

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

СГ.02 Иностранный язык в профессиональной деятельности

в рамках программы подготовки специалистов среднего звена


по специальности СПО 31.02.01 Лечебное дело


г. Таганрог

2025 г.

РАССМОТРЕНО
на заседании ЦК

Протокол № 10 от 28.05.2025

Председатель 

УТВЕРЖДЕНО
замдиректора по учебной работе
 А.В. Вязьмитина
« 10 » 06 2025 г.

ОДОБРЕНО
на заседании методического совета

Протокол № 6 от 10.06.2025

Методист  А.В. Чесноков

Комплект контрольно-оценочных средств для проведения промежуточной аттестации в форме дифференцированного зачета по учебной дисциплине СГ.02 «Иностранный язык в профессиональной деятельности» разработана на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности **31.02.01 Лечебное дело** утвержденного приказом Министерства просвещения РФ № 526 от 04.07.2022 г., зарегистрирован в Минюсте России 05.08.2022 г. № 69542; Профессионального стандарта «Фельдшер», утвержденного приказом Министерства труда и социальной защиты Российской Федерации от 31 июля 2020 года № 470н, с учетом ПОП СПО по специальности 31.02.01 Лечебное дело, Рабочей программы СГ.02 «Иностранный язык в профессиональной деятельности» 2025 г., Положения о текущем контроле знаний и промежуточной аттестации студентов (обучающихся) ГБПОУ РО «ТМК».

Организация - разработчик: © ГБПОУ РО «ТМК»

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

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

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)
<p>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.</p> <p>знание лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности</p>	<p>Использование активного словарного запаса, соответствующего поставленной коммуникативной задаче.</p> <p>Использование грамматических структур в соответствии с поставленной коммуникативной задачи.</p>	Задание №1 (теоретическое): Выполнить задания в тестовой форме	Дифференцированный зачет
	<p>Чтение и перевод текста на общие профессиональные темы.</p> <p>Соотнесение графического написания и его значения. Соблюдение правил чтения слов и словосочетаний.</p> <p>Ритмомелодическое оформление, беглость. Четкое, ясное, логичное, последовательное изложение информации в соответствии с нормами лексики, орфографии и грамматики, а также профессиональной этики.</p> <p>Продemonстрировано владение словарем</p>	Задание №2 (практическое): прочитать текст, перевести со словарем, ответить на вопросы преподавателя.	

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: 45 мин.
3. Вы можете воспользоваться: англо-русским и русско-английским словарем (любое издание).

ЗАДАНИЕ № 1 (теоретическое) Выполните задания в тестовой форме. Выберите правильный вариант:

1. How many chambers does the human heart have?

1. four
2. two
3. six

2. Which blood vessel distributes oxygenated blood to all parts body?

1. the pulmonary artery
2. the aorta
3. the vena cava

3. What is the name of the muscular process for moving food down the oesophagus?

1. peristalsis
2. mass movements
3. mastication

4. Where does the absorption of water occur in the digestive system?

1. pancreas
2. large intestine
3. stomach

5. How do hormones in the endocrine system move around the body?

1. via the circulatory system
2. through ducts at target sites
3. via the nervous system

6. Adrenaline is secreted from ...

1. the salivary glands
2. the adrenal glands
3. the parathyroid glands

7. What is the function of a skin pore?

1. to grow hair
2. to secrete sweat
3. to produce sweat

8. What gas is a waste product of respiration?

1. methane
2. carbon dioxide
3. oxygen

9. How is waste carbon dioxide expelled from the body?

1. through inspiration
2. by peristalsis
3. through expiration

10. Which of these organs is not part of the urinary system?

1. the pancreas
2. the bladder
3. the kidneys

11. The bladder expels urine through which passage?

1. the ureter
2. the vena cava
3. the urethra

12. What is the function of the connective tissue in the dermis?

1. to give the skin rigidity
2. to make the skin waterproof
3. to give flexibility to the skin

13. Sebum is secreted from the...

1. salivary gland
2. sebaceous gland
3. pituitary gland

14. The digestive process begins ... you put food in your mouth.

1. before
2. after
3. in

15. Where on the body does hair NOT grow?

1. the nose
2. the head
3. the palms of the hands

16. You can move your ...

1. head
2. stomach
3. nose

17. The rib cage (*protect / protects*) the heart and lungs.

18. Most bones (*contain / contains*) red bone marrow.

19. The skull (*protect / protects*) the brain.

20. The bones of the skeleton provide a system of levers which (*allows / allows*) the movement of the body.

21. There (*am/ is/ are*) 4 main types of muscle tissue.

22. Antibiotics do not work against sore throats and ...

1. coughs
2. pain
3. headache

23. If a patient notices any ... he must contact his physician.

1. allergic reaction
2. tests
3. medicine

24. The proteins in your immune system that fight disease are called ...

1. lymph cells
2. white blood cells
4. antibodies

25. Bacteria need a host cells to multiply.

1. True
2. False

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?

