viruses, protozoa); destruction of altered cells, tumors, etc.

Задание 2

a bag of bones кожа да кости, очень худой человек
a man of my (own) kidney близкий друг, товарищ
a skeleton in the cupboard/closet скелет в шкафу; тайна, тщательно скрываемая от посторонних; постыдная тайна
at the top of (one's) lungs очень громким голосом, во весь голос
by the skin of one's teeth едва-едва, еле-еле, чудом
lily-livered трусливый
not move a muscle не шелохнуться, пальцем не пошевелить
not to have two brain cells to rub together иметь одну извилину в мозгах, быть глупым
to be a bundle of nerves / a bag of nerves быть комком нервов
to get (one's) brain in gear включить мозги, мыслить ясно и продуктивно
to have nerves of steel иметь стальные нервы, быть бесстрашным
to have no stomach for (something) не осмелиться, не хватает духа
to put someone's nose out of joint утереть кому-то нос, обойти кого-то

Практическое задание 4

Задание 1.

The blood circulatory system (cardiovascular system) Система кровообращения (сердечно-сосудистая система)
To deliver Доставлять
Nutrients Питательные вещества
Blood vessels Кровеносные сосуды
Oxygen Кислород
Artery Артерия
Veins Вены
Capillary network Pulmonary circulation
Heartbeat Сердцебиение
Желудочек Ventricle
Перекачивать To pump
Кровь с низким содержанием кислорода Low-oxygen blood

Задание 2.

The main function of the circulatory (or cardiovascular) system is to deliver oxygen to the body tissues
The cardiovascular system is a network composed of the heart, blood vessels and the blood itself.
Yes, blood vessels resemble a tree.
Pulmonary circuit exchanges blood between the heart and the lungs for oxygenation

Практическое занятие 5. Сердце и его клапаны. Кровообращение.

Задание 1

Heart Сердце
Chamber Камеры
Right ventricle and the left ventricle
Правый желудочек и левый желудочек
Right atrium and the left atrium.
Правое предсердие и левое предсердие.
Interatrial septum Межпредсердная перегородка
Atrioventricular valves: Атриовентрикулярные клапаны:
Tricuspid valv Трикуспидальный клапан
Mitral valve Митральный клапан
Aortic valve Аортальный клапан
Sinus (or sinoatrial) node Синусовый (или синоатриальный) узел
Atrioventricular (or AV) node Атриовентрикулярный (или АВ) узел
Systole Систола
Diastole Диастола
Pulmonic valve Пульмональный клапан
Aortic valve Аортальный клапан
Sinus (or sinoatrial) node

Задание 2.

The Work of the Human Heart 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 the parts of the body Scientists have determined that the total weight of the blood pumped by the hemi daily is about 10 tons. Physiologists have established that in the adult the heart makes from 60 to 7,' beats per minute.4n children the rate of heartbeat is much higher. Research work of many scientists has helped to determine that the rate of heartbeat increase depending on different emotions. Each beat of the heart is followed by a period of rest for the cardiac muscle Each wave of contraction and a period of rest following it compose a cardiac cycle The period of rest is shorter during greater physical exertion and longer when the body is at rest. The physiologists called the first phase of short contraction of both atria - the atrial systole, the second phase of more prolonged contraction of

both ventricles- the ventricular systole. The period of rest of the cardiac muscle is called the diastole The blood received by the left atrium from the pulmonary circulation is discharged out by the left ventricle to the systemic circulation through the aorta. The atria act as receiving chambers.

Практическое занятие 6. Опорно-двигательная система.

Задание 1.

Periosteum Надкостница
Compact (hard) bone Компактная (твердая) кость
Cancellous (Spongy) bone Раковая (губчатая) кость
Bone Marrow Костный мозг
Skeleton Скелет
To fuse нарастать
Spine Позвоночник
Vertebrae Позвонки
Cervical vertebrae Шейные позвонки
Thoracic vertebrae Грудные позвонки
Соссух Копчик
Ribs Ребра

Задание 2.

The soldiers discovered a pile of human skulls and bones.
Ankle is the joint connecting the foot to the leg, or the thin part of the leg just above the foot
As you become older, your joints get stiffer.
She tore a ligament in her knee while she was playing basketball
She injured her spine in a riding accident

Задание 3.

Skeleton, in anatomy, the stiff supportive framework of the body. The two basic types of skeleton found among animals are the exoskeleton and the endoskeleton. The shell of the clam is an exoskeleton composed primarily of calcium carbonate. It provides formidable protection, but it is bulky and severely restrictive of movement. The smallest exoskeletons are found on microscopic animals such as diatoms and certain protozoans. Coral reefs are made up of the accumulated exoskeletons of the coral polyp. The firm, flexible, chitinous (horny) insect skeleton is a combination of protective armor and a framework for attachment of the muscles used in rapid movement. The disadvantage of an exoskeleton is that it is nonliving, and must be shed periodically to allow for growth—a process limiting the maximum size of the organism. The endoskeleton, a framework of living material enclosed within the body, permits larger size coupled with freedom of movement and is characteristic of vertebrate animals. In certain fish, it is made up entirely of cartilage, but in most vertebrates it is a mixture of bone and cartilage. The general arrangement of skeletal parts into skull, spinal column, ribs, and appendages is the same in all vertebrates. In addition to its supportive function, the skeleton provides sites for the attachment of the muscles used in movement and shields vital organs such as the brain and lungs. The skeleton of birds is especially adapted for flight; the bones are modified into light, hollow tubes penetrated by air sacs. The human skeleton consists of 206 bones held together by flexible tissue consisting of cartilage and ligaments. It is composed of two basic parts, the axial and the appendicular skeletons. The axial skeleton includes the cranium, jawbone, ribs, sternum, and spinal column. The appendicular skeleton is made up of the upper (shoulder or pectoral) and lower (pelvic) girdles (see pelvis) and the bones of the arms and legs. Many diseases associated with the skeleton occur at the joints, notably the various types of arthritis, although such diseases as bone cancer may directly affect the skeleton. Skeletal remains are vital to physical anthropologists, who use them to trace human evolution.

Практическое занятие 7.

Задание 1.

Respiratory System Дыхательная система
Nostrils Ноздри

Cilia **Реснички**
Pharynx **Глотка**
Esophagus **Пищевод**
Epiglottis **Надгортанник**
Larynx Гортань
Vocal cords **Голосовые связки**
Trachea or windpipe**Трахея или дыхательное горло**
Bronchi **Бронхи**
Bronchioles Бронхиолы
Pleura **Плевра**
Thorax **Грудная клетка**
Diaphragm **Диафрагма**

Задание 2

Respiration, process by which an organism exchanges gases with its environment. The term now refers to the overall process by which oxygen is abstracted from air and is transported to the cells for the oxidation of organic molecules while carbon dioxide (CO2) and water, the products of oxidation, are returned to the environment. In single-celled organisms, gas exchange occurs directly between cell and environment, i.e., at the cell membrane. In plants, gas exchange with the environment occurs in special organs, the stomates, found mostly in the leaves (see leaf; transpiration). Organisms that utilize respiration to obtain energy are aerobic, or oxygen-dependent. Some organisms can live in the absence of oxygen and obtain energy from fuel molecules solely by fermentation or glycolysis; these anaerobic processes are much less efficient, since the fuel molecules are merely converted to end products such as lactic acid and ethanol, with relatively little energy-rich ATP produced during these conversions.

Практическое занятие 8.

Задание 1.

Digestive system	Пищеварительная система
Amino acids	Аминокислоты
Starches	Крахмал
Fatty acids	Жирные кислоты
Lycerol	Лицерин
Alimentary canal	Пищеварительный канал
Salivary glands	Слюнные железы
Liver	Печень
Gallbladder	Желчный пузырь
Pancreas	Поджелудочная железа
Epiglottis	Надгортанник
Duodenum	Двенадцатиперстная кишка
Jejunum	Тощая кишка
Ileum	Подвздошная кишка
Appendix	Аппендикс
Pharynx	Глотка
Esophagus	Пищевод
Liver	Печень
Stomach	Желудок
Pancreas	Поджелудочная железа
Large intestine	Толстый кишечник
Cecum	Кишка
Colon	Толстая кишка
Rectum	Прямая кишка

Задание 2

In the digestive system, ingested food is converted into a form that can be absorbed into the

circulatory system for distribution to and utilization by the various tissues of the body. This is accomplished both physically, by mastication in the mouth and churning of the stomach, and chemically, by secretions and enzymes of the gastrointestinal tract. Beginning at the mouth, all food passes through the alimentary canal (pharynx, esophagus, stomach, and intestines) before it reaches the anus, where undigested matter is eliminated as waste. The outer walls of the digestive tract are composed of layers of muscle and tissue that undergo waves of contraction (peristalsis), thereby pushing the food along its digestive path. The inner lining contains glands that secrete the acids and enzymes necessary to break down food into a form utilizable by the body. Digestion begins in the mouth, where chewing reduces the food to fine texture, and saliva moistens it and begins the conversion of starch into simple sugars by means of an enzyme, salivary amylase. The food is then swallowed, passing through the pharynx and down the muscular esophagus, or gullet, to the expanded muscular pouchlike section of the gastrointestinal tract, the stomach. Specialized cells in the stomach secrete digestive enzymes and gastric juices, which act on the partially digested food. The stomach also physically churns and mixes the food. The stomach secretions include the enzyme pepsin, which acts on proteins; hydrochloric acid, essential for the action of pepsin; and an enzyme, gastric lipase, which begins the breakdown of fats. The gastric juices of young children contain, in addition to those just mentioned, the enzyme rennin, which acts on milk. Some foods, including simple sugars and alcohol, are absorbed directly through the stomach wall and do not remain in the stomach. Most food, however, is not absorbed in the stomach and passes into the duodenum (first section of the small intestine) in the form of a thick liquid called chyme.

Digestive enzymes from the pancreas and bile from the liver act on the chyme in the duodenum. These enzymes include pancreatic lipase, which breaks down fats into glycerol and fatty acids; pancreatic amylase, which continues the breakdown of starches and most other carbohydrates into disaccharides; and trypsin and erepsin, which break down whole and partially digested proteins (proteoses and peptones) into amino acids, the end products of protein digestion. Bile is essential for emulsifying large fat globules into smaller ones that are more easily digested by pancreatic lipase. In addition, intestinal juices are secreted by small glands in the intestinal wall called the crypts of Lieberkühn. Like the pancreatic juices, intestinal juices contain enzymes that continue the digestion of proteins and fats and also contain three enzymes that break down disaccharides into glucose, galactose, and fructose (simple sugars). The digested food is absorbed into the circulatory and lymphatic systems through small fingerlike projections of the intestinal wall, called villi. Undigested material passes into the large intestine, where most of the water is absorbed and the solid material, or feces, is excreted through the anus.

Задание 3.

1) D
2) B
3) C
4) B
5) E
6) B
7) B
8) E
9) A
10) E
11) C
12) D
13) B
14) B
15) A
16) A
17) B
18) B

19) D
20) D
21) B
22) C
23) A
24) D
25) E
26) E
27) C
28) D
29) D
30) C
31) A
32) B
33) C
34) C
35) C
36) D
37) D
38) C
39) A
40) E
41) B
42) C
43) A
44) B
45) D
46) B
47) B
48) C
49) D
50) E

Задание 4

babies, plants, lemons, peaches, bananas, brushes, stars, mountains, trees, shillings, kings, the waiters, the queens, men, the men, women, the women, eyes, shelves, boxes, the cities, boys, geese, the watches, mice, dresses, toys, the sheep, teeth, children, the oxen, deer, the lives, tomatoes, secretaries, crowds, airports, theatres, tornadoes, shops, tragedies.

Задание 5.

In class, at home, in the lab, on the wall, under a book, on a shelf, in a lecture, at a desk, at a window, behind a cabinet, in front of a house, between houses.

Задание 6.

more beautiful — the most beautiful, smaller — the smallest, more active — the most active, neater — the neatest, higher — the highest, worse — the worst, more obvious — the most obvious, ruder — the rudest, more — the most, bigger — the biggest, more sensitive — the most sensitive, lighter — the lightest, clearer — the clearest, more amazing — the most amazing, farther/further — the farthest/the furthest, better — the best, more difficult — the most difficult, slimmer — the slimmest.

Задание 7.

1. an 2. an 3. a 4. a 5. an 6. an 7. a 8. a 9. an 10. an 11. a 12. an 13. an 14. a

Задание 8.

1 hundreds of people, 2 hundreds of pounds, 3 a hundred miles, 4 one hundred percent, 5 Hundreds, 6 Eight hundred, 7 scores, 8 by the score, 9 a thousand, 10 thousands

Раздел 2.2. Патология

Практическое занятие 9. Предметы и ухода за больными.

