

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 профессиональной
деятельности**

в рамках программы подготовки специалистов среднего звена
по специальности СПО 33.02.01 Фармация

г. Таганрог

2025 г.

РАССМОТРЕНО

на заседании ЦК

Протокол № 10 от 28.05.2025

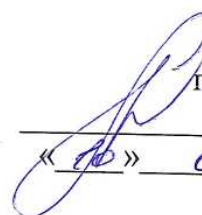
Председатель 

УТВЕРЖДЕНО

замдиректора

по учебной работе

А.В. Вязьмитина

 «10» 06 2025 г.

ОДОБРЕНО

на заседании методического совета

Протокол № 6 от 10.06

Методист  А.В. Чесноков

Комплект контрольно-оценочных средств для проведения промежуточной аттестации в форме дифференцированного зачета по учебной дисциплине **ОГСЭ.03 Иностранный язык в профессиональной деятельности** рамках ППССЗ разработан на основе федерального государственного образовательного стандарта среднего профессионального образования по специальности 33.02.01 Фармация, утвержденного Приказом Минпросвещения России от 13 июля 2021 г. № 449 зарегистрированного в Минюсте РФ 18.08.2021 г. № 64689, рабочей программы учебной дисциплины ОГСЭ.03 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:

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

1. Паспорт комплекта оценочных средств для проведения дифференцированного зачета 1Ф

1.1 Область применения комплекта оценочных средств

Комплект оценочных средств предназначен для оценки результатов освоения иностранного языка

Таблица 1

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> <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>Продемонстрировано владение словарем</p>	<p>Задание №1 (теоретическое): Выполнить задания в тестовой форме</p> <p>Задание №2 (практическое): прочитать текст, перевести со словарем, ответить на вопросы преподавателя.</p>	Дифференцированный зачет

2. Комплект оценочных средств для проведения дифференцированного зачета 1Ф

2.1 Задания для проведения дифференцированного зачета 1Ф

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 Вариант 1

ВЫБРАТЬ ОДИН ПРАВИЛЬНЫЙ ОТВЕТ

1. The function of the skin is

1. to support the teeth
2. to protect the brain
3. excrete perspiration
4. to provide anchorage for the muscles

2. The main attention of health ... in Russia is paid to prophylaxis.

1. adult
2. unit
3. service
4. attention

3. to prescribe some drug

1. принимать лекарство
2. выписывать лекарство
3. проверять лекарство
4. хранить лекарство

4. chemist's department

1. отдел ручной продажи
2. шкаф для хранения лекарств
3. американская аптека
4. лечебная мазь

5. Give me something for my cough.

1. Мне нужны эти таблетки от кашля.
2. Дайте мне что-нибудь от кашля.
3. Принимайте это от кашля.

4. Это только от кашля.

6. The directions for the administration is indicated on

1. a label
2. a cabinet
3. a mixture
4. a sedative

7. Always follow any specific ... that you are given about the drugs.

1. words
2. tips
3. side-effects
4. instructions

8. There ... many good pharmacists in the chemist's shops of Taganrog.

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

9. The patients usually ... to sleep at 9.00 p.m.

1. goes
2. going
3. wented
4. go

10. There are several types of cells and form elements in the human

1. lymph
2. saliva
3. cells
4. blood

11. The assistant ... the disinfection at 9. p.m. last night.

1. finish
2. finished
3. had finished
4. will finish

12. The pharmacy directors ... a meeting at 3 p.m. tomorrow.

1. had
2. have
3. will have
4. has

13. How many customers ... yesterday?

1. you had
2. do you have
3. have you got?
4. did you have?

14. The word “fracture” means.....in a bone.

1. splint
2. swelling
3. pain
4. break

15. Bleeding means.....

1. rapid pulse
2. strong emotion
3. loss of blood
4. severe pain

16. “Close the window, don’t you hear I.....”

1. have coughed
2. coughed
3. cough
4. am coughing

17. When a person is in shock his face is...

1. pale
2. red
3. blue
4. morn

18. She is feverish.temperature is high.

1. his
2. our
3. her
4. their

19. He.....a headache.

1. is
2. have
3. to have
4. has

20. A young man complained of an abdominal pain.

1. What did a young man complain of?
2. What does a young man complain of?
3. What was a young man complain of?
4. What did a young man complains of?

