федеральное государственное бюджетное образовательное учреждение высшего образования

«Оренбургский государственный медицинский университет»

Министерства здравоохранения Российской Федерации

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

**ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО**

**КОНТРОЛЯ УСПЕВАЕМОСТИ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ**

**ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ**

**ИНОСТРАННЫЙ ЯЗЫК**

по специальности

*33.05.01 Фармация*

Является частью основной профессиональной образовательной программы высшего образования по направлению подготовки (специальности) *33.05.01 Фармация,* одобренной ученым советом ФГБОУ ВО ОрГМУ Минздрава России (протокол № 11 от «22» июня 2018 года) и утвержденной ректором ФГБОУ ВО ОрГМУ Минздрава России «25» июня 2018 года

Оренбург

1. **Паспорт фонда оценочных средств**

Фонд оценочных средств по дисциплине содержит типовые контрольно-оценочные материалы для текущего контроля успеваемости обучающихся, в том числе контроля самостоятельной работы обучающихся, а также для контроля сформированных в процессе изучения дисциплины результатов обучения на промежуточной аттестации в форме экзамена.

Контрольно-оценочные материалы текущего контроля успеваемости распределены по темам дисциплины и сопровождаются указанием используемых форм контроля и критериев оценивания. Контрольно- оценочные материалы для промежуточной аттестации соответствуют форме промежуточной аттестации по дисциплине, определенной в учебном плане ОПОП и направлены на проверку сформированности знаний, умений и навыков по каждой компетенции, установленной в рабочей программе дисциплины.

В результате изучения дисциплины у обучающегося формируются **следующие компетенции:**

|  |  |
| --- | --- |
| Наименование компетенции | Индикатор достижения компетенции |
| **ОПК -4** Способен осуществлять профессиональную деятельность в соответствии с этическими и морально-нравственными принципами фармацевтической и этики и деонтологии | **Инд.ОПК4.1.** Соблюдение принципов этики и деонтологии в профессиональной сфере |
| **УК-4**  Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия | **Инд.УК4.1.** Применение коммуникативных сетей и стилей для решения профессиональных задач |
| **УК-5**  Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия | **Инд.УК5.1.** Применение навыков межкультурных коммуникаций для решения профессиональных задач |

1. **Оценочные материалы текущего контроля успеваемости обучающихся.**

**Оценочные материалы в рамках всей дисциплины.**

**Тема:** Грамматические конструкции, характерные для устного и письменного общения на иностранном языке по специальности

**Форма контроля успеваемости:** тестирование

**Оценочные материалы текущего контроля успеваемости:**

**Тестирование**

1. В каком слове сочетание ea читается не так, как в других:

a.dream

b. ready

c. weak

d. treat

2. Укажите варианты, в которых буква «а» имеет алфавитное чтение:

a. name

b. date

c. pale

d. man

3. Соотнесите английское слово prescription с русским эквивалентом:

a. почка

b. эфир

c. случай

d. рецепт

4. Выберите необходимую часть речи, чтобы получилось словосочетание a tube of:

a. ointment

b. plasters

c. bandaging

d. go

5. Give me the powder … aspirin, please:

a.for

b. of

c. in

d. at

6. Выберите суффиксы английского существительного:

a. able

b. ment

c. ure

d. ness

7. Укажите прилагательные:

a. colorful

b. soluble

c. tasty

d. doctor

8. I have…job in the world:

a. good

b. better

c. the best

d. worse

9. Среди данных слов существительным является:

a. indicate

b. indication

c. indicative

d. indicated

10. The doctor is speaking about new medicines and … contraindications.

a. them

b. their

c. they

d. this

11. …is a doctor:

a. We

b. You

c. I

d. She

11. I … very busy yesterday:

a. am

b. is

c. were

d. was

12. She … a lot of work today:

a. has

b. have

c. had

d. will have

13. There…a pen, two dictionaries and five textbooks on this table:

a. am

b. is

c. are

d. was

14. I haven’t been able to sleep for three days. I think I might have …:

a. insomnia

b. a cold

c. hiccups

d. watering eyes

15. It is possible to become addicted to …:

a. rapid pulse

b. water

c. fever

d. pain killers

16. Альтернативный вопрос – это:

a. вопрос, требующий положительного или отрицательного ответа

b. специальный вопрос к любому члену предложения

c. вопрос, предполагающий выбор между двумя качествами, предметами или действиями

d. вопрос, являющийся уточнением какого-либо утверждения

17. Можно мне взять Ваш учебник:

a. Must I take your text-book

b. Should I take your text-book

c. Can I take your text-book

d. May I take your text-book

18. Какое действие выражает глагол в Present Continuous:

a. регулярное и постоянное действие в настоящем времени

b. действие, которое всегда совершается в будущем

c. действие, обозначающее результат

d. действие, которое совершается в данный момент, или момент речи в настоящее время

19. Could you possibly give me…:

a. a advice

b. a piece of advice

c. an advice

d. some advices

20. My friend couldn’t come to the University yesterday as she had a high temperature:

a. Моя подруга не может прийти в университет, так как у нее высокая температура

b. Моя подруга могла прийти в университет вчера, так как у нее была высокая температура

c. Моя подруга не могла прийти в университет вчера, так как у нее была высокая температура

d. Мой друг не мог прийти в университет вчера, так как у него была высокая температура

21. В каком предложении глагол to have выражает долженствование:

a. Carbon monoxide has the same density as nitrogen

b. They have compared their results with ours

c. Do you have to be in the laboratory every day?

d.I have got many books in my home library

22. В каком предложении сказуемое находится в страдательном залоге:

a. Elements are characterized by some properties

b. The temperature affects the operation of this device

c. Several workers transported oxygen in blue cylinders

d. Alkaloids are basic nitrogenous compounds

23. Укажите номера предложений, в которых инфинитив переводится на

русский язык определительным придаточным предложением, вводимым

союзом «который»

a. The main function of the cell is to preserve a suitable environment for itself and neighboring cells

b. The patient to be operated in the morning has serious gastrointestinal disorder

c. The senior nurse was asked to help the doctor in charge with the new patient

d. The injection to be made must reduce pains in the patient with the broken rib

24. Укажите номера предложений, в которых ing-форма соответствует деепричастию в русском языке, оканчивающемуся на – в:

a. The doctor left the ward having examined all his patients

b. Translating the text the student met many new anatomical terms

c. He copied out the text from the Internet being aware nobody will notice it

d. Having looked through the last material on the subject we decided to perform a new experiment

25. Укажите номера предложений, в которых присутствует инфинитив:

a. The doctor on duty entered the ward to examine his patients

b. The doctor in charge prescribed new drug to his patient

c. The student observed the surgeon operate the patient with appendicitis

d. Vegetables and berries may be contaminated by dangerous viruses and microbes

26. Укажите номера предложений, в которых использована конструкция «Сложное дополнение»:

a. The doctor found the patient to have increased blood pressure

b. Nobody believed the new epidemics of grippe to be due to the same agent

c. We knew the microbes to be the cause of many human disorders

d. It was necessary for the patient to go to the pharmacy

27. Укажите номера предложений, в которых использована конструкция “Cложное подлежащее”:

a. The doctor said the patient to come for the next visit in two weeks

b. This animal is found throughout the tropical and subtropical areas

c. Pharynx is known to be a muscular tube lined with a mucous membrane

d. Plasma was shown to reflect different physiological states of the body from one moment to the next

28. То prevent the recurrence of the disease he was administered antibiotics:

a. После предотвращения возобновления болезни ему назначили антибиотики

b. Для того чтобы предупредить рецидив болезни, ему назначили антибиотики

c. Ему назначили антибиотики после рецидива болезни

d. Из-за возвращения болезни ему назначили антибиотики

29. Не continued reading the article:

a. Он продолжает читать статью

b. Он продолжает чтение статьи

c. Он продолжал читать статью

d. Он читает статью

30. Выразите согласие:

a. I can hardly agree with you

b. No objections on the point

c. There are some things to discuss

d. Don't worry

31. Выразите просьбу:

a. What would you like to do?

b. Could you pass the case record?

c. What does he think about it?

d. Do you mind my smoking?

32. Выразитe сожаление:

a. Say it again

b. Is that possible?

c. I’m afraid I won’t be able to do it

d. Marvelous!

33. Why … you absent yesterday? The test was very easy.

a. were

b. did

c. had

d. are

34 … you a student of pharmacy?

a. was

b. are

c. is

d. am

35. … many boys in your group?

a. there is

b. is there

c. are

d. are there

36. Our Academy … seven departments nowadays.

a. have

b. is

c. had

d. has

37. On Sundays we … no classes.

a. had

b. has

c. have

d. will have

38. Pharmaceutical students must study and work … in order to be good specialists.

a. hard

b. hardly

c. slightly

d. nearly

39. The lungs … the important organs of breathing.

a. were

b. is

c. have been

d. are

40. This book is … than that one.

a. interesting

b. the most interesting

c. more interesting

d. good

41. English is … language in the world.

a. the most important

b. more important

c. better

d. worse

42. The chemist’s shop in your street is … than one situated opposite my house.

a. big

b. the biggest

c. small

d. bigger

43. You are to be a good pharmacist.

a. Ты должен быть хорошим фармацевтом.

b. Вы можете стать хорошим фармацевтом.

d. Он сможет стать хорошим фармацевтом.

c. Oн **–** хороший фармацевт.

44. … is a talk to groups of students about a particular subject.

a. letter

b. song

c. lecture

d. country

45. All drugs \_\_\_\_ side effects.

a. feel

b. cut

c. mean

d. have

46. My friend \_\_\_ writing his report now.

a. is

b. was

c. are

d. were

47. Don’t worry. I\_\_\_\_ here in an hour to help you.

a. am

b. was

c.will be

d. be

48. Where \_\_\_\_ auditorium number seven?

a. are

b. was

c. will be

d. is

49. \_\_\_\_\_\_\_ I go to the academy by bus.

a. Never

b. Ever

c. Just

d. Usually

50. The chemist’s was open, so luckily I \_\_\_\_ buy some aspirin.

a. can

b. could

c. can’t

d. may

51. We … a lot of time in the library yesterday.

a. shall spend

b. will spend

c. were spending

d. spent

52. Professor Smith … us a course of lectures on chemistry last month.

a. gave

b. gives

c. is giving

d. were giving

53. The disease … very quickly, because the patient’s immune system did not normally.

a. shall develop

b. shall have developed

c. were developing

d. was developing

54. Students usually … exams twice a year, in December and in June.

a. takes

b. shall take

c. has been taken

d. take

55. I … already … two books by this author.

a. has read

b. is reading

c. were reading

d. have read

56. My friends … for me in a week.

a. had waited

b. is waiting

c. will wait

d. shall wait

57. An elderly person usually … about headache.

a. shall be complaining

b. complain

c. complains

d. have complained

58. Tonsillitis … when the tonsils are infected by bacteria or viruses.

a. have occurred

b. occur

c. occurs

d. are occurring

59. Dalton was the famous English ….

a. physician

b. physicist

c. dentist

d. chemist

60 … is a science that studies the structure and action of the remedies.

a. pathology

b. pharmacology

c. pediatrics

d. anatomy

**Оценочные материалы по каждой теме дисциплины**

**Модуль 1.** Вводно-коррективный курс.

**Тема 1.** English and its role for medical students.

**Форма текущего контроля успеваемости:** устный опрос

**материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1. Прочитайте и переведите текст: “English and its role for medical students”, используя англо-русский словарь.

2. Ответьте на данные вопросы:

1. What language is the most important language in the world?
2. Where do the native speakers of English live?
3. How many people speak English as their mother tongue?
4. Why is a good knowledge of foreign languages the main obligation of tomorrow’s doctors?
5. Should medical students study and work hard in order to achieve a good knowledge of English?
6. Can it increase their professional and intercultural outlook?
7. Do you like to study English?

**Модуль 1.** Вводно-коррективный курс.

**Тема 2.** Основы грамматической системы английского языка

**Форма текущего контроля успеваемости:** устный опрос, контрольная работа, тестирование

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1. Назовите особенности чтения односложных, двусложных и многосложных слов.

2. Перечислите особенности чтения английских согласных.

Перечистите буквосочетания, в еоторых имеются напроизносимые согласные.

3. Сформулируйте правила чтения гласных в четырех типах слога.

4. Сформулируйте правила чтения гласных в открытом и закротом типах слога.

5. В чем суть чтения безударных слогов?

6. Сформулируйте особенности ударения в одно-двусложных словах.

7. Сформулируйте особенности ударения в многосложных словах.

9. Сформулируйте правило образования степеней сравнения одно-двусложных прилагательных в английском языке.

10. Сформулируйте правило образования степеней сравнения многосложных прилагательных в английском языке.

11. Перечислите исключения образования степеней сравнения прилагательных.

12. Назовите функции глагола to be, особенности употребления в предложении. Проспрягайте глалол.

13. Назовите функции глагола to have, особенности употребления в предложении. Проспрягайте глалол.

14. Сформулируйте правило порядка слов в английском предложении.

15. Сформулируйте правило построения и первода предложений с конструкцией there is (are).

