Министерство здравоохранения Ростовской области
государственное бюджетное профессиональное образовательное учреждение
Ростовской области «Таганрогский медицинский колледж»

Комплект оценочных средств

для проведения промежуточной аттестации

в форме дифференцированного зачета

по учебной дисциплине ОГСЭ.03 Иностранный язык

в рамках программы подготовки специалистов среднего звена

по специальности СПО 31.02.01 Лечебное дело

г. Таганрог

2022 г.

РАССМОТРЕНО
на заседании ЦК

Протокол №10 от 17.05.22

Председатель_____

УТВЕРЖДЕНО
замдиректора по учебной работе
_____А.В. Вязьмитина
«10» 06 2022г.

ОДОБРЕНО
на заседании методического совета

Протокол № 5 от 07.06.2022

Методист_____А.В. Чесноков

Комплект контрольно-оценочных средств для проведения промежуточной аттестации в форме дифференцированного зачета по учебной дисциплине **ОГСЭ.03. Иностранный язык** в рамках ППССЗ разработан на основе ФГОС СПО по специальности **31.02.01 Лечебное дело,** утвержденного приказом Министерства образования и науки России от 12.05.2014 № 514, зарегистрированного в Минюсте РФ 11.06.2014 № 32673, рабочей программы учебной дисциплины ОГСЭ.03 Иностранный язык 2022 г., Положения о текущем контроле знаний и промежуточной аттестации студентов (обучающихся) ГБПОУ РО «ТМК».

Организация - разработчик: © ГБПОУ РО «ТМК»

Разработчик: Черепахина Н.А., преподаватель государственного бюджетного профессионального образовательного учреждения Ростовской области «Таганрогский медицинский колледж».

1. Паспорт комплекта оценочных средств для проведения дифференцированного зачета *1АБВ*

1.1. Область применения комплекта оценочных средств

Комплект оценочных средств предназначен для оценки результатов освоения иностранного языка

Результаты освоения (объекты оценивания)	**Основные показатели оценки результата и их критерии**	**Тип задания; № задания**	**Форма аттестации (в соответствии с учебным планом)**
умение общаться (устно и письменно) на английском языке на профессиональные и повседневные темы; переводить (со словарем) английские тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас. **знание** лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Использование активного словарного запаса, соответствующего поставленной коммуникативной задаче. Использование грамматических структур в соответствии с поставленной коммуникативной задачи.	Задание№1 (теоретическое): **Выполнить задания в тестовой форме**	Дифференциро-ванный зачет
	Чтение и перевод текста на общие профессиональные темы. Соотнесение графического написания и его значения. Соблюдение правил чтения слов и словосочетаний. Ритмомелодическое оформление, беглость. Четкое, ясное, логичное, последовательное изложение информации в соответствии с нормами лексики, орфографии и грамматики, а также профессиональной этики. Продемонстрировано	Задание №2 (практическое): **прочитать текст, перевести со словарем, ответить на вопросы преподавателя.**	

	владение словарем		

2. Комплект оценочных средств для проведения дифференцированного зачета *1АБВ*

2.1. Задания для проведения дифференцированного зачета *1АБВ*

Условия выполнения задания

1. Место выполнения задания: учебный кабинет.
2. Максимальное время выполнения задания: 90мин.
3. Вы можете воспользоваться: англо-русским и русско-английским словарем (любое издание).

ЗАДАНИЕ № 1 (теоретическое)
Выполните задания в тестовой форме.

Поставьте глагол в скобках в правильную форму.

1. Alexander … twenty five years old now. (be)
2. He … at the Medical Faculty of Moscow State University. (study)
3. When Alex was born, his parents … in Tula. (live)

Выберите один правильный ответ:

4. Mary is a Medical College student. After the graduation she is going to be a ... .
   1. pharmasist
   2. hairdresser
   3. nurse
5. There … many good doctors in the hospitals of Taganrog.
   1. are
   2. is
   3. was
6. Mark … breakfast at 7.00 a.m. before going to college.
   1. is
   2. has
   3. have

Найдите соответствия

7.	The physician prescribed him the treatment and left.	1	Мышцы соединены с костями.
8.	The muscles are fastened to the bones.	2	Великий русский хирург родился в Рязани.
9.	The great Russian surgeon was born in Ryazan.	3	Врач назначил ему лечение и ушел.

Найдите лишнее слово:

10. cardiovascular, digestive, muscular, brain
11. bones, muscles, tendons, saliva
12. stomach, urine, pancreas, duodenum

Найдите соответствующее значение слова:

13. connect	1. клетка
14. blood	2. кровь
15. cell	3. соединять

Задание № 2 (практическое)
Прочитайте текст, переведите со словарем, перескажите, ответьте на вопросы преподавателя.

THE DERMIS

The dermis is made up of connective tissue that contains blood vessels and nerves. The various skin sensations, such as touch, pain, pressure, heat, and cold, are felt through these nerves. The sweat glands are situated deep in the dermis. They collect fluid that contains waste products and carry it away in canals that end pore on the skin surface, where it is deposited as sweat.

1. What is the dermis made up of?
2. What is felt through these nerves?
3. Where are the sweat glands situated?
4. What fluid do the sweat glands collect?

RED BLOOD CELLS

Every cell of the body needs oxygen to do its work. The circulatory system continually transports blood and oxygen necessary for normal functioning of the organs. Every day the body uses about two ounces of blood. To replace old blood cells, the body requires iron. Most of the body's iron comes from old red blood cells which the liver recycles. The iron is transported to the bone marrow where it is incorporated into the red cells. In infants, all the bones make red blood cells, and before birth the liver and spleen also produce them. There are five to six million red blood cells per cubic millimeter of blood. Their function is to transport oxygen.

1. What does every cell of the body need?
2. What system transports blood and oxygen?
3. Why does the body require iron?
4. What is the function of red blood cells?

HEART STRUCTURE

The muscular wall, or septum, running down the center of the heart divides it into the right and left halves. There is no connection between the two sides. Each half is also divided into two parts by valves, which from upper chambers, or atria, and lower chambers- ventricles.

Each side of the heart must perform different work. Thus, the heart may be called a dual pump. It must receive the venous blood and send it into the lungs for fresh oxygen. This is done by the right side of the heart. The left side receives blood from the lungs and must pump it with more force than the right ventricle to the whole body.

1. What divides the heart into two parts?
2. What part is the heart divided into?

3. What does the right part of the heart do?
4. What does the left part of the heart do?

TISSUES

Related cells joined together are collectively referred to as a tissue. The cells in a tissue are not identical, but they work together to accomplish specific functions. A sample of tissue removed for examination under a microscope (biopsy) contains many types of cells, even though a doctor may be interested in only one specific type.

Connective tissue is the tough, often fibrous tissue that binds the body's structures together and provides support. It is present in almost every organ, forming a large part of skin, tendons, and muscles. The characteristics of connective tissue and the types of cells it contains vary, depending on where it's found in the body.

1. What is a tissue?
2. Are the cells in a tissue identical?
3. What is the connective tissue for?
4. Where is the connective tissue present?

THE BODY'S FUNCTIONS

The body's functions are conducted by organs. Each organ is a recognizable structure that performs specific functions – for example, the heart, lungs, liver, eyes, and stomach. An organ is made of several types of tissue and therefore several types of cells. For example, the heart contains muscle tissue that contracts to pump blood, fibrous tissue that makes up the heart valves, and special cells that maintain the rate and rhythm of heartbeats. The eye contains muscle cells that open and close the pupil, clear cells that make up the lens and cornea, cells that produce the fluid within the eye, cells that sense light, and nerve cells that conduct impulses to the brain.

1. What are the body's functions conducted by?
2. Does each organ perform specific functions?
3. What does the heart contain?
4. What does the eye contain?

THE ENDOCRINE SYSTEM

The body has a group of organs – the endocrine system – whose primary function is to produce hormones that regulate the function of other organs. For example, the thyroid gland produces thyroid hormone, which controls the metabolic rate (the speed at which the body's chemical functions proceed); the pancreas produces insulin, which controls the use of sugar; and the adrenal glands produce epinephrine, which stimulates many organs to prepare the body for stress.

1. What is the endocrine system for?
2. What does the thyroid gland produce?
3. What does the pancreas produce?
4. What do the adrenal glands produce?

COMMUNICATION

Communication between organs and organ systems is vital. Communication allows

the body to adjust the function of each organ according to the needs of the whole body. The heart must know when the body is resting so that it can slow down and when organs need more blood so that it can speed up. The kidneys must know when the body has too much fluid so that they can excrete more urine and when the body is dehydrated so that they can conserve water.

Through communication, the body keeps itself in balance – a concept called homeostasis. Through homeostasis, organs neither underproduce nor overproduce, and each organ facilitates the functions of every other organ.

1. What does the communication allow?
2. What must the heart know?
3. What must the kidney know?
4. What is homeostasis?

THE NERVOUS SYSTEM

Through communication, the body keeps itself in balance – a concept called homeostasis. Through homeostasis, organs neither underproduce nor overproduce, and each organ facilitates the functions of every other organ. Communication to maintain homeostasis can occur through the nervous system or through chemical stimulation. The autonomic nervous system, in large part, controls the complex communication network that regulates bodily functions. This part of the nervous system functions without a person's thinking about it and without much noticeable indication that it is working. Chemicals used to communicate are called transmitters. Transmitters that are produced by one organ and travel to other organs through the bloodstream are called hormones. Transmitters that conduct messages between parts of the nervous system are called neurotransmitters.