Nursing candidates must prepare by a rigorous course of training that includes a thorough grounding in anatomy, physiology, pharmacology, the cause and treatment of disease, the intricacies of nutrition and diet, surgical skills, and a variety of techniques pertaining to patient care. Many nurses also prepare for more specialized work, such as the care of newborn infants, maternity patients, or the mentally ill, or for duties in the operating room. Training for a career as a registered nurse (RN) can be met by several means: a two-year course at a junior college or a four-year degree program at a college or university. (Three-year courses given by hospitals are being phased out because of high costs.) Emphasis on college education for nurses is on the upsurge, because greater knowledge is required to apply the latest methods of diagnosis and therapy. Training includes both classroom study and actual hospital practice, and the graduate must still be examined and licensed by the state. This applies also to women in religious orders who train and work as nursing sisters. The age limits and educational requirements for practical nurses are less stringent, and the period of training is much shorter, usually one year. The terms “licensed practical nurse” (LPN) and “licensed vocational nurse” (LVN) are interchangeable. Sufficient training is given to such men and women to enable them to care for and feed patients, administer medication, and perform other routine duties; however, they are always under the direct supervision of registered nurses. LPNs are generally examined and licensed by the state. For most specialized work and teaching, nurses must complete a course leading to a master's degree or doctorate. Specializations include nurse anesthetist, which originated at the beginning of the 20th cent., and such recently established ones as nurse practitioner (licensed to perform physical examinations and other procedures under a physician's supervision), nurse midwife (see midwifery), and nurse clinician. In addition to duties in the hospital or in the home there are many fields open to the professional nurse, such as the Red Cross, military service, public health, health insurance companies, industry, and teaching. Some nurse practitioners have become primary health-care providers, opening practices on their own (without physician supervision), and some have been accredited as such by large health maintenance organizations.

Практическое занятие 10.

Задание 1.

What are Respiratory Diseases?

• Respiratory diseases are illnesses that affect the organs and tissues in the lungs and airway systems, making gas exchange and breathing difficult.

• The airway systems start from the nose, lead to the large and small wind pipes and reach the lungs. These systems are divided into upper and lower respiratory systems.

• Respiratory conditions include acute respiratory infections as well as chronic respiratory diseases.

• Most common respiratory diseases include influenza, pneumonia, asthma, bronchitis, chronic obstructive airways disease (COAD) and lung cancer.

What is influenza (flu)?

• Influenza (flu) is a sickness of the respiratory or breathing airway tubes which can infect the nose, throat and tubes in the lungs.

• It can cause mild to severe illness, and at times can lead to death.

What causes Influenza?

• The influenza is caused by germs or viruses that infect the nose, throat and lungs.

Which part of the body does it affect?

• The germ or virus starts attacking the respiratory or breathing airway tubes, which start from the nose to the throat and lead to the lungs.

How does influenza spread?

• These germs or viruses spread when people with flu cough, sneeze or talk, sending tiny droplets (small water balls) with the virus into the air.

• People nearby may be infected if they inhale them or breath them in through the mouth or nose.

• People might get flu by touching a surface of a table, a chair or an object that has the flu germ or

virus on it and then touching their own mouth, nose or eyes

Практическое занятие 11.

Задание 1. diphtheria is acute contagious disease caused by *Corynebacterium diphtheriae* (Klebs-Loffler bacillus) bacteria that have been infected by a bacteriophage. It begins as a soreness of the throat with fever. The bacteria lodge in the mucous membranes of the throat, producing virulent toxins that destroy the tissue. The resultant formation of a tough gray membrane is one of the most dangerous aspects of diphtheria, since it can spread to the larynx and cause suffocation. Deaths from diphtheria often result from inflammation of the heart. Diphtheria usually occurs in children of preschool age. Treatment with antitoxin is begun as early as possible. Penicillin or erythromycin is also given, particularly to guard against complicating factors such as pneumonia or streptococcal infection. Diphtheria was once a common and dreaded disease with a high mortality rate; it is now rare in countries where infants are vaccinated (see vaccination). Underimmunization, however, can lead to epidemics such as the one in Russia during 1994–95.

Задание 2.

Hepatitis , inflammation of the liver. There are many types of hepatitis. Causes include viruses, toxic chemicals, alcohol consumption, parasites and bacteria, and certain drugs. Symptoms of hepatitis are nausea, fever, weakness, loss of appetite, sudden distaste for tobacco smoking, and jaundice.

A number of viruses can cause acute viral hepatitis. Five have been identified and named hepatitis A through E. At least 10 other viruses are under study. Hepatitis A, also called infectious hepatitis, occurs sporadically or in epidemics, the virus being present in feces and transmittable via contaminated food (e.g., food prepared by an infected person with unwashed hands or fresh food washed or grown with contaminated water) or water. A person with active infection can spread it by physical contact. The disease usually resolves on its own. Exposed persons can be protected by injections of gamma globulin. A vaccine was made available in 1995 and is recommended for children at risk for the virus.

Hepatitis B, also called serum hepatitis, was commonly transmitted through blood transfusions until the 1970s, when screening tests were introduced. Intravenous-drug abusers remain a high-risk group because of the sharing of needles. It is also spread by sexual transmission and from mother to baby at birth. Some infected individuals, particularly children, become chronic carriers of the virus. Hepatitis B can progress to chronic liver disease and is associated with an increased risk of developing liver cancer. A vaccine, available since 1981, is recommended for all infants and others at risk for the virus. Alpha-interferon was approved as a treatment in 1992. Hepatitis C, formerly called non-A, non-B hepatitis, is also transmitted by contaminated blood transfusions and by sharing of needles among drug abusers, although in many cases no source can be identified. It is the most common form of chronic liver disease in the United States. Many of those infected have no symptoms but become carriers. The virus can cause serious liver damage and is the leading cause of liver transplants in the United States. Blood banks routinely screen for hepatitis C. Depending on the genetic makeup of the virus, antivirals, either alone or in conjunction with alpha-interferon and the drug ribavirin, are used to treat the disease, and may result in a long-term cure.Hepatitis D, or delta hepatitis, affects only people with hepatitis B; those infected with both viruses tend to have more severe symptoms. Hepatitis E is spread by consuming feces-contaminated food or water. It is common in Mexico, Africa, and Asia and is especially serious in pregnant women.Hepatitis can be incurred as a complication of several other disorders in addition to viral infection, among them amebic dysentery, cirrhosis of the liver, and mononucleosis. Also, alcohol, carbon tetrachloride, some tranquilizers and antibiotics, and many other substances can produce a toxic reaction in the liver, resulting in toxic hepatitis.

Задание 3.

Rubella or German measles, acute infectious disease of children and young adults. It is caused by a filterable virus that is spread by droplet spray from the respiratory tract of an infected individual. Rubella is a much milder infection than rubeola (measles) and the rash, appearing after an incubation period of two to three weeks, rarely lasts more than three days. The lymph nodes behind

the ears become tender and swollen, but otherwise German measles is almost always uncomplicated. However, during the first trimester of pregnancy it is associated with an increased risk of congenital damage to the fetus, producing stillbirths, abortion, low birth weight, and such malformations as cardiac defects, eye defects (especially cataracts), and mental retardation. During the first 16 weeks of pregnancy the infection has been estimated to carry a risk of fetal damage of between 30% and 35%. Pregnant women who have been exposed to rubella are given gamma globulin in an effort to prevent the disease. Research to develop a vaccine that would confer immunity was spurred by an epidemic of rubella in 1964 and the evidently related rise in the number of birth deformities. A live attenuated vaccine has been developed and is given to girls from 15 months to puberty and often to boys as well. Approximately 13% to 15% of women develop acute arthitis from vaccination. Before the vaccine can be administered to an adult woman it must be determined that she is not pregnant, and the test for the presence of rubella antibodies (which would indicate immunity to the disease from previous exposure) is given. Birth control should be practiced for at least three months after receiving the vaccine. Vaccination has eliminated endemic rubella in the Western Hemisphere.

Задание 4.

Chickenpox or varicella (vâr ˌəsělˈə), infectious disease usually occurring in childhood. It is caused by the same herpesvirus, varicellazoster, that produces shingles; the virus can hide in the nerves afte r a chickenpox infection has passed and cause shingles later in . Chickenpox is highly communicabl e and is characterized by an easily recognizable rash consisting of blisterlike lesions that appear two to three weeks after infection. Usually there are also low fever and headache. When the lesions hav e crusted over, the disease is believed to be no longer communicable; however, most patients simult aneously exhibit lesions at different stages of eruption. Chickenpox is usually a mild disease requiri ng little treatment other than medication to relieve the troublesome itching, but care must be taken t hat the rash does not become secondarily infected by bacteria. Pneumonia and encephalitis are rare complications. A vaccine for chickenpox was approved for use in the United States in 1995. The dr ug acyclovir may be used to treat the disease, particularly in older patient

Задание 5.

Rubella, chickenpox, hepatitis, diphtheria

Практическое занятие 12.

Задание 1.

mumps (epidemic parotitis), acute contagious viral disease, manifesting itself chiefly in pain and swelling of the salivary glands, especially those at the angle of the jaw. Other symptoms are fever, a general feeling of illness, and pain on chewing or swallowing. Mumps most often affects children between the ages of 5 and 15, the incubation period being 14 to 21 days; the acute phase rarely lasts more than 3 days. The disease is usually more severe in adults, the most common complications being pain and swelling of the testes (in 20% of adult male patients) and swelling of the meninges that cover the brain and spinal cord (in about 30% of cases). Sterility resulting from involvement of the testes and fatalities from the meningoencephalitis occur in a small minority of male cases. Other possible complications include pancreatitis and involvement of the heart or thyroid. The ovaries are sometimes affected in females. Treatment consists mainly of bed rest, intake of fluids, and the administration of analgesics. A live virus vaccine has been developed that can be given to susceptible children at 15 months.

Задание 2.

Whooping cough or pertussis, highly communicable infectious disease caused by the bacterium Bordetella pertussis. The early or catarrhal stage of whooping cough is manifested by the usual symptoms of an upper respiratory infection with bronchial involvement. After about two weeks the cough becomes paroxysmal; 10 to 15 coughs may follow in rapid succession before a breath is taken, which is the characteristic high-pitched crowing “whoop.” An attack of coughing is accompanied by a copious discharge of mucus and, often, vomiting. Antibiotics and hyperimmune human serum are valuable in treatment. Rest and proper nutrition (especially if there is frequent vomiting) are important.

Whooping cough is a serious disease, especially in children under four years of age, since it may give rise to such complications as pneumonia, asphyxia, convulsions, and brain damage. For these reasons, it is recommended that all infants be actively immunized beginning at as early an age as possible (one to two months). The whole-cell pertussis vaccine available in the United States since the 1940s (see vaccination) became the subject of controversy when it was learned that a toxin contained in it occasionally caused serious side effects. A newer, acellular vaccine, which uses only the parts of the bacterium that stimulate immunity and is less likely to cause side effects, was approved for use in 1996. Five doses are administered over 4 to 6 years, with the first three doses given by 6 months of age. The acellular vaccine, however, is less persistent than its predecessor. It is now believed that adults whose childhood vaccinations are no longer completely effective and whose symptoms are less diagnostic may be the main carriers for the disease; the number of cases in the United States has increased significantly since the introduction of the acellular vaccine. Booster vaccinations are recommended for 11- and 12-year-olds and adults as a means of ameliorating this situation; persons with routine contact with infants should be vaccinated.

Задание 3.

Scarlet fever	Скарлатинозная лихорадка
Strep throat	Стрептококковое горло
Strep skin infections	Стрептококковые инфекции кожи
The strep bacteria	Бактерии стрептококка
Bumpy rash	Бугристая сыпь
To itch	Зуд
Rash	Сыпь
Telltale rash	Типичная сыпь
Impetigo	Импетиго

Задание 4.

Scarlet fever or scarlatina, an acute, communicable infection, caused by group A hemolytic streptococcal bacteria (see streptococcus) that produce an erythrogenic toxin. The disease is now uncommon, probably because antibiotic therapy has lessened the likelihood of spread. It occurs in young children, usually between two and eight years of age, and is spread by droplet spray from carriers and from individuals who have contracted the disease. The incubation period is from three to five days, and infectivity lasts about two weeks. Scarlet fever may be mild or severe, but it is rarely fatal if treated. Typical symptoms are sore throat, headache, fever, flushed face with a ring of pallor about the mouth, red spots in the mouth, coated tongue with raw beefy appearance and inflamed papillae underneath it (strawberry tongue), and a characteristic rough red rash on the skin. The streptococcal bacterium that causes scarlet fever is identical to the streptococcal pharyngitis (strep throat) organism, the difference being the production of a toxin to which the patient is susceptible in the case of scarlet fever. Severe infections are occasionally complicated by rheumatic fever, kidney disease, ear infection, pneumonia, meningitis, or encephalitis. Mild scarlet fever requires only bed rest, antibiotics, analgesics or antipyretics, and symptomatic treatment. Antibiotics, immune serum, and antitoxin may be required for severe cases.

Задание 5.

Measles or rubeola, highly contagious disease typically contracted during childhood, caused by a filterable virus and spread by droplet spray from the nose, mouth, and throat of individuals in the infective stage. This period begins 2 to 4 days before the appearance of the rash and lasts from 2 to 5 days thereafter. The first symptoms of measles, after an incubation period of 7 to 14 days, are fever, nasal discharge, and redness of the eyes. Characteristic white spots appear in the mouth, followed by a rash on the face that spreads to the rest of the body. The symptoms disappear in 4 to 7 days.