*1. Read the words, paying attention to the rules of reading*

Wave, salt, pause, pass, task, save, fan, `bandage, `usage, dis`charge, harm, ward, stage, hand, thank, grave, `absent, as, wake, e`xam, hate, black, farm, care, rash, cause, `cartilage, baby, `article, same, hard, rate, vast, `rather, glass, law, fast, `autopsy, a`round, `rarity, latter, be`cause, pair, `always, gain, `plaster, lo`cate, for`mation, chair, small, lay, ope`rate, air, sharp. knee, `mixture, re`lation, wrick, where, whom, bring, sink, `temperature, con`dition, nose, `language, psy`chologist, rise, chance, chill, `character, `chemical, `knowledge, `question, `patient, wrong, who, why, thank, `hungry, cells, just, pull, much, `student, trunk, pro`fuse, full, se`curity, sur`round, push, `difficult, `august, `during, lung, due, up, run, `rectum, re`duce, `cureless, `ulcer, drug, duct, `duty, pulse, pro`duce, a`cute, `tumour, `suffer, `pulmonary, `sputum, `regular, dif`fuse, `surgeon.

*2*.*Read and translate the sentences.*

1. He cleaned the waiting-room. The waiting-room was cleaned by him.
2. She collected the tickets. The tickets were collected by her.
3. Mr. Brown taught the students. The students were taught by Mr. Brown.
4. An electric fire warmed the room. The room was warmed by an electric fire.
5. Somebody built this house many years ago. The house was built many years ago (by somebody).
6. Mr. Green opened the door. The door was opened by Mr. Green.
7. The dog killed the rabbit. The rabbit was killed by the dog.

**Контрольная работа:**

**Вариант 1**

*Translate the sentences into Russian. Define the predicate.*

1. She has a high temperature today.
2. Her duty was to help a sick girl.
3. There are 500 rooms in our hostel.
4. My sister is in the library now.
5. There will be an interesting film on TV tomorrow.
6. We had two exams during last session.
7. The exams were very difficult.
8. I am 17 years old.
9. There is nobody in the lab.
10. He had two classes yesterday.

**Вариант 2**

*Translate the sentences into Russian. Define the predicate*

1. There are 12 students in our group.
2. My sister will be a doctor in 2 years.
3. We shall have an English lesson tomorrow.
4. The girl is under the care of a doctor now.
5. There will be 100 beds in this new hospital.
6. The students are in the anatomy theatre now.
7. We had two lectures on Monday.
8. They have 3 children.
9. There were many books in my bag.
10. My son was ill last year.

**Тестирование:**

**Test (to be, to have, there + to be)**

**Variant 1.**

I**.** *Выберите нужную форму глагола* ***to be:***

|  |  |
| --- | --- |
| 1. I … very busy today. |  |
| 2. There … 4 faculties in our academy some years ago. | 1. is |
| 3. English … the most popular language in our country. | 2. shall be |
| 4. I … a doctor in 5 years. | 3. was |
| 5. My friend’s sister … very tired as she had 6 lessons yesterday. | 4. am |
| 6. What … your father? | 5. will be |
| 7. The girl … seriously ill last year. | 6. were |
| 8. He … not at home next week. | 7. are |
| 9. There … a good library in our academy. |  |
| 10. My brothers … not at home now. |  |

**II.** *Выберите нужную форму глагола* ***to have:***

|  |  |
| --- | --- |
| 1. She … a lot of work today. |  |
| 2. Twice a year students … vacations. |  |
| 3. We … practical training at hospitals in a year. | 1. will have |
| 4. He … lectures in Biology on Mondays. | 2. had |
| 5. They … some very nice watches in that shop. | 3. has |
| 6. … he any brothers or sisters? | 4. shall have |
| 7. They … a party next week. | 5. have |
| 8. The book … many pictures. |  |
| 9. In 2 years I … practical training at hospitals. |  |
| 10. I couldn’t write the letter a day before because I … no paper at home. |  |

**III.** *Укажите предложения, в которых глаголы* ***to be, to have*** *являются модальными.*

1. My brother is interested in languages of different countries.
2. He is to go there next week.
3. Have you passed your examination in physics?
4. They have to do a lot of work today.
5. He is a man of character.

**IV.** *Укажите правильные варианты перевода:*

1. The students are in the club.
   1. Студенты в клубе.
   2. В клубе студенты.
2. There are dictionaries on this table.
   1. Словари лежат на этом столе.
   2. На этом столе лежат словари.

**Variant 2.**

I. *Выберите нужную форму глагола* ***to be:***

|  |  |
| --- | --- |
| 1. My sister … a teacher next year. |  |
| 2. Our classes … over at 3 o’clock yesterday. | 1. is |
| 3. English … the most popular language in our country. | 2. shall be |
| 4. Now I … a student but in several years I … a doctor. | 3. was |
| 5. There … only one hospital in this town last year. | 4. am |
| 6. Biology … a special subject at the Medical Academy. | 5. will be |
| 7. The patients’ condition … good today. | 6. were |
| 8. These children … under the care of a doctor some days ago. | 7. are |
| 9. Our professors … at the conference next week |  |
| 10. There … three patients in the fifth ward now. |  |

**II.** *Выберите нужную форму глагола* ***to have:***

|  |  |
| --- | --- |
| 1. We … entrance examinations in July. |  |
| 2. They … a new laboratory in the hospital next week. |  |
| 3. Our Academy … 7 departments now. | 1. will have |
| 4. He usually … dinner at the students’ canteen. | 2. had |
| 5. The students … some exams in 3 months. | 3. has |
| 6. On Sundays we … no classes. | 4. shall have |
| 7. Yesterday we … a lesson on Anatomy. | 5. have |
| 8. Tomorrow I … a birthday party. |  |
| 9. For two years the students … the pre-clinical subjects. |  |
| 10. The academic year …two terms. |  |

**III.** *Укажите предложения, в которых глаголы* ***to be, to have*** *являются модальными.*

1. They had to visit the sick girl.
2. I had passed all exams by the end of the month.
3. The nurse have just injected him penicillin.
4. We were to wait for them in the corridor.
5. The surgeon will have to operate on her.

**IV.** *Укажите правильные варианты перевода:*

1. The books are on the shelf.
   1. На полке лежат книги.
   2. Книги лежат на полке.
2. There will be a new hospital in this district.
   1. Будет новая больница в этом районе.
   2. В этом районе будет новая больница.

**Модуль 1.** Вводно-коррективный курс

**Тема 3.** About myself

**Форма текущего контроля успеваемости:** устный опрос, проверка практических навыков

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1. Are you the first-year student?

2. Are you the first-year student of the Medical University or Pedagogical University?

3. Is your family large?

4. How many members are there in your family?

5. What are your parents?

6. How many practical classes do you have every day?

7. How many lectures do you have every day?

8. How many subjects do you study?

9. What are they?

10. When does your working day begin?

11. How long does it last?

12. What is your favorite subject?

13. Did you join any scientific society?

14. When do you come back?

*Read and learn the following conversational formulars:*

|  |  |
| --- | --- |
| **Greetings**  Good morning, sir –  Good afternoon, Madam –  Hello, Mrs N … -  Hello, Miss N … - | **Приветствие**  Доброе утро, сэр.  Добрый день, мадам.  Здравствуйте, миссис.  Здравствуйте, мисс. |
| **Apologies**  I’m sorry –  I’m so sorry –  I apologize for ... –  I beg your pardon –  Excuse me - | **Извинения**  Извините.  Прошу прощения.  Приношу свои извинения, за …  Прошу прощения.  Извините. |
| **Replies to apologies**  That’s all right –  It’s quite all right –  Don’t worry –  Never mind –  It does not matter - | **Ответы на извинения**  Все в порядке.  Все нормально.  Не беспокойтесь.  Не беспокойтесь, ничего, неважно, не беда.  Неважно. |
| **Thanks**  Thank you –  I’m very grateful to you –  How kind of you - | **Благодарность**  Спасибо.  Я очень признателен (благодарен) вам.  Очень мило с вашей стороны. |
| **Replies**  Not at all –  You’re welcome –  That’s all right –  Don’t mention it, please – | **Ответная реакция на благодарность**    Пожалуйста.  Все в порядке. Пожалуйста.  Пожалуйста. |
| **Leavetaking**  I must be off now –  I must go –  Goodbye – | **Прощание**  До свидания. |

**Проверка практических навыков:**

Монологическое высказывание по теме: About myself.

**Модуль 1.** Вводно-коррективный курс.

**Тема 4.** The Orenburg Medical University.

**Форма текущего контроля успеваемости:** устный опрос, проверка практических навыков

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1. When was the Orenburg Medical University founded?

2. When was it given the status of the Academy?

3. When was it given the status of the University?

4. How many buildings are there in the University?

5. How many scientists work at the University?

6. How many chairs are there at the university?

7. What is there in the main building?

8. Where are clinical departments?

9. Who gets a stipend?

10. Many students take part in the research work, don’t they?

11. How often do they report the results of their work at the conferences?

12. How long does the course of studies at the University last?

13. What subjects do the students study?

14. What subjects do they study from the third year?

15. When do the students have practical thaining?

16. What do we have at the University?

17. In Russia great attention is devoted to the problem of training specialists in pharmacy, isn’t it?

18. Where will the students work after graduating from higher school?

19. How long does the course of studies last?

20. What new subjects have been introduced into the curriculum?

21. What do the students do during the first two years?

22. What do the students study during practical classes in special subjects?

23. Where do the students collect medicinal plants?

24. Where do they get acquainted with the work of pharmacies in general?

25. Where do the fifth-year students work? What do they study?

26. While studying at the pharmaceutical departments or institutes, the students acquire deep knowledge and become well-qualified specialists, don’t they?

27. What does an applicant have to pass to become a student?

28. What plan is there for the students of pharmacy?

29. What subjects does the 2nd year provide the students with?

30. What subjects do the 4th year students study?

31. What kind of education do pharmacists receive?

**Проверка практических навыков:**

Монологическое высказывание по теме: The Orenburg Medical University.

**Модуль 2.** Основы профессионального межкультурного взаимодействия

**Тема 1.** An outstanding medical man

**Форма текущего контроля успеваемости:** устный опрос, проверка практических навыков

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1. Where did Fleming come from?
2. When did he begin studying at a St. Mary’s medical school school?
3. What was his first love?
4. What did he write and when?
5. What subject did he pass on later?
6. What did he do in his publication?
7. What kind of experimenter was he?
8. Did Fleming go on to consider penicillin to be the life-saving remedy?
9. What law was clearly enunciated by Fleming?
10. What did Fleming hold?
11. How could one substance kill the microbes?
12. What books did he publish?
13. What did he get in 1945?
14. What did he say?

15. When and where was Charles Darwin born?

16. What field of science was he interested in?

17. He had made natural history his hobby, hadn’t he?

18. What post was he offered in 1831?

19. How many years did he spend on the ship “Beagle”?

20. What did he do after returning from his voyage?

21. Which of his books was the first one?

22. What society did he join in 1838?

23. When did his famous book “On the Origin …” appear?

24. What was one of the most important results of his work?

25. What discovery did Pasteur make at Lille?

26. What diseases did Pasteur investigate?

27. What diseases was Pasteur successful in preventing in man?

28. What treatment has been made possible thanks to Pasteur’s experiments?

29. What principle is based upon his discoveries?

30. Pasteur probably made more important discoveries that any other man,

didn’t he?

31. What university did Pavlov enter to study natural sciences?

32. Did Pavlov decide to become a physiologist himself?

33. When did Pavlov marry and what was his wife to him?

34. What did Pavlov study?

35. What experiments did Pavlov make?

36. Why did dogs show no fear of Pavlov?

37. Did Pavlov always use anaesthetics?

38. What was usual Pavlov’s working day?

39. Прочитайте и устно переведите на русский язык русский текст:

**H i p p o c r a t e s**

Hippocrates was born in Greece. He was the son of a doctor. Hippocrates studied medicine and was the greatest practitioner of his time.

Hippocrates freed medicine from superstition. He hated the idea that a disease was the punishment of gods. In his works he proved that every disease had a natural cause. He noted the effect of food, occupation and especially climate on the development of the disease.

Hippocrates knew little of anatomy and physiology and he had few instruments. In fact he had neither thermometer nor stethoscope. He had to estimate the temperature by his hand; he had to listen to the heart placing his ear to the chest. But in spite of all that his method was scientific.

Hippocrates created medicine on the basis of experience. He taught that every physician had to study the history of a disease, he had to learn how to make an accurate prognosis based on the signs and symptoms. He taught that the physician had to direct his attention to the color of the face, the skin, the nature of respiration, the appearance of sputum, bowel habits. Hippocrates was the first who connected the disease of one organ with the affection of the whole organism. According to his teaching the symptoms of the disease, and especially fever, are the expressions of the protective reaction of the organism and the chief function of a physician is to aid the natural forces of the body. Hippocrates was a good surgeon as well. He performed operations even on the skull.

We have his writings which are called Hippocratic Collection. The Collection consists of more than one hundred books. His works give us information about surgical knowledge and technique of that period. Some of Hippocratic thoughts are quite modern. The Collection begins with the famous Oath, which teaches medical students to be a good doctor. A good doctor must have not only deep knowledge of a particular field of medicine, he must love people and have a kind heart. We call Hippocrates the father of medicine.