1. What is homeostasis?
2. Where can homeostasis occur?
3. What does the autonomic nervous system control?
4. What kinds of transmitters do you know?

ADRENALINE

One of the best known transmitters is the hormone epinephrine (adrenaline). When a person is suddenly stressed or frightened, the brain instantly sends a message to the adrenal glands, which quickly release epinephrine. Within moments, this chemical has the entire body on alert, a response sometimes called preparation for fight or flight. The heart beats more rapidly and powerfully, the eyes dilate to allow more light in, breathing quickens, and the activity of the digestive system decreases to allow more blood to go to the muscles.

1. What is adrenaline?
2. Where is epinephrine released?
3. What is called preparation for flight or fight?
4. How does the body react to epinephrine?

INSULIN

The normal pancreas produces a hormone called insulin in the beta cells. Insulin regulates blood sugar levels (BSL) by moving glucose from the blood into the muscles, liver and fat cells. This means that glucose can be used as fuel for the body. The diabetic pancreas may not produce any insulin at all in the beta cells, or produce too little insulin to normalize blood sugar levels. If no insulin is produced, this is called Type 1 diabetes and is often the cause of diabetes in children. When the pancreas produces too little insulin, this is called Type 2 diabetes and makes up about 90% of all cases of diabetes.

1. What does the normal pancreas produce?
2. What does insulin regulate?
3. May the diabetic pancreas produce insulin?
4. What are Type 1 diabetes and Type 2 diabetes?

THE KIDNEY

Unfiltered blood enters the kidney for filtration through the renal artery from the heart. Blood passes to the kidneys in large quantities so that it can be filtered well and have most of the waste products removed. Renal veins carry the cleaned blood away from each kidney. Renal veins are wider than renal arteries because they transport blood towards the inferior vena cava of the heart. The blood returned from the heart through the renal artery contains a toxic product called urea, and also high levels of salt and large amounts of water. The kidney's function is to filter out these unwanted materials.

1. What enters from the heart?
2. What can be filtered and removed?
3. What do renal veins carry?
4. What does the kidney filter?

THE GASTROINTESTINAL TRACT

After you swallow the tablet it enters the gastrointestinal tract. It passes into the esophagus, the tube which leads to the stomach. The tablet passes into your stomach, where it is absorbed. It mixes with the liquids there so it can pass into your bloodstream. It then goes into the liver via the small intestine, the part under the stomach. The drug is metabolized, or chemically changed, in the liver. The liver stops the production of an enzyme which causes the body to produce a harmful type of cholesterol. By inhibiting this enzyme, the amount of "bad cholesterol" which is released into the blood is reduced.

1. What does the tablet enter when you swallow it?
2. Where is the tablet absorbed?
3. What does it mix with?
4. How is the drug metabolized?

ANDREAS VESALIUS

Andreas Vesalius (1514-1563) is one of the greatest anatomists. He studied medicine in France. In 1543 his most important book "On the Structure of the Human Body" was written. It consists of seven books. He studied the structure of the inner organs of the human body taking into consideration (принимать во внимание) their functions. Vesalius was the first scientist to give a proper description of the human skeleton. He also determined that the right and the left ventricles of the heart were not connected. Before Vesalius all the scientists considered that the right and the left heart chambers were

connected by the opening in the septum. His discovery opened the way to the discovery of the pulmonary and systemic blood circulations in future. Vesalius did much to establish new and exact anatomical terms.

1. What was Andreas Vesalius?
2. What did he study?
3. What did he determined?
4. How did his discovery help anatomists in future?

ROBERT KOCH

Robert Koch is a prominent German bacteriologist. He was born in 1843. In 1882 Koch discovered tuberculosis bacilli and the ways to reveal them. Due to his discovery Koch became known all over the world. In 1884 Koch published his book on cholera. This book included the investigations of his research work carried out during the cholera epidemic in Egypt and India. From the intestines of the men with cholera Koch isolated a small comma-shaped bacterium. He determined that these bacteria spread through drinking water. In 1905 Robert Koch got the Nobel Prize for his important scientific discoveries.

1. Where was Robert Koch born?
2. What did he discover in 1882?
3. What did the book on cholera include?
4. What else did Koch determine?

EDWARD JENNER

It was Edward Jenner who made a great discovery in medicine. His new method of vaccination was made known in 1798. At first his discovery passed unnoticed. But soon the method was spoken about. People asked and demanded to be vaccinated. And in a short time there was no part of the world that had not taken up vaccination. It was vaccination against smallpox. Edward Jenner was born at Berkeley, in 1749. He started practicing medicine in London. When he was twenty four he began practice in his native town. Ever since he was a boy he liked to observe things. Today, thanks to his discovery, the cases of smallpox are very rare. Jenner vaccinated free of charge anyone who asked him to.

1. Who discovered the new method of vaccination?
2. Where was Edward Jenner born?
3. Where did Edward Jenner start medicine?
4. Is smallpox a rare illness now?

3. Пакет экзаменатора для проведения дифференцированного зачета *1АБВ*

ПАКЕТ ЭКЗАМЕНАТОРА		
Задание практическое, тестовое задание (максимум 5 баллов за дифзачет)		
Результаты освоения (объекты оценки)	**Критерии оценки результата** (в соответствии с разделом 1 «Паспорт комплекта контрольно-оценочных средств)	**Отметка о выполнении**
умение общаться (устно и письменно) на английском языке на профессиональные и повседневные темы; переводить (со словарем) английские тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас. **знание** лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Критериями и показателями оценки тестового задания являются:- языковая правильность и точность выполнения задания, - полнота выполнения задания, - соответствие поставленной цели	«2 балла» - 15-13 правильных ответов «1 балл» - 12-10 правильных ответов
	«3 балла» ставится студенту, если при ответе он выразительно прочитал вслух предложенный отрывок текста, соблюдал нормы техники чтения (беглость, правильное произношение), отсутствовали ошибки, искажающие смысл и понимание слов, или они были незначительны (1-3); при переводе оригинального текста профессиональной направленности он использовал все известные приемы, направленные на понимание читаемого (смысловую догадку, анализ), сумел полно и точно понять текст, обращение к словарю не требовалось. Студент справился с речевыми задачами, а его высказывание было связным, полным, аргументированным и логически последовательным. Речь лексически и грамматически разнообразна,	«3 балла»

	допущены 1-3 ошибки. Единичные ошибки, исправляемые путем самокоррекции, не учитываются.	
	«2 балла» ставится студенту, если при ответе он выразительно прочитал вслух предложенный отрывок текста, соблюдал нормы техники чтения (достаточную беглость, правильное произношение), допущены ошибки (4-6) искажающие смысл и понимание слов. Отмечалось произношение, страдающее влиянием родного языка; при переводе оригинального текста профессиональной направленности он практически понял содержание, но неоднократно обращался к словарю. Студент в целом справился с речевыми задачами, а его высказывание было связанным и последовательным. Использовался довольно большой объём языковых средств, которые были употреблены правильно. Однако были допущены отдельные ошибки на изученный программный учебный материал (4-7), нарушающие коммуникацию. Темп речи несколько замедлен.	«2 балла»
	«1 балл» ставится студенту, если при ответе он умел выявить буквенно-звуковые соответствия в иностранном языке и узнавать устные образы слов в графической форме, однако не соблюдал нормы техники чтения (достаточную	«1 балл»

	беглость, правильное произношение), допущены ошибки (7-9), среди которых встречались такие, которые нарушали смысл и понимание слов; при переводе оригинального текста профессиональной направленности он практически понял содержание, но многократно обращался к словарю, студент не смог без него обходиться на протяжении всей работы с текстом. Студент сумел в основном решить поставленную задачу, но диапазон языковых средств был ограничен, объём высказываний не достигал нормы. Студент допускал языковые ошибки на изученный программный учебный материал (8-11). В некоторых местах нарушалась последовательность высказывания. Темп речи был замедлен.	

1. Паспорт комплекта оценочных средств для проведения дифференцированного зачета *2АБВ*

1.1. Область применения комплекта оценочных средств для проведения дифференцированного зачета 2АБВ

Комплект оценочных средств предназначен для оценки результатов освоения иностранного языка

Результаты освоения (объекты оценивания)	**Основные показатели оценки результата и их критерии**	**Тип задания; № задания**	**Форма аттестации (в соответствии с учебным планом)**
умение общаться (устно и письменно) на английском языке на профессиональные и повседневные темы; переводить (со словарем) английские тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас. **знание** лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Использование активного словарного запаса, соответствующего поставленной коммуникативной задаче. Использование грамматических структур в соответствии с поставленной коммуникативной задачи.	Задание№1 (теоретическое): **Выполнить задания в тестовой форме**	Дифференциро-ванный зачет
	Чтение и перевод текста на общие профессиональные темы. Соотнесение графического написания и его значения. Соблюдение правил чтения слов и словосочетаний. Ритмомелодическое оформление, беглость. Четкое, ясное, логичное, последовательное изложение информации в соответствии с нормами лексики, орфографии и грамматики, а также профессиональной этики. Продемонстрировано владение словарем	Задание №2 (практическое): **прочитать текст, перевести со словарем, ответить на вопросы преподавателя.**	

2. Комплект оценочных средств для проведения дифференцированного зачета *2АБВ*

2.1. Задания для проведения дифференцированного зачета *2АБВ*

Условия выполнения задания

1. Место выполнения задания: учебный кабинет.
2. Максимальное время выполнения задания: 90мин.
3. Вы можете воспользоваться: англо-русским и русско-английским словарем (любое издание).