One attack of measles confers lifelong immunity. However, it renders the patient susceptible to other more serious infections such as bronchial pneumonia and encephalitis; it also infects immune cells, and disrupts the immune system's ability to resist diseases to which the body has previously been exposed. The measles virus has also been associated with subacute sclerosing panencephalitis

(SSPE), which causes chronic brain disease in children and adolescents. After the attack of measles, it can cause intellectual deterioration, convulsive seizures, and motor abnormalities and is usually fatal. Common measles in pregnant women can be a threat to the unborn child, and vaccination of women well before pregnancy is recommended (see also rubella, or German measles).

Задание 6. *Mumps, whooping cough, scarlet fever, measles*

Практическое занятие 13.

Задание 1.

Poliomyelitis, polio, or infantile paralysis, acute viral infection, mainly of children but also affecting older persons. Historically, there were three immunologic types of poliomyelitis virus, but two of three types of the wild virus have been eradicated; exposure to one type produced immunity only to that type, so infection with another type was still possible. Spread of the infection is primarily through contact with an infected person. Most people who contract polio either exhibit no symptoms or experience only minor illness; however, such individuals can harbor the virus and spread it to others. Less than 1% of the people who get infected develop paralysis. The virus enters the body by way of the mouth, invades the bloodstream, and may be carried to the central nervous system, where it causes lesions of the gray matter of the spinal cord and brain. The illness begins with fever, headache, stiff neck and back, and muscle pain and tenderness. If there is involvement of the central nervous system, paralysis ensues. Of those patients who develop paralytic poliomyelitis, about 25% sustain severe permanent disability, another 25% have mild disabilities, and 50% recover with no residual paralysis. The disease is usually fatal if the nerve cells in the brain are attacked (bulbar poliomyelitis), causing paralysis of essential muscles, such as those controlling swallowing, heartbeat, and respiration. There is no specific drug for treatment. For reasons not clearly understood, some people who have had severe polio experience postpolio syndrome, a condition in which new weakness and pain occurs years later in previously affected muscles.

Задание 2.

Typhoid fever acute, generalized infection caused by Salmonella typhi. The main sources of infection are contaminated water or milk and, especially in urban communities, food handlers who are carriers. The symptoms of typhoid appear 10 to 14 days after infection; they include high fever, rose-colored spots on the abdomen and chest, diarrhea or constipation, and enlargement of the spleen. Complications, especially in untreated patients, may be numerous, affecting practically every body system, and they account for the mortality rate of 7% to 14%. Perforation of the intestine with hemorrhage is not uncommon.

Chloramphenicol was previously the preferred treatment for typhoid, but side effects associated with the drug and increased drug resistance have led to the use of the antibiotics ciprofloxacin and, for pregnant women and some children, ceftriaxone. Antibiotic resistance, however, is an increasing problem in treating typhoid fever, particularly in developing countries. Skilled nursing care is still of the utmost importance, as is drinking fluids to combat dehydration and fever and consuming a high caloric diet to prevent wasting of the body. Vaccination against typhoid is a valuable preventive measure, especially for persons in military service and for those who live in or travel to poorly sanitized regions.

Задание 3.

Inflammation of the tonsils, especially the palatine tonsils. The inflammation may be acute (seeANGINA) or chronic. Although chronic tonsillitis may develop independently, it more frequently follows episodes of catarrhal tonsillitis or of other infectious diseases—such as scarlet fever, measles, and diphtheria—that are accompanied by inflammation of the pharyngeal mucous membranes. Allergy to streptococci and adenoviruses is an important factor in the development of tonsillitis. In cases of chronic tonsillitis, there is ulceration of the mucosa, granulation, small abscesses within the tonsils themselves, and proliferation of the connective tissues. In its simple form, chronic tonsillitis is characterized by local symptoms only—for example, sore throat; in its toxic-allergic form, it is accompanied by such general symptoms as persistent cervical lymphadenitis, elevated body temperature, and cardiac changes. Chronic tonsillitis may contribute

to the development or aggravation of other diseases, such as rheumatism, nephritis, and thyrotoxicosis. Simple chronic tonsillitis is treated by antimicrobial means, irrigation of the lateral lacunae, or physiotherapy. Tonsillectomy, or surgical removal of the tonsils, may be prescribed in cases of pronounced toxic-allergic tonsillitis.

Задание 4.

Tetanus or lockjaw, acute infectious disease of the central nervous system caused by the toxins of Clostridium tetani. The organism has a widespread distribution and is common in the soil, human and animal feces, and the digestive tracts of animals and humans; however, the toxin is destroyed by intestinal enzymes. Infection with the tetanus bacillus may follow any type of injury, whether incurred indoors or out, including nail puncture wounds, insect bites, splinter injuries, gunshot wounds, burns, lacerations, and fractures. Deep puncture wounds are most dangerous, since the bacillus thrives in an anaerobic environment. The tetanus toxin, one of the most potent poisons known, acts on the motor nerves and causes muscle spasm at the site of infection and in other areas of the body. The most frequent symptom is stiffness of the jaw (lockjaw) and facial muscles. Difficulty in breathing and severe convulsions may ensue. The mortality rate is very high, especially in the very young and the aged; overall it is about 40%. Treatment with tetanus antitoxin should be started promptly in conjunction with human immune globulin. It is preferable, however, to prevent the disease by active immunization (including booster shots) with tetanus toxoid.

Практическое занятие 14.

Задание 1.

1. B	9. D
2. C	10. B
3. D	11. D
4. A	12. C
5. A	13. B
6. B	14. A
7. D	15.D
8. A	

Задание 2.

Doctor: Good morning, what brings you in today?
(Доктор: Доброе утро, что вас сегодня привело?)
Patient: I have a sore throat and a cough.
(Пациент: У меня болит горло и кашель.)
Doctor: How long have you been feeling this way?
(Доктор: Как долго вы себя так чувствуете?)
Patient: For the past three days.
(Пациент: Последние три дня.)
Doctor: Do you have a fever?
(Доктор: У вас есть температура?)
Patient: Yes, a slight one.
(Пациент: Да, небольшая.)
Doctor: Are you experiencing any difficulty breathing?
(Доктор: Вы испытываете трудности с дыханием?)
Patient: No, breathing is fine.
(Пациент: Нет, дышать нормально.)
Doctor: Let me take a look at your throat.
(Доктор: Позвольте мне посмотреть ваше горло.)
Doctor: It looks quite inflamed.
(Доктор: Оно выглядит довольно воспаленным.)
Patient: What should I do?
(Пациент: Что мне делать?)
Doctor: I'm going to prescribe some antibiotics.

(Доктор: Я пропишу вам антибиотики.)
Doctor: And I recommend you rest and drink plenty of fluids.
(Доктор: И я рекомендую вам отдыхать и пить много жидкости.)
Patient: Thank you, doctor.
(Пациент: Спасибо, доктор.

Задание 3.

1. will be studying (Я буду изучать японский онлайн с 5 до 6 завтра вечером.)
2. Why are the dogs barking? (Слушай! Почему лают собаки?)
3. was wearing (Она была одета в желтое пальто, когда я ее видел.)
4. will be taking (Они будут сдавать экзамен по вождению в следующий понедельник.)
5. was getting (Я выронил свой бумажник, когда садился на автобус.)
6. What were you doing in my office yesterday? (Что ты делал вчера в моем офисе?)
7. is feeling (Сегодня Боб чувствует себя намного лучше.)
8. are watching (Дети смотрят мультфильмы в своей комнате сейчас.)
9. will be sleeping (Боюсь, что через 10 минут она будет спать.)
10. Shall we be having tea soon? (Мы будем скоро пить чай?)

Задание 4.

1. We aren't enjoying the party.
2. He won't be playing chess in an hour.
3. They were not planting flowers in the garden last May.
4. I'm not looking for a job.
5. The phone wasn't working yesterday.
6. Margaret won't be working as a waiter during her summer holidays.
7. The secretary isn't typing a contract.

Задание 5.

went (Мы ходили кататься на роликах в прошлую субботу.)
bakes (Наша бабушка печет пирожки с мясом каждые выходные.)
will write (Мы будем писать сочинение завтра.)
enjoyed (Мне очень понравилась опера вчера.)
Where did your husband work five years ago? (Где работал твой муж 5 лет назад?)
prefer (Британцы предпочитают чай кофе.)
Tom, will you meet me at the railway station next Sunday? (Том, ты встретишь меня на ж/д вокзале в следующее воскресенье?)
Where does she usually celebrate her birthdays? (Где обычно она празднует свои дни рожденья?)
Do you have a big family? (У тебя большая семья?)
. invented (Ньютон изобрел телескоп в 1668 году.)
. When did this accident happen? (Когда произошел этот несчастный случай?)
. send (Я всегда посылаю рождественские открытки своим бабушке с дедушкой.)
. will get married (Нина и Ник поженятся через две недели.)
. How many books will they bring tomorrow? (Сколько книг они принесут завтра?)
. has (У мистера Стэнли два сына и одна дочь.)

Задание 6.

1. has lost (Сэм потерял ключи. Поэтому он не может открыть дверь.)
2. had already stopped (Когда я проснулся утром, дождь уже закончился.)
3. will have finished (Надеюсь закончить контрольную к полуночи.)
4. had expected (Оказалось, что фильм шел намного дольше, чем мы ожидали.)
5. has just left (Моя сестра только что ушла в банк.)
6. had known (Девушки были хорошими подругами. Они знали друг друга 5 лет.)
7. will have laid (Мама накроет на стол до того, как мы придем.)
8. have never tried (Я никогда не пробовал японскую еду.)
9. had come (Тэд был так счастлив, потому что его мечта исполнилась.)

10. have been (Мы были в Париже много раз.)

Практическое занятие 15

Задание 1.

First aid is basic medical treatment that is given to someone as soon as possible after they have been hurt in an accident or suddenly become ill

Задание 2.

Symptoms: Pain or tenderness, deformity of bones, swelling, discoloration. Treatment: Prevent movement of injured parts until splint is applied; treat for shock; if ambulance service is not available, splint entire limb before moving. For sprains, elevate affected part and apply cold compresses. Elastic bandages may be used for immobilization.

Практическое занятие 16

Задание 1.

Severe Bleeding

Symptoms: External wound. Treatment: Apply pressure over wound with wad of sterile gauze or other clean material. If bleeding continues and no fracture is present, elevate wound. If bleeding still continues, apply pressure to blood vessels leading to area—in arm, press just below armpit; in leg, press against groin where thigh and trunk join. Use a tourniquet (tight band that cuts off circulation) only when it has been decided that the sacrifice of a limb is necessary to save life.

Wound

Treatment: Stop bleeding, cleanse wound with soap and water and cover with sterile or clean bandage.

Практическое занятие 17.

Задание 1.

Fainting

Symptoms: Unconsciousness, paleness, rapid pulse, coldness of the skin, sweating. Treatment: Leave victim lying down, loosen clothing, roll victim to the side and wipe out mouth in the event of vomiting.

Poisoning

Symptoms and signs: Information from victim or observer, stains about mouth, presence of poison container, breath odor, pupils contracted to pinpoint size from morphine or narcotics. Treatment: Dilute ingested poison by administering water or milk, administer specific antidote if described on label of commercial product. Do not induce vomiting if poison is strong acid, strong alkali, or petroleum product, or if victim is unconscious or convulsive. Syrup of Ipecac available without prescription at pharmacies may be administered to induce vomiting in other cases. A universal antidote contains Ipecac and activated charcoal; the latter absorbs the poison and the former causes it to be expelled.

Shock

Symptoms: Pale (or bluish) skin (in victim with dark skin examine inside of mouth and nailbeds for bluish coloration), cool skin, weakness, weak pulse; unresponsiveness and dilated pupils in later stages. Treatment: Keep victim lying down and covered enough to prevent loss of body heat. The body position should be adjusted according to the victim's injuries. Victims in shock may improve if the feet are raised 8 to 12 in. (20–30 cm). For electric shock, cut off current or separate victim from contact with electricity by using dry wood, rope, cloth, or rubber; administer CPR.

Heat Exhaustion

Symptoms: Pale, clammy skin, profuse perspiration, weakness, headache, possibly cramps. Treatment: Rest, cool atmosphere, cool water by mouth if conscious. In case of heat cramp, exert firm pressure on cramped muscle (usually abdomen or legs) to help relieve spasms.

Задание 2

Precautions against sunstrokes

Don't go out in the sun without a hat or an umbrella

Wear loose, light colored, lightweight clothes

Drink lots and lots of water
Drink tender coconut water, buttermilk etc
Eat fruits with high water content like watermelon, orange, lemon, grapes etc. It will help maintain the body's water level
Don't let children to play outdoors for long hours
Try to keep indoors
Keep the windows opened so as to permit fresh air circulation inside the house
If possible, adjust your work-timings
Use sunglasses to protect your eyes whenever you go out. Make use of sunscreen creams and lotions to protect your skin from the harmful sunrays
Don't eat too much of glucose as it can enhance dehydration
As far as possible, avoid works that require heavy physical effort

Практическое занятие 18.