EXAMINATION OF A PATIENT

Before treating the patient it is necessary to make a correct diagnosis of the disease and to determine the causes of the disease.

A number of different procedures is used to establish a diagnosis: history-taking; physical examination, laboratory studies, instrumental studies, for example, taking electrocardiograms or cystoscopy, X-ray examination and others.

Instrumental procedures also help to determine health problems. Electrocardiograms are necessary to monitor the heart work. X-ray usually shows the borders and structure of the internal organs, fractures and fissures, accumulation of liquid in the lungs, etc.

So, examination of the patient is a complex procedure that helps to timely reveal diseases or dysfunctions of any organs and start their treatment.

1. What is it necessary to know to make a correct diagnosis?
2. What kind of procedures are used to establish a diagnosis?
3. Why are laboratory analyses important?
4. What does X-ray help to reveal?

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 form 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?

THE ACQUIRED IMMUNE SYSTEM

The acquired immune system, with help from the innate system, makes special proteins (called antibodies) to protect your body from a specific invader. These antibodies are developed by cells called B-lymphocytes after the body has been exposed to the invader. The antibodies stay in your child's body. It can take several days for antibodies to form. However, after the first exposure, the immune system will recognize the invader and defend against it. The acquired immune system changes during your life. Immunizations train your immune system to make antibodies to protect them from harmful diseases.

The cells of both parts of the immune system are made in different organs of the body, including Adenoids, Bone marrow, Lymph nodes, Lymphatic vessels, Spleen, Thymus, and Tonsils.

1. What is the acquired immune system?
2. What are antibodies?
3. Does the acquired immune system change?
4. Which organs produce the cell of the immune system?

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?

ANTIBIOTICS

Antibiotics are important medicines as they help fight infections caused by bacteria. However, bacteria find ways to resist antibiotics, so that they no longer work. The more we use antibiotics, the less effective they become, so we should use them carefully.

Basically, don't take them if you don't need them. If you have a virus, antibiotics won't work. Since viruses cause all colds and most sore throats and coughs, you should ask your chemist for advice rather than take antibiotics.

Your doctor must prescribe antibiotics when you need them, for example, for pneumonia. Remember, if you only use antibiotics when necessary, they are more likely to work when you really need them.

1. What are antibiotics?
2. Antibiotics help fight infections caused by bacteria.
3. How to use antibiotics carefully?
4. When are antibiotics the answer?

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?

WHY ARE SOME VIRUSES DANGEROUS?

When some disease-causing viruses enter host cells, they start making new copies of themselves very quickly, often outpacing the immune system's production of protective antibodies. Rapid virus production can result in cell death and spread of the virus to nearby

cells. Some viruses replicate themselves by integrating into the host cell genome, which can lead to chronic illness or malignant transformation and cancer.

1. When do viruses start making new copies of themselves?
2. What is the reaction of the body to the invaded viruses?
3. Why is rapid virus production dangerous?
4. What can lead to chronic illness?

BACTERIA

Bacteria are the group of microscopic, single-celled organisms that inhabit virtually all environments, including soil, water, organic matter, and the bodies of multicellular animals. Bacteria may have spherical, rodlike, or spiral shapes. They also can be divided into two main groups, gram-positive or gram-negative. Many bacteria swim by means of flagella. The DNA of most bacteria is found in a single circular chromosome and is distributed throughout the cytoplasm. Though some bacteria can cause food poisoning and infectious diseases in humans, most are harmless and many are beneficial. They are used in various industrial processes, especially in the food industry (e.g., the production of yogurt, cheeses, and pickles).

1. Where can one find bacteria?
2. What shapes may bacteria have?
3. Can bacteria be divided into groups?
4. Are bacteria harmful?