Задание (теоретическое) №1:

Выполнить задание в тестовой форме

ВЫБРАТЬ ОДИН ПРАВИЛЬНЫЙ ОТВЕТ

Поставьте глагол в скобках в правильную форму.

1. A pediatrician ……. children. (treat)
2. Today Roger … a report for the Infectious Diseases department. (write)
3. Afterwards, the endoscope was … into the esophagus. (introduce)

Выберите один правильный ответ:

4. . If a patient moves during an X-ray, the image may be …..
   1. abnormal
   2. blurred
   3. deflated
5. Transmission of hepatitis A virus can occur through …
   1. body fluids
   2. sexual contact
   3. direct person-to-person contact
6. An infection which can be treated successfully with antibiotics is ….
   1. infectious
   2. curable
   3. non-infectious

Найдите соответствия

7.	The physician prescribed him the treatment and left.	1.	Если пациент замечает аллергическую реакцию, он должен сообщить врачу.
8.	If a patient notices any allergic reaction he must contact his physician.	2.	Эндоскопы могут быть использованы для взятия биопсии.
9.	Endoscopes can be used to take the biopsy	3.	Врач назначил ему лечение и ушел.

Найдите лишнее слово:

10. germs, bugs, protozoa, infection
11. nurse, porter, surgeon, saliva
12. gives, takes, prepares, drugs

Найдите соответствующее значение слова:

13. treat	1. размытый
14. blurred	2. излечимый
15. curable	3. лечить

Задание № 2 (практическое)
Прочитайте текст, переведите со словарем, перескажите, ответьте на вопросы преподавателя.

THE IMMUNE SYSTEM

The immune system includes specialized white blood cells, called lymphocytes that adapt themselves to fight specific foreign invaders. These cells develop into two groups in the bone marrow.

From the bone marrow, one group of lymphocytes migrates to a gland called the thymus and become T lymphocytes or T cells. Within the thymus, the T cells mature under the influence of several hormones.

The T cells mature into several different types, including helper, killer and suppressor cells. T cells are responsible for cell-mediated immunity. The other group of lymphocytes, B lymphocytes or B cells, mature and develop within the bone marrow itself. In that process, they achieve the ability to recognize specific foreign invaders. From the bone marrow, B cells migrate through the body fluids to the lymph nodes, spleen and blood. B lymphocytes provide the body with humoral immunity as they circulate in the fluids in search of specific foreign invaders to destroy.

1. What does the immune system include?
2. Where do specialized white blood cells develop?
3. Why does one group of lymphocytes migrate to a gland called the thymus?
4. What are the T cells responsible for?
5. Where do the B cells develop and what for?

AN ULTRASOUND EXAMINATION

For an ultrasound exam, you go into a room with a technician and the ultrasound machine. The following happens:

You remove your clothes (all of your clothes or only those over the area of interest).

The ultrasonographer drapes a cloth over any exposed areas that are not needed for the exam.

The ultrasonographer applies a mineral oil-based jelly to your skin – this jelly eliminates air between the probe and your skin to help pass the sound waves into your body.

The ultrasonographer covers the probe with a plastic cover.

He/she passes the probe over your skin to obtain the required images. Depending upon the type of exam, the probe may be inserted into you.

You may be asked to change positions to get better looks at the area of interest.

After the images have been acquired and measurements taken, the data is stored on disk. You may get a hard copy of the images.

You are given a towelette to clean up.

You get dressed.

1. Where do you go into for an ultrasound exam?
2. Do you remove all of your clothes?
3. Why does the ultrasonographer apply a jelly to your skin?
4. Why does he/she pass the probe over your skin?

DISEASES SPRESD BY MOSQUITOES

There are more than two thousand different kinds of mosquitoes. Female mosquitoes bite people to drink their blood. Male mosquitoes do not drink blood. They drink fluids from plants. Mosquitoes carry organisms that cause disease and death for millions of people throughout the world. The most important disease spread by mosquitoes is malaria. Malaria parasites enter a person's blood through a mosquito bite. These organisms travel to the liver. They grow and divide there. After a week or two, the parasites invade red blood cells and reproduce thousands of times. They cause the person's body temperature to rise. They also may destroy major organs. People with malaria may suffer kidney failure or loss of red blood cells.

1. Who bites people to drink blood?
2. What do mosquitoes carry?
3. How does malaria parasites enter a person’s blood?
4. Why is malaria dangerous?

ASPIRIN FOUND TO HELP MEN AND WOMEN DIFFERENTLY

A lot of older people take low-strength aspirin on the advice of their doctor to help reduce the risk of heart attack or stroke. Doctors have based such advice mostly on studies of men. Now, a major study confirms that aspirin can help women as well. But experts say the drug helps women differently. Among apparently healthy people, aspirin reduces the risk of heart attack for men. But for women it appears to reduce the risk of stroke. Aspirin had an even greater effect in women age sixty-five and older. Those who took aspirin were thirty percent less likely to have a stroke caused by a blood clot. There were more cases of stomach bleeding in the women who took aspirin than in those who did not. However, the study found that aspirin did not lower the risk of heart attack in younger women.

1. Why do a lot of older people take low-strength aspirin?
2. What does aspirin reduce for men?
3. What does aspirin reduce for women?
4. Is it safe for men and for women to take aspirin?

TYPES OF ULTRASOUND EXAMS

Ultrasound examinations can help to diagnose a variety of conditions and to assess organ damage following illness. Ultrasound is a useful way of examining many of the body's internal organs. Venous ultrasound provides pictures of the veins throughout the body. The study is looking for thrombus or blood clots in the veins in the arms or legs. The carotid arteries are located on each side of the neck and carry blood from the heart to the brain. Ultrasound provides detailed pictures of these blood vessels and information about the blood flowing through them. An abdominal ultrasound produces a picture of the organs and other structures in the upper abdomen. Abdominal ultrasound imaging is performed to

evaluate the: kidneys, liver, gallbladder, pancreas, spleen, abdominal aorta and other blood vessels of the abdomen.

1. How can ultrasound examination help?
2. What is venous ultrasound for?
3. What does an abdominal ultrasound produce?
4. What does an abdominal ultrasound evaluate?

AN ECG

An electrocardiogram (ECG) is a medical test that detects cardiac (heart) abnormalities by measuring the electrical activity generated by the heart as it contracts. The electrocardiograph records the electrical activity of the heart muscle and displays this data as a trace on a screen or on paper. This data is then interpreted by a medical practitioner.

ECGs from normal, healthy hearts have a characteristic shape. Any irregularity in the heart rhythm or damage to the heart muscle can change the electrical activity of the heart so that the shape of the ECG is changed. A doctor may recommend an ECG for patients who may be at risk of heart disease because there is a family history of heart disease or because they smoke, are overweight, or have diabetes, high cholesterol or high blood pressure.

A person with heart disease may have a normal ECG result if the condition does not cause a disturbance in the electrical activity of the heart.

1. What does an ECG detect and record?
2. What can any irregularity in the heart rhythm or damage to the heart muscle change?
3. Who may a doctor recommend an ECG for?
4. When may a person with heart disease have a normal ECG result?

A VISIT TO A DOCTOR

Doctor: I'll arrange for you to be admitted to hospital.
Visitor: Admitted! As an in-patient! How long for? Can't I go there as an out-patient?
Doctor: It's only overnight, Mr. Wilson. Please, don't be alarmed. While you are in, all they'll do is offer you an endoscopy and just to make sure that everything is fine-I should think they'll offer you a colonoscopy, as well.
Visitor: What are they? I've never heard of them.
Doctor: Well, they're both inserting a tiny TV camera on a flexible tube, one into stomach to have a good look round and the other into your colon or bowel. You won't need to be anaesthetized for either, though they might give you a tranquilizer just to relax you. Nothing painful – just a slight discomfort, that's all.
Visitor: OK, if you say I need it I'll do it.

1. Where will a man be admitted to?
2. Is a man nervous?
3. What they will offer a man?
4. How will the procedures held?

MRI

(Magnetic resonance imaging)

Magnetic resonance imaging (MRI) is a scan used for a medical imaging procedure. An MRI uses a magnetic field and radio waves to take pictures of the body's interior. The MRI scan is used to investigate or diagnose conditions that affect soft tissue, such as: tumours, including cancer, soft tissue injuries, joint injury or disease, spinal injury or disease, injury or disease of internal organs including the brain, heart and digestive organs.