1. What is the correct sequence for the Primary Survey?
B. Danger, Response, Airway, Breathing
2. What should you not do before carrying out ‘abdominal thrusts’ on someone who is shoking?
C. Lean the person who is choking backwards
3. What is the ‘normal’ number of breaths per minute for an adult?
D. 12-20
4. If a stroke is suspected you need to do the F.A.S.T. test. What do these letters stand for?
C. Face, Arms, Speech, Time
5. After someone has fainted what position should they be in to aid recovery?
B. Lay down with legs raised
6. What position should the head be in during a nosebleed?
A. Head forward
7. Burns larger than 1% of the body area need to be checked at hospital. What is the equivalent size of 1%?
B. Palm including fingers
8. What is normal body temperature?
A. 36-37.5^0 C
9. What is not a sign of shock?
D. Wide eyes and open mouth
10. In which situation would you wrap a casualty in a cold, wet sheet?
C. Heat stroke

Задание 2.

1. Don't close the window.
2. Call a porter, please.
3. Let's go home.
4. Don't be angry with me.
5. Read this article.
6. Show me these documents.
7. Let him go there alone.
8. Let her do this work herself.
9. Let them wait for me downstairs,
10. Don't let him go there this evening.
11. Don't let them wait for me.

Практическое занятие 19.

Задание 1

1.Man endeavored to maintain health throughout the Middle Ages.
2.Important health practices were used during this period.
3.Epidemics of diphtheria, typhoid, leprosy, influenza, and bubonic plague destroyed millions of lives.

4. Leprosy spread for centuries.
5. Sick people lived in special colonies away from healthy people.
6. It was an important advance for the health of society during this period.
7. The plague killed many millions of people in Europe during the Middle Ages.
8. The plague was called the Black Death.
9. Doctors advised people to leave the affected areas.
10. People believed the plague was God's punishment for the sins of mankind.

Задание 2

Nikolai Ivanovich Pirogov has many merits before the medicine of Russia and the whole world. He was the first to create a topographical anatomical atlas of the body, where he displayed the layer-by-layer structure of human regions and organs. Already in the degree of doctor of sciences Pirogov trained military surgeons and revised established practices, created new techniques, often allowing to refuse amputations. One of the operations on the lower leg bears his name.Nikolai Ivanovich was also the first to perform surgery under anesthesia ether in the field. During the Crimean War, the scientist first improved the bandage fixing fractures by adding starch to it, and then developed the idea by impregnating the cloth with liquid plaster.*Quotes:* “It must be remembered that the gift of words is the only and unappreciated means of penetrating into phenomena.” “The future belongs to preventive medicine. This science, going hand in hand with therapeutic will bring undoubted benefit to mankind.”

Задание 3.

1) we were asked - we are asked - we will be asked;
2) he was shown - he is being shown - he will be shown;
3) they were trained - they are being trained - they will be trained;
4) you were written to - you are being written to - you will be written to;
5) she was called - she is being called - she will be called;
6) I were chosen - I am being chosen - I will be chosen;
7) the answer was found - the answer is found - the answer will be found;
8) the operation was done - the operation is being done - the operation will be done;
9) a conference was attended - a conference is being attended - a conference will be attended;
10) books were bought - books are bought - books will be bought.

Задание 4.

The roads are covered with the snow.
Chocolate is made from cocoa.
The Pyramids were built in Egypt.
This coat was bought four years ago.
The stadium will be opened next month.
Your parents will be invited to a meeting.
Where is your car? – It is being mended at the moment.
The books have already been packed.
The castle can be seen from a long distance.
The guests must be met at noon.

Задание 5.

Radio was invented by Popov in Russia. (Радио было изобретено Поповым в России.)
A new president is elected every four years in the USA. (Новый президент избирается каждые 4 года в США.)
A bank robber was caught by the police last night. (Банковский грабитель был пойман полицией прошлой ночью.)
Sorry, dogs are not allowed in our safari park. (Извините, но собаки не допускаются в наш сафари парк.)
My letter will be left by the postman by the door. (Мое письмо будет оставлено почтальоном у двери.)
A delicious cherry pie has been made by my mum for dinner. (Вкусный вишневый пирог

приготовлен мамой к ужину.)
My clock wasn't repaired by George. (Мои часы не были отремонтированы Джорджем.)
Wait a little, an interesting story is being told by my neighbor. (Подожди немного, интересную историю рассказывает мой сосед.)
Some more articles about football can be written by my son. (Еще немного статей о футболе может быть написано моим сыном.)
Your bedroom must be cleaned tonight. (Твоя спальня должна быть убрана сегодня вечером.)

Практическое занятие 20.

Задание 1.

to apply	интернатура
post-graduate	ординатура
internship	больница
residency	обязательный
out-patient department	обучать
to instruct	поликлиника
in-patient department	единые государственные экзамены
compulsory	абитуриент
unified national exams	поступить в ...
to be admitted to	подать заявление о поступлении
applicant	аспирант
thesis	диссертация
to take state exams	среднее образование
course of study	сдавать единые государственные экзамены
undergraduates	получить высшие баллы
academic year	должны сдавать
to attend lectures	обучение в высших учебных заведениях
must pass	посещение лекций
to get higher grades	учебный год
to take unified state exams	курс обучения
higher education	студенты-старшекурсники
secondary education	сдавать государственные экзамены

Задание 2.

1. Any citizen of our country who has a complete may apply to a medical faculty, institute or university.
2. Yes, there are
3. The instruction at higher schools is given by lectures, by group instruction, practical and laboratory work.
4. The attendance of lectures and classes is compulsory for all the students.
5. Our academic year begins on the 1st of September and is divided into 2 terms of four months each. At the end of each term the students have to pass a session: a number of credits and examinations.
6. Curricula of medical schools include a six-year course in medicine or a five-year course in dentistry and pharmacy and covers the basic preclinical and clinical subjects.
7. During the first two years students study physics, organic, inorganic, analytical, physical, biological chemistry. They also study human anatomy, physiology, histology, microbiology.
8. Latin and any foreign languages are offered for learning.
9. Beginning with the third year special clinical subjects are introduced: all branches of therapy, surgery, gynecology,obstetrics, ophthalmology, infectious diseases and others. Senior students have a lot of practical work with patients in clinics, hospitals and out-patients departments. They learn to diagnose and get to know some medical procedures.
10. Beginning with the 1st year students have practical course, when they work at hospitals and

clinics. After the 4th year the students have practical course lasting 8 weeks, during which they act as doctors assistants.

11. After the 5th year students take a 6 week practical course in out-patient department.
12. As for specialization, it begins in the 6th year in either internal medicine and surgery or obstetrics and gynecology. The students work in clinics, polyclinics, sanitary and epidemiological stations. At the same time they attend lectures, seminars and conferences.
13. At the end of the 5th or 6th year students pass the final state examinations and receive their diplomas.
14. Yes, they do
15. Then they can have a further study in residency for specialization. Residents work under the direct supervision of experienced specialists in clinics and in major hospitals. Medical graduates can also apply for the post-graduate course. During three years post graduates prepare a thesis, defend it and obtain the degree of candidate of Medical Science.
16. Yes, they do
17. No, they must not

Практическое занятие 21.

Задание 1.

history taking	сбор анамнеза
delivery	родоразрешение, роды
clinical students	теоретические дисциплины
basic sciences	терапия
GCSE (General Certificate of Secondary Education)	проводиться, проходить
Medicine	оплачивать (букв. покрывать) расходы
to cover expenses	студенты старших курсов (занимающиеся на клинических кафедрах)
to be held	аттестат зрелости
M.S. (Master/ship in Surgery)	магистерская степень, присваиваемая хирургам
B.S. (Bachelor of Surgery)	бакалавр хирургии
M.D. (Doctor of Medicine)	доктор медицины, магистерская степень, присваиваемая терапевтам
B.M. (Bachelor of Medicine)	бакалавр медицины, степень, присваиваемая врачам-терапевтам
medical practitioner	практикующий врач
to take a (case) history	обучение у постели больного
bedside instruction	собирать анамнез
Certificate of Experience	сертификат специалиста
to follow up	наблюдать больного (после проведенного лечения)
a follow up	последующее врачебное наблюдение; изучение отдаленных результатов
BDS or BChD (Bachelor of Dental Surgery)	бакалавр стоматологической хирургии
ward round	(врачебный) обход
house physician	терапевт-интерн или ординатор
house surgeon	выписывать рецепты
to write out prescriptions	хирург-интерн или ординатор

Задание 2.

Each American wants to have a good health. Everybody knows that Americans are a very healthy nation. They do not only do many sport activities, but also consult a physician in time. No matter if they have a splitting headache, a sore throat, backache or pain in the stomach, they always call a

doctor in order to avoid serious consequences. The doctor usually prescribes medicine and puts on medication. The USA has a health care system of high quality. You should be aware that the majority of medical institutions belong to businesses and different organizations in the private sector, and the American nation owns only a fifth of American hospitals. Medical insurance in the USA comes from different sources such as social insurance, private insurance and social welfare that is funded by the government. Some state organizations offer free health insurance and some health care centers charge fees for treatment. The costs can be high, if medical centers are equipped with modern equipment and give high-quality medical services to all people. Americans need to get high-quality health care services, and the USA do provides a strong health system.

Задание 3.

The National Health Service provides free treatment for people living in Britain and gives emergency treatment for visitors. The greater part of the cost is met from taxes taken from people's wages. People also pay some money every month as a sort of insurance. The National Health Service consists of three main parts: the general practitioners, the hospital and specialist services, and local health authority services. Local health authorities are responsible for medical education, hospital building, environmental health, vaccination service and so on. The centre of National Health Service is the general practitioner (GP). Each person is registered with a certain doctor in his or her area. The GP diagnoses, gives medical certificates, prescribes medicines. Dentists and opticians usually have separate clinics. They are not parts of health centres. There is also a medium-level hospital staff. District nurses give injections, physiotherapy exercises at people's homes. Ward nurses take care of the ill in the hospital. Regular medical inspections are held at schools. Children receive various vaccinations and are examined by different specialists. There also exists a school dental service in every school. Much attention is paid to the educational programmes. The Department of Health provides anti-smoking education programmes, alcohol education programmes, cancer prevention programmes and so on. Much attention is paid to the AIDS and drug programmes. Great Britain pays much attention to the qualification of doctors. They are trained at 16 universities. Besides, they get practice during their work at teaching hospitals.

Практическое занятие 22.

Задание 1.

There is a wide network of medical institutions to protect the health of our people. One of such medical institutions is the polyclinic. If a person falls ill he will ring up his local polyclinic and call in a doctor. When his condition isn't very poor and he has no high temperature he will go to the local polyclinic and a physician will examine him there. Many specialists including therapists, neurologists, surgeons and others work at the polyclinic. During the medical examination a physician usually asks the patient what he complains of and according to the complaints carries on the medical examination. The physician listens to the patient's heart and lungs, measures his blood pressure and if necessary asks the patient to take the temperature. The laboratory findings which include blood analysis, urinalysis and other tests help the physician to make a correct diagnosis and administer a proper treatment. In addition to their consulting hours at the polyclinic local physicians go out to the calls to examine those patients who are seriously ill and whose condition is bad. Such sick persons receive a sickleave. They usually follow a bed regimen. Any physician of the polyclinic knows his patients very well because he treats only a definite number of patients. At the local polyclinic every patient has a personal patient's card which is filled in by his physician. Everything about the patient – the diagnosis of the disease, the administrations made by the doctor, the course of the disease, the changes in the patient's condition after the treatment – are written down in the card. If it is necessary a nurse will come to the patient's house to give him the administered injections or carry out any of the doctor's administrations. The patient receives qualified medical aid free of charge.

Практическое занятие 23. Систематизация и обобщение знаний по теме: «Здравоохранение».

Задание 1.

C, A, B, C, A, B, C, C, B, B, B, A, C, A, A

Задание 2.
1 can, 2 may/may, 3 can, 4 can, 5 may, 6 can, 7 can, 8 can, 9 can, 10 may, 11 may, 12 can
Задание 3. 1 don't have to, 2 mustn't, 3 must, 4 doesn't have to, 5 don't have to, 6 doesn't have to, 7 must, 8 mustn't.
Задание 4. 1 can, 2 may, 3 May, 4 can, 5 must, 6 may, 7 can, 8 should, 9 should.
Практическое занятие 24.
Задание 1. Система дистанционного обучения ЧГУ им. И.Н. Ульянова (Иностранный язык в профессиональной деятельности (английский язык для СПО): [сайт]. – URL: https://study.chuvsu.ru/course/view.php?id=622)
Задание 2. Система дистанционного обучения ЧГУ им. И.Н. Ульянова (Иностранный язык в профессиональной деятельности (английский язык для СПО): [сайт]. – URL: https://study.chuvsu.ru/course/view.php?id=622)
Задание 3. Система дистанционного обучения ЧГУ им. И.Н. Ульянова (Иностранный язык в профессиональной деятельности (английский язык для СПО): [сайт]. – URL: https://study.chuvsu.ru/course/view.php?id=622)
Практическое занятие 25.
Практическое занятие 26.
Практическое занятие 27.
Задание 1.