*4. Ответьте на данные вопросы по тексту:*

1. Where was Hippocrates born?

2. He was a son of a philosopher, wasn’t he?

3. What did Hippocrates study?

4. What did Hippocrates free medicine from?

5. What did he create?

6. What did the great physician teach his pupils?

7. What is called Hippocratic Collection?

8. How do we call Hippocrates?

**Проверка практических навыков:**

Монологическое высказывание по теме: An outstanding medical man

**Модуль 2.** Основы профессионального межкультурного взаимодействия

**Тема 2.** Фармацевтическая терминология для межкультурного взаимодействия

**Форма текущего контроля успеваемости:** устный опрос, контроль выполнения заданий в рабочей тетради, тестирование, терминологический диктант

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1.Назовите суффиксы существительных.

2. Перечислите суффиксы прилагательных.

3. Перечислите суффиксы наречий.

4. Какие приставки в английском языке имеют отрицательное значение?

5. Что означает словосложение?

6. Перчислите суффиксы английских глаголов.

7. Какие приставки имеют значение «неправильно, неверно»

8.What depended on the use of plants and their elements?

9. What is phytotherapy?

10. When should strong juices be taken in diluted form?

11. What is recommended for anemia?

12. Celery and horseradish are recommended because of their diuretic properties, aren’t they?

13. What are yarrow and bean juices beneficial for?

14. Where can you buy plant preparations?

**Контроль выполнения заданий в рабочей тетради:**

*1. Define the part of speech of the following words*

Dangerous, muscular, surgery, simplify, protection, lecture, practical, worker, development, characterize, quality, changeable, active, importance, building, illness, economic, operate, depth, reddish, freedom, useful, language, body, blacken, Russian, doctor, removal, rapidly, friendship, dependency, helpless, rainy, childhood, different, dentist.

*2. Define the prefix*

Include, exclude, review, represent, discover, malfunction, explosion, inoculate, unnecessary, mistranslate, immoral, subdivision, interaction, overdosage, postoperative, intravenous, retell, overdue, enrich, unknown, exceed, maltreat, disorder, recovery, depress, antitoxic, contraindication, co-existence, preoperative,

disappear, enable, subacute, ultra-violet, disconnect, invisible, misdiagnose, interspace, overweight, postmortem, subconsciousness, undergo, intramuscular.

**Терминологический диктант:**

infusion – настой

blend – смесь

decoction – отвар

to simmer – кипеть на медленном огне

tincture – настойка

to immerse – погружать, окунать

to extract – извлекать, получать

to distil from – очищать от

palatable – вкусный, приятный

to dissolve – растворять

essential oils – эфирные масла

expression – отжим

to evaporate – выпаривать

ointment – мазь

petroleum jelly – вазелин

miscible – смешивающийся

to heal with herbs – излечивать при помощи трав

unpolluted area – незагрязненный район

camomile – ромашка аптекарская

mint – мята

dandelion – одуванчик

echinacea – эхинацея

stinging nettle - крапива жгучая

yarrow – тысячелистник обыкновенный

to take in diluted form – принимать в разбавленном виде

coltsfoot – мать-и-мачеха

hawthorn – боярышник

celery – сельдерей

horseradish – хрен

garlic – чеснок

bean – боб, фасоль

fennel – укроп, фенхель

plantain – подорожник

wormwood – полынь горькая

oat – овёс

rosemary – розмарин

skeletal – скелетный

muscular – мышечный

circulatory – кровеносный

digestive – пищеварительный

respiratory – дыхательный

urinary – мочевой

endocrine – эндокринный

reproductive –репродуктивный

ligament – связка

cartilage – хрящ

to associate – связывать, соответствовать

to move – двигаться, приводить в движение

brain – мозг

spinal cord – спинной мозг

receptor – окончание чувствительного нерва

means – средства

to receive – получать

to process – обрабатывать

to communicate – передавать, сообщать

to pump – откачивать, накачивать, нагнетать

nutrient – питательное вещество

substance – вещество

to require – требовать

cell – клетка

to to carry – нести

bloodstream – ток крови

wastes – отходы, продукты распада

to produce – производить, вырабатывать

to carry away – уносить, выводить

alimentary canal – пищеварительный канал

gland – железа

to convey – передавать, сообщать

to enter – поступать

to remove – удалять, выводить

carbon dioxide – углекислый газ

to escape – выделяться, улетучиваться

kidney – почка

nitrogenous – азотный, азотистый

ureter – мочеточник

urinary bladder – мочевой пузырь

to store – вмещать, хранить

to discharge – выделять; выписывать

urethra – мочеиспускательный канал

thereby – таким образом

constituent – составная часть

activity – активность, деятельность

**Тестирование:**

*Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the same line.*

**THE MEDICINE BALL**

|  |  |
| --- | --- |
| An increasingly regular O sight in chemist’s shops is the medicine ball, a very heavy ball designed to be lifted, \_\_\_\_1\_\_\_\_\_\_ and rotated about the body.  It is proving very popular on \_\_\_\_2\_\_\_\_\_\_ programmes because throwing, catching and moving the ball involves a much wider range of \_\_\_\_\_3\_\_\_\_\_\_ than merely lifting heavy metal \_\_\_\_4\_\_\_\_\_\_ . As a result, the medicine ball is very useful in working muscles that remain relatively \_\_\_5\_\_\_\_\_\_in regular gym routines. As the name suggests, the balls were \_\_\_6\_\_\_\_\_\_liked more with health than with sports training. The aim was to\_\_\_\_7\_\_\_\_\_\_ the bodies of patients and Hippocrates, the Ancient Greek physican, had animal skins\_\_\_\_\_\_8\_\_\_\_\_\_together and filled with sand to make the ball. Patients who had sustained \_\_\_\_\_9\_\_\_\_\_\_\_\_would use them as a way of getting safe exercive during their \_\_\_\_10\_\_\_\_\_ | see |
|  |
| throw |
| fit |
|  |
| move |
| weight |
| active |
|  |
| origin |
| strenght  sew  injure  recover |

**Модуль 2.** Основы профессионального межкультурного взаимодействия

**Тема 3.** Базовая грамматика английского языка

**Форма текущего контроля успеваемости:** устный опрос, контроль выполнения заданий в рабочей тетради, контрольная работа, тестирование

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1. Сформулируйте правило порядка слов в английском предложении.

2. Сформулируйте основные особенности образования, употребления и первода видовременных форм английского глагола в активном залоге.

3. Сформулируйте основные особенности образования, употребления и первода видовременных форм английского глагола в пассивном залоге.

4. Назовите особенности употребления и первода модальных глаголов. Дайте определение.

5. Сформулируйте особенности сказуемых с эквивалентами модальных глаголов.

6. Назовите особенности образования и первода глаголов-сказуемых в форме Simple Active.

7. Назовите особенности образования и первода глаголов-сказуемых в форме Continuous Active.

8. Назовите особенности образования и первода глаголов-сказуемых в форме Perfect Active.

9. Назовите особенности образования и первода глаголов-сказуемых в форме Passive Voice.

10. Сформулируйте основные особенности образования, употребления и первода видовременных форм английского глагола в активном залоге.

11. Сформулируйте основные особенности образования, употребления и первода видовременных форм английского глагола в пассивном залоге.

12. Назовите особенности употребления и первода модальных глаголов. Дайте определение.

13. Перечислите эквиваленты модальных глаголов.

14. Назовите особенности употребления и первода эквивалентов модальных глаголов.

15. Сформулируйте особенности сказуемых с модальными глаголами.

16. Сформулируйте особенности сказуемых с эквивалентами модальных глаголов.

17. Сформулируйте правило согласования времен.

18. Как перводятся английские предложения, где употребляется правило согласования времен.

19. Сколько типов вопросительных предложений Вы знаете.

20. Как образуются вопросительные предложения в английском языке?

21. Для какой цели служат разные типы вопросительных предложений?

**Контроль выполнения заданий в рабочей тетеради:**

*1*.*Read and translate the sentences. Compare their tense forms:*

1. He cleaned the waiting-room. The waiting-room was cleaned by him.

2. She collected the tickets. The tickets were collected by her.

3. Mr. Brown taught the students. The students were taught by Mr. Brown.

4. An electric fire warmed the room. The room was warmed by an electric fire.

5. Somebody built this house many years ago. The house was built many years ago (by somebody).

6. Mr. Green opened the door. The door was opened by Mr. Green.

7. The dog killed the rabbit. The rabbit was killed by the dog.

*2. Turn the following from the Active Voice into the Passive Voice:*

1. My mother closed the door.
2. She helped the sister.
3. I finished my work about five o’clock.
4. My grandmother told us about our grandfather.
5. My friend took me to the cinema.
6. Her brothers and sisters met our uncle at the station.

*3. Read and translate the following sentences. Analyse tense forms.*

1. The X-ray examination revealed that the arm was broken.

2. The student asked if the lesson on anatomy would be the next week.

3. He felt that the temperature was increasing.

4. The doctor said that this organ had been affected.

5. Examination showed that the general condition was good.

6. He told that the protective reaction of the organism had decreased.

7. We considered that the analyses would be done in time.

8. He knew that this doctor worked at the surgical department.

9. They wanted to know whether the assistant’s diagnosis was accurate.

10. The patient asked the nurse if she would take the temperature.

11. The students thought that the appearance was an important sign.

12. I hoped that this patient would recover.

*4. Give the four forms of the following verbs:*

to know, to be, to connect, to teach, to prove, to study, to write, to give,

to have, to call, to consist, to make, to estimate, to learn.

*5. Compose the sentences from the given words:*

1. freed, from, Hippocrates, medicine, superstition.

2. of, knew, and, had, he, instruments, little, Hippocrates, anatomy, few,

physiology, and.

3. neither, in, stethoscope, fact, had, nor, he, thermometer.

4. had, he, listen, to, the, placing, to, chest, the, heart, ear, his, to.

5. skull, the, on, performed, he, operations, even.

6. Oath, the, begins, the, with, famous, Collection.

7. call, we, of, father, medicine, Hippocrates, the.

*6. Translate the following. Pay attention to modal verbs:*

1. Could I use your pen, please?

2. Could you repeat that, please?

3. She could be Italian.

4. When I was young, I could usually get what I wanted.

5. Could I leave now?

6. She’ll be able to relax with them.

7. The weather was good, so we were able to go out.

8. He was so busy that he wasn’t able to (couldn’t) come.

9. He could have had an accident.

10. I may be late tomorrow.

11. I may not get there in time.

12. May I call your uncle Tom?

13. You may have got lost.

14. He may have had an accident.

*7. Translate the following, paying attention to “have to”:*

1. They have to know each other very well.
2. You have to arrive as soon as possible.
3. He has to go now.
4. She has to stop smoking.
5. You have to have an operation at once.
6. The government says you have to do military service.
7. School children don’t have to go to school at the weekend.

*8. Translate the sentences. Define the predicate.*

1. A person may be tall, middle sized or short, thin or plump (fat in a pleasant- looking way).

2. A face may be round, oval or square.

3. In summer some people may have freckles on their faces.

4. People’s hair may be long or short, thin or thick, good or bad, straight or curly. 5. Colour of people’s hair may be black or fair chestnut or red.

6. Eyes may be large or small.

7. Eyes may be of different colour: grey, green, blue, black or hazel (brown).

8. Cheeks may be rosy or pale (if a person is ill), plump or hollow (if a person is very thin).

*9. Ask general questions.*

1. I can swim very well.

2. You can type.

3. She can open the window.

4. I can run fast.

5. He can play piano well.

6. They can speak English well.

7. I can find the book.

*10. Incert the modal verbs or their equivalents.*

1. He … pass exams successfully, as he is a brilliant student.
2. Yesterday the patient … leave the bed.

3. I … buy a ticket with my credit card tomorrow.

4. We … come to the party because we had a lot of work to do.

5. Although I’m good at chemistry, I don’t think.

6. I … to speak English better, if I practise more.

7. The doctor … perform operations of such kind.

*11. Ask all types of questions to the given sentences*

1. You answered well at the lesson.
2. My family lived in that house 10 years ago.
3. The nature of life was interesting to man.
4. Reports in the newspapers reflected popular interest.
5. The books were on the table.
6. Many people suffered from respiratory diseases.
7. I opened the window although it was cold.
8. He wrote a book on grammar.
9. They gave a very good and interesting account of the experiment.

*12. Переведите предложения, обращая внимание на правило согласования времен*

1. She said that she felt better.

2. He knew she was strong.

3. They told me he could make an operation himself.

4. She thought it was raining.

5. He told her he was a freshman (первокурсник).

6. I found out that he had failed in Latin.

7. I did not know you had entered this academy.

8. He said he had been ill for a long time.

*13. Переведите и проанализируйте видовременные формы.*

1.He was glad she had passed all her exams.

2. He said he would take an active part in the work of the scientific circles.

3. We wrote we should arrive in time.

4. He was told that they would have reached the port by May 25.

5. She said that when we came, she would be taking exams.

6. I knew that she had not seen him since they finished school.

7. I learned that she had met a friend with whom she had studied before.

*14. Переведите предложения*

1.I knew she could do it.