The MRI scan provides clear and detailed images of soft tissue. However, it can't 'visualise' bone very well, since bone tissue doesn't contain much water. That is why bone injury or disease is usually investigated with regular x-ray examinations rather than MRI scanning.

Medical considerations prior to the MRI scan may include: metal, pregnancy, fasting, claustrophobia and children.

1. What is Magnetic resonance imaging (MRI) for?
2. Why is the MRI scan used to?
3. What does the MRI scan provide?
4. What are medical considerations prior to the MRI scan?

AN X-RAY EXAMINATION

An x-ray examination is used to create images of your internal organs or bones to help diagnose conditions or diseases. A special machine emits (puts out) a small amount of ionising radiation. This radiation passes through your body and falls on a film or similar device to produce the image.

The dose of radiation is roughly the same as you would receive from the general environment in about one week.

This test is very common. Some of the many uses include: diagnosis of fractures, as a surgical tool (to help the surgeon accurately perform the operation), diagnosis of bone or joint conditions (for example, some types of cancer or arthritis), diagnosis of chest conditions (such as pneumonia, lung cancer, emphysema or heart failure), detection of foreign objects (for example, bullet fragments or swallowed coins) and diagnosis of dislocations. In this case an x-ray examination can reveal if the bones of a joint are abnormally positioned.

1. What is an x-ray examination used to?
2. What does a special machine emit?
3. Is the dose of radiation dangerous for people?
4. When do doctors use an x-ray examination?

CT
(The computed tomography)

Medical considerations prior to the computed tomography (CT) scan may include:

- Tell the doctor if you are pregnant or think you may be pregnant.
- Tell the doctor if you have allergies, diabetes, thyroid condition or renal (kidney) impairment.
- Tell the doctor if you experience claustrophobia (fear of small spaces). The doctor may give you mild sedatives to help you relax during the procedure.
- Tell the doctor about any implanted device you may have.

- Follow all the instructions you are given.
- You may have to go without food and drink for a certain length of time before the procedure. Your doctor will give you detailed instructions on how to prepare for the test and what to expect.

A very obese person may be too big for the circular hole of the CT machine. The doctor may advise another type of medical imaging or diagnostic test.

1. Is it safe for pregnant woman to use the computed tomography?
2. What will the doctor give if a patient experiences claustrophobia?
3. Should a patient tell the doctor about any implanted device?
4. May a patient eat or drink before the computed tomography?

BLOOD TRANSFUSION

All cells in the body need oxygen and nutrients, and to have their wastes taken away. These are the main roles of the circulatory system. Using the network of arteries, veins and capillaries, blood transports carbon dioxide to the lungs (for exhalation) and picks up oxygen. From the small intestine, the blood gathers food nutrients and delivers it to every cell. Blood consists of red blood cells (to carry oxygen), white blood cells (that make up part of the immune system), platelets (needed for clotting) and plasma (liquid in which blood cells, nutrients and wastes float). Some of the different conditions require transfusion of blood or blood products. They are blood loss (that is severe enough to affect blood volume and circulation), severe anaemia (where the blood can't carry sufficient oxygen to the cells of the body) and thrombocytopenia (spontaneous bleeding).

1. What are the main roles of the circulatory system?
2. How does the circulatory system work?
3. What does blood consist of?
4. When does a person require transfusion of blood?

TAKING A BLOOD SAMPLE

Nurse: Good evening, Ms. Jones. You're looking great today.

Patient: Thank you. I feel pretty good.

Nurse: Today, I'm going to take a blood sample. We need to run some tests.

Patient: OK.

Nurse: Please place your arm on this pillow. I'm going to place tourniquet on your arm. It will be a little tight. I'm going to disinfect the area. This might be a little cold. OK, place your thumb inside your fist and squeeze tightly.

Patient: Like this?

Nurse: Yes. You are doing great. Are you ready? This is going to hurt a little. You will feel a slight sting. If you feel queasy, nauseous, or faint, please let me know.

Patient: I will.

Nurse: OK. We're finished. You can relax your hand now.

Patient: Thank you.

Nurse: Please press here for a few minutes or bend your arm. Don't rub the injection site.

1. What is the nurse going to take?
2. How is she going to take a blood sample?

3. Does it hurt?
4. What must the patient press?

COMPLEMENTORY THERAPIES

Complementary therapies aim to treat the whole person, not just the symptoms of disease. Complementary therapy is known by different terms including alternative therapy, alternative medicine, holistic therapy and traditional medicine. Therapies include acupuncture, Alexander technique, aromatherapy, chiropractic, herbal medicine, homeopathy, naturopathy, osteopathy, reiki and yoga.

You don't always have to choose between conventional medicine and your preferred complementary therapy. They can often work well alongside each other. However, it is important to tell your doctor and your complementary therapist of all drugs, treatments and remedies you take. Herbs and homeopathic remedies can sometimes interact with prescription drugs and cause side effects.

Never stop taking prescribed medications, or change the dose, without the knowledge and approval of your doctor.

1. What are complementary therapies?
2. What do therapies include?
3. Do you have to choose conventional medicine and your preferred complementary therapy?
4. Is it important to tell your doctor and your complementary therapist of all drugs, treatments and remedies you take?

HEALTHY COOKING

Eating healthy food doesn't mean giving up your favourite foods. Your favourite recipes can be adapted easily to provide a healthier alternative. For example, non-stick cookware can be used to reduce the need for cooking oil. Vegetables can also be microwaved or steamed instead of boiling to keep valuable nutrition.

There are many ways to make meals healthier.

Healthy cooking methods include:

- Steam, bake, grill, braise, boil or microwave your foods.
- Modify or eliminate recipes that include butter or ask you to deep fry or sauté in animal fat.
-Avoid added oils and butter; use non-stick cookware instead.
- Don't add salt to food as it is cooking.
- Remove chicken skin and trim the fat from meat.
- Eat more fresh vegetables and fruit.
- Eat more fish, which is high in protein, low in fats and loaded with essential omega-3 fatty acids.

1. What is healthy cooking?
2. Do you have to give up your favorite food?
3. What can be used to reduce the need for cooking oil?
4. What are the ways to make meals healthier?

OBESITY IN CHILDREN

More children are becoming overweight and obese. Causes of obesity in children include unhealthy food choices, lack of physical activity and family eating habits.

Most of the health problems associated with obesity become obvious in adulthood. Early signs of these later problems are commonly found in children. Potential health problems for obese children include:

- Type 2 diabetes;
- Eating disorders such as bulimia or binge eating;
- Orthopaedic disorders (problems with foot structure);
- Liver problems, including fatty liver;
- Respiratory disorders, such as blocked airways and restrictions in the chest wall, which cause breathlessness during exercise;
- Sleep apnoea – this is a condition that causes difficulty breathing when sleeping. It also causes snoring, waking often and poor sleep. It makes people feel tired and contributes to poor concentration during the day;
- Cardiomyopathy – a problem with the heart muscle, caused when extra effort is needed to pump blood.

1. What are the causes of the obesity in children?
2. Is the obesity dangerous for children?
3. Can a doctor find early signs of later problems in children?
4. What are potential health problems for obese children?

3. Пакет экзаменатора для проведения дифференцированного зачета 2АБВ

ПАКЕТ ЭКЗАМЕНАТОРА		
Задание практическое, тестовое задание (максимум 5 баллов за дифзачет)		
Результаты освоения (объекты оценки)	**Критерии оценки результата** (в соответствии с разделом 1 «Паспорт комплекта контрольно-оценочных средств)	**Отметка о выполнении**
умение общаться (устно и письменно) на английском языке на профессиональные и повседневные темы; переводить (со словарем) английские тексты профессиональной направленности;	Критериями и показателями оценки тестового задания являются:- языковая правильность и точность выполнения задания, - полнота выполнения задания, - соответствие поставленной цели	«2 балла» - 15-13 правильных ответов «1 балл» - 12-10 правильных ответов

самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас. **знание** лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	«3 балла» ставится студенту, если при ответе он выразительно прочитал вслух предложенный отрывок текста, соблюдал нормы техники чтения (беглость, правильное произношение), отсутствовали ошибки, искажающие смысл и понимание слов, или они были незначительны (1-3); при переводе оригинального текста профессиональной направленности он использовал все известные приемы, направленные на понимание читаемого (смысловую догадку, анализ), сумел полно и точно понять текст, обращение к словарю не требовалось. Студент справился с речевыми задачами, а его высказывание было связным, полным, аргументированным и логически последовательным. Речь лексически и грамматически разнообразна, допущены 1-3 ошибки. Единичные ошибки, исправляемые путем самокоррекции, не учитываются.	«3 балла»
	«2 балла» ставится студенту, если при ответе он выразительно прочитал вслух предложенный отрывок текста, соблюдал нормы техники чтения (достаточную беглость, правильное произношение), допущены ошибки (4-6) искажающие смысл и понимание слов. Отмечалось произношение, страдающее влиянием родного языка; при переводе оригинального текста профессиональной	«2 балла»

	направленности он практически понял содержание, но неоднократно обращался к словарю. Студент в целом справился с речевыми задачами, а его высказывание было связанным и последовательным. Использовался довольно большой объём языковых средств, которые были употреблены правильно. Однако были допущены отдельные ошибки на изученный программный учебный материал (4-7), нарушающие коммуникацию. Темп речи несколько замедлен.	
	«1 балл» ставится студенту, если при ответе он умел выявить буквенно-звуковые соответствия в иностранном языке и узнавать устные образы слов в графической форме, однако не соблюдал нормы техники чтения (достаточную беглость, правильное произношение), допущены ошибки (7-9), среди которых встречались такие, которые нарушали смысл и понимание слов; при переводе оригинального текста профессиональной направленности он практически понял содержание, но многократно обращался к словарю, студент не смог без него обходиться на протяжении всей работы с текстом. Студент сумел в основном решить поставленную задачу, но диапазон языковых средств был ограничен, объём высказываний не достигал	«1 балл»

	нормы. Студент допускал языковые ошибки на изученный программный учебный материал (8-11). В некоторых местах нарушалась последовательность высказывания. Темп речи был замедлен.	