Задание (практическое) № 2

**Прочитайте текст, письменно переведите со словарем, ответьте на вопросы.
Подготовьте контрольное чтение текста**

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. Hemoglobin content was normal. Blood culture remained sterile. 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?

HUMAN HEART

The human heart contracts from the first moment of life until the last one. The contractions of the heart pump the blood through the arteries to all the parts of the body. Physiologists have determined that in the adult the heart makes from 60 to 72 beats per minute. In children the rate of the heart beat is much higher. Research work has determined that rate of heart beat increases depending on different emotions. Each beat of the heart is followed by a period of rest. Each contraction and a period of rest compose a cardiac cycle. Each cardiac cycle consists of three phases: the first phase of short contraction is the atrial systole, the second phase of a more prolonged contraction is the ventricular systole. The period of rest is called the diastole. Research work of many physiologists has estimated the role of the ventricles as the main pump of the human heart.

1. How many contractions does the heart make per minute?
2. When does the heart rate increase?
3. What is a cardiac cycle?
4. What are the three phases of a cardiac cycle?

BLOOD

Medical terms related to blood often begin from the prefix *haem-*, which comes from the Greek word for blood. The study of blood is haematology. Haemophilia is a disease of blood. Travelling through the haemal system of arteries, veins and capillaries, blood distributes oxygen from the lungs, takes carbon dioxide back to the lungs, keeps the body warm, removes wastes, and transports nourishment, vitamins, antibodies and hormones. 55% of human blood is fluid plasma, a clear liquid that carries red blood cells, white blood cells and platelets.

1. Does the prefix haem- come from the latin word for blood?
2. What is the haemal system?
3. What are the functions of blood?
4. What is blood composed of?

DIGESTION

For life to continue, the body requires fuel in the form of oxygen and food. The food we eat consists of protein, carbohydrate and fat. It also contains small quantities of vitamins and minerals. Proteins are found in meat, fish, eggs, milk and cheese. They are broken down into amino acids during digestion. Protein is necessary for cell growth and repair. Carbohydrates are found in sweet and starchy foods such as sugar, flour, and potatoes. They are broken down into glucose during digestion. Carbohydrates provide body cells with the energy required to perform their functions. Fats are found in fish, meat, dairy products and vegetable oils. Fats provide energy and body fat, which is stored in a layer beneath the skin. It acts as a reserve source of energy when needed, and also as insulation which helps maintain body temperature in cold weather.

1. What does the body require for life?
2. What does our food consist of?
3. Are protein and found in meat and fish?

4. What are carbohydrates found in?

RESPIRATORY SYSTEM

The chest contains the organs of respiration and the heart. The main parts of the respiratory system are the airways and the lungs. The left lung is divided into two lobes, and the right into three. The airways consist of the larynx, the trachea (or windpipe), the right and left bronchus, and the bronchioles. The chest is separated from the abdomen by the diaphragm.

Cough is a common symptom of upper respiratory tract infection and lung disease. A cough may be productive and non-productive, where there is no sputum. Sounding the chest with a stethoscope may reveal the presence of sounds, apart from the normal breath sounds. There are two main kinds of added sounds: crackles and wheezes.

1. What are the organs of respiration?
2. What does the airways consist of?
3. What kinds of cough do you know?
4. What can examination of the chest reveal?

HIPPOCRATES

Hippocrates lived in Greece in the 5-th – 4-th century B.C. and was one of the first people in the world to study healthcare.

In ancient Greece sick people went to temples to get some medical aid. Ancient Greeks did not have modern drugs, so they used flowers, herbs, shells, minerals and other things to make medicines. The Greeks knew that good food and a lot of rest were important parts of healthcare.

Hippocrates was very interested in the causes of diseases. He wrote about the importance of investigating a body as a whole. Hippocrates described people's tempers. He explained that a temper influences the duration and treatment of a disease, so doctors can make prognosis of recovery for each person. His works became a basis for further development of medicine.

When the city of Athens was captured by plague, Hippocrates saved the city with the help of fire.

1. Where and when did Hippocrates live?
2. What did the ancient Greeks use to make medicines?
3. How do people's tempers influence the treatment of a disease?
4. How did Hippocrates take the fire away from Athens?

HUMAN ANATOMY

Human anatomy is a science about the forms and construction, origin and development of human organism. Anatomy studies outer forms and proportions of human body, its parts, separate organs, their construction, microscopic and ultramicroscopic construction. Anatomy describes the construction of human body, its organs at different periods of life, from prenatal period till old age. Anatomy investigates peculiarities of organism under the influence of environment.