2. I thought she would be able to do it.

3. He learnt that you were to go there.

4. He said that they would have to go there at once.

5. They said we had to go there at once.

6. She said he did not have to go there.

7. He told us that we must observe the rules.

8. He said that we must not cross the road against the red light.

*15. Ask questions, using special words in brackets.*

1. He will begin his lectures next month. (When)
2. It will take me 20 minutes to get to the academy. (How long)
3. I shall get up tomorrow at 6 o’clock. (When)
4. You will take your exam in English in June. (When)
5. We shall have dinner soon. (When)
6. She will come earlier tomorrow because she will be on duty. (Why)
7. He will work systematicaly as he wants to know English well. (How)

**Контрольная работа:**

**Вариант 1**

*Переведите предложения на русский язык.*

1. We entered the Medical Academy last year.
2. I shall get up at 6 o’clock tomorrow.
3. They have just come back home.
4. Medical students study Аnatomy.
5. I have never been to London.
6. We are writing a test now.
7. The nurse was making an injection when I came.
8. They will have finished his work by Monday.
9. He had read this book by the end of the week.
10. My friend will be preparing for the Anatomy class at that time tomorrow.

**Вариант 2**

1. She has already finished her work.
2. Once a week I go to the anatomy theatre.
3. I shall have written my report by 5 o’clock tomorrow.
4. My sister was reading the whole day yesterday.
5. He returned home an hour ago.
6. She works much.
7. I have not seen my friend since March.
8. The patient is sleeping now.
9. The doctor will examine this child tomorrow.
10. He had completed his work by the end of the week.

**Вариант 1**

*Переведите предложения на русский язык. Определите сказуемые.*

1. She has a high temperature today.

2. Her duty was to help a sick girl.

3. There are 500 rooms in our hostel.

4. My sister is in the library now.

5. There will be an interesting film on TV tomorrow.

6. We had two exams during last session.

7. The exams were very difficult.

8. I am 17 years old.

9. There is nobody in the lab.

10. He had two classes yesterday.

**Вариант 2**

*Переведите предложения на русский язык. Определите сказуемые.*

1. There are 12 students in our group.

2. My sister will be a doctor in 2 years.

3. We shall have an English lesson tomorrow.

4. The girl is under the care of a doctor now.

5. There will be 100 beds in this new hospital.

6. The students are in the anatomy theatre now.

7. We had two lectures on Monday.

8. They have 3 children.

9. There were many books in my bag.

10. My son was ill last year.

**Active and Passive Voice**

**Вариант 1**

*Переведите предложения на русский язык:*

1. He has been studying English for 6 years.
2. The nurse is dressing his hand now.
3. The hospital is being built not far from my house.
4. I was administered penicillin injections.
5. Usually she has a good appetite.
6. They will have completed a research work by that time.
7. The doctor has just performed an operation.
8. Blood counts had been made by 7 o’clock.
9. She consulted the dentist 2 days ago.
10. Vitamin D is added to baby’s milk.
11. The academic year will begin in October.
12. The sick boy has been given hot milk today.
13. The doctor was listening to his heart when I came.
14. He will be admitted to the hospital in a day.
15. His article was being discussed at the conference at 10 o’clock yesterday.

**Вариант 2**

*Переведите предложения на русский язык:*

1. The nurses take temperature twice a day.
2. The condition of the patient has changed for the worse today.
3. I shall get up at 6 o’clock tomorrow.
4. My father has been working at the surgical department for 12 years.
5. Many cases of cancer are being treated now.
6. The experiment will be made tomorrow.
7. This patient was examined by the cardiologist a day ago.
8. She was keeping her bеd the whole week.
9. My mother complained of a severe pain in her chest.
10. The students are taking an exam now.
11. The girl, aged 14, is admitted to the hospital.
12. This patient will have been transferred to our clinic by the evening.
13. These data were being collected from various sources.
14. He has finished his experiments by 5 o’clock on Friday.
15. This medicine had been prescribed to me when my pressure increased.

**Вариант 1**

*1. Поставьте предложение в отрицательную и вопросительную форму*

You must come to the lab in time.

*2. Переведите предложения на русский язык:*

1. She may catch cold.
2. May I come in?
3. He must finish his work by 3 o’clock.
4. My grandmother couldn’t sleep the whole night.
5. You may take my pen, if you haven’t got one.
6. The train must leave at two o’clock.
7. It’s very late. I must go home.
8. You can find all necessary information in this book.
9. I could swim very well when I was a boy.
10. It may snow tomorrow.

**Вариант 2**

*1. Поставьте предложение в отрицательную и вопросительную форму*

He can finish her work today.

*2. Переведите предложения на русский язык:*

1. I can speak French.
2. The students must attend all the lectures.
3. As I study at the Academy I must read much for practical classes.
4. He couldn’t see after operation.
5. She may rest a little.
6. She cannot translate this text.
7. You must learn English words regularly.
8. You may take my book.
9. Must I take these tablets?
10. They must take part in the conference.

**Variant 1.**

* 1. *Translate the following sentences. Define the predicate.*

1. Many herbal remedies can provide essential vitamins and minerals.
2. To extract the fat-soluble nutrients of a plant we have to prepare them in different way.
3. If you take high level of vitamin C, you should also increase your calcium intake.
4. Nutrients may appear in low doses in many of our medicinal herbs.
5. Vitamin D insufficiency may lead to various health problems.
6. Some studies suggest that exposing to the sun the back of the hands, face and arms for 5 to 15 minutes a day three times weekly, may be sufficient to ensure adequate levels of vitamin D.
7. No vitamin can take place of any other vitamin.

**Variant 2**.

*Translate the following sentences. Define the predicate.*

1. It is very difficult to study at the Medical Academy.
2. It is important to know what nutrients are provided in the food we eat.
3. It is impossible to accurately assess how much of the nutrients provided from a food source will be assimilated.
4. It is useful to know that high doses of vitamin C can cause headaches.
5. To reduce the increase of rickets and dental caries, it is necessary to provide sufficient amounts of vitamin D.
6. It was difficult to get used to eating English food.
7. Vitamin B12 may act as an important growth factor in some undernourished children.

**Тестирование:**

**Active Voice**

**Вариант 1**

*Укажите номер варианта, соответствующего подчёркнутому слову в русском предложении.*

|  |  |
| --- | --- |
| 1. Он учится в институте. | 1. study  2. is studying  3. has studied  4. studies |
| 2. Я буду готовить доклад завтра. | 1. make  2. will make  3. shall make  4. shall be making |
| 3. Доктор уже измерил температуру. | 1. has taken  2. have taken  3. took  4. had taken |
| 4. Он осматривал больных с 5 до 7 часов. | 1. examined  2. has examined  3. had examined  4. was examining |
| 5. Я отправил письмо вчера. | 1. sent  2. has sent   1. was sending 2. send |
| 6. Хирург снял швы к тому времени. | 1. removed  2. was removing  3. has removed  4. had removed |
| 7. Мы сдадим экзамены к концу недели. | 1. shall pass  2. shall have passed  3. will have passed  4. shall be passing |
| 8. Она сейчас пишет доклад. | 1. writes  2. write  3. has written  4. is writing |

**Вариант 2**

*Укажите номер варианта, соответствующего подчёркнутому слову в русском предложении.*

|  |  |
| --- | --- |
| 1. Мои друзья живут в Москве. | 1. are living  2. lives  3. live  4. have lived |
| 2. Я буду оперировать в это время завтра. | 1. shall operate  2. will be operating  3. shall be operating  4. shall have operated |
| 3. Они только что закончили работу. | 1. has finished  2. finished  3. have finished  4. had finished |
| 4. Студенты перевели статью к концу недели. | 1. had translated  2. have translated  3. were translating  4. translated |
| 5. Он спал весь вечер. | 1. slept  2. was sleeping  3. were sleeping  4. has slept |
| 6. Прошлым летом я работал в больнице. | 1. worked  2. has worked  3. had worked  4. was working |
| 7. Он сейчас учит слова. | 1. was learning  2. learns  3. is learning  4. will be learning |
| 8. Я напишу письмо завтра. | 1. will write  2. will be writing  3. shall write  4. shall have written |

**Active and Passive Voice**

**Вариант 1**

*Укажите номер соответствующего варианта сказуемого*.

|  |  |
| --- | --- |
| 1. The nurse … injections now. | 1. is making  2. makes  3. was making  4. is made |
| 2. This boy … on recently. | 1. operated  2. had been operated  3. was operated  4. has been operated |
| 3. This book … by 6 o’clock tomorrow. | 1. will be finished  2. is finished  3. will have been finished  4. shall be finished |
| 4. My brother … books every day. | 1. were read  2. reads  3. has read  4. is reading |
| 5. She … already this article. You may read it. | 1. had translated  2. has translated  3. was translated  4. translated |
| 6. I … the whole day tomorrow. | 1. shall work  2. am worked  3. shall be working  4. was working |
| 7. He … from the hospital yesterday. | 1. was discharged  2. had discharged  3. discharged  4. were discharged |
| 8. The students … a test at 10 o’clock yesterday. | 1. wrote  2. were written  3. were writing  4. have been written |

Вариант 2

*Укажите номер соответствующего варианта сказуемого.*

|  |  |
| --- | --- |
| 1. This patient … tablets 3 times a day. | 1. is taking  2. takes  3. has taken  4. is taken |
| 2. He … on by that time. | 1. operated  2. had been operated  3. was operated  4. has been operated |
| 3. My friend … the Academy next year. | 1. will be entered  2. enters  3. will have entered  4. will enter |
| 4. This newspaper … in many countries. | 1. is read  2. reads  3. has been read  4. is reading |
| 5. He … a doctor some days ago. | 1. had consulted  2. consulted  3. was consulted  4. was consulting |
| 6. The patient … now. | 1. is examined  2. examines  3. is being examined  4. has been examined |
| 7. The analyses … by 7 o’clock yesterday. | 1. were made  2. had made  3. were making  4. had been made |
| 8. The patient … by the end of the week. | 1. will have recovered  2. recovered  3. will recover  4. will be recovering |

**Modal Verbs**

**Вариант 1**

*Выберите нужную форму глагола:*

1. She … to finish school in a year.

a) may b) has c) is

1. You feel bad, you … see a doctor.

a) needn’t b) should c) can

1. She … to get up early on week-days.

a) has to b) can c) must

1. Must I come tomorrow? No, you … .

a) mustn’t b) can’t c) needn’t

1. The weather … change tomorrow.

a) may b) must c) should

**Вариант 2**

*Выберите нужную форму глагола:*

1. The water is cold, you … swim.

a) can b) can’t c) must

1. He … speak three foreign languages.

a) can b) may c) must

1. May I invite my friend to the party? – Yes, you … .

a) can b) may c) must

1. You … work hard at your English if you want to know it.

a) must b) may c) can

1. I … walk, there is a bus going there.

a) needn’t b) mustn’t c) can’t

**Модуль 2.** Основы профессионального межкультурного взаимодействия

**Тема 4.** My home town

**Форма текущего контроля успеваемости:** устный опрос, проверка практических навыков

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1. What is your home town?
2. When and where was Orenburg founded?
3. Is its geographical location of particular interest?
4. Where does Orenburg stand?
5. Is Orenburg big or small regional centre of Russia?
6. When have tremendous gasfields been discovered?
7. Where have they been discovered?
8. Orenburg is one of the most important industrial centres of Russia, isn’t it?
9. What is Orenburg famous for?
10. Who studied in Orenburg flying school?
11. Who was in Orenburg?
12. Are there any sights in Orenburg?
13. What is shown to the guests of Orenburg?
14. When was the Caravan Saray built?
15. Who was the architect of the Caravan Saray?
16. What monuments are there in Orenburg?
17. How many museums are there in Orenburg?
18. How many theatres do we have in Orenburg?
19. We have many cinemas, Palaces of Culture and libraries, don’t we?
20. What higher schools are there in Orenburg?
21. Are there many medical institutions in Orenburg?
22. What are they?
23. What is the main street in Orenburg?
24. Are there many old buidings in Sovetskaya street?
25. In recent years many beautiful buildings have appeared in Orenburg, haven’t they?
26. Is Orenburg becoming beautiful with every year?
27. Do you like your home town?

**Проверка практических навыков:**

Монологическое высказывание по теме: My home town.

**Модуль 3.** Основы академической и профессиональной коммуникации

**Тема 1.** Неличные формы глагола. Инфинитивные конструкции

**Форма текущего контроля успеваемости:** устный опрос

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1. Назовите особенности неличной формы глагола: Infinitive.

2. Сформулируйте особенности образования, употребления и перевода инфинитива в предложении.

3. Перечислите функции инфинитива в предложении. Приведите примеры

4. Сформулируйте особенности употребления и первода инфинитивных конструкций в предложении.

5. Назовите особенности образования и первода инфинитивного оборота Complex Subject.

6. Назовите особенности образования и первода инфинитивного оборота Complex Object.

7. Дайте определение неличной форме глагола «причастие».

8. Назовите особенности ее образования.

9. Сформулируйте особенности употребления причастия в предложении.

10. Сформулируйте особенности Participles как неличной формы глагола.

11. Назовите ее грамматические характеристики.

12. Назовите особенности употребления Participle I и перевода в предложении.

13. Назовите особенности употребления Participle II и перевода в предложении.

14. Перечислите возможности перевода английского причастия на русский язык. Приведите примеры.