Pharmacy is the science and practice of discovering, producing, preparing, dispensing, reviewing and monitoring medications, aiming to ensure the safe, effective, and affordable use of medicines. It is a miscellaneous science as it links health sciences with pharmaceutical sciences and natural sciences. The professional practice is becoming more clinically oriented as most of the drugs are now manufactured by pharmaceutical industries. Based on the setting, pharmacy practice is either classified as community or institutional pharmacy. Providing direct patient care in the community of institutional pharmacies is considered clinical pharmacy.

The scope of pharmacy practice includes more traditional roles such as compounding and dispensing of medications. It also includes more modern services related to health care including clinical services, reviewing medications for safety and efficacy, and providing drug information. Pharmacists, therefore, are experts on drug therapy and are the primary health professionals who optimize the use of medication for the benefit of the patients.

An establishment in which pharmacy (in the first sense) is practiced is called a pharmacy (this term is more common in the United States) or chemists (which is more common in Great Britain, though pharmacy is also used).[citation needed] In the United States and Canada, drugstores commonly sell medicines, as well as miscellaneous items such as confectionery, cosmetics, office supplies, toys, hair care products and magazines, and occasionally refreshments and groceries. In its investigation of herbal and chemical ingredients, the work of the apothecary may be regarded as a precursor of the modern sciences of chemistry and pharmacology, prior to the formulation of the scientific method.

Pharmacists are healthcare professionals with specialized education and training who perform various roles to ensure optimal health outcomes for their patients through the quality use of medicines. Pharmacists may also be small business proprietors, owning the pharmacy in which they practice. Since pharmacists know about the mode of action of a particular drug, and its metabolism and physiological effects on the human body in great detail, they play an important role in optimization of drug treatment for an individual.

Because of the widespread influence of the pharmaceutical industry, there are many specific and specialized roles for pharmacists in healthcare systems. In addition to common pharmacy practice roles, pharmacists may hold positions in the industry such as:

Biomedical researcher
Toxicology pharmacist
Product development specialist
Marketing and pharmaceutical salesperson

Drug information associate

Quality control chemist

Pharmacists may also choose to work in academic settings to educate the future generation of pharmacists. Examples of academic pharmacy roles include:

Clinical preceptor

Residency or fellowship coordinator

Professor of pharmacodynamics or pharmacokinetics

Pharmacy practice researcher

Licensing examination moderator

Pharmacists are represented internationally by the International Pharmaceutical Federation (FIP), an NGO linked with World Health Organization (WHO). They are represented at the national level by professional organisations such as the Royal Pharmaceutical Society in the UK, Pharmaceutical Society of Australia (PSA), Canadian Pharmacists Association (CPhA), Indian Pharmacist Association (IPA), Pakistan Pharmacists Association (PPA), American Pharmacists Association (APhA), and the Malaysian Pharmaceutical Society (MPS).

In some cases, the representative body is also the registering body, which is responsible for the regulation and ethics of the profession. In the United States, specializations in pharmacy practice recognized by the Board of Pharmacy Specialties include: cardiovascular, infectious disease, oncology, pharmacotherapy, nuclear, nutrition, and psychiatry. The Commission for Certification in Geriatric Pharmacy certifies pharmacists in geriatric pharmacy practice. The American Board of Applied Toxicology certifies pharmacists and other medical professionals in applied toxicology.

Pharmacists play a crucial role in healthcare systems worldwide where they work alongside other healthcare professionals and help ensure optimal patient care, medication safety, and improved health outcomes. In today's complex healthcare landscape, the role of pharmacists has evolved significantly beyond simply dispensing medications.

Самостоятельная работа Система дистанционного обучения ЧГУ им. И.Н. Ульянова (Иностранный язык в профессиональной деятельности (английский язык для СПО): [сайт]. – URL: https://study.chuvsu.ru/course/view.php?id=622)

Практическое занятие 28.

Задание 1.

1. b	9. c
2. b	10. c
3. a	11. a
4. b	12. a
5. c	13. b
6. b	14. c
7. a	15. c
8. d	

Задание 2.

Pharmaceutical industry, the discovery, development, and manufacture of drugs and medications (pharmaceuticals) by public and private organizations.

Практическое занятие 29.

Задание 1.

When we receive a prescription from a doctor or follow home treatment all of us need medicines, which we may order or buy at a chemist’s. In a large chemist’s shop there are usually two departments: the prescription department, where we order the medicines, and the chemist’s department, where we can have the medicine immediately. Drugs of all kinds are sold at the chemist’s department: tablets for headache, disposable syringes, vitamins, mustard plasters, tubes of healing ointments, cod liver oil as well as hot-water bottles, medicine droppers and many other things necessary for medical care. Everything should be kept in good order in the chemist’s shop.

At the prescription department one may hand in a prescription to order a drug right away or it will take them a few hours to have a prescription made up. The drugs are kept in drug cabinets, which have letters A, B, C. In the drug cabinets one can see different pills, cough mixtures, sedatives, sleeping draughts, laxatives, tonics, strong effective drugs and poisonous drugs. They can be taken orally or used for sponging the skin, rinsing the mouth and for intramuscular or intravenous injections. The name of the medicine, the dose and the directions for the administration are indicated on a signature or a label. There are three colors of the labels, which are stuck on a bottle, a tube, or a box of medicine: blue, white and yellow. White labels indicate drugs for internal use, yellow ones indicate drugs for external use and blue ones indicate drugs for injections. The chemists, nurses, doctors and patients must not confuse different remedies because some of them may cause unfavorable reaction or even death

Практическое занятие 30.

Задание 1.

Most medicines come in a variety of types or formats. Be aware, though, that some medicines (particularly rare or unusual ones) only come in one type. Also, some may be more effective in one type than another.

Preparations often come in some of the following preparations:

Liquid

The active part of the medicine is combined with a liquid to make it easier to take or better absorbed. A liquid may also be called a ‘mixture’, ‘solution’ or ‘syrup’. Many common liquids are now available without any added colouring or sugar.

Tablet

The active ingredient is combined with another substance and pressed into a round or oval solid shape. There are different types of tablet. Soluble or dispersible tablets can safely be dissolved in water.

Capsules

The active part of the medicine is contained inside a plastic shell that dissolves slowly in the stomach. You can take some capsules apart and mix the contents with your child’s favourite food. Others need to be swallowed whole, so the medicine isn’t absorbed until the stomach acid breaks down the capsule shell.

Topical medicines

These are creams, lotions or ointments applied directly onto the skin. They come in tubs, bottles or tubes depending on the type of medicine. The active part of the medicine is mixed with another substance, making it easy to apply to the skin.

Suppositories

The active part of the medicine is combined with another substance and pressed into a ‘bullet shape’ so it can be inserted into the bottom. Suppositories mustn't be swallowed.

Drops

These are often used where the active part of the medicine works best if it reaches the affected area directly. They tend to be used for eye, ear or nose.

Inhalers

The active part of the medicine is released under pressure directly into the lungs. Young children may need to use a ‘spacer’ device to take the medicine properly. Inhalers can be difficult to use at first so your pharmacist will show you how to use them.

Injections

There are different types of injection, in how and where they're injected. Subcutaneous or SC injections are given just under the surface of the skin. Intramuscular or IM injections are given into a muscle. Intrathecal injections are given into the fluid around the spinal cord. Intravenous or IV injections are given into a vein. Some injections can be given at home but most are given at your doctor’s surgery or in hospital.

Implants or patches

These medicines are absorbed through the skin, such as nicotine patches for help in giving up

smoking, or contraceptive implants.

Задание 2.

Effective, the active part, to be combined with, to be absorbed, mixture, solution, ‘syrup’, colouring, to be available, or sugar, solid shape, soluble or dispersible, a plastic shell, to apply to the skin, ‘bullet shape’, to be inserted into, ‘spacer’ device, subcutaneous, Intramuscular, Intrathecal, Intravenous.	Эффективный, активная часть, сочетаться с, всасываться, смесь, раствор, "сироп", краситель, быть доступным, сахар, твердая форма, растворимый или диспергируемый, пластиковая оболочка, для нанесения на кожу, "форма пули", для введения в, устройство "спейсер", подкожный, внутримышечный, интратекальный, внутривенный.

Практическое занятие 31.

Задание 1.

Empathy and curiosity are also beneficial skills for pharmacists to have, particularly in patient-centered and research-based roles. Familiarity with local laws and pharmaceutical regulations is necessary for pharmacists who prioritize patient safety and wellness. Pharmacy is a challenging field. Innovations in medication require dedication and commitment to scientific research. Roles in the development and testing of drug therapies are especially fitting for those who enjoy problem-solving and are motivated by the opportunity to impact the lives of others. Pharmacists have an ever-expanding role in today’s healthcare system where the highest ethical standards are essential. Quality assurance positions within pharmacy development help safeguard the public from harm.

Principles of medical ethics guide the practice of pharmacy. These include principles of:

Autonomy (respecting the patient’s right to make decisions)

Maleficence (avoiding injury or harm to another)

Beneficence (promoting what is good and beneficial)

Justice (treatment of people with equality and fairness)

Respect (Holding the values and abilities of colleagues and other health professionals in high regard)

A pharmacist must display professional integrity. The faculty mentors who train pharmacists in the values of honesty and accountability truly care about the far-reaching effects of the profession on human lives and recognize the importance of instilling and demonstrating these values during training. When looking for a quality pharmacy program, it is essential to consider how the required values of ethical pharmacy practice are exemplified through the mission and design of the curriculum.

Pharmacists are knowledgeable in the areas of biomedical and pharmaceutical science, but they are also adept at applying this knowledge to real-world scenarios. As patient advocates, pharmacists need a keen ability to critically think through specialized information and complex scenarios to make ethical decisions.

Задание 2.

Chemist: Hello, can I help?

Customer: Yes, my wife sent me here. I, erm, need something for a sore throat … and I can’t stop coughing. It really hurts.

Chemist: Do you have a headache too?

Customer: Not really, no.

Chemist: Well, we have this syrup. And these lozenges.

Customer: Which is better?

Chemist: They’re both good. The syrup is more expensive.

Customer: Oh, well … I’ll take the lozenges, then. How many do I take?

Chemist: Just one.

Customer: Sorry, I’m sorry. Er, how often should I take it?

Chemist: Just one every four to six hours. Take it before mealtimes. Are you allergic to any

medicine?
Customer: No.
Chemist: Then you'll be fine with this.
Customer: Can I get some antibiotics too?
Chemist: I'm afraid you need a prescription for that.
Customer: Ah.
Chemist: You know, you should really see a doctor if that cough continues.
Customer: Thanks. I know.
Chemist: Anything else?
Customer: No, thanks.
Chemist: That'll be £7.49 then, please.

Задание 3.

To, to, –, to, –, to, –, to, –,–.

Задание 4.

My son wants to become a great pianist. (Мой сын хочет стать великим пианистом.)
Robin doesn't let me drive his car. (Робин не разрешает мне водить его машину.)
I need to wake up early tomorrow. (Завтра мне нужно рано встать.)
Sam forgot to turn off the iron. (Сэм забыл выключить утюг.)
That boring film made me sleep. (Тот скучный фильм заставил меня уснуть.)

Задание 5.

1 – i (Ее интересует проведение времени в интернете.)
2 – h (Я бы хотел выпить чашку кофе.)
3 – a (Тебе нужно бросить употреблять алкоголь.)
4 – g (Нам очень нравится плавать в море.)
5 – b (С нетерпением жду встречи с дочкой.)
6 – e (Он привык жить в грязном доме.)
7 – c (Она притворилась больной.)
8 – j (У Памелы есть способности к езде верхом на лошади.)
9 – d (Я не мог не смеяться над ней.)
10 – f (Она избегает разговоров с пьяными.)

Задание 6.

Причастие I: 1 – 3 – 5 - 9
Перфектное причастие I: 6 – 8 - 12
Причастие II: 2 – 4 – 7 – 10 – 11

Самостоятельная работа: Подготовка к ролевой игре «В аптеке»

Практическое занятие 32.

Задание 1.

Plants typically consist of five main parts:

- Roots
- Stem
- Leaves
- Flowers
- Fruits

These five parts work together to ensure the survival and reproduction of the plant species. We will explore each of these parts in more detail below.

Stem

The stem is a vital organ for vascular plants. It provides structural support, elevating leaves, flowers, and fruits. Stems exhibit positive phototropism, meaning they grow in the direction of sunlight.

They can be categorized into two main types: subterranean and aerial.

Subterranean stems, like tubers and rhizomes, are found underground and often serve storage or

reproductive functions. Aerial stems, encompassing those found above ground on trees, shrubs, and herbaceous plants, provide structural support and a platform for leaves, flowers, and fruits. These aerial stems exhibit a diversity of forms, including upright, creeping, climbing, and twining varieties.