All living organisms consist of molecules. Molecules compose cells. Cells compose tissues. Tissues compose organs. Organs are organized into systems of organs. All together they compose a whole organism. At each level there are definite laws which support normal functioning of organism as a whole and its adaptation to the environment.

1. What does anatomy study?
2. What periods of human life does anatomy describe?
3. What do all living things consist of?
4. What does the human organism consist of?

EDWARD JENNER

Edward Jenner was a great British scientist. He invented the first vaccine.

He noticed that milkmaids had natural smallpox less frequently than other people. They milked cows which were ill with smallpox and blisters on their udder. Jenner took some liquid from the blisters of a woman who had cow smallpox and put it on scratched skin of a boy. A few weeks later he gave this boy the infection of natural smallpox, but the boy did not fall ill with it. Jenner found out that the virus of cow smallpox, which is not dangerous for a human, caused the appearance of antibodies in the organism of the patient. The antibodies neutralized the virus of black smallpox.

1. What did Edward Jenner invent?
2. Which disease did he study?
3. The people of which profession helped Jenner to discover the vaccine?
4. What caused the appearance of antibodies in the human organism?

FROM THE HISTORY OF MEDICINE

In Greece, many centuries ago, sick people went to the temples where they were looked after. People used flowers to make medicines. Good food and a lot of rest were important in healthcare. Religion has always played a very important part in the history of nursing. Looking after sick people was one of the teachings of Jesus Christ. So, anyone could expect to be treated in Christian hospitals. In the Middle Ages, the Christian church and Muslims as well opened many hospitals. Wars have also been important in the history of nursing. Around 100 BC, the Romans started to build military hospitals for their injured soldiers; they needed to make them healthy and strong to fight again. The nurses in these hospitals were knights.

1. How were people provided with healthcare B.C.?
2. Why could people count on the help of Church A.D.?
3. What part did wars play in the history of nursing?
4. Who were nurses in Roman military hospitals?

LOUIS PASTEUR

Louis Pasteur was born in 1822. He was a French chemist whose research work helped much in bacteriology. In his early career Pasteur devoted his efforts to the

discovery of microorganisms in wine and beer production. He introduced the idea of heat sterilization (pasteurization) for these products and milk.

Later he became interested in hydrophobia. He showed 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. He also 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 is Louis Pasteur?
2. What did he discover?
3. What is pasteurization?
4. What is vaccination for?

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?

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

Doctor: 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.

Patient: P: I'm pleased to hear it.

Doctor: 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?

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. Antihistamine syrup to relieve itching should be given under medical advice. 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

Rickets is a disease of the bones and is due to deficiency of Vitamin D. 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's 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. Therefore, it is important for children to remain outdoors as much as possible. 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?

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. It may also be a complication of measles or whooping cough. 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. If the child's breathing is very rapid, he may need oxygen. 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?

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. Don't be near a person who coughs and sneezes. Influenza is also passed through the mouth.

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?

MEDICINES

Many medicines need to be stopped slowly, with regular checks from a doctor to ensure there are no health problems. Furthermore, you should not stop taking your medicine even if you feel better, as your doctor may have prescribed it to prevent recurrences of your condition, e.g. migraine and asthma medicines. If you experience any side – effects or the medicine doesn't seem to be working as it should, contact your doctor or pharmacist as soon as possible. He or she may be able to prescribe or recommend a different but equally effective medicine.

1. Why do many medicines need to be stopped slowly, with regular checks from a doctor?
2. Why should not you stop taking your medicine even if you feel better?
3. What should you do if you experience any side– effects or the medicine doesn't seem to be working as it should?
4. May the pharmacist be able to prescribe or recommend a different but equally effective medicine?

MEDICINE

This medicine works best when there is a constant amount in the blood. To keep the amount constant, do not miss any doses. Also, it is best to take the doses at evenly spaced times day and night. If you miss a dose of this medicine, take it as soon as possible. This will help to keep a constant amount of medicine in the blood. However, if it is almost time for your next dose, skip the missed dose and go back to your regular dosing schedule. Do not double dose.

1. When does this medicine work best?
2. Why can't you miss any doses?
3. Is it best to take the doses at evenly spaced times day and night?
4. Should you double dose if you skip the missed dose?