15. Сформулируйте и укажите особенности образования, употребления и перевода сложных форм причастий в английском предложении.

16. Сформулируйте особенности образования, употребления и перевода Absolute Participle Construction.

17. Назовите основные грамматические характеристики неличной формы глагола: Герундий.

18. Укажите особенности образования простых герундиальных форм, употребления и их перевода в английском предложении.

19. Укажите особенности образования сложных герундиальных форм, употребления и их перевода в английском предложении.

20. Сформулируйте и укажите функции герундия в предложении.

21. Сформулируйте особенности первода простых и сложных герундиальных форм.

**Контроль выполнения заданий в рабочей тетеради:**

1. *Прочитайте и переведите следующие предложения:*
2. You want to look and feel better.

2. Diet can make a dramatic difference to your daily life.

3. To listen to the music is a proven fact that lifts my mood.

4. To read in bed is harmful for the sight.

5. Roman soldiers were advised to use mint (мята).

6. There are two simple and speedy ways to cook fish: roasting and sealing in a foil (фольга).

7. Soluble preparations taken after food are useful to obtain rapid analgesia.

8. Acute haemorrhage with melaena and or haematemesis is frequently associated with aspirin ingestion but a causal relationship is more difficult to prove.

9. Care must be taken to avoid aspiration.

10. It is stated in Hippocrate’s oath that those enlisted in the healing arts should make every human effort to eliminate pain and suffering.

*2. Переведите предложения на русский язык, обращая внимание на сложное подлежащее:*

1. Hypertension appears to be a particularly significant risk factor in evoluation of atherosclerosis in patients undergoing hemodialysis.

2. The infiltration was thought to have a viral cause.

3. Then a peritheral neuropathy developed that was thought to be attributable to the use of medicine.

4. Of these 26, 13 were found to have thrombosis.

5. This new method of surgery was reported to be used.

6. The real situation with this patient is likely to be very complex.

7. This process was expected to be more effective.

*3. Переведите предложения на английский язык, употребив сказуемые:*

to be likely, to be considered; to be found; to be described; to seem; to be unlikely.

1. Вероятно, что проведение этой операции будет очень сложным.

2.Этот метод лечения, как считают, является крайне необходимым.

3. Все эти изменения, как обнаружили, не повлияли на результаты.

4. Считают, что этот метод предоставляет наилучшую возможность лечения.

5. Этот метод, как было описано, применяется на практике.

6. Оказалось, что эти данные известны всем.

7. Маловероятно, что эта тема исследования заинтересует ученых этой лаборатории.

*4. Переведите предложения на русский язык.*

1. They note penicillin to be the best therapeutic agent for Group A streptococcal infection.

2. Scientists believe these abnormalities to be present at birth.

3. Many patients want the doctor to solve personal social problems.

4. I heard the nurse mention my name.

5. All the participants of the conference on the problems of cancer found the experience to have been a remarkable one.

6. They consider all these errors to be of no importance.

7. We assime the anatomic position of the asterion to be rather variable.

*5. Translate into Russian, please: Complex Subject and Complex Object*

1. Streptomycin is known to be effective agains some microorganisms.

2. The medication seems to be duly performed.

3. I know him to suffer from grippe.

4. They report penicillin to have been useful in 14 cases of acute nephritis.

5. This cause was considered to be the only one to give rise to the epidemic.

6. My friend is said to have passed his credit test in chemistry very   
 successfully.

7. Professor N is stated to be invited to the scientific conference in London.

8. The temperature is likely to rise in the evening.

9. These children are said to have had measles.

10.They suppose certain streptococci and diplococci to be closely connected  
 with this infectious disease.

*6. Переведите и проанализируйте функции причастий:*

1. (When) translating the text, students came across certain difficulties.
2. 2. The girl, translating the article at the desk, turned round and asked for help.

3. Cooking dinner, she forgot to put salt into the soup.

4. Giving that explanation, he was sure it was convincing.

5. Reading he found himself growing interested with every page.

6. Playing he fell and hurt his leg.

7. Going home, she met her friends.

*7. Переведите следующие прдложения, обращая внимание на причастия:*

1. Feeling bad, I went to the University polyclinic.

2.We used to walk about Moscow admiring its architecture and ancient monuments.

*8. Переведите и проанализируйте функции причастий:*

1. He is preparing a paper on the health educational aspects.

2. A tobacco pandemic is currently killing about three million a year.

3. In the most economically advanced countries, like the United States, tobacco consumption has been decreasing.

4. A resolution concerning smoke free flights was adopted at the Conference.

5. About 20% of people experiencing symptoms do nothing about them.

6. In the eleventh patient, who had the most chronic infection, there was diffuse sclerosis involving multiple thoracic and lumbar vertebrae.

7.The vising physician not only sees the patient, but becomes familiar with the social and sanitary conditions at home.

*9. Найдите в следующих предложениях причастия и переведите предложения:*

1. Biochemistry is the science that deals with the chemistry of living tissue.

2. He attributed disease to some symptoms as distress signals indicating the need for certain elements.

3. There is suppuration such as recurring boils or abscesses.

4. The muscles can also be affected causing numbness and spasm.

5. It is possible to have a deficiency for a long time and not notice any symptoms, resulting in serious loss of bone density.

6. Many women, and working mothers especially, suffer from levels of stress.

7. Questions were divided into four sections covering personal details (age, marital status, number of children and/or dependent relatives, job etc).

*10. Проанализируйте функции причастий и переведите предложения:*

1. Two-thirds of working mothers responding to the survey clearly found the efforts of coping with a job.

2. Croup is very much a viral disease usually occurring in winter and at night.

3. There is a history of preceding respiratory infection, but often of short duration.

4. Heart failure is the major complication and is suggested by an increasing heart rate and an enlarging liver.

5. Drugs causing fluid retention are another problem.

6. Children living with parents who smoke are more susceptible to upper respiratory tract infections, bronchitis and pneumonia.

7. Marfan syndrome is dominantly inherited disorder of connective tissue, involving the heart, eyes, and skeleton.

*11. Замените придаточные предложения причастными оборотами и переведите предложения:*

1. The man who is standing at the door is our teacher.

2. The tree which was broken by the wind lay across the road.

3. When he opened the door, he saw an old man with a stick in his hand.

4. As she was very tired, she refused to go to the cinema.

5. When he was reading the text, he copied out all new words and expressions.

6. Each student has an opportunity to spend his time most successfully while he is here.

7. As he is very ill, he can’t attend classes.

*12. Переведите предложения, обращая внимание на независимый причастный оборот.*

1. Penicillin having been discovered, the mortality rate from many infectious diseases began to fall.

2. The teacher having come, we set to work.

3. The film being very popular, it was difficult to get tickets.

4. The patient having jaundice, the doctor diagnosed hepatitis.

5. The patient having lost weight, the doctor diagnosed cancer.

6. It was very dark, there being no stars in the sky.

7. The professor made the wards, the medical students following him.

*13. Соедините предложения, чтобы получился независимый причастный оборот.*

1. My friend was very busy. I couldn’t see him.

2. It was very late. I went home.

3. A nurse gave an injection to the patient. He felt better.

4. The flu is caused by different types of viruses. It is difficult to make a universal vaccine against it.

5. The patient suffered from peritonitis. The doctor took him to the operating room.

6. My brother was admitted to the hospital. We should visit him every day.

7. The child has fallen ill. The mother sent for the doctor.

*14. Translate the sentences. Pay attention to Gerund.*

1. Water may be purified by boiling.
2. Rhizome or rootstock serves as a special organ for storing food.
3. Lavender flowers and oil are used to make various preparations for adding to bath which have an aromatic and stimulating effect on the skin.
4. Solutions of Indicarmin for injection are sterilized by heating in an autoclave or by filtration.
5. The drug has the great advantage of being effective when given by mouth.
6. Giving a drug by mouth is the most common route of administration.
7. Hydrogen is most conveniently made in the laboratory by treating a metal with an acid.
8. Learning a foreign language increases your range of communication.

*15. Translate the sentences, define the parts of speech of ing-forms.*

1. Dispensing of medication is often regulated by governments into three categories.
2. Drugs are usually distinguished from endogenous biochemicals by being introduced from outside the organism.
3. Behind-the-counter (BTC) medications are dispensed by a pharmacist without needing a doctor’s prescription.
4. Medications can also be derived from naturally occurring substance in plants called herbal medicine.
5. A medicine may be used as preventive medicine that has future benefits but does not treat any existing or pre-existing diseases or symptoms.

*16. Переведите текст, пользуясь словарём.*

**Treatment of emphysema.**

Obstructive emphysema is an increasing medical problem confronting the physician at the present time. More than 14 million persons in the United States are affected with some form of disease obstructing the airway. In the United States deaths from chronic pulmonary emphysema have increased in the last ten years, 5 persons per 100, 000 dying from obstructive emphysema. The use of antibiotic agents has resulted in improving the treatment of emphysematous patients. Increase of dyspnea and purulent sputum are major signs of bronchial infection. For the seriously ill patients intramuscularly administered penicillin and streptomycin are used. Tetracycline and ampicillin are usually effective for controlling infection. For patients having frequent attacks of infection with increasing disability prophylactic antimicrobial therapy should be instituted.

*17. Проанализируйте функции герундия и переведите предложения:*

1. The idea of being late worried her very much.

2. In reading the book I came across a number of unfamiliar words and expressions.

3. On seeing me she turned pale.

4. On reaching the rostrum, the professor addressed the audience.

5. I see that you are in the habit of eating a heavy luncheon.

6. When she finished eating I asked: “Coffee?”

7. I enjoy being alone in the house.

8. She loves swimming in the early morning.

*18. Переведите предложения, определите герундий и проанализируйте его форму:*

1. Thousands of people have swimming pools in their gardens.

2. The ordinary working man has his own television set; there is a washing machine, a refrigerator and probably a dish-washing machine in his house.

3. The American in his home doesn’t object to being seen by everyone he actually likes it.

4. He couldn’t avoid meeting them.

5. She enjoys asking questions but dislikes answering them.

6. Smoking is not allowed in this carriage.

7. He earns his living by selling washing machines.

*19. Переведите, проанализируйте функции герундия в предложениях:*

1. Many women emphasised the importance of a sense humour in being able to cope with stressful situations either at home or at work.

2. Seeing the funny side of something is a vitally important step in overcoming stress.

3. The support is essential for coping under pressure.

4. Assessing the sources of stress, and deciding what to do about them is of enormous benefit.

5. Many respondents stated that filling in the questionnaire was therapeutic because it made them sit down and identify their problem areas.

6. The Grundtvig action (a form of adult education) is addressed to people who, at whatever stage of their life, seek access to knowledge and competences by means of autonomous learning.

7. You will get the full chance to participate in designing the strategies.

*20. Переведите, проанализируйте функции герундия в предложениях:*

1. By developing and understanding the signals of illness and disease you can take an active role in the treatment and prevention of disease.

2. Your liver will need support because it is responsible for removing toxic substances.

3. Digestive enzymes in a tablet form do not prevent your body from producing enzymes, they just add more.

4. Research has shown that two highly nutritious meals are preferable to the usual three to five in combating cancers.

5. Reduce anxiety by learning and practising deep-body relaxation.

6. Dietary therapy and relaxation are not expensive forms of therapy and can be highly effective in improving the general well-being of women who have been diagnosed with cancer.

7. Drinking fresh water will assist your kidney function and help to eliminate fluid.

**Контрольная работа:**

**Infinitive**

**Вариант 1**

*Переведите предложения на русский язык, определите функцию инфинитива:*

1. To study well is our duty.
2. To get excellent marks we must work hard.
3. The text to be translated is very difficult.
4. Thеy open the skull to study the structure of the brain.
5. The doctor will prescribe you some antibiotic to prevent complications.
6. Pirogov was the first to use ether anaesthesia during operation.
7. I want to become a doctor.
8. We must work at the anatomy theatre.
9. To recover quickly she must follow the doctor’s instructions.

**Infinitive**

**Вариант 2**

*Переведите предложения на русский язык, определите функцию инфинитива:*

1. To see the components of the cell we must use a microscope.
2. The medicine to be prescribed is absolutely harmless.
3. They were told to make an injection today.
4. To prepare the patient for the operation he spent much time.
5. The tumour to be removed is benign.
6. To examine the patient is difficult.
7. The examinations to be passed this term are very difficult.
8. He was the first to visit me at the hospital.
9. We should prepare for our exams well.

**Infinitive and its Construction**

**Вариант 1**

*Переведите предложения на русский язык.*

1. He is known to perform the operation twice a week.
2. To transfuse blood is quite necessary for you.
3. He appears to be quite ill.
4. Doctors believe the operation is necessary in this case.
5. She is likely to have tuberculosis.
6. The patient has been found to have had heart defect since childhood.
7. The doctor ordered the seriously ill patient to be hospitalized immediately.
8. We know many infectious diseases to be caused by bacteria.
9. This treatment is thought to help in most cases.
10. They made this experiment to obtain new data.

**Вариант 2**

*Переведите предложения на русский язык.*

1. He is known to survive the operation very well.
2. To make a correct diagnosis the doctor directed the patient for X-ray examination.
3. We know many of the bacteria to be harmful to the human body.
4. Doctors found interferon to be effective against the flu.
5. Both lungs of the patient seemed to be affected.
6. She continues to complain of the pain in her throat.
7. To prevent cardiovascular diseases is our main task.
8. Laboratory studies showed the urine to be negative.
9. He is unlikely to help me.
10. I believe this method of treatment to be successful.