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	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	Критериями и показателями оценки тестового задания являются:- языковая правильность и точность выполнения задания, - полнота выполнения задания, - соответствие поставленной цели	Итоговая оценка: 5 баллов – «отлично» 4 балла – «хорошо» 3 балла – «удовлетворительно» Менее 3 – «неудовлетворительно».
	«2 балла» - 25-22 правильных ответов	

<p>и письменную речь, пополнять словарный запас.</p> <p>знание лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности</p>	<p>«1 балл» - 21-17 правильных ответов</p> <p>«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.</p>	
	<p>«2 балла» ставится студенту, если при ответе он выразительно</p>	

	<p>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.</p>	
	<p>«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</p>	

	<p> 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 нормы. Студент допускал языковые ошибки на изученный программный учебный материал (8-11). В некоторых местах нарушалась последовательность высказывания. Темп речи был замедлен. </p>	
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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)
<p>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.</p> <p>знание лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности</p>	<p>Использование активного словарного запаса, соответствующего поставленной коммуникативной задаче. Использование грамматических структур в соответствии с поставленной коммуникативной задачи.</p>	Задание №1 (теоретическое): Выполнить задания в тестовой форме	Дифференциро- ванный зачет
	<p>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</p>	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: 45 мин.
3. Вы можете воспользоваться: англо-русским и русско-английским словарем (любое издание).

Задание (теоретическое) №1:

**Выполнить задание в тестовой форме
ВЫБРАТЬ ОДИН ПРАВИЛЬНЫЙ ОТВЕТ**

Вставьте пропущенное слово:

1. A pediatrician children.

1. supports
2. treats
3. prepares
4. takes

2. Roger body fluids under a microscope.

1. performs
2. examines
3. takes
4. delivers

3. A person who fills prescriptions and gives medicine is

1. a lab technician
2. a general technician
3. a nurse
4. a pharmacist

4. Dr. Brown is a famous transplant

1. nurse
2. surgeon
3. cardiologist
4. radiologist

Перефразируйте выражение:

5. I've got a headache.

6. My back really hurts.

7. When a patient recovers he.....from a hospital.

1. is discharged
2. discharge

3. will be discharged

Согласитесь, или не согласитесь с утверждениями (True/False):

8. Chickenpox spreads through contact.

9. Common symptoms of measles include a fever, a cough and jerking.

10. Mumps is caused by a virus and responds to antibiotics.

11. Mumps passes from one person to another through saliva and food.

12. Diphtheria causes sore throat that makes it hard to breathe or swallow.

13. Tetanus is very dangerous because it can cause breathing problems and muscle spasms.

14. Whooping cough is a very serious respiratory infection caused by the pertussis bacteria.

Вставьте правильное слово:

ECG, gel, sore throat, backache, x-ray, diarrhea

15. Get an ... of the patient's heart activity.

16. The bone is likely broken, but take an ... to make sure.

17. I think I have It really hurts.

18. My throat really hurts. My mom says I have a

Найдите лишнее слово:

19. ambulance, headache, constipation, eye drops

20. prescription, antibiotic, painkiller, laxative

21. bandage, inhaler, pills, x-rays

22. inoculation, stimulant, supplement, flu

23. a cut, an insect bite, obesity, a laxative

24. measles, tetanus, chickenpox, rash

25. chemist's, medicine, drug, medication

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. What are the T cells responsible for?
4. Where do the B cells develop and what for?

DISEASES SPREAD 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?

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?

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?

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?

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?

GRIPPE

A young man of 20 fell ill with the gripe. 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?

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?

HOW TO CARE FOR THE ELDERLY

If you're concerned about whether an elderly relative or loved one is having trouble caring for themselves, it may be time to step in and offer some help. Before you start helping your loved one, take time to assess their needs. They may need assistance caring for their medical needs, or perhaps they could benefit from extra support during their day-to-day activities. If you aren't able to care for them yourself, look for resources in your area such as assisted living facilities or in-home care services. Being a caregiver is challenging, so make sure to take time for your own needs as well!

1. When is it time to offer your help to your elderly relative?
2. What do you need to assess?
3. Are you always able to care for them yourself?
4. What facilities are offered?