IMPORTANCE OF PHARMACY

From early times the practice of treating people required deep and extensive knowledge about medicine and drugs. Early medicine people used plants to cure diseases. The great healers of the past like Hippocrates, Dioscorides, Avicenna provided the basis for the development of new medical science - pharmacy.

Today we can say that we live in the world of drugs. Almost for every disease we have special medicine that helps us to recover or to relieve symptoms. Synthesis and development of new drugs requires studying of medical and pharmaceutical sciences like biology, botany, pharmaceutical chemistry, pharmacognosy, pharmacology and many others. Pharmacists should know the properties of different drugs, their influence on human organism and its vital systems.

1. What did practice of treating people require?
2. What did early people use to cure diseases?
3. Who are the great healers of the past?
4. Why can we say today that we live in the world of drugs?

PHARMACEUTICAL EDUCATION IN RUSSIA

Pharmaceutical education in Russia lasts for 5 years in a pharmaceutical faculty or Institute. During this period students study a wide range of subjects: humanitarian and socio-economic, medico-biological and pharmaceutical. During the first two years students study mainly general disciplines such as anatomy, biology, organic and inorganic chemistry, biochemistry, botany, microbiology and many others. In the 3rd and the 4th years they learn more specialized subjects as pharmacology, pharmacognosy, pharmaceutical and toxicological chemistry, pathology, pharmaceutical technology etc. During the last year they study biotechnology and management of pharmacy. Pharmacy students also have practice in botany, pharmaceutical technology and pharmacy management. During their practical period they deal with plants at research labs, with medicines at pharmaceutical factories and with patients at hospital drugstores.

1. How long does pharmaceutical education in Russia last?

2. What establishments train pharmacists in Russia?
3. What subjects do the students study?
4. How and where do the students get practical training?

PHARMACEUTICAL EDUCATION IN GREAT BRITAIN

The purpose of the course is to enable the students to qualify for registration as a member of the Pharmaceutical Society and become a pharmacist.

The first year of the two BSc (Basic Sciences) courses is a common one. At the end of the 1st year those students who are likely to profit from a more specialized course are offered an opportunity of the following the Honours BSc courses, while those students who are likely to benefit from a more general course follow BSc course. In the first two years of both courses the student studies the four fundamental pharmaceutical sciences which are: pharmaceutics, pharmaceutical chemistry, pharmacology and pharmacognosy.

In the 3rd year of the BSc course pharmacology, pharmaceutical chemistry and pharmaceutics are all studied, but in the 3rd year of Honours BSc course the student specializes in one of the above subjects or in pharmaceutical engineering science or pharmacognosy.

There are written examinations at the end of each year of the course. Practical work is continuously assessed and includes tests in dispensing. The final year examination includes an assessed practical project.

1. How long does pharmaceutical education in Great Britain last?
2. What are the students offered at the end of the 1st year?
3. What subjects do the students study?
4. What does the final year examination include?

AT THE CHEMIST'S

As you know on receiving a prescription from a doctor or on following a home treatment all of us need medicines which are ordered or bought at a chemist's.

There are usually two departments in a large chemist's. At the chemist's department one can have the medicines immediately. Other drugs have to be ordered at the prescription department.

At the chemist's all the drugs are kept in drug cabinets. Every small bottle, a tube or a box of medicine has a label on it. White labels indicate drugs for internal use, yellow ones indicate drugs for external use and blue ones indicate drugs used for injections. The dose to be taken and the directions for administration are also indicated on a label. Indicating the dose and the name of any medicine is necessary for chemists, nurses, doctors and patients themselves. It prevents confusing different remedies, some of which are poisonous. Their overdosage may cause unfavourable reactions and sometimes even death.

At a chemist's one can buy different drugs for intramuscular and intravenous injection, for oral administration and for external use.

Before using the medicine every patient must know well that he is taking the right medicine and in a correct dosage.

1. What are the departments of the chemist's?
2. What medicines can we bought at the chemist's department?
3. What medicines can we bought at the prescription department?
4. Where are the drugs kept?