**Present and Past Participles**

**Вариант 1**

*Переведите предложения на русский язык.*

1. The patients admitted to the hospital developed heart failure.
2. Examining the patient he revealed moist rales in the left lung.
3. The nurse is taking the patient’s temperature now.
4. When brought to the hospital, he complained of malaise.
5. He has not prerpared the remedy yet.
6. Grippe is a highly communicable and rapidly spreading disease.
7. The drug used healed the wounds in a short time.
8. The problem concerning cancer is the most urgent one.
9. Having tested the method, the researcher made an interesting report.
10. A high temperature was followed by vomiting.

**Вариант 2**

*Переведите предложения на русский язык.*

1. The report made at the conference concerned the problem of cancer.
2. Three days later the operated patient had feld better.
3. Having left school, he entered the medical academy.
4. Spreading rapidly, grippe may affect a great number of persons.
5. Doctors treating skin diseases are called dermatologists.
6. The patient was suffering from severe pains in the back.
7. The repeated analyses revealed nothing new.
8. Following the doctor’s prescription, the patient will recover soon.
9. Examining the man the doctor revealed some murmurs in his heart.
10. The treatment of virus diseases is followed by the development of new drugs.

**Participle Constructions**

**Вариант 1**

*Переведите предложения на русский язык.*

1. The X-ray film having been examined, the patient was operated on.
2. The patient feeling better, the doctor left.
3. Going to bed, he forgot to clean his teeth.
4. My sister being ill, I sent for the doctor.
5. Every thing being ready, the doctor ordered the assistant to begin the transfusion.
6. Having examined the patient the surgeon noted swelling of the right lower extremity.
7. X-ray therapy having been given, he felt relief.
8. Having been examined carefully he was operated on.
9. The operation having been performed, the patient was brought to the ward.
10. Knowing English he was able to read and translate medical articles.

**Вариант 2**

*Переведите предложения на русский язык.*

1. My mother being operated on for appendicitis successfully, her post-operative course was uneventful.
2. The rash being on the skin, the doctor prescribed this new ointment.
3. He eating breakfast, he read a newspaper.
4. There being no marked improvement, penicillin injections were started.
5. The boy felt a sharp pain in the ear, his temperature being about 39 C.
6. They having attended all classes in Surgery, the students of our group passed this exam successfully.
7. My sister studies in London, I going to her every year.
8. He having been operated in time, he was saved.
9. A strict diet having been prescribed, the doctor asked the patient to follow his advice.
10. She suffering from a severe abdominal pain, he called an ambulance.

**Gerund**

**Вариант 1**

*Переведите предложения на русский язык.*

1. He complained of pain in the throat and later began coughing.
2. You may help me by translating this article.
3. Measuring blood pressure is necessary in your case.
4. The best method of treating tumour is their surgical removal.
5. After doing the wards the surgeon went to the operating room.
6. The initial diagnosis must be made before a patient’s sending to the clinic.
7. After having examined the patient the doctor diagnosed acute appendicitis.
8. After having been given the first aid he was taken to the hospital.
9. Her doing homework took her a lot of time.
10. Performing an operation requires skill and experience.

**Вариант 2**

*Переведите предложения на русский язык.*

1. The doctor cured the patient by giving him sulfa drugs.
2. We must begin working hard.
3. Examining the patient took me an hour.
4. There are many ways of treating cancer.
5. He took some medicine before going to bed.
6. He can’t make the diagnosis without taking the cardiogram.
7. He was sent to an oculist after having been examined by a GP.
8. After having been given an injection the patient felt much better.
9. His knowing English well helped him in his work.
10. Preventing a disease is better than treating it.

**Тестирование:**

**Complex Subject**

*Выберите нужный вариант (a, b, или c)*

***1. He is said to be an experienced doctor.***

a. Он говорит, что он опытный врач.

b. Говорят, что он опытный врач.

c. Он, как сказали, опытный врач.

***2. The students seemed to have learnt this grammar rule.***

a. Оказалось, что студенты выучили это грамматическое правило.

b. Оказалось, что студенты учат это грамматическое правило.

c. Студенты, как оказывается, выучили это грамматическое правило.

***3. We are likely to conduct an experiment in our laboratory.***

a. Вероятно, что мы выполнили эксперимент в нашей лаборатории.

b. Вероятно, что мы выполним эксперимент в нашей лаборатории.

c. Было вероятно, что мы выполняем эксперимент в нашей лаборатории.

***4. This remedy proved to be useful.***

a. Это лекарство, как оказывается, является полезным.

b. Это лекарство, как оказалось, является полезным.

c. Это лекарство, как оказывается, было полезным.

***5. Chocolate was thought to have medicinal values.***

a. Думают, что шоколад обладает лекарственными свойствами.

b. Думали, что шоколад обладал лекарственными свойствами.

c. Думали, что шоколад обладает лекарственными свойствами.

***6. A medical expert is expected to arrive soon.***

a. Ожидали, что врач-эксперт вскоре прибудет.

b. Ожидают, что врач-эксперт скоро прибудет.

c. Ожидают, что врач-эксперт прибыл.

***7. The students were supposed to make an autopsy.***

a. Предполагают, что студенты проводят вскрытие трупа.

b. Предполагали, что студенты выполнили вскрытие трупа.

c. Предполагали, что студенты проводят вскрытие трупа.

***8. Laser proved to be effective for curing wounds.***

a. Оказалось, что лазер эффективен для лечения ран.

b. Оказалось, что лазер был эффективен для лечения ран.

c. Оказывается, что лазер эффективен для лечения ран.

***9. Infectious diseases are known to be caused by viruses and microbes.***

a. Известно, что инфекционные болезни были вызваны вирусами и

микробами.

b. Известно, что инфекционные болезни вызываются вирусами и микробами.

c. Инфекционные болезни, как было известно, вызываются вирусами и

микробами.

***10. This boy is likely to have measles.***

a. Вероятно, что у этого мальчика была корь.

b. Маловероятно, что у этого мальчика корь.

c. Вероятно, что у этого мальчика корь.

***11. Laser was found to stimulate metabolic processes.***

a. Обнаруживают, что лазер стимулирует метаболические процессы.

b. Обнаружили, что лазер стимулирует метаболические процессы.

c. Обнаружили, что лазер стимулировал метаболические процессы.

***12. The operation is supposed to be performed soon.***

a. Предполагают, что операцию уже выполнили.

b. Предположили, что операцию уже выполняют.

c. Предполагают, что операцию выполнят вскоре.

***13. The diagnosis seems to be correct.***

a. Диагноз казался правильным.

b. Диагноз, как кажется, правильный.

c. Диагноз, как кажется, был правильный.

***14. The wound is likely to heal in two weeks.***

a. Вероятно, что рана заживет через 2 недели.

b. Маловероятно, что рана заживет через 2 недели.

c. Вероятно, что рана заживет.

***15. Vitamin D is known to be the antirachitic substance.***

a. Витамин Д – известное антирахитическое средство.

b. Известно, что витамин Д был антирахитическим средством.

c. Известно, что витамин Д является противорахитическим средством.

***16. He is thought to be a good cardiologist.***

a. Он думал, что он хороший кардиолог.

b. Думают, что он хороший кардиолог.

c. Думали, что он хороший кардиолог.

***17. This method is reported to give good results.***

a. Сообщают, что этот метод дает хорошие результаты.

b. Сообщили, что этот метод дает хорошие результаты.

c. Сообщают, что этот метод дал хорошие результаты.

***18. This process was not expected to be effective.***

a. Ожидали, что этот процесс эффективен.

b. Ожидают, что этот процесс не будет эффективен.

c. Ожидали, что этот процесс не будет эффективен.

***19. The condition seems to have been very poor.***

a. Кажется, что состояние было очень плохим.

b. Кажется, что состояние очень плохое.

c. Казалось, что состояние было очень плохим.

***20. The investigation is likely to give good results.***

a. Маловероятно, что исследование дает хорошие результаты.

b. Вероятно, что исследование дало хорошие результаты.

c. Вероятно, что исследование дает хорошие результаты.

**Модуль 3.** Основы академической и профессиональной коммуникации

**Тема 2.** At the Chemist’s

**Форма текущего контроля успеваемости:** устный опрос, проверка практических навыков

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1.What are chemist’s shops?

2. How many departments are there in a chemist’s shop?

3.What can you buy at a chemist’s department?

4.What can you find in the prescription department?

5.What are the main obligations of the pharmacist?

6.Where are poisonous drugs kept?

7.What are kept in the drug cabinet having the letter “B”?

8. What term is used to describe a broader view of good health?

9. What is pharmacy?

10. What branches of science does it include?

11. Is pharmacology broadly defined as the science of drug?

12. Do the pharmacopoeial names of chemical substances always represent their chemical composition?

13. What does the official description include?

14. The Pharmacopoeia describes also the proper method of packaging and storing the drug to prevent or retard deterioration, doesn’t it?

15. What is pharmacognosy?

16. What should one achieve to become a pharmacist?

17. Where are most pharmaceutical products manufactured?

18. What percent of all pharmaceutical goods and drugs go to the clinics?

19. Where do the remaining drugs and medical supplies go?

20. What kinds of patients get drugs free of charge?

21. What appears every year?

22. What has happened with new remedies in recent years?

23. What supervises all experimental and research work?

24. What does it also carry out?

25. What cannot any institution introduce?

26. What are your ideas as for the improvement of pharmaceutical service in Russia?

*1. Say if it is true or false. If false, correct the statement.*

* 1. Chemist’s shops are specialized clinics where medicines are sold.
  2. There are three departments in a chemist’s shop.
  3. At a chemist’s shop you can buy ready-made drugs.
  4. In the prescription department you can find such remedies as tablets, ampoules, pills, vitamins, etc.
  5. The pharmacist takes the preposition, checks up the dosage, calculates the cost and hands the prescription over to an assistant’s room.
  6. Strong effective drugs are kept in the drug cabinet with the letter “A”.
  7. The single dose and the total dosage are indicated on the label or the signature.

*2. Match the two parts of the sentences:*

|  |  |
| --- | --- |
| * + - 1. Chemist’s shops are specialized shops where | 1. can find drugs of all kinds. |
| * + - 1. At the chemist’s department you | 1. in drug cabinet with the letter “A”. |
| * + - 1. In the prescription department you | 1. has a label with the name of the medicine stuck on it. |
| * + - 1. All medicines are kept | 1. can buy ready-made drugs. |
| * + - 1. Poisonous drugs are kept | 1. medicines and medical items are sold. |
| * + - 1. Every small bottle or box | 1. are very important for patients. |
| * + - 1. The directions for the administration of a drug | 1. in drug cabinets, on the shelves and in the refrigerator. |

**Проверка практических навыков:**

*1. Монологическое высказывание по теме:* At the Chemist’s

2*. Discuss with your partner the work of the chemist’s shop.*

**Модуль 3.** Основы академической и профессиональной коммуникации

**Тема 3.** Antibiotics

**Форма текущего контроля успеваемости:** устный опрос, терминологический диктант, проверка практических навыков

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1. What may misuse of antibiotics result in?
2. What does evolutionary theory of genetic selection require?
3. Where has antibiotic resistance become a serious problem?
4. When and where did half of the people with active tuberculosis have a strain that resisted at least one antibiotic?
5. What is another example of selection?
6. How is the problem of antibiotic resistance worsened?
7. What are bacteriophages?

*1. Say if it is true, or false.*

1. An antibiotic is a drug that kills or prevents the growth of viruses.
2. They are relatively harmless to the host.
3. Nowadays the term “antibiotic” is also applied to synthetic antimicrobials.
4. Some antibiotics have been derived from tissue.
5. Modern research on antibiotics began in Britain with the discovery of penicillin in 1923.
6. One of the more common side effects is vomiting.
7. Excessive use of prophylactic antibiotics in travelers may also be classified as misuse.

*2. Match both parts of the sentences to make them complete. Translate the sentences into Russian:*

|  |  |
| --- | --- |
| 1. Use or misuse of antibiotics … 2. This survival often results … 3. Antibiotic resistance has become … 4. This leads to … 5. Antibiotic research led to … 6. Thus, the great bulk of viral metabolic biochemistry is … 7. Bacteriophages are … | * 1. a serious problem in both developed and underdeveloped nations.   2. great strides in our knowledge of basic biochemistry.   3. not merely similar to human biochemistry.   4. may result in the development of antibiotic resistance.   5. a specific type of virus that only targets bacteria.   6. more frequent use of newer and more expensive compounds.   7. from an inheritable resistance to the compound. |

**Терминологический диктант:**

formulation – соединение

to derive from – получать из …

to target – нацеливать, попадать в цель

to depend on (upon) – зависеть от …

narrow-spectrum antibiotics – антибиотики узкого спектра действия

common side effects – распространенные побочные эффекты

in addition to – в дополнение к

to result in – приводить к

to result from – происходить в результате

antibiotic misuse – неправильное использование антибиотиков

substantial evidence – существенные доказательства

antibiotic resistance – устойчивость к антибиотикам

to be safe to – быть безопасным

in contrast (to) – по сравнению с,

в противоположность

conventional antibiotics – обычные (привычные) антибиотики

the affected tissue – пораженная ткань

to become interested – заинтересоваться

range – область, пространство, предел, диапозон

to carry out – выполнять, проводить

broad-spectrum anibiotics – антибиотики широкого спектра действия

following the discovery – после открытия

antibiotic resistance – устойчивость к антибиотикам

the great bulk of – огромное большинство

to be safe to – быть безопасным для

interaction – взаимодействие

to call for – требовать, предусматривать

substantial restriction – существенное ограничение

average susceptibility – средний показатель чувствительности

to fail to do smth – не сделать ч.-л.