1. Паспорт комплекта оценочных средств для проведения дифференцированного зачета *ЗАБВ*

1.1. Область применения комплекта оценочных средств

Комплект оценочных средств предназначен для оценки результатов освоения иностранного языка

Результаты освоения (объекты оценивания)	**Основные показатели оценки результата и их критерии**	**Тип задания; № задания**	**Форма аттестации (в соответствии с учебным планом)**
умение общаться (устно и письменно) на английском языке на профессиональные и повседневные темы; переводить (со словарем) английские тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас. **знание** лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Использование активного словарного запаса, соответствующего поставленной коммуникативной задаче. Использование грамматических структур в соответствии с поставленной коммуникативной задачи.	Задание№1 (теоретическое): **Выполнить задания в тестовой форме**	Дифференциро-ванный зачет
	Чтение и перевод текста на общие профессиональные темы. Соотнесение графического написания и его значения. Соблюдение правил чтения слов и словосочетаний. Ритмомелодическое оформление, беглость. Четкое, ясное, логичное, последовательное изложение информации в соответствии с нормами лексики, орфографии и грамматики, а также профессиональной этики. Продемонстрировано владение словарем	Задание №2 (практическое): **прочитать текст, перевести со словарем, ответить на вопросы преподавателя.**	

2. Комплект оценочных средств для проведения дифференцированного зачета *ЗАБВ*

2.1. Задания для проведения дифференцированного зачета *ЗАБВ*

Задание (теоретическое) №1:

Выполнить задание в тестовой форме

ВЫБРАТЬ ОДИН ПРАВИЛЬНЫЙ ОТВЕТ

Выберите один правильный ответ:

1. This morning my mother …….for a physician. (sent / send)

2. She is feverish. …….temperature is high. (it, her, his)

3. When a patient recovers he……..from a hospital. (is discharged / discharge / will be discharged)

4. . The word “fracture” means…….in a bone.
   1. a break
   2. bleeding
   3. pain

5. Bleeding means …
   1. rapid pulse
   2. strong emotion
   3. loss of blood

6. . An infection which can be treated successfully with antibiotics is ….
   1. infectious
   2. curable
   3. non-infectious

Найдите соответствия

7.	Measles spreads through the water and air.	1.	Сыпь исчезает через неделю.
8.	You can have fever for several days.	2.	Корь распространяется по воздуху и через воду.
9.	A rash fades after about a week.	3.	Температура может сохраняться в течение нескольких дней.

Найдите лишнее слово:

10. measles, tetanus, chickenpox, rash
11. fever, cough, surgeon, vomiting
12. directed, contaminated, contagious, infectious

Найдите соответствующее значение слова:

13. treat	1. жаловаться
14. complain of	2. появляться
15. appear	3. лечить

Задание № 2 (практическое)
Прочитайте текст, переведите со словарем, перескажите, ответьте на вопросы преподавателя.

FRACTURE

A man slipped and injured his leg. The man's friend called an ambulance and when it arrived, transported him to the hospital. The man complained of a bad pain in his leg and suffered very much. The surgeon examined the patient carefully. His ankle and foot were swollen, but the skin was normal in colour.

After the X-ray examination the surgeon diagnosed a fracture. He applied a plaster of Paris bandage. In two days the X-ray examination showed that the bones were in a correct position.

In five weeks the man recovered and the surgeon removed the plaster of Paris bandage. He was discharged from the hospital and received a leave for two weeks.

1. What happened to a man?
2. What did the man complain of?
3. What did the surgeon diagnose?
4. How long was the patient in the hospital?

GRIPPE

A young man of 20 fell ill with the grippe. He complained of pain in the limbs, he coughed and had a bad headache. His temperature was 38, pulse 126 and respiratory rate 32 per minute, blood pressure 120/70. The urine was normal, laboratory analysis revealed pneumococci in the sputum. The doctor prescribed some sulfa drugs which the patient took during a week. By the end of the week he felt and looked much better. His temperature fell to normal, he slept well and his appetite was good. He did not complain of any discomfort and soon recovered.

1.Who fell ill?
2.What did the man complain of?
3.What was his temperature and B.P.
4.What did the doctor prescribe?

HOW TO TAKE CARE OF HEALTH?

I am sure that health is a very important thing for all people. Everyone has one's rules about how to be in good health. Paying attention to health we have to go in for sports. We must be in some movement. There are some facts which have influence on our health. First of all it is obesity and physical inactivity. Drinking much alcohol is not useful for our

health. It is a terrible fact when we eat at night, don't follow a diet, use high-calorie foods and don't move a lot. Smoking is also a harmful habit. I am sure that health is connected with stress. We must not be nervous. So our health is in our arms. Take care of your health!

1. Why do you think that health is very important?
2.Name several factors which have influence on our health?
3.What kind of food is useful for health?
4. How do you take care of your health?

BLEEDING

When the blood flows from an artery it is scarlet. When the blood flows from a vein it is dark red. Bleeding can lead to a severe loss of blood. Stop the bleeding as soon as possible. The best way to stop bleeding is by direct pressure with a clean cloth. If the bleeding is from the arm or the leg, the limb can be kept in a raised position. If the bleeding is from a nose, put a cold compress on the nose. It will stop the blood. Ice placed on the nose also stops the bleeding. The person must breathe through his mouth. In severe cases doctors make blood transfusion.

But in serious cases you must call a doctor.

1. What can lead to a severe loss of blood?
2.What is the best way to stop the bleeding?
3.What must you do if the bleeding is from a nose?
4.What do the doctors do in severe cases?

FAINTING

The cause of fainting may be very different: strong emotion, want of food, fatigue or pain.

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

If you help a person in fainting:

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

1. What is the cause of fainting?
2. What colour is the face of a person in fainting?
3. Is his pulse rapid or slow?
4. What must you do to help a person in fainting?

TAKING A HISTORY

Doctor: Come in Mr. Green Come and sit down here. What are you complaining of?
Patient: Oh, I have a pain in my chest and also tingling in my fingers.
Doctor:And where, in which part of your chest did you feel the pain?

P:Well, right across my chest.It lasts about ten minutes.

D: I think at this stage I'd like to examine you.Strip to the waist, please. That's fine I'll just check your pulse and blood pressure. Now your B.P.is 130 over 80.

P: I'm pleased to hear it.

D: Now I'm going to listen to your heart. Well, Mr. Green, the pain you've been having sounds like the pain of what we call angina. Now I'd like to check a few tests and then I'll be able to advise you some treatment.

1.What is the patient complaining of?

2.How does the doctor examine the patient?

3.What is the patient's blood pressure?

4.What does the doctor advise to do?

SOCIAL AND POLITE CUSTOMS

Don't smoke. It looks smart in old movies, and it seems that everybody does it. But that is just a clever form of advertising. Smoking is unhealthy. Do you know that 16-th of November is the day when people all over the world quit smoking? Do you know that every year 3 million people die of smoking? Do you know that your life is 25% shorter if you smoke? Do you know that only 13% of the population smoke in the USA, but in Russia- more than 76%. 4000,000 people die in Russia every year as a result of smoking. Imagine that a whole town like Ufa dissappears every year. Only strong people don't follow the crowd. If you want to be a strong personality, quit smoking today.

1.Do you smoke?

2.Is it harmful and unhealthy?

3.How many people in Russia are smokers?

4.Do you think you are strong enough to quit smoking?

CHICKENPOX

The illness begins with fever, slight headache and weakness. In a day or two spots appear on the chest or back,which soon look like blisters. The child may scratch some of the blisters. Such new blisters keep appearing for 2-3 days. Chickenpox is usually a mild disease and there is no particular treatment, except to keep the skin clean and use some lotion for itching.

The itching can also be relieved by bathing the child with a small quantity of soda 2-3 times a day.As in the case of measles, there is no point keeping the other children in the family away.

1. How does chickenpox begin?

2. What are the main symptoms of this disease?

3. What appears on the skin?

4. Is it a mild or heavy disease?

INFECTIOUS DISEASE

The boy complained of a bad headache, vomiting and a sore throat. His pulse was rapid. The inflammation of the throat was associated with the enlargement of the glands of the neck. The patient was noted to have loss of appetite, and small amount of urine of dark

colour. His hands, legs and body were covered with a fine red rash, it being most clearly marked on his abdomen. The rash appeared on the second day. The face was flushed and the skin felt hot and dry. The temperature rose quickly on the first day and remained high for a few days. This disease passes from one person to another through the nose and mouth.