3. Пакет экзаменатора

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» - 20-22 правильных ответов «1 балл» - 21-16 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-	

	<p>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), допущены ошибки (4-6) искажающие смысл и понимание слов. Отмечалось произношение, страдающее влиянием родного языка; при</p>	

	<p>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.</p> <p>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, которые нарушали смысл и понимание слов; при переводе оригинального текста профессиональной направленности он</p>	

	<p>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>	
--	---	--

1. Паспорт комплекта оценочных средств для проведения дифференцированного зачета 2Ф

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

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>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>Продемонстрирован о владение словарем</p>	<p>Задание №2 (практическое):</p> <p>прочитать текст, перевести со словарем, ответить на вопросы преподавателя.</p>	<p>Дифференцированный зачет</p>

2. Комплект оценочных средств для проведения дифференцированного зачета 2Ф

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

**Выполните задания в тестовой форме
ВЫБРАТЬ ОДИН ПРАВИЛЬНЫЙ ОТВЕТ**

1. You can't successfully treat people without....

1. signature
2. chemist
3. drug
4. drug cabinets

2. Лекарства для наружного употребления

1. the medicine with adverse effect
2. drug for internal use
3. drug for administration
4. drug for external use

3. Take the medicine on an empty stomach.

1. Принимать лекарство натощак.
2. Примите лекарство натощак.
3. Примите лекарство при болях в желудке.
4. Храните лекарство в темном месте.

4. Продолжите беседу:

- Good morning. What can I do for you?
1. Have you anything for cough?
 2. Is there anything else I can do for you?
 3. How much is it?
 4. Have you caught the flu?

5. Here is the doctor's prescription.

1. Мне нужна эта мазь.
2. Вот рецепт.
3. Дайте мне лекарство.
4. Мне нужен рецепт.

6. Выберите симптом:

1. heartache

- 2. headache
- 3. capsule
- 4. injury

7. Выберите симптом:

- 1. mixture
- 2. painkiller
- 3. solution
- 4. vomiting

8. Выберите лекарственную форму:

- 1. syringe
- 2. laxative
- 3. scratch
- 4. medicine

9. Выберите лекарственную форму:

- 1. laxative
- 2. cough
- 3. swelling
- 4. ointment

10. Выберите тип лекарственных средств:

- 1. antibiotic
- 2. nausea
- 3. fever
- 4. stall

11. Выберите тип лекарственных средств:

- 1. supplement
- 2. swelling
- 3. inolation
- 4. inflammatory

12. A doctor prescribe/prescribes medicines for you.

13. A pharmacist at the chemist's shop checks/check the prescription

14. Don't apply the ointment/ swab on the skin.

15. Drugs can come from many different (источников).

- 1. origin
- 2. diseases
- 3. sources

4. substance

16. Drugs can ... some processes in the human body.

1. take
2. follow
3. have
4. influence

17. Drugs are produced in hard, soft and ... forms.

1. liquid
2. various
3. different
4. many

18. The chemical name is the chemical ... for drug.

1. substance
2. property
3. usage
4. formula

19. Over-the-counter drugs are drugs that do not require a doctor'... .

1. signature
2. name
3. surname
4. prescription

20. What do we call the route of administration when a medicine is taken by mouth?

1. lingual
2. sublingual
3. oral
4. parenteral

Задание (практическое) № 2

Прочитайте текст, переведите со словарем, ответьте на вопросы преподавателя по тексту

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. Hemoglobin content was normal. Blood culture remained sterile. 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?

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

Doctor: 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.

Patient: P: I'm pleased to hear it.

Doctor: 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?

DRUGS

There are strict legal requirements for the purchase, storage, use, identification, dispensing and prescription of drugs. Many drugs are poisonous if taken accidentally or in excess; others caustic and may cause painful burns. Some common sense precautions in storing drugs are to keep them well away from food and drinks; keep poisons locked up in a special poisons cabinet; and to keep caustics on the lowest shelf where accidental spillage cannot affect the eyes or burn the face. Stocks of drugs must be stored in accordance with manufacturers' instructions and not kept beyond their expiry date. Records of their purchase, supply and expiry date must be kept for at least 11 years. Any drugs which have passed their expiry date should be discarded, together with any solutions which have become discolored or cloudy. Certain drugs, such as adrenaline, halothane and hydrogen peroxide must be stored in dark bottles to prevent premature deterioration, while poisons bottles are ribbed to indicate by touch that their contents are dangerous.

1. Why are some drugs poisonous?
2. Are there any rules for keeping drugs?
3. What are these rules?
4. Which drugs must be stored in dark bottles?

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. Antihistamine syrup to relieve itching should be given under medical advice. 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

Rickets is a disease of the bones and is due to deficiency of Vitamin D. 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's 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. Therefore, it is important for children to remain outdoors as much as possible. 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?