**Проверка практических навыков:**

1. *Ask questions to the underlined words.*
   1. Codein acts on bronchi to decrease cough.
   2. Digoxin is normally taken once daily at the same time.
   3. We observed different chemical reactions.
   4. Honey’s healing properties have recently been rediscovered.
   5. Various harmful and unnecessary substances are continually being formed in the human body.

*2. Change the predicates from Active into Passive.*

1. They called this substance penicillin.
2. We use antibiotics very often.
3. The doctor administered antibiotics to the patient.
4. Some moulds produce antibiotic substances.
5. We successfully treat patients with *St. aureus*.
6. The scientists continue research into bacteriophages.
7. They provided a possible solution to the problem of antibacterial resistance.

*3. Read and translate some facts about Ampicillin. Pay attention to the underlined words.*

* Ampicillin is used to treat many bacterial infections, especially those of the chest and urinary tract.
* This medication works by killing the bacteria or preventing their growth.
* Ampicillin is not effective against viruses such as those that cause the common cold.
* Do not stop taking this medication without consulting your doctor.
* Do not give this medication to anyone else, even if they have the same symptoms as you do.
* Do not take a double dose to make up for a missed one.
* It can be harmful for people to take this medication if their doctor has not prescribed it.
* Ampicillin must be taken for the recommended duration of treatment, even if you are feeling better.
* Do not store ampicillin in the bathroom or near the kitchen sink, as moisture may cause the medication to break down.

*4. Discuss the problem of antibiotics with your partner.*

*5. Make the plan of the text and be ready to retell it according to your plan. Render into English.*

*6. Translate the text into English.*

Антибиотики теряют силу

Чем будем лечиться? Микробиологи всего мира бьют тревогу – с катастрофической скоростью нарастает устойчивость бактерий к антибиотикам.

Если ситуация в ближайшее время коренным образом не изменится, мы окажемся беззащитными перед многими видами инфекций.

Еще лет десять назад в распоряжении реаниматолога было 10-15 антибиотиков. Сегодня их только пять – остальные перестали работать.

Во многих странах уже поняли, что эта проблема вышла за рамки медицины. Тема устойчивости стафиллококков была предметом обсуждения в Британском парламенте.

Конечно, проблему устойчивости микроорганизмов придется решать ученым и медикам, но и от нас кое-что зависит.

Наша страна отличается тем, что антибиотик здесь можно купить без рецепта. Мы принимаем их без необходимости. А в тот момент, когда они действительно понадобятся, они могут и не сработать!

Угроза. Устойчивость микробов к антибиотикам сродни ядерной угрозе. И неизвестно, что страшнее. С каждым годом мы теряем все больше препаратов. Срочно нужно искать решение, так как в опасности жизнь нации.

Потери. В 2004 году исчез из практики лечения пневмонии ампиокс. Грибковая микрофлора не поддается нистатину и клотримазолу. На тяжелых стадиях сальмонеллеза – полимиксин-М почти не действует. А каждого третьего прооперированного больного, инфицированного синегнойной палочкой, уже сегодня нечем лечить.

Комплекс. Устойчивость к антибиотикам усложняет терапию. Препарат в одиночку уже не справляется с лечением тяжелых заболеваний. СПИД обязательно нужно лечить тремя разными препаратами, туберкулез – четырьмя. В терапии сепсиса антибиотик обязательно применяется в комплексе с другими лекарствами.

Биология. На устойчивость к антибиотикам влияет, в частности, биологический фактор, с которым мы не можем бороться. Микроорганизмы – живые существа, и на любой яд, который мы им предлагаем в виде антибиотиков, они в состоянии выработать противоядие.

Человек. Сами люди и своим бесконтрольным применением антибиотиков усугубляют проблему устойчивости к ним микробов. Даже врачей приходится призывать к грамотному их использованию. Антибиотики – всюду. Они применяются при производстве мяса, рыбы, птицы.

Выход. Антибиотики мы позаимствовали у природы. И там они всегда будут. Но процессом их использования надо рационально управлять. Ситуация трагичная, но не безвыходная. Срок жизни препарата зависит от разумного его применения.

Новинки. Первый антибиотик пенициллин стоил копейки и решал множество проблем. Его стали применять при каждом удобном случае, и он утратил мощь.

7. Монологическое высказывание по теме*: Antibiotics*

**Модуль 3.** Основы академической и профессиональной коммуникации

**Тема 4.** Annotations (Package leaflets)

**Форма текущего контроля успеваемости:** устный опрос, контроль выполнения заданий в рабочей тетради, тестирование, терминологический диктант

**Оценочные материалы текущего контроля успеваемости:**

**Вопросы для устного опроса:**

1. Перечислите составные части аннотации к лекарственному средству на английском языке.

2. Что включает часть аннотации: Composition.

3. Что включает часть аннотации: Adverse reactions

4. Что включает часть аннотации: Clinical particulars.

5. Какая информация заключается в разделе аннотации: Method of administration

6. What is pharmaceutical formulation?

7. What do formulation studies involve?

8. What does preformulation involve?

9. What factors do formulation studies then consider?

10. What can influence bioavailability and hence the activity of drug?

11. The dosage should have a uniform appearance, with an acceptable taste, tablet hardness, or capsule disintegration, shouldn’t it?

12. What is called the drug load?

13. What problems may cause a low drug load?

14. May a high drug load pose flow problems or require large capsules if the compound has a low bulk density?

15. Why are stability studies carried out?

16. Is it also important to check whether there are any unwanted interactions between the preparation and the container? Why?

17. Why is medicine prescribed?

18. What special precautions should a person follow?

19. How should medicine used?

20. What special dietary instructions should a person follow?

21. What should a person do if he forgets a dose?

22. What side effects can medicine cause?

23. What storage conditions are needed for medicine?

24. Read and translate the text (annotation).

25. What is drug?

26. Is there a single, precise definition of a drug?

27. What definition does the dictionary give?

28. When may the drugs be prescribed?

29. Drugs are usually distinguished from endogenous biochemicals by being introduced from outside the organism, aren’t they?

30. What are over-the-counter (OTC) medications?

31. What are behind-the-counter (BTC) medications?

32. What are prescription only medicines (POM)?

33. Medications are typically produced by pharmaceutical companies, aren’t they?

34. What medicines are called herbal ones?

35. What ways of drug administering have you learnt from the text?

26. Read and translate the text. Ask 10 special questions orally.

**USUAL FORMS OF MEDICINAL REMEDIES**

***1) Infusions***

Infusions are a simple way of extracting the active principles of herbs through the action of hot water. The preparation of infusions is similar to way we prepare tea. This method is used to extract the volatile components of the dried or green aerial parts of herbs and plants like flowers and leaves. Infusions may use single herbs or a blend and are drunk hot or cold. Certainly this is the most common and cheap method of extracting the medicinal compounds of herbs.

***2) Decoctions***

Roots, barks and fruits being thicker and less permeable than the aerial parts of medicinal plants, do not liberate their active principles by simple infusion. It is necessary to simmer these parts in boiling water in order to extract their medicinal constituents. The material should be cut or broken into small pieces. In order to avoid loosing volatile constituents, use a lid over the simmering pan. After cooling down and separating the solid from the liquid, decoctions can be taken hot or cold,

***3) Tinctures***

Most of the volatile of medicinal plants and herbs are soluble in alcohol. By immersing dried fresh parts of plants in alcohol the active principles are easily extracted at concentrations that exceed those that can be achieved by infusion or decoction. Highly concentrate solutions that will last for one to two years are a convenient way to store and use medicinal constituents. Ideally tinctures should be made using pure ethyl alcohol distilled from cereals. However, since this product is not available to the public, good Vodka with 45-35% alcohol can be used. The extraction is fairly quick. A 50% mixture of herbs and alcohol kept in a tightly closed jar will held a tincture ready for use at the prescribed dosage. Never use methyl alcohol, methylated spirits, isopropyl alcohol or any other kind of unknown spirit to make tinctures.

***4) Syrups***

With some rare exceptions, like peppermint that is a familiar flavoring agent in tooth paste and chewing gum, infused or decocted herbs are not palatable, especially for children. In order to disguise their taste, infusion and decoctions can be mixed with honey or unrefined sugar from cane. These syrups combine the soothing action of these solvents to the medicinal properties of the infusions and decoctions resulting in additional benefits specially for treating cough and sore throats.

***5) Infused Oils***

Pure vegetable oils like sunflower, almond and olive oil are easily found at grocery stores. They have the property of dissolving the active, fat-soluble active principles of medicinal plants and herbs. This process is called infusion and can be carried out at room temperature or higher. Infusion is a slower process than alcohol extraction but has the advantage of resulting in an oil based solution of medicinal constituents that can easily be used to make creams and ointments. Hot infusion is recommended for the harder parts of the plants while cold infusion is more suitable for flowers and leaves.

***6) Essential Oils***

Essential oils are the volatile oily components of aromatic plants, trees and grasses. They are found in tiny glands located in the flowers (neroli), leaves (eucalyptus), roots (calamus), wood (sandal) and resins (frankincense). Essential oils are extracted by four main methods: steam distillation, expression, solvent extraction and efleurage. In the first method the oil is extracted by the action of hot steam and then selectively condensed with water from which it is separated. In the second method the oil is extracted by pressure or centrifugation. In the third method the oil is dissolved in a volatile solvent that when evaporated leaves a heavily natural wax substance called concrete. When separated from the wax, the resulting liquid is called an absolute, the most concentrated form of aroma available. Efleurage is a longer process involving the dissolution of the oils an animal fat and its separation using alcohol. Although essential oils main usage is in cosmetics and perfumery, many of them do have proved therapeutic properties.

***7) Ointments***

Ointments are prepared like hot infused oils, the difference being that herbs are simmered in waxes or fats containing no water. After separating the simmered herbs by squeezing and cooling, the result is a solid mixture of the wax or fat with the medicinal constituents of the plant. Petroleum jelly, soft paraffin wax and bees wax are some common bases used. Ointments form a oily barrier on the surface of injuries and carry the active principles to the affected area.

***8) Creams***

Creams are mixtures of oils or fats with water. Since water and oils are not miscible, it is necessary to add an emulsifying agent that avoids their separation. Creams are therefore stable emulsions of oils or fats. Medicinal properties are added to creams when they use or are made with tinctures, infusions, oil infusions, essential oils or decoctions. Creams are permeable allowing the skin to breathe and sweat. Their water content and some additional hydrophobic agent like Glycerin promote the hydration and cooling of the skin.

2. Make the plan of the text.

3. Retell the text using your plan.

**Контроль выполнения заданий в тетради:**

* + 1. *Read and translate the annotation. Pay attention to the parts of the annotation. Write them out.*

***VOLTAREN***

***Presentation*** *–* Diclofenac sodium: tablets of 25 mg; sustained-release tablets of 100 mg; suppositories of 15 mg; ampoules of 75mg/3 ml.

#### ***Indications* –** Inflammatory and degenerative forms of rheumatism. Acute musculo-skeletal disorders. Аcute gout. Post-traumatic and post operative inflammations and swelling. Painful and inflammatory conditions in gynecology, e.g. dysmenorrhoea. Renal and biliary colics (ampoules). As an adjuvant in severe inflammatory infections in otorhinolaryngology. (Fever alone is not an indication).

***Dosage*** – Depending on the indication 75-150 mg pro die. Ampoules: 1 or at the most 2 per day as initial or acute therapy.

***Contraindications*** *–* Peptic ulcer, known hypersensitivity to the active substance, acetylsalicylic acid, or other prostaglandin-synthetase inhibiting drugs. Known hypersensitivity to sodium metabisulfite or other excipients. Proctitis (suppositories). ***Precautions –*** Symptoms of gastro-intestinal disease, impaired hepatic, cardiac or renal function. Pregnancy, porphyria. Cautious use in elderly. Patients on anticoagulants or antidiabetics. During prolonged treatment periodic monitoring of liver function should be carried out and blood counts are recommended.

***Side effects*** *–* Occasional gastro-intestinal disorders, headache, dizziness or vertigo, rash. Rare: peptic ulcer, gastro-intestinal bleedings, hepatitis, hypersensitivity reactions. In isolated cases: disturbances of sensation, erythema multiforme, purpura, abnormalities of renal function, blood dyscrasias.

Fulfil the tasks:

*Задание 1*. Опираясь на знание латинской медицинской терминологии, объясните значение выражений и слов, подчеркнутых в тексте.

*Задание 2.* Найдите названия симптомов и заболеваний, данные в первоначальной латинской форме.