1.What infectious disease is represented in the text?
2.What are the typical symptoms of the disease?
3. What is the most characteristic complication after scarlet fever?
4.Have you had this disease in your childhood?

RICKETS

The first symptoms of rickets may appear very early when the child is only 2 or 3 months old. The baby tosses (вертит) his head from side to side and the back of the baby' head becomes bald (лысой). The child often cries, sleeps badly. The child holds up his head later than other children do, sits later, walks later Grown up children with rickets have big heads and crooked legs. The cause of rickets is lack of sunlight, vitamin D in the food and wrong care of children. If a mother feeds her baby correctly, keeps the baby in the open air many hours, her baby will not have rickets.

1. What are the causes of rickets?
2. When may the first symptoms of rickets appear?
3. How do usually the child behave with rickets?
4. What are the main rules for mother to avoid this disease?

APPENDICITIES

Appendicitis is an inflammation of the appendix, which is small, finger-like appendage on the intestine The patient has pain in the abdomen which later settles in the lower part of the right side. There is tenderness in the right lower abdomen. This is usually accompanied by fever, and often vomiting. It is important to consult the surgeon as soon as possible, and till then nothing should be given by mouth – no food, water or medicine, and certainly no laxative or purgative. You must call an ambulance in severe cases.

At the hospital the surgeon decides what must be done.

1.What is appendicitis?
2.What are the symptoms of it?
3.What doctor must you consult in this case?
4.Can you give the patient food or some medicine to relieve his pain?

PNEUMONIA

Pneumonia is an acute inflammation of the lung. It may be caused by bacteria or viruses. It may follow a cold and bronchitis, or may come on suddenly. The child looks ill, has fever, cough and very rapid breathing. He may also complain of pain in the chest. You must call on a doctor. Most pneumonias can be treated with antibiotics. Pneumonia can be dangerous for young children and also for old people who have poor appetite and weakness.

The patient with pneumonia should be kept in bed, given plenty of water and a highly nourishing diet.

1 What is pneumonia?
2. What are the symptoms of it?
3. What does the patient complain of ?
4.What is the first aid in pneumonia?

MEDICAL SERVICE IN THE USA

In the USA there are three levels of medical service: the private doctor, the medical institution or hospital and the United Public Health Service. The average American has a doctor of his own, whom he calls his "family doctor." But some Americans with low income have no family doctor. They come directly to the hospital for all their needs. Here they are cared for by interns, residents and the doctors who work there. The considerable cost of Medical care has led to the development of two new programmes by the Federal Government – Medicare and Medicait. Medicare provides free medical care for all the Americans over 65. Medicaid provides free medical care for all those whose income is below a certain level.

1.How many levels of medical service are there in the USA?
2. What has led to the development of two new programmes?
3. What is Medicare?
4. What is Medicait?

INFLUENZA

Influenza is a very infectious disease. The disease may be mild or severe. The symptoms of influenza are: high temperature, headache, general pains. In most cases the patient must stay in bed, be warm, drink much water. The patient must stay in bed until the temperature is normal and for the next two or three days he may be up for only short periods. After influenza patients feel weak and often depressed.

As influenza is very infectious you must remember: Never shake hands when you have a cold. Colds pass through the hands.

1. Is influenza a very infectious disease?
2. Do you know the symptoms of influenza?
3. How long must the patient stay in bed?
4. How does the patient feel after influenza?

OTHER JOBS IN HEALTHCARE

There are many different kinds of nurses who work in hospitals, towns and villages. Some nurses work in schools and offices, giving information about health to the people who study or work there. And there are other people who play an important part. These people are not nurses, but they work in healthcare. Ambulances and their crews are very important. They take patients to and from hospital, or move them from one hospital to another one. They also answer emergency calls and help injured people. Sometimes they have to give medical help at the place where the emergency has happened. Then they take the patients to hospital as quickly as possible.

1.What other jobs in healthcare do you know?
2.Do they play an important part in healthcare?
3.What work do ambulances and their crews do in healthcare?
4.Would you like to work with an ambulance crew?

3. Пакет экзаменатора для проведения дифференцированного зачета *ЗАБВ*

ПАКЕТ ЭКЗАМЕНАТОРА		
Задание практическое, тестовое задание (максимум 5 баллов за дифзачет)		
Результаты освоения (объекты оценки)	**Критерии оценки результата** (в соответствии с разделом 1 «Паспорт комплекта контрольно-оценочных средств)	**Отметка о выполнении**
умение общаться (устно и письменно) на английском языке на профессиональные и повседневные темы; переводить (со словарем) английские тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас. **знание** лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Критериями и показателями оценки тестового задания являются:- языковая правильность и точность выполнения задания, - полнота выполнения задания, - соответствие поставленной цели	«2 балла» - 15-13 правильных ответов «1 балл» - 12-10 правильных ответов
	«3 балла» ставится студенту, если при ответе он выразительно прочитал вслух предложенный отрывок текста, соблюдал нормы техники чтения (беглость, правильное произношение), отсутствовали ошибки, искажающие смысл и понимание слов, или они были незначительны (1-3); при переводе оригинального текста профессиональной направленности он использовал все известные приемы, направленные на понимание читаемого (смысловую догадку, анализ), сумел полно и точно понять текст, обращение к словарю не требовалось. Студент справился с речевыми задачами, а его высказывание было связным, полным, аргументированным и логически последовательным. Речь лексически и грамматически разнообразна, допущены 1-3 ошибки. Единичные ошибки, исправляемые путем самокоррекции, не	«3 балла»

	учитываются.	
	«2 балла» ставится студенту, если при ответе он выразительно прочитал вслух предложенный отрывок текста, соблюдал нормы техники чтения (достаточную беглость, правильное произношение), допущены ошибки (4-6) искажающие смысл и понимание слов. Отмечалось произношение, страдающее влиянием родного языка; при переводе оригинального текста профессиональной направленности он практически понял содержание, но неоднократно обращался к словарю. Студент в целом справился с речевыми задачами, а его высказывание было связанным и последовательным. Использовался довольно большой объём языковых средств, которые были употреблены правильно. Однако были допущены отдельные ошибки на изученный программный учебный материал (4-7), нарушающие коммуникацию. Темп речи несколько замедлен.	«2 балла»
	«1 балл» ставится студенту, если при ответе он умел выявить буквенно-звуковые соответствия в иностранном языке и узнавать устные образы слов в графической форме, однако не соблюдал нормы техники чтения (достаточную беглость, правильное произношение), допущены ошибки (7-9), среди которых встречались такие, которые	«1 балл»

	нарушали смысл и понимание слов; при переводе оригинального текста профессиональной направленности он практически понял содержание, но многократно обращался к словарю, студент не смог без него обходиться на протяжении всей работы с текстом. Студент сумел в основном решить поставленную задачу, но диапазон языковых средств был ограничен, объём высказываний не достигал нормы. Студент допускал языковые ошибки на изученный программный учебный материал (8-11). В некоторых местах нарушалась последовательность высказывания. Темп речи был замедлен.	

1. Паспорт комплекта оценочных средств для проведения дифференцированного зачета *4АБВ*

1.1. Область применения комплекта оценочных средств

Комплект оценочных средств предназначен для оценки результатов освоения иностранного языка

Результаты освоения (объекты оценивания)	**Основные показатели оценки результата и их критерии**	**Тип задания; № задания**	**Форма аттестации (в соответствии с учебным планом)**
умение общаться (устно и письменно) на английском языке на профессиональные и повседневные темы; переводить (со словарем) английские тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас. **знание** лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Использование активного словарного запаса, соответствующего поставленной коммуникативной задаче. Использование грамматических структур в соответствии с поставленной коммуникативной задачи.	Задание№1 (теоретическое): **Выполнить задания в тестовой форме**	Дифференциро-ванный зачет
	Чтение и перевод текста на общие профессиональные темы. Соотнесение графического написания и его значения. Соблюдение правил чтения слов и словосочетаний. Ритмомелодическое оформление, беглость. Четкое, ясное, логичное, последовательное изложение информации в соответствии с нормами лексики, орфографии и грамматики, а также профессиональной этики. Продемонстрировано владение словарем	Задание №2 (практическое): **прочитать текст, перевести со словарем, ответить на вопросы преподавателя.**	

2. Комплект оценочных средств для проведения дифференцированного зачета *4АБВ*

2.1. Задания для проведения дифференцированного зачета ***4АБВ***

Условия выполнения задания

1. Место выполнения задания: учебный кабинет.
2. Максимальное время выполнения задания: 90мин.
3. Вы можете воспользоваться: англо-русским и русско-английским словарем (любое издание).

Задание (теоретическое) №1:

Выполнить задание в тестовой форме

Поставьте глагол в скобках в правильную форму.