One of the primary functions of the stem is the transportation of water and dissolved nutrients. Specialized vascular tissues within the stem facilitate the movement of raw sap, rich in minerals and water, from the roots to the leaves. Conversely, these tissues also transport processed sap, containing sugars produced through photosynthesis in the leaves, to other parts of the plant.

Stem functions

Some stems act as storage organs for food and water. Examples include tubers like potatoes, rhizomes like ginger, and bulbs like onions. These thickened underground stems store carbohydrates, proteins, and other nutrients that the plant can use during dormancy or periods of rapid growth.

Certain stems can also be used for vegetative reproduction. Stems like runners (strawberries), stolons (lilies), and tubers (potatoes) can develop into new independent plants.

Finally, while leaves are the primary site for photosynthesis, some green stems can also contribute to this process.

Roots are the underground organs of a vascular plant. Roots are fundamental organs in plants, serving essential functions such as absorbing water and nutrients from the soil and providing structural support.

Types of roots

They can be categorized in several ways:

- Types of roots based on structure: plants typically have either taproots or fibrous roots. Taproots are a primary vertical root that extends deep into the soil, while fibrous roots form a dense network of thin roots close to the soil surface.
- Types of roots based on growth direction: Adventitious roots are those that arise from non-root tissue, often serving specialized functions. They include aerial roots, which grow above ground and may ancor the plant or absorb moisture from the air.Root functions

Roots fulfill critical roles in plant physiology. They absorb water and nutrients through specialized structures like root hairs and transport these substances to other parts of the plant via the stem.

Additionally, roots anchor the plant in the soil, providing stability and support. Some roots, such as aerial roots, may have additional functions like providing anchorage to other structures or aiding ingas exchange.

Leaves

Leaves are thin, often green structures that emerge from plant branches or stems. However, leaves come in a wide variety of shapes, sizes, and colors. They play a vital role in a plant's survival by performing several key functions.

Types of leaves

Leaves come in two main types:

- Simple leaves: these have a single, undivided blade attached to the stem. Examples include maple (ovate) and pine (acicular) leaves.
- Compound leaves: these have a divided blade with multiple leaflets branching off a central vein. Clover and poison ivy are examples.

Another way to classify leaves is by how they handle winter.

- Evergreen leaves: These stay on the plant year-round, like pine needles.
- Deciduous leaves: These change color and fall off in autumn, like maple leaves.

Leaf functions

Leaves are the primary stage for photosynthesis, a process where sunlight is captured to convert carbon dioxide and water into sugars, fueling the plant's growth and development.

They also play a vital role in gas exchange. During the day, they absorb carbon dioxide from the air and release oxygen as a byproduct of photosynthesis. Conversely, at night or in darkness, leaves may take in oxygen and release carbon dioxide through respiration.

Finally, leaves also regulate water balance through transpiration, where water evaporates from their surfaces. This process helps maintain internal water pressure and aids in nutrient uptake from the soil.

Задание 2.

Важный источник пищи, корневая система, в значительной мере, различаются в зависимости от вида, условия для роста растений, слабое растение, фотосинтез.	Important food source, root system, to a large extent, vary from species, conditions for plant growth, weak plant, photosynthesis.

Задание 3.

Medicinal plants provide major source of molecules with medicinal properties due to presence of natural compounds. Medicinal plants are useful for curing human diseases and play an important role in healing due to presence of phyto chemical constituents. The natural and unique medicinal plants are used for curing various diseases/ailments and income generation.

Практическое занятие 33.

Задание 1.

Pharmacology is the scientific study of the actions and interactions of drugs within a living organism. When external drugs, whether pharmaceutical or otherwise, enter the body of a person or animal they become the study of a pharmacologist. Pharmacology science encompasses the study of drugs that alter the functions of a given person or organism. These drugs can be medicinal or not. As an official science the study dates back to the 1840s and is not to be confused with pharmacy, which links health sciences with chemical sciences The job of the pharmacologist is to study the properties of a given drug. They must determine the make-up of the drug, how it came to be composed, and the interactions the drug has within the body of living organisms. The pharmacology student attempts to discover how it will react with the human body, how it will react with other substances, and what outcomes these reactions will have. They must determine the toxicology of the drug, as well as its possible uses in therapy and medicine; namely, how it will affect the biological functioning of the body The different branches of the study of pharmacology include clinical pharmacology, the study of medicines; toxicology, the study of the harmful effects of drugs; posology, the study of what drugs can and should be taken in what doses; and neuropharmacology, the study of effects on the nervous system. These, among many other fields, help to inform the Food and Drug Administration in the United States. Drugs are then stamped with guidelines and approval if they are fit for using.

Задание 2.

To affect a biological system, to handle drugs, identification and validation, drug action, behavioral effects, molecular targets, to encompass, investigations of drug absorption, distribution, biotransformation and excretion, the prediction of drug-drug interactions, cellular and subcellular signal transduction processes, tissue and organ regulation, behavioral responses, therapeutic benefit, employment opportunities, dispensing, dosage.	Воздействовать на биологическую систему, работать с лекарствами, идентификация и валидация, действие лекарств, поведенческие эффекты, молекулярные мишени, охватывать исследования всасывания, распределения, биотрансформации и выведения лекарств, прогнозирование лекарственно-лекарственных взаимодействий, клеточные и субклеточные процессы передачи сигналов, регуляция тканей и органов, поведенческие реакции, терапевтический эффект, возможности трудоустройства, дозировка, дозирование.

Практическое занятие 34.

Задание 1.

Химическое название ЛС – название, которое присваивается в соответствии с требованиями Международного союза по чистой и прикладной химии (IUPAC).

Преимущества: применимо для лекарственных средств, представляющих химические вещества и имеющих идентифицированную структуру молекулы. Хорошо применимы для лекарственных веществ с относительно простым строением.

Недостаток применения: в качестве названий ЛС, имеющих более сложное строение, химические названия являются мало применимыми в связи с их чрезмерной грамматической и лексической сложностью.

Международное непатентованное название фармацевтического субстанции (МНН) (International Nonproprietary Names for Pharmaceutical Substances) (INN) – это уникальное название фармацевтической субстанции, которое имеет всемирное признание и является общественной собственностью.

В 1953 году был опубликован первый перечень международных непатентованных названий (МНН) для фармацевтической продукции. В настоящее время общее количество рекомендованных МНН составляет более 8000 и продолжает ежегодно увеличиваться на 100 -120 новых названий. Рекомендованные МНН публикуются ВОЗ в журнале «WHO Drug Information» и специальном международном справочнике ВОЗ «International Nonproprietary Names for Pharmaceutical Substance. Cumulative List».

МНН, относящиеся к веществам одной фармакологической группы должны демонстрировать взаимосвязь друг с другом на базе «общих основ» (comon stems). На основе знания «общих основ» практикующие врачи, фармацевты или любые другие лица, имеющие дело с лекарственными препаратами, могут определить их принадлежность к конкретной группе лекарственных средств, обладающих сходными фармакологическими свойствами.

Общие принципы, используемые при выборе международных непатентованных названий для фармацевтических веществ

При выборе МНН ВОЗ рекомендует руководствоваться следующими принципами:

-МНН должны иметь характерное звучание и написание. Они не должны быть излишне длинными или похожими на общеупотребительные названия.

-МНН для лекарственных средств, принадлежащих к одной фармакотерапевтической группе, должны, по возможности, демонстрировать эту принадлежность. Следует избегать таких названий, которые содержат ссылки на анатомические, физиологические, патологические или терапевтические аспекты.

-При разработке МНН для первого вещества в новой фармакологической группе должны быть предусмотрены возможности присвоения подходящих МНН для других родственных веществ, принадлежащих к этой новой группе.

-При разработке МНН следует, по возможности, уклоняться от языковых проблем. Поскольку названия используются по всему миру, необходимо не только избегать некоторых букв, но и неприемлемых буквенных сочетаний для основных языков мира.

- В случае соответствия данным принципам приоритет должны иметь те названия, которые были предложены лицами, открывшими, разработавшими или впервые выпустившими лекарственное средство, или национальные непатентованные названия, уже существующие в каких-либо странах.

Основа латынь	Фармакотерапевтическая группа	Пример МНН
- acum	Противовоспалительные средства, производные диклофенака	Diclofenacum
- cain	Местноанестезирующие средства	Lidocainum
-Gli	Гипогликемические средства, производные сульфонамида	Glibenclamidum
-azepamum	Транквилизирующие средства, производные диазепама	Diazepamum

olol β-	адреноблокаторы	Metoprololum
olone	Стероидные противовоспалительные препараты	Prednizolonum
-alox	Антациды, с содержанием производных алюминия	- Maalox

Практическое занятие 35. Лекарственные формы.

Задание 1.

Most medicines come in a variety of types or formats. Be aware, though, that some medicines (particularly rare or unusual ones) only come in one type. Also, some may be more effective in one type than another.

Preparations often come in some of the following preparations:

Liquid

The active part of the medicine is combined with a liquid to make it easier to take or better absorbed. A liquid may also be called a ‘mixture’, ‘solution’ or ‘syrup’. Many common liquids are now available without any added colouring or sugar.

Tablet

The active ingredient is combined with another substance and pressed into a round or oval solid shape. There are different types of tablet. Soluble or dispersible tablets can safely be dissolved in water.

Capsules

The active part of the medicine is contained inside a plastic shell that dissolves slowly in the stomach. You can take some capsules apart and mix the contents with your child’s favourite food. Others need to be swallowed whole, so the medicine isn’t absorbed until the stomach acid breaks down the capsule shell.

Topical medicines

These are creams, lotions or ointments applied directly onto the skin. They come in tubs, bottles or tubes depending on the type of medicine. The active part of the medicine is mixed with another substance, making it easy to apply to the skin.

Suppositories

The active part of the medicine is combined with another substance and pressed into a ‘bullet shape’ so it can be inserted into the bottom. Suppositories mustn't be swallowed.

Drops

These are often used where the active part of the medicine works best if it reaches the affected area directly. They tend to be used for eye, ear or nose.

Inhalers

The active part of the medicine is released under pressure directly into the lungs. Young children may need to use a ‘spacer’ device to take the medicine properly. Inhalers can be difficult to use at first so your pharmacist will show you how to use them.

Injections

There are different types of injection, in how and where they're injected. Subcutaneous or SC injections are given just under the surface of the skin. Intramuscular or IM injections are given into a muscle. Intrathecal injections are given into the fluid around the spinal cord. Intravenous or IV injections are given into a vein. Some injections can be given at home but most are given at your doctor’s surgery or in hospital.

Implants or patches

These medicines are absorbed through the skin, such as nicotine patches for help in giving up smoking, or contraceptive implants.

Задание 2.

Effective, the active part, to be combined with, to be absorbed, mixture, solution, ‘syrup’, colouring, to be available, or sugar, solid shape, soluble or dispersible, a plastic shell, to apply to the skin, ‘bullet shape’, to be inserted into, ‘spacer’ device, subcutaneous, Intramuscular, Intrathecal, Intravenous.	Эффективный, активная часть, сочетаться с, всасываться, смесь, раствор, "сироп", краситель, быть доступным, сахар, твердая форма, растворимый или диспергируемый, пластиковая оболочка, для нанесения на кожу, "форма пули", для введения в, устройство "спейсер", подкожный, внутримышечный, интратекальный, внутривенный.

Задание 3.

1 – f (Если будет много дождя, цветы вырастут очень быстро.)
2 – e (Если бы я знал английский хорошо, я бы был переводчиком.)
3 – a (Мои дети не заплакали бы, если бы он не крикнул на них.)
4 – d (Я бы позвонила ему на твоем месте.)
5 – b (Она наденет это платье, если похудеет.)

Практическое занятие 36.

Владелец регистрационного удостоверения:
SANDOZ, d.d. (Словения)
Произведено:
SANDOZ, GmbH (Австрия)
Код АТХ: J01CR02 (Амоксициллин и ингибитор бета-лактамазы)
Активные вещества

- амоксициллин (amoxicillin) Rec.INN зарегистрированное ВОЗ
- клавулановая кислота (clavulanic acid) Rec.INN зарегистрированное ВОЗ

Лекарственная форма
Амоксиклав® Таблетки, покрытые пленочной оболочкой, 875 мг+125 мг: 4, 5, 10, 12, 14, 16, 20, 21, 24, 30, 50, 70 или 80 шт.
рег. №: П N012124/01 от 22.07.11 - БессрочноДата переоформления: 09.02.23
Форма выпуска, упаковка и состав препарата Амоксиклав®
Таблетки, покрытые пленочной оболочкой белого или почти белого цвета, продолговатые, двояковыпуклые, с насечкой и оттиском "875/125" на одной стороне и "АМС" на одной стороне.
1 таб.амоксициллина тригидрат 1004.419 мг, что соответствует содержанию амоксициллина 875 мг клавуланат калия 148.97 мг, что соответствует содержанию клавулановой кислот 125 мг
Вспомогательные вещества: кремния диоксид коллоидный безводный - 12 мг, кросповидон - 61 мг, кроскармеллоза натрия - 47 мг, магния стеарат - 17.22 мг, целлюлоза микрокристаллическая тип 102 - до 1435 мг.
Состав пленочной оболочки: гипромеллоза (гидроксипропилцеллюлоза) - 23.226 мг, этилцеллюлоза - 1.134 мг, полисорбат 80 - 1.26 мг, триэтилцитрат - 1.28 мг, титана диоксид - 12.286 мг, тальк - 2.814 мг.
4 шт. - блистеры (1) - пачки картонные.
5 шт. - блистеры (1) - пачки картонные.
5 шт. - блистеры (2) - пачки картонные.
5 шт. - блистеры (4) - пачки картонные.
5 шт. - блистеры (10) - пачки картонные.
6 шт. - блистеры (2) - пачки картонные.
6 шт. - блистеры (4) - пачки картонные.
6 шт. - блистеры (5) - пачки картонные.
7 шт. - блистеры (2) - пачки картонные.
7 шт. - блистеры (3) - пачки картонные.