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. It may also be a complication of measles or whooping cough. 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. If the child's breathing is very rapid, he may need oxygen. 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?

MEDICINAL PLANTS

Plants have been used as a source of medicine for the treatment of different diseases from thousands of years ago. There is numerous evidences are available for use of plants as a medicine in the treatment of diseases in Indian, Egyptian, Chinese, Greek and Roman system of medicine. Pharmacognosy is the study of medicines derived from natural sources, mainly from plants, which may further lead to development of new drug. The exploration, extraction and screening of biological diversity such as herbs, spices, microbes and other natural resources is the worldwide activity in recent years. Phytochemicals are the naturally available bioactive compounds, which are derived from different plant parts and are primarily responsible for biological activities. The most important chemical compounds which are present in the plants are alkaloids, phenols, saponins, carbohydrates, terpenoids, steroids, flavonoids and tannins etc.

1. Why do people use plants?
2. What is pharmacognosy?
3. Where are bioactive compounds derived?
4. What the most important chemical compounds?

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. Don't be near a person who coughs and sneezes. Influenza is also passed through the mouth.

5. Is influenza a very infectious disease?
6. Do you know the symptoms of influenza?
7. How long must the patient stay in bed?
8. How does the patient feel after influenza?

MEDICINAL FORMS

Last year my father was ill with angina pectoris (стенокардия). He suffered from constant attacks of chest pain. The cardiologist prescribed him an adequate treatment. To relieve a sharp pain in very severe attacks my father was given the injections of 1% omnopon solution. It was given in combination with 0.5 ml of 0.1% atropine solution. If the attacks were mild or moderate he took nitroglycerin in a dose of three drops. Nitroglycerin was dropped on some sugar which my father put under the tongue. My father said that nitroglycerin relieved the pain immediately and a moderate attack or a mild one was controlled within 3 or 5 minutes. The cardiologist explained that nitroglycerin relieved the spasm of coronary arteries which caused chest pain.

1. What was the matter with the patient?
2. What medicine and in what doses was administered?
3. How did he take the drugs?
4. How did the drugs act?

PANADOL EXTRA SOLUBLE

Description. Panadol Extra Soluble contains an additional ingredient to provide extra relief from pain. It is based on paracetamol, which is gentle on the stomach. This special Panadol Extra Soluble Tablets formulation is absorbed into the bloodstream faster than conventional tablets to provide fast and effective pain relief.

Each tablet contains Paracetamol *Ph.Eur. 500mg and Caffeine Ph.Eur. 65 mg.

Indications. Panadol Extra Soluble is suitable for headache, migraine, backache, rheumatic and muscle pains, neuralgia, toothache and period pains. Panadol Extra Soluble also relieves discomfort in colds, influenza, sore throat and helps reduce temperature. Panadol Extra Soluble contains no aspirin.

Dosage. Adults: 2 tablets dissolved in at least half **tumblerful of water up to 4 times daily. Dose should not be repeated more frequently than every four hours. No more than eight tablets should be given in 24 hours. Panadol Extra Soluble should only be given to children under 12 years of age on medical advice.

Cautionary notes

Do not exceed the stated dose. If symptoms persist, consult your doctor. Avoid drinking too much tea or coffee whilst taking this product. For professional advice on medicines consult your pharmacist.

Keep out of reach of children.

Store below 30 C.

1. What is the description of Panadol Extra?
2. What are the indications?
3. What is the dosage?
4. Are there any cautions?

ANTISEPTICS

People used vinegar and wine as antiseptics as early as 2500 years ago, long before the discovery that germs cause disease. Several hundred years ago, surgeons noticed that

untreated battle wounds and surgical incisions quickly began to smell like rotting flesh. To prevent this odor, they treated the tissues with a variety of substances that became known as antiseptics.

1. When did people use vinegar and wine as antiseptics?
2. What did surgeons notice several hundred years ago?
3. What did they do to prevent the odor?
4. What became known as antiseptics?

THE COMMON FORMS OF DRUGS

Most of the drugs dispensed fall into three categories: solids, semisolids and liquids. It is up to the physician to decide upon the form in which his medication is to be administered. Sometimes multiple diseases complicate (усложняют) the picture too. For instance, a patient with a chronic ulcer might not tolerate a cough syrup containing the irritating ammonium chloride.

Tablets. These are usually made in large quantities by a drug manufacturer and dispensed in lots of 50 to 1000. The powders are forced into a solid mass by compression.