1. Call for an ambulance if he... worse. (feel)
2. She is feverish. …….temperature is high. (it, her, his)
3. After the doctor... I went to bed. (leave)

Выберите один правильный ответ:

4. . ...you hear me well?
   1. Can
   2. Should
   3. Must
5. My little brother is afraid ... dentist.
   1. of
   2. in
   3. to
6. An infection which can be treated successfully with antibiotics is ….
   1. infectious
   2. curable
   3. non-infectious

Найдите соответствия

7.	The physician usually notes the inflammation of the throat.	1.	Сердце умершего человека может сокращаться в течение нескольких секунд после смерти.
8.	The heart of a corpse can contract for some moments after death.	2.	Врач обычно отмечает воспаление горла.
9.	The operating surgeon must make a thorough search for the bleeding point.	3.	Оперирующий хирург должен найти место кровотечения.

Найдите лишнее слово:

10. measles, tetanus, chickenpox, rash
11. fever, cough, surgeon, vomiting
12. directed, contaminated, contagious, infectious

Найдите соответствующее значение слова:

13. treat	1. жаловаться

14. complain of	2. появляться
15. appear	3. лечить

Задание № 2 (практическое)
Прочитайте текст, переведите со словарем, перескажите, ответьте на вопросы преподавателя.

RESPIRATORY MOVEMENTS

Under normal conditions the respiratory movements are performed in both halves of the chest at one and the same moment. During the examination of the chest one must find out the respiratory rate and its correlation to the pulse rate which is normally estimated as 1 : 4. The respiratory rate must be determined in such a way that the patient does not see it because he will begin to breathe rapidly or slowly when he understands that he is being observed. The rhythm and depth of respiration must also be determined during the examination. There are two types of respiration: costo-inferior or male because it is mainly seen in men and costo-superior or female observed mainly in women. The knowledge of the type of respiration is important because in some diseases of the lungs and pleura the type of respiration changes.

1. What must one find out during the examination of the chest?
2. What is the correlation between the respiratory and pulse rates normally?
3. What two types of respiration are observed?
4. Why is the knowledge of the type of respiration important?

LIFE AFTER DEATH

It was long ago, in the first half of the seventeenth century. Andreas Vesalius, the famous Spanish researcher and physician, was asked to dissect the corpse of the man who had just died. It was necessary to find out why he had died. When the chest was opened all those present were horrified: they saw that the heart was still beating. Why was the heart of the corpse contracting? How could such a physician as Andreas Vesalius take the living man for a corpse? Vesalius could not answer the question either, as the level of medical knowledge was low at that time. People were able to answer this question only three centuries later. The fact is that there are some specific neuromuscular structures in the heart. The stimuli on which the work of the heart depends develop in these particular neuromuscular structures. They have a specific feature called automatism due to which the stimuli develop in these structures themselves but do not come from other regions of the nervous system. That is why the heart of a corpse can contract for some moments after death.

1. Who was Andreas Vesalius?
2. Why was it necessary to dissect the corpse of a men?
3. Why all the present people were horrified?
4. What question can answer the people now?

THE SPINAL CORD

One nerve fiber is so thin that you can place several thousands of them on the point of the needle. The nerve fibers join up with others forming thicker bands. From all over the

body the nerves come together to a thick central nerve cord that runs up the spinal column. This is the spinal cord. The spinal cord runs through the hollow bones of the spine which protect it from trauma. At the upper end of the spine the spinal cord enters the brain from which all our thoughts, actions, movements and feelings come.

1. How thin is the nerve fiber?
2. What do the joined nerve fibers form?
3. What is the spinal cord?
4. What does the spinal cord enter?

THE RHYTHM

Your rhythm of life has begun with, the first beat of your heart. Feel your heart. Then feel your wrist (3annembe) where your pulse beats. That is where one can best feel the rhythm of the blood moving through the human body from the heart. If one listens to the heart one can determine that in most adults the heart beats about 72 times a minute. Movements of the body or emotions can change the rhythm of the heart., So one may say that the rhythm of the heart is the first and most important rhythm of the human life.

1. With what has your rhythm of life begun?
2. Where can one feel the rhythm of the heart?
3. What can one determine listening to the heart?
4. What is able to change the rhythm of the heart?

LOUIS PASTEUR

Louis Pasteur was born in 1822. He was a prominent French chemist, one of the founders of modern microbiology. His research work helped much to establish the field of bacteriology. In his early years Pasteur devoted his energies to the discovery of microorganisms in wine and beer production. He introduced the idea of heat sterilization (pasteurization) for these products and milk too. In later life he became interested in hydrophobia. Working in this field he developed the principle that viral pathogenic properties could be attenuated by passing the virus through the body of a proper animal. On the basis of these observations he developed a vaccine for hydrophobia. Continuing his investigation L. Pasteur discovered the method to prevent some infectious diseases by introducing attenuated causative agents. This method is known as vaccination. It has helped to fight against many infectious diseases.

1. What was Louis Pasteur?
2. What did he devote his life to in his early years?
3. What idea did he introduce?
4. What method did he discover?

FLORENCE NIGHTINGALE

One hundred years ago the first professional School for nurses was founded at one of the hospitals in London by a young English woman Florence Nightingale. She was born on May 12, 1820, in the Italian city of Florence after which she was named. She was one of the greatest women in the history of England. In 1854 Miss Nightingale and 38 other nurses whom she knew well went to the Crimea to help in the care of the sick and wounded British soldiers during the Crimean War of 1853-1856. The death rate among the

wounded was 42 per cent. The first thing to decrease the death rate among the wounded soldiers was the need of cleanliness. Four months later the death rate among the wounded soldiers decreased to 2 per cent. Miss Nightingale never gave an injection, never took blood pressure or made an electrocardiogram, but she did her best establishing a more reasonable and hopeful way of handling all kinds of illness. She became prominent because she was the first to establish the nursing profession.

1. What was founded at one of the hospitals in London by a young English woman Florence Nightingale?
2. Why was she one of the greatest women in the history of England?
3. Why did she to the Crimea?
4. How did she help the soldiers?

ACUTE BRONCHITIS

Acute bronchitis is the disease of the bronchi. It is the inflammation (воспаление) of the bronchi. Its main symptom is a short painful dry cough associated with rapid respiration. The patient often complains of the pain in the throat, and behind the breastbone. He also feels discomfort in the chest and breathes heavily. Both dry and moist rales are heard in the lungs. The amount of the discharge from the bronchial mucous membrane is large. It accumulates in the bronchial tubes and makes (заставляет) the patient cough.

1. What kind of a disease is acute bronchitis?
2. What main symptom has acute bronchitis?
3. What does the patient complain of?
4. Where does the discharge accumulate?

LOCAL AND GENERAL TENDENCIES TO COLDS

A local tendency to colds is caused by chronic hypertrophies and congestions of the nose and throat, by subacute or chronic catarrhs of these areas. Colds may be produced by any condition of the lungs or heart that may cause congestions of these mucous membranes, and particularly by such a condition of the nose or nasopharynx mucous membranes which will cause mouth breathing more or less constantly. Such patients are more sensitive to acute infections of the throat and lungs than are those who breathe through their nose.

A general tendency to colds is produced by hypersensitivity or decreased resistance of the body to microorganisms and dust particles in the atmosphere.

1. What is a local tendency to colds causes by?
2. What is a general tendency to colds produced by?
3. Who are more sensitive to acute infections of the throat and lungs?
4. What may colds be produced by?

ASTHMA

Asthma has many different forms, with possibly different causes. There is no condition which is so individual, so personal. Asthma often begins in childhood. A child has bad attacks of cough accompanied by breathlessness When he recovers no one knows when the next attack will occur. But many such child patients are free of the disease

becoming adults, yet there are some who are not so happy. There are certain types of asthma. The allergic type is due to some biochemical substance foreign to the body which produces an attack of asthma. Attacks of asthma may be due to different emotions so this gives one the possibility to consider asthma as psychoneurosis, determining its type as psychoneurologic. Infections greatly affect the course of asthma. Pneumonia, tonsillitis and other foci of infection in the body provide favourable conditions for the development of severe attacks of asthma.

1. When does asthma often begin?
2. What main types of asthma are there?
3. Is a person free of the disease becoming adult?
4. What affects the course of this disease?

ACUTE BACTERIAL ENDOCARDITIS

Acute bacterial endocarditis is one of the forms of the impairment of endocardium. The disease develops as a complication of some primary focus of infection. The causative agents of the disease may be streptococci, staphylococci, meningococci and other organisms. If the primary focus of infection has external localization it is readily diagnosed. However, there are cases with deeply localized internal primary focus of infection, which present much difficulty for the diagnosis. From the local focus of infection pathogenic organisms enter the general blood flow and form secondary foci of infection. Such foci may develop in the endocardium affecting the aortic, mitral and sometimes tricuspid valves. In some cases acute bacterial endocarditis is accompanied by purulent pericarditis and pleurisy.

1. What is acute bacterial endocarditis?
2. What are the causative agents of the disease?
3. What heart valves are usually affected in acute bacterial endocarditis?
4. What is acute bacterial endocarditis accompanied by?