A HEALTHY LIFESTYLE

A healthy lifestyle is a valuable resource for reducing the incidence and impact of health problems, for recovery, for coping with life stressors, and for improving quality of

life. From what we eat and drink, to how much exercise we take, and whether we smoke or take drugs, all will affect our health, not only in terms of life expectancy, but how long we can expect to live without experiencing chronic disease.

Conditions such as heart disease, cancer, diabetes, joint disease, and mental illness are responsible for a vast number of deaths and disabilities. Currently, we rely almost exclusively on the provision of clinical care by highly trained health professionals as our major strategy to deal with these conditions. Many health problems can be prevented or at least their occurrence postponed by having a healthy lifestyle.

1. What is a healthy lifestyle?
2. Is it a diet and exercise?
3. What causes chronic diseases and disabilities?
4. How can you prevent health problems?

ADVANTAGES OF A HEALTHY LIFESTYLE

Longevity and disease prevention are the most widely known benefits of living a healthy lifestyle.

You can prevent diseases like cancer, diabetes, cardiovascular disease, dementia, Alzheimer's, leaky gut syndrome, metabolic syndrome, depression, heart attack, stroke and many more diseases when you create healthy habits instead of unhealthy ones.

A healthy lifestyle that includes exercise and nutritious food will also help you to manage these diseases effectively if you already have one of them. There are many reports (both anecdotal and scientific) that prove that in some cases you can reverse your disease through a healthy lifestyle.

1. Will a healthy lifestyle prevent disease and prolong your life?
2. How can you prevent diseases?
3. What is a healthy lifestyle?
4. Can a healthy lifestyle reverse the disease?

HOW ARE INFECTIOUS DISEASES TRANSMITTED?

The infectious diseases are spread in the following ways:

1. When an infected person sneezes or coughs, the droplets containing the pathogen of diseases such as influenza, common cold, etc. might spread in the air and infect others in the vicinity.

2. Touching an infected person, or their body fluids such as saliva, blood, sweat, urine, etc. transfer the infections to a healthy person, e.g. chickenpox, measles, etc.

3. Touching the objects or areas touched by an infected person can transfer the infection to a non-infected person and cause diseases.

1. What are infectious diseases?
2. Are they easily spread?
3. How many ways of spreading do you know?

4. How do infectious diseases spread?

ABOUT INFECTIOUS DISEASES

Infectious diseases are caused by pathogenic microorganisms, such as bacteria, viruses, parasites or fungi; the diseases can be spread, directly or indirectly, from one person to another. Many organisms live in and on our bodies. They're normally harmless or even helpful, but under certain conditions, some organisms may cause disease. Zoonotic diseases are infectious diseases of animals that can cause disease when transmitted to humans.

Signs and symptoms vary depending on the organism causing the infection, but often include fever and fatigue. Mild infections may respond to rest and home remedies, while some life-threatening infections may require hospitalization. Many infectious diseases, such as measles and chickenpox, can be prevented by vaccines.

1. What are the causes of infectious diseases?
2. Are infectious diseases dangerous?
3. What are the main symptoms?
4. How can be they prevented?

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	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	Критериями и показателями оценки тестового задания являются: - языковая правильность и точность выполнения задания, - полнота выполнения задания, - соответствие поставленной цели «2 балла» - 25-22 правильных ответов «1 балл» - 21-17 правильных ответов	Итоговая оценка: 5 баллов – «отлично» 4 балла – «хорошо» 3 балла – «удовлетворительно» Менее 3 – «неудовлетворительно».
	«3 балла» ставится студенту, если при ответе он выразительно прочитал вслух	

<p>минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности</p>	<p>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.</p>	
	<p>«2 балла» ставится студенту, если при ответе он выразительно прочитал вслух предложенный отрывок текста, соблюдал нормы техники чтения (достаточную беглость, правильное произношение),</p>	

	<p>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.</p>	
	<p>«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,</p>	

	<p>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.</p>	
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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)
<p>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.</p> <p>знание лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности</p>	<p>Использование активного словарного запаса, соответствующего поставленной коммуникативной задаче.</p> <p>Использование грамматических структур в соответствии с поставленной коммуникативной задачи.</p>	Задание №1 (теоретическое): Выполнить задания в тестовой форме	Дифференцированный зачет
	<p>Чтение и перевод текста на общие профессиональные темы.</p> <p>Соотнесение графического написания и его значения.</p> <p>Соблюдение правил чтения слов и словосочетаний.</p> <p>Ритмомелодическое оформление, беглость.</p> <p>Четкое, ясное, логичное, последовательное изложение информации в соответствии с нормами лексики, орфографии и грамматики, а также профессиональной этики.</p> <p>Продemonстрировано владение словарем</p>	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

Условия выполнения задания

1. Место выполнения задания: учебный кабинет.
2. Максимальное время выполнения задания: 45 мин.
3. Вы можете воспользоваться: англо-русским и русско-английским словарем (любое издание).