Subsequently (затем) these compressed tablets may be coated with sugar, gelatin, chocolate.

Pills. The oldtime pharmacist was very familiar with the making of these globular masses of medicinal substances. Pills are now coated with sugar and are frequently machine-made.

Suppositories. Suppositories are made of medicinal substances incorporated (включенный, внедренный) in a base which melts at a body temperature. For this purpose cocoa butter and gelatin are commonly employed.

1. How many categories of drugs do you know?
2. Who decides about the forms of drugs?
3. What forms do you know?
4. What is the difference between them?

DIFFERENT FORMS OF DRUGS

Most of the drugs dispensed fall into three categories: solids, semisolids and liquids. It is up to the physician to decide upon the form in which his medication is to be administered. Sometimes multiple diseases complicate (усложняют) the picture too. For instance, a patient with a chronic ulcer might not tolerate a cough syrup containing the irritating ammonium chloride.

Syrups. These are concentrated sugar solutions containing effective medicines.

Fluid extracts. Plant drug constituents may be concentrated by extraction with alcohol or mixtures of alcohol and water. Such highly concentrated solutions are administered in small dosage.

Tinctures. These are medical substances dissolved in alcohol but they are less concentrated than fluid extracts.

Mixtures. The pharmacist uses the word mixture to mean water suspensions of insoluble solids.

1. How many categories of drugs do you know?
2. Who decides about the forms of drugs?
3. What forms do you know?
4. What is the difference between them?

MEDICINES

Many medicines need to be stopped slowly, with regular checks from a doctor to ensure there are no health problems. Furthermore, you should not stop taking your medicine even if you feel better, as your doctor may have prescribed it to prevent recurrences of your condition, e.g. migraine and asthma medicines. If you experience any side – effects or the medicine doesn't seem to be working as it should, contact your doctor or pharmacist as soon as possible. He or she may be able to prescribe or recommend a different but equally effective medicine.

1. Why do many medicines need to be stopped slowly, with regular checks from a doctor?
2. Why should not you stop taking your medicine even if you feel better?
3. What should you do if you experience any side– effects or the medicine doesn't seem to be working as it should?
4. May the pharmacist be able to prescribe or recommend a different but equally effective medicine?

IMODIUM

Indications.

Imodium is indicated for the symptomatic control of acute and chronic diarrhoea.

Contraindications.

Imodium is not recommended in infants below 24 months of age. However, capsules are not suited for the treatment of children below 5 years of age.

Since treatment of diarrhoea with Imodium is only symptomatic, diarrhoea should be treated casually, whenever casual treatment is available. Imodium should not be used as the primary therapy in acute dysentery, which is characterized by blood in stools and high fever.

Imodium must not be used in patients with acute ulcerative colitis or colitis associated with broad-spectrum antibiotics.

Effects on driving ability and use of machinery

Imodium does not effect your alertness, but if tiredness, dizziness or drowsiness are present, it is preferable not to drive a car or operate machinery.

Adverse reactions

The following adverse effects have been reported:

- Hypersensitivity reactions (e.g. skin rash);

· Several complaints that are usually difficult to distinguish from symptoms associated with the diarrhoeal syndrome, namely: · abdominal pain or discomfort, · nausea or vomiting; · tiredness; · drowsiness or dizziness; · dry mouth.

Storage conditions

Store between 15 and 30 degrees Celsius.

Keep this drug out of children's reach.

1. What are indications?
2. Can children take Imodium?
3. What are contraindications?
4. What are the adverse reactions?

MEDICINE

This medicine works best when there is a constant amount in the blood. To keep the amount constant, do not miss any doses. Also, it is best to take the doses at evenly spaced times day and night. If you miss a dose of this medicine, take it as soon as possible. This will help to keep a constant amount of medicine in the blood. However, if it is almost time for your next dose, skip the missed dose and go back to your regular dosing schedule. Do not double dose.

1. When does this medicine work best?
2. Why can't you miss any doses?
3. Is it best to take the doses at evenly spaced times day and night?
4. Should you double dose if you skip the missed dose?

IMPORTANCE OF PHARMACY

From early times the practice of treating people required deep and extensive knowledge about medicine and drugs. Early medicine people used plants to cure diseases. The great healers of the past like Hippocrates, Dioscorides, Avicenna provided the basis for the development of new medical science - pharmacy.