PAINS IN CASE OF ULCERS

The cardinal symptoms of ulcer are pain, localized tenderness, hyperacidity of the gastric juice and vomiting of blood. The time at which the pain develops depends largely on the situation of the ulcer. If the ulcer is in the body of the stomach or near the cardiac end, that is, near the opening of the esophagus, pain may develop very shortly after eating and may disappear when the stomach is empty. In this case a sharply localized area of tenderness will be felt in the middle of the epigastrium or slightly to the left and there may also be tenderness to the left of the lower spine. If the ulcer is near the pylorus pain will develop later in the course of digestion as the stomach is emptying itself. In ulcer of the duodenum an aching pain develops two, three or more hours after meals and is relieved by food.

1. What are the cardinal symptoms of ulcer?
2. Where can the pain develop?
3. When can the pain disappear?
4. When can the pain of the duodenum develop?

INDICATIONS FOR OPERATIONS IN CASE OF ULCERS

Perforation of gastric or duodenal ulcer into the free peritoneal cavity is an indication for operation. Surgical intervention is indicated in case of severe bleeding of the upper gastrointestinal tract when there are no signs of portal obstruction and when the haemorrhage persists after 2.5 litres of blood transfusion. The primary purpose of the operation is to arrest haemorrhage. But the operation should also have the purpose of healing the ulcer. During the operation the stomach must be opened widely. The operating surgeon must make a thorough search for the bleeding point. But often the surgeon is unable to find such a point. In such a case three-fourths of the stomach must be resected. If severe haemorrhage reoccurs in the postoperative period a repeated operation of the stomach should be carried out. In this case all the stomach except a 1 cm margin at the esophagus should be resected.

1. What is the indication for operation?
2. When is surgical intervention indicated?
3. What is the primary purpose of the operation?
4. When should a repeated operation of the stomach carried out?

CHRONIC HEPATITIS

Acute hepatitis may have a chronic course. Prolonged irritation of the liver by chemical or bacterial toxins results in the inflammation of the liver parenchyma, it being accompanied by atrophy of the liver cells. In the initial stage chronic hepatitis may develop without any clearly marked symptoms. In certain forms of the disease the main symptom is jaundice, it lasting for several months or even years. As soon as chronic hepatitis is diagnosed it is necessary to eliminate the cause of the condition. If tuberculosis or malaria are responsible for the disease they must be treated first. Treatment during exacerbations is the same as for acute hepatitis. During remissions the general and dietary regimen may be more varied. The diet must be nourishing and varied, but alcohol and fat food must be completely excluded. At this stage treatment with mineral salts at sanatoriums is recommended as mineral salts have a benign influence on the hepatic parenchyma. The patient must be prescribed such medicines which inhibit fatty infiltration of the liver, lipocaine being one of them. Prophylaxis for chronic hepatitis consists in early diagnosis, early hospitalization and adequate treatment of patients with acute infectious hepatitis. Measures must be taken against the influence of various industrial, drug and domestic poisoning substances.

1. What is the possible cause of chronic hepatitis?
2. What are the main symptoms of the disease?
3. What must be done as soon as the diagnosis of the disease is made?
4. What does the treatment of chronic hepatitis consist of?

GALLSTONES

Gallstones are found in 10-15 % of people. They have been discovered even in the new-born. However until the age of 15-20 their occurrence is extremely rare. After the age of 70 gallstones may be found in every third person, the incidence of the disease among women being considerably more than among men. Gallstones are formed in the gallbladder and bile ducts. Their origin is due to disturbances of cholesterol metabolism, that is an increased amount of cholesterol in the blood and bile. Inflammatory processes in

the gallbladder and bile ducts are also responsible for the development of gallstones. The stones may remain in the gallbladder for years without causing discomfort. In other cases the stones are responsible for the development of a serious disease named cholelithiasis, it causing the patient great suffering and sometimes resulting in a fatal outcome. The chief symptoms of cholelithiasis are attacks of sharp pain in the right hypochondrium, they often being accompanied by vomiting, chill, and a high temperature. Jaundice may develop in cases when a gallstone occludes a large hepatic or bile duct. During such attacks the patient is usually given a subcutaneous injection of pantopon, atropine or promedole. The patient must follow complete bed rest, hot water bottles being constantly applied to the liver area to relieve pain.

1. Who have gallstones got?
2. Where are gallstones formed?
3. When does the pain start?
4. What is the treatment?

CANCER CELLS

The main difference between normal and cancer cells is one of the growth and differentiation: most cancer cells are in their structure more like those of the young organism (fetus) than those of the adult. They generally grow and divide more rapidly and in a disorganized fashion, but normal cells only divide and grow until they come into contact with adjacent cells and then stop their growth. Researchers have tried to treat cancers by using drugs which inhibit the division of cells. The most rapidly dividing cancer cells will be affected by these drugs before the more slowly growing normal cells. The major problem in cancer research now is concentrated on trying to find out the more delicate differences between cancer and normal cells. Researchers study the structure of the cell wall and try to determine why cancer cells do not recognize other cells. Another branch of research has been to study the internal mechanism of the cell, i. e. to find differences between the nuclei of cancerous and normal cells, because the nucleus is that part of the cell which appears to regulate the growth and differentiation of all cells.

1. What is the main difference between normal and cancer cells?
2. What have you learned about the nature of cancer cells?
3. What researches are being carried on in this field?
4. What is the major problem in cancer research now?

SCARLET FEVER

In scarlet fever the period of invasion lasts only twenty-four hours, it being characterized by headaches, vomiting, sore throat, and rapid pulse. In mild cases, when the patient is seen in the later stages of the disease, the diagnosis is often made from the character of eruption. Examining the patient the physician usually notes the inflammation of the throat which is associated with the enlargement of the glands of the neck. The typical symptoms of the disease are associated with the common simultaneous phenomena, loss of appetite, gastrointestinal disturbances, small amount of urine of dark colour, and mild delirium being most frequent. In scarlet fever during the final stage of convalescence the patient may feel almost well, but the most serious complications sometimes occur, kidney impairment being the most characteristic.

1. What is the period of invasion in scarlet fever characterized by?

2. On what grounds is the diagnosis made on examination of a patient in the later stages of the disease?

3. What are the typical symptoms of the disease associated with?

4. Are there any serious complications?

3. Пакет экзаменатора для проведения дифференцированного зачета *4АБВ*

<table>
<tr><th colspan="3">ПАКЕТ ЭКЗАМЕНАТОРА</th></tr>
<tr><th colspan="3">Задание практическое, тестовое задание (максимум 5 баллов за дифзачет)</th></tr>
<tr><th>Результаты освоения
(объекты оценки)</th><th>Критерии оценки результата
(в соответствии с разделом 1 «Паспорт комплекта контрольно-оценочных средств)</th><th>Отметка о выполнении</th></tr>
<tr><td rowspan="2">умение общаться (устно и письменно) на английском языке на профессиональные и повседневные темы;
переводить (со словарем) английские тексты профессиональной направленности;
самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.
знание лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности</td><td>Критериями и показателями оценки тестового задания являются:- языковая правильность и точность выполнения задания, - полнота выполнения задания, - соответствие поставленной цели</td><td>«2 балла» - 15-13 правильных ответов
«1 балл» - 12-10 правильных ответов</td></tr>
<tr><td>«3 балла» ставится студенту, если при ответе он выразительно прочитал вслух предложенный отрывок текста, соблюдал нормы техники чтения (беглость, правильное произношение), отсутствовали ошибки, искажающие смысл и понимание слов, или они были незначительны (1-3); при переводе оригинального текста профессиональной направленности он использовал все известные приемы, направленные на понимание читаемого (смысловую догадку, анализ), сумел полно и точно понять текст, обращение к словарю не требовалось. Студент справился с речевыми задачами, а его высказывание было связным, полным, аргументированным и логически последовательным. Речь лексически и грамматически разнообразна,</td><td>«3 балла»</td></tr>
</table>

	допущены 1-3 ошибки. Единичные ошибки, исправляемые путем самокоррекции, не учитываются.	
	«2 балла» ставится студенту, если при ответе он выразительно прочитал вслух предложенный отрывок текста, соблюдал нормы техники чтения (достаточную беглость, правильное произношение), допущены ошибки (4-6) искажающие смысл и понимание слов. Отмечалось произношение, страдающее влиянием родного языка; при переводе оригинального текста профессиональной направленности он практически понял содержание, но неоднократно обращался к словарю. Студент в целом справился с речевыми задачами, а его высказывание было связанным и последовательным. Использовался довольно большой объём языковых средств, которые были употреблены правильно. Однако были допущены отдельные ошибки на изученный программный учебный материал (4-7), нарушающие коммуникацию. Темп речи несколько замедлен.	«2 балла»
	«1 балл» ставится студенту, если при ответе он умел выявить буквенно-звуковые соответствия в иностранном языке и узнавать устные образы слов в графической форме, однако не соблюдал нормы техники чтения (достаточную	«1 балл»

	беглость, правильное произношение), допущены ошибки (7-9), среди которых встречались такие, которые нарушали смысл и понимание слов; при переводе оригинального текста профессиональной направленности он практически понял содержание, но многократно обращался к словарю, студент не смог без него обходиться на протяжении всей работы с текстом. Студент сумел в основном решить поставленную задачу, но диапазон языковых средств был ограничен, объём высказываний не достигал нормы. Студент допускал языковые ошибки на изученный программный учебный материал (8-11). В некоторых местах нарушалась последовательность высказывания. Темп речи был замедлен.	