7 шт. - блистеры (10) - пачки картонные.
8 шт. - блистеры (2) - пачки картонные.
8 шт. - блистеры (10) - пачки картонные.
Клинико-фармакологическая группа: Антибиотик группы пенициллинов широкого спектра действия с ингибитором бета-лактамаз
Фармако-терапевтическая группа: Антибиотик, пенициллин полусинтетический + бета-лактамаз ингибитор
Фармакологическое действие
Комбинированный препарат амоксициллина и клавулановой кислоты - ингибитора бета-лактамаз. Действует бактерицидно, угнетает синтез бактериальной стенки.
Активен в отношении аэробных грамположительных бактерий (включая штаммы, продуцирующие бета-лактамазы): Staphylococcus aureus; аэробных грамотрицательных бактерий: Enterobacter spp., Escherichia coli, Haemophilus influenzae, Klebsiella spp., Moraxella catarrhalis. Следующие возбудители чувствительны только in vitro: Staphylococcus epidermidis, Streptococcus pyogenes, Streptococcus anthracis, Streptococcus pneumoniae, Streptococcus viridans, Enterococcus faecalis, Corynebacterium spp., Listeria monocytogenes; анаэробных Clostridium spp., Peptococcus spp., Peptostreptococcus spp.; а также аэробные грамотрицательные бактерии (включая штаммы, продуцирующие бета-лактамазы): Proteus mirabilis, Proteus vulgaris, Salmonella spp., Shigella spp., Bordetella pertussis, Yersinia enterocolitica, Gardnerella vaginalis, Neisseria meningitidis, Neisseria gonorrhoeae, Haemophilus ducreyi, Yersinia multocida (ранее Pasteurella), Campylobacter jejuni; анаэробные грамотрицательные бактерии (включая штаммы, продуцирующие бета-лактамазы): Bacteroides spp., включая Bacteroides fragilis.
Клавулановая кислота подавляет II, III, IV и V типы бета-лактамаз, не активна в отношении бета-лактамаз I типа, продуцируемых Pseudomonas aeruginosa, Serratia spp., Acinetobacter spp. Клавулановая кислота обладает высокой тропностью к пенициллиназам, благодаря чему образует стабильный комплекс с ферментом, что предупреждает ферментативную деградацию амоксициллина под влиянием бета-лактамаз.
Фармакокинетика
После приема внутрь оба компонента быстро абсорбируются в ЖКТ. Одновременный прием пищи не влияет на абсорбцию. TCmax - 45 мин. После приема внутрь в дозе 250/125 мг каждые 8 ч Cmax амоксициллина - 2.18-4.5 мкг/мл, клавулановой кислоты - 0.8-2.2 мкг/мл, в дозе 500/125 мг каждые 12 ч Cmax амоксициллина - 5.09-7.91 мкг/мл, клавулановой кислоты - 1.19-2.41 мкг/мл, в дозе 500/125 мг каждые 8 ч Cmax амоксициллина - 4.94-9.46 мкг/мл, клавулановой кислоты - 1.57-3.23 мкг/мл, в дозе 875/125 мг Cmax амоксициллина - 8.82-14.38 мкг/мл, клавулановой кислоты - 1.21-3.19 мкг/мл.
Время достижения максимальной ингибирующей концентрации 1 мкг/мл для амоксициллина сходно при применении через 12 ч и 8 ч как у взрослых, так и у детей.
Связывание с белками плазмы: амоксициллин - 17-20%, клавулановая кислота - 22-30%.
Метаболизируются оба компонента в печени: амоксициллин - на 10% от введенной дозы дозы, клавулановая кислота - на 50%.
T1/2 после приема в дозе 375 и 625 мг - 1 и 1.3 ч для амоксициллина, 1.2 и 0.8 ч - для клавулановой кислоты соответственно. Выводится в основном почками (клубочковая фильтрация и канальцевая секреция): 50-78 и 25-40% от введенной дозы амоксициллина и клавулановой кислоты выводится соответственно в неизмененном виде в течение первых 6 ч после приема.
Показания активных веществ препарата Амоксиклав®
Лечение инфекционно-воспалительных заболеваний, вызванных чувствительными возбудителями: инфекции нижних дыхательных путей (бронхит, пневмония, эмпиема плевры, абсцесс легкого); инфекции ЛОР-органов (синусит, тонзиллит, средний отит); инфекции мочеполовой системы и органов малого таза (пиелонефрит, пиелит, цистит, уретрит, простатит, цервицит, сальпингит, сальпингоофорит, тубооварильный абсцесс,

эндометрит, бактериальный вагинит, септический аборт, послеродовой сепсис, пельвиоперитонит, мягкий шанкр, гонорея); инфекции кожи и мягких тканей (рожа, импетиго, вторично инфицированные дерматозы, абсцесс, флегмона, раневая инфекция); остеомиелит; послеоперационные инфекции.

Открыть список кодов МКБ

Режим дозирования

Способ применения и режим дозирования конкретного препарата зависят от его формы выпуска и других факторов. Оптимальный режим дозирования определяет врач. Следует строго соблюдать соответствие используемой лекарственной формы конкретного препарата показаниям к применению и режиму дозирования.

Дозы приведены в пересчете на амоксициллин. Режим дозирования устанавливают индивидуально в зависимости от возраста пациента, тяжести течения и локализации инфекции, чувствительности возбудителя.

Дети до 12 лет: 20-40 мг/кг/ сут в 2-3 приема.

Взрослым и детям старше 12 лет или с массой тела 40 кг и более: 250-500 мг 2-3 раза/сут или 875 мг 2 раза/сут.

Максимальная суточная доза амоксициллина для взрослых и детей старше 12 лет - 6 г, для детей до 12 лет - 45 мг/кг массы тела.

Побочное действие

Со стороны пищеварительной системы: тошнота, рвота, диарея, гастрит, стоматит, глоссит, повышение активности печеночных трансаминаз, в единичных случаях - холестатическая желтуха, гепатит, печеночная недостаточность (чаще у пожилых, мужчин, при длительной терапии), псевдомембранозный и геморрагический колит (также может развиться после терапии), энтероколит, черный "волосатый" язык, потемнение зубной эмали.

Со стороны органов кроветворения: обратимое увеличение протромбинового времени и времени кровотечения, тромбоцитопения, тромбоцитоз, эозинофилия, лейкопения, агранулоцитоз, гемолитическая анемия.

Со стороны нервной системы: головокружение, головная боль, гиперактивность, тревога, изменение поведения, судороги.

Со стороны мочевыделительной системы: интерстициальный нефрит, кристаллурия, гематурия.

Аллергические реакции: крапивница, эритематозные высыпания, редко - многоформная экссудативная эритема, анафилактический шок, ангионевротический отек, крайне редко - эксфолиативный дерматит, злокачественная экссудативная эритема (синдром Стивенса-Джонсона), аллергический васкулит, синдром, сходный с сывороточной болезнью, острый генерализованный экзантематозный пустулез.

Прочие: кандидоз, развитие суперинфекции.

Противопоказания к применению

Повышенная чувствительность к амоксициллину и другим пенициллинам, клавулановой кислоте, к другим бета-лактамным антибиотикам (цефалоспорины, карбапенемы, монобактамы); холестатическая желтуха и/или другие нарушения функции печени, вызванные применением амоксициллина/клавулановой кислоты в анамнезе; тяжелые нарушения функции почек (КК <30 мл/мин) (для лекарственной формы, предназначенной для применения у детей от 3 месяцев до 12 лет); детский возраст до 3 месяцев.

С осторожностью

Нарушение функции печени, нарушение функции почек..

Применение при беременности и кормлении грудью

С осторожностью следует применять при беременности и в период лактации (грудного вскармливания).

Применение при нарушениях функции печени

Противопоказано при эпизодах желтухи или нарушениях функции печени в результате применения амоксициллина/клавулановой кислоты в анамнезе.

С осторожностью: тяжелая печеночная недостаточность
Применение при нарушениях функции почек
При хронической почечной недостаточности проводят коррекцию дозы и кратности введения в зависимости от КК.
Применение у детей
Применяется у детей старше 3 месяцев по показаниям и в лекарственных формах, соответствующих возрасту.
Особые указания
Не рекомендуется применение данной комбинации при подозрении на инфекционный мононуклеоз.
При курсовом лечении необходимо проводить контроль за состоянием функции органов кроветворения, печени и почек.
С целью снижения риска развития побочных эффектов со стороны ЖКТ следует принимать препарат во время еды.
Возможно развитие суперинфекции за счет роста нечувствительной к нему микрофлоры, что требует соответствующего изменения антибактериальной терапии.
Может давать ложноположительные результаты при определении глюкозы в моче. В этом случае рекомендуется применять глюкозооксидантный метод определения концентрации глюкозы в моче.
У пациентов, имеющих повышенную чувствительность к пенициллинам, возможны перекрестные аллергические реакции с цефалоспориновыми антибиотиками.
Лекарственное взаимодействие
Антациды, глюкозамин, слабительные лекарственные средства, аминогликозиды замедляют и снижают абсорбцию; аскорбиновая кислота повышает абсорбцию.
Бактериостатические антибиотики (макролиды, хлорамфеникол, линкозамиды, тетрациклины, сульфаниламиды) оказывают антагонистическое действие.
При комбинации с рифампицином наблюдается взаимное ослабление антибактериального эффекта.
Повышает эффективность непрямых антикоагулянтов (подавляя кишечную микрофлору, снижает синтез витамина К и протромбиновый индекс). При одновременном приеме антикоагулянтов необходимо следить за показателями свертываемости крови.
Уменьшает эффективность пероральных контрацептивов, лекарственных средств, в процессе метаболизма которых образуется ПАБК, этинилэстрадиола - риск развития кровотечений "прорыва".
Диуретики, аллопуринол, фенилбутазон, НПВС и другие лекарственные средства, блокирующие канальцевую секрецию, повышают концентрацию амоксициллина (клавулановая кислота выводится в основном путем клубочковой фильтрации).
Совместное применение с метотрексатом повышает токсичность метотрексата.
Аллопуринол повышает риск развития кожной сыпи.
Не рекомендуется одновременное применение с пробенецидом. Пробенецид снижает канальцевую секрецию амоксициллина. При совместном применении возможно повышение и пролонгирование концентрации в крови амоксициллина, но не клавулановой кислоты.
Следует избегать одновременного применения с дисульфирамом.
Одновременное применение амоксициллина и дигоксина может привести к повышению концентрации дигоксина в плазме крови.

Задание 2

If he practices every day, he will become a champion.
She will help us if we ask.
If they have enough money, they will open a restaurant next year.
I won’t talk to you anymore if you insult me.
If Bob doesn’t keep his word, Anna will be angry with him.

Задание 3 If you had a driving license, you would get this job.

My dog would be 20 years old today if it were alive.
I would go to the police if I were you.
If people didn't buy guns, the world would become safer.
Tom wouldn't eat much "fast food" if his wife cooked at home.