Задание (теоретическое) №1:

**Выполнить задание в тестовой форме
ВЫБРАТЬ ОДИН ПРАВИЛЬНЫЙ ОТВЕТ**

1. When a patient recovers he.....from a hospital.

1. is discharged
2. discharge
3. will be discharged

Найдите соответствия

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

Найдите лишнее слово:

5. measles, tetanus, rash, rubella
6. syringe, cough, vomiting, fever
7. bleeding, fainting, poisoning, enzyme
8. fever, cough, surgeon, vomiting
9. directed, contaminated, contagious, infectious

10. Выберите 2 симптома глаукомы:

1. a dull pupil
2. sensitivity to light
3. clouding of the lens
4. blurred vision

11. Выберите 2 симптома катаракты:

1. bulging eyes
2. clouding of the lens
3. sensitivity to light
4. swollen eyelid

Закончите предложения, вставив to be spread by, to be treated with, to be caused by в нужной форме:

12. The disease ... the fungi.

13. The disease can ... bite of the animal.

14. Usually the disease ... antibiotics.

Соотнесите слово и значение:

15. cracked	а. потрескавшийся
16. crusty	б. зудящий
17. itchy	с. покрытый коркой

Дополните предложения словами из таблицы, поставьте глагол в правильной форме:

posture, irrational, to be uncommunicative

18. He doesn't want to speak to anyone – he

19. He appeared normal in his movements and ...

20. He doesn't make statements.

Дополните предложения словами из таблицы:

removed, began, generalized

21. Acute appendicitis ... suddenly.

22. The pain ... in the abdomen.

23. The doctor ... it immediately.

Выберите правильный вариант глагола:

24. The first time we met / have met was three years ago.

25. I saw / have seen you six times this year.

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 gripe. 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?

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?

APPENDICITIS

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?

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?

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?

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 newborn. 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?

EARLY SIGNS OF DIABETES

Both types of diabetes have some of the same warning signs.

Hunger and fatigue. Your body converts the food you eat into glucose that your cells use for energy. But your cells need insulin to take in glucose. If your body doesn't make enough or any insulin, or if your cells resist the insulin your body makes, the glucose can't

get into them and you have no energy. This can make you hungrier and more tired than usual.

Peeing more often and being thirstier. The average person usually has to pee between four and seven times in 24 hours, but people with diabetes may go a lot more. Why? Normally, your body reabsorbs glucose as it passes through your kidneys. But when diabetes pushes your blood sugar up, your kidneys may not be able to bring it all back in. This causes the body to make more urine, and that takes fluids. You might pee out more. Because you're peeing so much, you can get very thirsty. When you drink more, you'll also pee more.

Dry mouth and itchy skin. Because your body is using fluids to make pee, there's less moisture for other things. You could get dehydrated, and your mouth may feel dry. Dry skin can make you itchy.

Blurred vision. Changing fluid levels in your body could make the lenses in your eyes swell up. They change shape and can't focus.

1. What types of diabetes do you know?
2. Do they have the same symptoms?
3. What are the same symptoms?
4. Are they dangerous?

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	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» - 25-22 правильных ответов «1 балл» - 21-17 правильных ответов	Итоговая оценка: 5 баллов – «отлично» 4 балла – «хорошо» 3 балла – «удовлетворительно» Менее 3 – «неудовлетворительно».
	«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	

	<p>связным, полным, аргументированным и логически последовательным. Речь лексически и грамматически разнообразна, допущены 1-3 ошибки. Единичные ошибки, исправляемые путем самокоррекции, не учитываются.</p>	
	<p>«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</p>	

	коммуникацию. Темп речи несколько замедлен.	
	<p>«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 нормы. Студент допускал языковые ошибки на изученный программный учебный материал (8-11). В некоторых местах нарушалась последовательность высказывания. Темп речи был замедлен.</p>	