Today we can say that we live in the world of drugs. Almost for every disease we have special medicine that helps us to recover or to relieve symptoms. Synthesis and development of new drugs requires studying of medical and pharmaceutical sciences like biology, botany, pharmaceutical chemistry, pharmacognosy, pharmacology and many others. Pharmacists should know the properties of different drugs, their influence on human organism and its vital systems.

1. What did practice of treating people require?
2. What did early people use to cure diseases?
3. Who are the great healers of the past?
4. Why can we say today that we live in the world of drugs?

PHARMACEUTICAL EDUCATION IN RUSSIA

Pharmaceutical education in Russia lasts for 5 years in a pharmaceutical faculty or Institute. During this period students study a wide range of subjects: humanitarian and

socio-economic, medico-biological and pharmaceutical. During the first two years students study mainly general disciplines such as anatomy, biology, organic and inorganic chemistry, biochemistry, botany, microbiology and many others. In the 3rd and the 4th years they learn more specialized subjects as pharmacology, pharmacognosy, pharmaceutical and toxicological chemistry, pathology, pharmaceutical technology etc. During the last year they study biotechnology and management of pharmacy. Pharmacy students also have practice in botany, pharmaceutical technology and pharmacy management. During their practical period they deal with plants at research labs, with medicines at pharmaceutical factories and with patients at hospital drugstores.

1. How long does pharmaceutical education in Russia last?
2. What establishments train pharmacists in Russia?
3. What subjects do the students study?
4. How and where do the students get practical training?

THE SIDE EFFECTS OF DRUGS

Different drugs may have little or no effect on one another. Sometimes they help one another, sometimes they reduce an effect. But more often they cause a harmful reaction.

Patients often forget to tell their doctors about common over-the-counter drugs they take, such as pain-killers and cough medicines. And, of course, many people forget or ignore the danger of mixing medicines with the most common drug in our society: alcohol.

Many sedatives, tranquillisers and pain-killers cause **tolerance** which leads to the need for higher doses, creating danger of overdose.

Antibiotics are normally beneficial (благотворны) and often lifesaving. But some people react very strongly to penicillin, which can cause nausea, vomiting, skin rashes and a range of side effects. In some cases the reaction can be so severe that it is fatal.

Weight reducing (appetite-suppressant) drugs can have severe effects on about every system of the body, particularly the **cardiovascular system**. They can be fatal.

Even vitamins can be **toxic**. For example, medications based on Vitamin A can cross the placenta and cause **deformities** in a growing foetus (плод).

1. Do all the drugs have side effects?
2. Do drugs have any effect on one another?
3. Can drugs interact with alcohol?
4. What systems can drugs affect?

AT THE CHEMIST'S

As you know on receiving a prescription from a doctor or on following a home treatment all of us need medicines which are ordered or bought at a chemist's.

There are usually two departments in a large chemist's. At the chemist's department one can have the medicines immediately. Other drugs have to be ordered at the prescription department.

At the chemist's all the drugs are kept in drug cabinets. Every small bottle, a tube or a box of medicine has a label on it. White labels indicate drugs for internal use, yellow ones indicate drugs for external use and blue ones indicate drugs used for injections. The dose to be taken and the directions for administration are also indicated on a label. Indicating the dose and the name of any medicine is necessary for chemists, nurses, doctors and patients themselves. It prevents confusing different remedies, some of which are poisonous. Their overdosage may cause unfavourable reactions and sometimes even death.

At a chemist's one can buy different drugs for intramuscular and intravenous injection, for oral administration and for external use.

Before using the medicine every patient must know well that he is taking the right medicine and in a correct dosage.

1. What are the departments of the chemist's?
2. What medicines can we bought at the chemist's department?
3. What medicines can we bought at the prescription department?
4. Where are the drugs kept?

3. Пакет экзаменатора для проведения дифференцированного зачета 2Ф

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.	Критериями и показателями оценки тестового задания являются:- языковая правильность и точность выполнения задания, - полнота выполнения задания, - соответствие поставленной цели «2 балла» - 20-22 правильных ответов «1 балл» - 21-16 правильных ответов	Итоговая оценка: 5 баллов – «отлично» 4 балла – «хорошо» 3 балла – «удовлетворительно» Менее 3 – «неудовлетворительно».

<p>знание лексических единиц (1200-1400) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности</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 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, которые нарушали смысл и понимание слов; при переводе оригинального</p>	

	<p> 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>	
--	--	--