Практическое занятие 37.
Задание 1.
Analgesics: Drugs that relieve pain. There are two main types: non-narcotic analgesics for mild pain, and narcotic analgesics for severe pain.
Antacids: Drugs that relieve indigestion and heartburn by neutralizing stomach acid.
Antianxiety Drugs: Drugs that suppress anxiety and relax muscles (sometimes called anxiolytics, sedatives, or minor tranquilizers).
Antiarrhythmics: Drugs used to control irregularities of heartbeat.
Antibacterials: Drugs used to treat infections.
Antibiotics: Drugs made from naturally occurring and synthetic substances that combat bacterial infection. Some antibiotics are effective only against limited types of bacteria. Others, known as broad spectrum antibiotics, are effective against a wide range of bacteria.
Anticoagulants and Thrombolytics: Anticoagulants prevent blood from clotting. Thrombolytics help dissolve and disperse blood clots and may be prescribed for patients with recent arterial or venous thrombosis.
Anticonvulsants: Drugs that prevent epileptic seizures.
Antidepressants: There are three main groups of mood-lifting antidepressants: tricyclics, monoamine oxidase inhibitors, and selective serotonin reuptake inhibitors (SSRIs).
Antidiarrheals: Drugs used for the relief of diarrhea. Two main types of antidiarrheal preparations are simple adsorbent substances and drugs that slow down the contractions of the bowel muscles so that the contents are propelled more slowly.
Antiemetics: Drugs used to treat nausea and vomiting.
Antifungals: Drugs used to treat fungal infections, the most common of which affect the hair, skin, nails, or mucous membranes.
Antihistamines: Drugs used primarily to counteract the effects of histamine, one of the chemicals involved in allergic reactions.
Antihypertensives: Drugs that lower blood pressure. The types of antihypertensives currently marketed include diuretics, beta-blockers, calcium channel blocker, ACE (angiotensin- converting enzyme) inhibitors, centrally acting antihypertensives and sympatholytics.
Anti-Inflammatories: Drugs used to reduce inflammation - the redness, heat, swelling, and increased blood flow found in infections and in many chronic noninfective diseases such as rheumatoid arthritis and gout.
Antineoplastics: Drugs used to treat cancer.
Antipsychotics: Drugs used to treat symptoms of severe psychiatric disorders. These drugs are sometimes called major tranquilizers.
Antipyretics: Drugs that reduce fever.
Antivirals: Drugs used to treat viral infections or to provide temporary protection against infections such as influenza.
Barbiturates: See "sleeping drugs."
Beta-Blockers: Beta-adrenergic blocking agents, or beta-blockers for short, reduce the oxygen needs of the heart by reducing heartbeat rate.
Bronchodilators: Drugs that open up the bronchial tubes within the lungs when the tubes have become narrowed by muscle spasm. Bronchodilators ease breathing in diseases such as asthma.
Cold Cures: Although there is no drug that can cure a cold, the aches, pains, and fever that accompany a cold can be relieved by aspirin or acetaminophen often accompanied by a decongestant, antihistamine, and sometimes caffeine.
Corticosteroids: These hormonal preparations are used primarily as anti-inflammatories in arthritis

or asthma or as immunosuppressives, but they are also useful for treating some malignancies or compensating for a deficiency of natural hormones in disorders such as Addison's disease.
Cough Suppressants: Simple cough medicines, which contain substances such as honey, glycerine, or menthol, soothe throat irritation but do not actually suppress coughing. They are most soothing when taken as lozenges and dissolved in the mouth. As liquids they are probably swallowed too quickly to be effective. A few drugs are actually cough suppressants. There are two groups of cough suppressants: those that alter the consistency or production of phlegm such as mucolytics and expectorants; and those that suppress the coughing reflex such as codeine (narcotic cough suppressants), antihistamines, dextromethorphan and isoproterenol (non-narcotic cough suppressants).
Cytotoxics: Drugs that kill or damage cells. Cytotoxics are used as antineoplastics (drugs used to treat cancer) and also as immunosuppressives.
Decongestants: Drugs that reduce swelling of the mucous membranes that line the nose by constricting blood vessels, thus relieving nasal stuffiness.
Diuretics: Drugs that increase the quantity of urine produced by the kidneys and passed out of the body, thus ridding the body of excess fluid. Diuretics reduce water logging of the tissues caused by fluid retention in disorders of the heart, kidneys, and liver. They are useful in treating mild cases of high blood pressure.
Expectorant: A drug that stimulates the flow of saliva and promotes coughing to eliminate phlegm from the respiratory tract.
Hormones: Chemicals produced naturally by the endocrine glands (thyroid, adrenal, ovary, testis, pancreas, parathyroid). In some disorders, for example, diabetes mellitus, in which too little of a particular hormone is produced, synthetic equivalents or natural hormone extracts are prescribed to restore the deficiency. Such treatment is known as hormone replacement therapy.
Hypoglycemics (Oral): Drugs that lower the level of glucose in the blood. Oral hypoglycemic drugs are used in diabetes mellitus if it cannot be controlled by diet alone, but does require treatment with injections of insulin.
Immunosuppressives: Drugs that prevent or reduce the body's normal reaction to invasion by disease or by foreign tissues. Immunosuppressives are used to treat autoimmune diseases (in which the body's defenses work abnormally and attack its own tissues) and to help prevent rejection of organ transplants.
Laxatives: Drugs that increase the frequency and ease of bowel movements, either by stimulating the bowel wall (stimulant laxative), by increasing the bulk of bowel contents (bulk laxative), or by lubricating them (stool-softeners, or bowel movement-softeners). Laxatives may be taken by mouth or directly into the lower bowel as suppositories or enemas. If laxatives are taken regularly, the bowels may ultimately become unable to work properly without them.
Muscle Relaxants: Drugs that relieve muscle spasm in disorders such as backache. Antianxiety drugs (minor tranquilizers) that also have a muscle-relaxant action are used most commonly.
Sedatives: Same as Antianxiety drugs.
Sex Hormones (Female): There are two groups of these hormones (estrogens and progesterone), which are responsible for development of female secondary sexual characteristics. Small quantities are also produced in males. As drugs, female sex hormones are used to treat menstrual and menopausal disorders and are also used as oral contraceptives. Estrogens may be used to treat cancer of the breast or prostate, progestins (synthetic progesterone to treat endometriosis).
Sex Hormones (Male): Androgenic hormones, of which the most powerful is testosterone, are responsible for development of male secondary sexual characteristics. Small quantities are also produced in females. As drugs, male sex hormones are given to compensate for hormonal deficiency in hypopituitarism or disorders of the testes. They may be used to treat breast cancer in women, but either synthetic derivatives called anabolic steroids, which have less marked side-effects, or specific anti-estrogens are often preferred. Anabolic steroids also have a "body building" effect that has led to their (usually nonsanctioned) use in competitive sports, for both men and women.

Sleeping Drugs: The two main groups of drugs that are used to induce sleep are benzodiazepines and barbiturates. All such drugs have a sedative effect in low doses and are effective sleeping medications in higher doses. Benzodiazepines drugs are used more widely than barbiturates because they are safer, the side-effects are less marked, and there is less risk of eventual physical dependence.

Tranquilizer: This is a term commonly used to describe any drug that has a calming or sedative effect. However, the drugs that are sometimes called minor tranquilizers should be called antianxiety drugs, and the drugs that are sometimes called major tranquilizers should be called antipsychotics.

Vitamins: Chemicals essential in small quantities for good health. Some vitamins are not manufactured by the body, but adequate quantities are present in a normal diet. People whose diets are inadequate or who have digestive tract or liver disorders may need to take supplementary vitamins.

Задание 2.

Antibacterials: Drugs used to treat infections.

Практическое занятие 38.

Задание 1.

Antacids: Drugs that relieve indigestion and heartburn by neutralizing stomach acid.

Практическое занятие 39.

Задание 1. Analgesics: Drugs that relieve pain. There are two main types: non-narcotic analgesics for mild pain, and narcotic analgesics for severe pain.

Практическое занятие 40.

Задание 1. Beta-Blockers: Beta-adrenergic blocking agents, or beta-blockers for short, reduce the oxygen needs of the heart by reducing heartbeat rate.

Практическое занятие 41.

Задание 1.

Anticoagulants and Thrombolytics: Anticoagulants prevent blood from clotting. Thrombolytics help dissolve and disperse blood clots and may be prescribed for patients with recent arterial or venous thrombosis.

Задание 2.

I would have visited Sarah yesterday if I had known that she was ill.

If you had gone with me to Paris last month, you would have seen the Eifel Tower too.

We wouldn’t have got wet if you had taken an umbrella.

If Mum hadn’t opened the windows, our room wouldn’t have been full of mosquitoes.

Nick wouldn’t have been so tired this morning if he had gone to bed early last night.

Задание 3

If I had a holiday now, I would go to the lake Baikal.

I will watch this film if you like it.

If you had signed the papers yesterday, we would have sent them today.

If John hadn’t lost the phone number, he would have called her.

Mark would be a healthy man if he didn’t smoke.

If I go shopping, I will buy a new phone.

Практическое занятие 42.

Задание 1.Ответьте на следующие вопросы:

Which pharmacological discovery has saved millions of lives, but is becoming less and less effective?

Ответ: The first antibiotic discovered was penicillin, by Dr Alexander Fleming in 1928.

Which once deadly contagious disease, first identified in the 1980s, can now be treated and prevented?

Ответ: Human Immunodeficiency Virus (HIV)

Which drug was originally made from poppy?

Ответ: Opium, with its active ingredient morphine, is extracted from the poppy - Papaver

somniferum.
Which inactive pill has revolutionised research in clinical pharmacology?
Ответ: Placebo - the dummy pill
Which daily pill, taken by millions of healthy people, has transformed society?
Ответ: The first contraceptive pill, Enovid®, was approved as a contraceptive in 1961
How has technology changed the pharmaceutical industry?
Ответ: Computers make analysing research data quicker and easier.
How many medicines were available in the UK in 2019, compared to 150 years ago?
Ответ: 1879: 1,470 drug preparations 2019: 18,400 drug preparations
What was in a doctor's bag in 1948, when the NHS was founded?
Ответ: Aspirin, digitalis, insulin, morphine, quinine, sulphanilamide, vaccines, vitamins and warfarin.
What is the branch of pharmacology that studies how the body affects medicines?
Ответ: Pharmacokinetics
What is a branch of pharmacology that studies how a person's DNA affects their response to medicine?
Ответ: Pharmacogenetics

Практическое занятие 43.
Задание 1.
Medical terms:
Scientists
genetic
sexual behavior
fertility
reproduction
RNA
transcription factor
manipulation
to produce anatomically female flies
organism.
receptivity
disinclination
Behavioral genetics
Mutations
bones of the arm
neural functions
genetic manipulations
instinctive
programmed actions
natural selection
cortical functions
sensory inputs and motivations
reflex behaviors
infants
homeostasis
maternal care of infants
biologic basis
Практическое занятие 44.
Passive constructions:
is normally engaged
to be identified

has long been hampered
are required to produce
cannot yet be performed
can be directly affected
have been identified

Практическое занятие 45.

Практическое занятие 46.

Перевод истории болезни пациента:

1. История болезни как жанр обладают целым рядом уникальных характеристик, таких как стиль повествования, краткость и лаконичность, которые являются результатом стремления авторов донести свои сообщения коллегам как можно быстрее и точнее.

2. Эти коммуникативные особенности определяют выбор лексических единиц и грамматических структур в анализируемом дискурсе: преобладание предложений в действительном залоге, простого прошедшего времени, личных местоимений и модальных глаголов.

3. Эпизодическое использование времен Present Perfect, Present Simple, Future Simple и страдательного залога, которые необходимы для выражения конкретных коммуникативных целей.

Перевод медицинского текста:

Калькирование (воспроизведение комбинаторного состава слова или словосочетания, когда составные части слова или фразы переводятся соответствующими элементами переводящего языка);

Транслитерация (формальное побуквенное воссоздание исходной лексической единицы с помощью алфавита переводящего языка, буквенная имитация формы исходного слова); - функциональная замена (способ перевода, при котором «грамматическая единица в исходном языке преобразуется в единицу переводящего языка с иным грамматическим значением).

Главные особенности медицинской литературы – это использование большого количества специальной лексики и стремление к однозначности и недвусмысленности.

Практические занятия 47.

Задание 1.

Indomethacin

Composition:

Indomethacinum 10 g in ointment base up to 100 g.

Properties:

The ointment exhibits anti-inflammatory and antiexudative properties. Being a prostaglandin synthesis inhibitor it exercises both keratolytic and antiseptic effect. The excellent resorption of this ointment ensures its therapeutic effect creating high tissue concentrations at the application areas.

Indications:

Acute and chronic rheumatic polyarthritis, osteoarthrosis, Behterev's disease, degenerative articular diseases, discopathies, neuritis, plexitis, radiculitis, post-operative edema, contusions, thrombophlebitis,

hyperkeratolytic eczemas, herpes zoster, arthropathic psoriasis, climacteric keratosis, etc.

Contraindications:

Drug allergy, peptic and duodenal ulcer, bronchial asthma, epilepsy, Parkinsonism, during pregnancy and breast feeding, leucopenia, haemorrhagic diathesis (thrombocytopenia and coagulopathy).

Side-effects:

Allergic reactions, thrombocytopenia, agranulocytosis. Following long term treatment, however rarely, headache, drowsiness, depressive states, hepatitis and pancreatitis can be observed especially in more susceptible patients.

Drug interactions:

Therapeutic effect of Indomethacin decreases, if applied concurrently with salycilates. Probenecid suppresses renal excretion of indomethacin. The effect of Indomethacin is enhanced if applied in combination with glucocorticoids and pyrazolon derivatives.
Precautions:
If treatment lasts longer than ten days, follow carefully the patient's blood picture (leucocytes, thrombocytes). If applied in combination with antibiotics, anticoagulants or antidiabetic drugs ensure control of proper clinical and laboratory parameters.
Dosage and application:
Rub the affected joints or skin areas a few-centimetre-long tube squeeze of Indomethacin ointment, 2–3 times a day. Total daily amount should not exceed 15 cm for adults and 7.5 cm for children.
Package:
Ointment in aluminium tubes of 40 g.
Storage:
At moderate temperature (15–30 °C) in light-protected areas.
Exp. term:
2 years (two years).
Produced by:
TROYAPHARM Co