*2. Give the summary of the annotation*

**KATABIOS (Multivitamin complex)**

Katabios is a multivitamin complex produced by Farmitalia, in which the single components are present in biological quantities. Katabios contains vitamins which, in the organism, catalyze basic biological processes for maintaining a healthy condition.

**Indications** – Prophylaxis and therapy of various states of hypovitaminosis. Reduced alimentary vitamin or impaired intestinal absorption. Conditions of greater organic need of vitamins.

**Contraindications** – Hypersensitivity to some components.

**Dosage and administration** – Adults: By oral route, daily dose to be fractioned at principal meals: with a prophylactic purpose; 1-2 coated tablets, or 15-30 drops, or 1-2 coffee spoonfuls of syrup. With a therapeutic purpose: 2-4 coated tablets, or 30-60 drops, or 2-4 coffee spoonfuls of syrup. By parenteral route: 1-2 ampoules daily by intramuscular injections, according to the medical prescription.

KATABIOS **drops:** sucklings: 4-8 drops, once a day;

children: 8-12 drops, once a day.

KATABIOS **syrup:** children: 1/2-1 coffee spoonful of syrup daily.

The recommended dosage should not be exceeded and the period of treatment should be limited to that prescribed by the physician. For the presentation in drops: after having removed the cap turn the bottle upside down vertically (initially if necessary - gently tap bottle with finger).

**Side effects** – With the dosage and administration suggested, no unwanted side effects have been observed. However, in predisposed subjects, the administration of vitamin B12 by parenteral route may give rise to sensitization phenomena with exanthemas, diarrhea and exceptionally with anaphylactic manifestations. Furthermore, always be parenteral route, the preparations containing vitamin B1 or its derivatives may cause disturbances in the individuals who previously experienced hypersensitization phenomena or allergic morbid manifestations.

**Warnings** – The use of Katabios may produce a yellow – reddish coloration of urine. This fact should not be regarded as an anomaly because it is due to the normal catabolism of some product components. It should be born in mind that pyridixine (vitamin B6), contained in Katabios, if administered in parkinsonians, concurrently with levodopa, can hinder its effect.

KEEP AWAY FROM THE REACH OF CHILDREN.

**Presentations** – Coated tablets: bottle of 20 coated tablets. Drops: bottle of 15 ml (1ml = 20 drops). Syrup: bottle of 100 ml, 120 and 150 ml. Ampoules: box of 5 ampoules of 2 ml.

*3.Answer the following questions:*

1. What is vitamin B3 required for? (proper function of the liver)
2. What is vitamin A involved in? (tooth development, bone growth)
3. What is vitamin B6 needed for? (the production of hydrochloric acid in the stomach and the formation of over 60 enzymes)
4. What is Biotin involved in? (production of energy in our body)
5. What are B complex nutrients recommended for? (the treatment of nervous system)
6. Why are higher doses of nutritional supplements needed? (to correct nutritional deficiencies or to assist a healing process)

*4. Read some information about vitamins and insert the name of the suitable vitamin in the following sentences:*

Vitamin A protects eyesight.

Vitamin B strengthens the nervous system.

Vitamin C increases resistance to infection, helps to recover after illness.

Vitamin D aids the body in the formation of bones and teeth.

Vitamin E protects against cancer, heart disease, ageing, diabetes and arthritis.

Vitamin K prevents haemorrhage.

When there is vitamin … deficiency, it may cause insomnia, anxiety, depression, fatigue, restlessness, nervousness, memory loss, confusion.

When there is vitamin … deficiency, the symptoms are nosebleeds, bruising, slow wound healing, and prolonged blood clotting time.

When there is vitamin … deficiency, the vascular and immune system may be weaker, so can be worsening of varicose veins.

When there is vitamin … deficiency, eyes often become dry, red and sore and you may have difficulty with your vision.

When there is vitamin … deficiency, it may result in rickets (softening of bones); bone malformation; enlarged joints; tooth decay, gum disease.

When there is vitamin … deficiency, there may be susceptibility to infection; shortness of breath; easy bruising.

*5. Make up sentences and translate them.*

You can find:

vitamin A in dried apricots, peaches, red peppers, sunflower seeds, chicken

liver, fish liver oils, pork liver, eggs, carrots;

vitamin B in liver, eggs, wheat germ;

vitamin C in citrus fruits, kiwi fruits, melons, strawberries, tomatoes, raw

cabbage;

vitamin D in fish oils, milk, sunflower seeds, wheat germ;

vitamin E in nuts, brown rice, sunflower seeds, wheat germ;

vitamin K in liver, cabbage, pork, Soya beans, sunflower seeds, yoghurt.

*6. Render it in English.*

**Помидоры лишают нас… застенчивости**

Помидоры содержат в достаточно большом количестве 5 - гидрокситриптамин, чье действие напоминает действие серотонина. Происходит расслабление. Так что перед экзаменом, например, ешьте помидоры – и вам не грозит волнение.

**Лук – аспирин с грядки**

Эфирное масло аликин обладает тем же действием (болеутоляющим, жаропонижающим), что и аспирин. Старое средство от головной боли и ломоты в теле – горячий луковый сок.

**Масло укрепляет нервы**

Если вы когда-нибудь соблюдали диету, ваше настроение наверняка было не самым лучшим. И это происходило потому, что вы не употребляли в пищу масло, ведь масло – бальзам для нервов.

**Сыр веселит**

Настроение повышают содержащиеся в сыре аминокислоты тирамин, тринтамин и фенилэтиламин.

**Бананы – маленькое чудо, убивающее депрессию**

Эти желтые фрукты содержат в себе алкалоид харман, основу которого составляет «наркотик счастья» мескалин. Поев бананов, человек начинает чувствовать себя гораздо лучше, а если он до того находился в состоянии депрессии, ее просто как рукой снимает.

1. *Translate the sentences. Define the predicate.*

|  |  |
| --- | --- |
| 1 | The changing condition of the patient became worse yesterday. |
| 2 | Carrying blood to and from the lungs the vessels of the pulmonary system dilate and contract with the action of the heart. |
| 3 | The doctor treating this patient knew all his complaints and symptoms. |
| 4 | They continued investigating the properties of bacteria. |
| 5 | On receiving a prescription from a doctor we order medicines at a chemist’s |
| 6 | Before using this remedy the patient must drink a glass of milk. |
| 7 | After preventing the attack the doctor began examining the sick person. |
| 8 | Translating the text the students came across certain difficulties. |
| 9 | Playing football he fell and hurt his leg. |
| 10 | The surgeon remembered operating on this patient. |
| 11 | The rash being on the skin, the doctor prescribed this new ointment. |
| 12 | There being no marked improvement, penicillin injections were started. |
| 13 | The boy felt a sharp pain in the ear, his temperature being about 39 C. |
| 14 | She suffering from a severe abdominal pain, he called an ambulance. |
| 15 | They having attended all classes in Biochemistry, the students of our group passed this exam successfully. |
| 16 | A strict diet having been prescribed, the doctor asked the patient to follow his advice. |
| 17 | He appears to be quite ill. |
| 18 | The patient has been found to have had heart defect since childhood |
| 19 | She is likely to have tuberculosis. |
| 20 | The treatment with this new remedy is thought to help in most cases. |

1. *Analyze the sentences. Read and translate them.*

|  |  |
| --- | --- |
| 1 | Being at the hospital the patient began feeling much better. |
| 2 | Here the aorta finishes dividing into the left and right iliac arteries. |
| 3 | The liver consisting of five lobes is covered with a fibrous coat |
| 4 | Treating seriously ill patients is necessary at the hospital. |
| 5 | On following a home treatment all of us need medicine. |
| 6 | No physician can make a proper diagnosis without examining the patient. |
| 7 | The muscles can also be affected causing spasm. |
| 8 | By knowing the sings and signals of the disease the doctors must do everything to cure it. |
| 9 | The liver is responsible for removing toxic substances. |
| 10 | A man suffering from an infected wound is in the surgical department. |
| 11 | The patient feeling better, the treatment was discontinued. |
| 12 | The operation having been performed, the patient was brought to the ward. |
| 13 | The X-ray film having been examined, the patient was operated on. |
| 14 | Everything being ready, the doctor ordered the assistant to begin the transfusion. |
| 15 | X-ray therapy having been given, he felt relief. |
| 16 | My mother being operated on for appendicitis successfully, her post-operative course was uneventful. |
| 17 | Interferon has been found to be effective against the flu. |
| 18 | Both lungs of the patient seemed to be affected. |
| 19 | He is known to perform the operation twice a week. |
| 20 | The treatment for respiratory infections with vitamin C is thought to be vey effective. |
|  | *9. Переведите текст письменно, пользуясь словарями*  **(to be translated with a dictionary)**  **THE QUINOLONES**  The quinolones are a group of antimicrobial agents biochemically related to nalidixic acid. A new generation of drugs, the fluoroquinolones possess pharmacologic and microbiologic properties that make them suitable for the treatment of systemic infections in addition to urinary tract infections.  The quinolones inhibit bacterial enzyme that seals DNA in the process of transcription and reduces the intracellular size of DNA.  Resistance to quinolones develops at a low frequency by mutations that either cause reduced affinity of the enzyme for quinolones or decrease bacterial cell permeability to quinolones and other antibiotics by a loss of outer membrane proteines. Cross-resistance among quinolones can occur. The activity of quinolones has been found to be reduced by acidic Ph, urine and bivalent ions.  The fluoroquinolones are active against a wide spectrum of aerobic gram-negative and gram-positive bacteria. They are generally inactive against anaerobic bacteria such as *Bacteroides fragilis and Clostridium difficile*.  *Pseudomonas aeruginosa* organisms, including strains resistant to β-lactam agents and aminoglycosides, are susceptible to the fluoroquinolones at concentrations readily obtained in urine. For ciprofloxacin and ofloxacin, serum levels could also exceed the minimal inhibitory consentrations for *P. aeruginosa*.  Among the pathogens that have a high degree of susceptibility to the fluoroquinolones are the *Enterobacteriaceae*, including species that cause enteric disease.  Against the gram-positive cocci, ciprofloxacin and ofloxacin are the most active fluoroquinolones.  In the assessment of efficacy against gram-positive bacilli, ciprofloxacin has good activity against Listeria monocytogenes but not against *Nocardia* species. |

**Тестирование:**

Test in English for students in pharmacy

*I. Choose the right form of the verb "to be".*

1. Usually there \_....... four groups of medication.

a. am с is

b. was d. are

2. Tetracycline …… made by bacterium Streptomyces aureofaciens.

a. were с are

b. is d. was

3. Penicillin ……. discovered by Fleming in 1928. .

a. are с was

b. is d. were

4. Next year they ….. pharmaceutists.

a. shall be с is

b. are d. will be  
5.We ….. doing test in English now.

a. is с are

b. am d. were

*II. Fill in the blanks with the correct form of the words in brackets*

1. Penicillium notatum …. (to produce) very little penicillin.
2. One approach ….. already …. ….. (to do ) to isolate this gene.
3. Yesterday we …… (to use) this valuable remedy intramuscularly.
4. In several years many new drugs …. (to appear).
5. At this very moment a lot of research workers ….. (to try) to find new

kinds of medication.

*III Choose the necessary variant (a, b, с or d)*

1. She is often laughed …. .

a. on с to

b. at d. by

2. …….. Monday we worked at our laboratory.

a. at с on

b. by d. in

3. Our studies begin ….. 8.30.

a. in с on

b. atd. by

4. He was treated ……. streptomycin.

a. with с for

b. by d. at

5. Administration …. this remedy is necessary in your case.

a. for с at

b. of d. to

*IV Change the word at the end of the line to form a new one.*

1. Pharmacy demands great scientific …… \ strong.
2. Most …. pharmacists work long hours \ profession.
3. Sometimes they become …….. \ patient.
4. They have to make …… \ decide.
5. The remedies may be …. in the case of overdosage \danger.

*V Choose the right variant (a, b, or c)*

1. He is said to be an experienced pharmaceutist.

a. Он говорит, что он опытный фармацевт.

b. Говорят, что он опытный фармацевт

c. Сказали, что опытный фармацевт.

2. The students seemed to have learnt the grammar rule.

a. Оказалось, что студенты выучили грамматическое

правило.

b. Оказалось, что студенты учат грамматическое правило.

c. Студенты, как оказывается, выучили грамматическое

правило.

3. We are likely to conduct an experiment in our laboratory.

a. Вероятно, что мы выполнили эксперимент в нашей

лаборатории.

b. Вероятно, что мы выполним эксперимент в нашей

лаборатории.  
 с. Вероятно, что мы выполняем эксперимент в нашей

лаборатории

4. This remedy proved to be very useful.

а. Это лекарство, как оказывается, является очень полезным.

b. Это лекарство, как оказалось, является очень полезным.

c. Оказалось, что это лекарство было очень полезным.

5. Sulfadiazine therapy hasn't been found to respond well.

а. Считают, что лечение сульфадиазином дает плохую

ответную реакцию.

b. Лечение сульфадиазином, как обнаружили, дало плохую

ответную реакцию.

1. Обнаружили, что лечение сульфадиазином не дает

хорошей ответной реакции.

*VI. Join the parts of the sentences in column A and column B.*

1. The teacher made us a. to be the best student
2. We consider him b. prescribe sulfa drugs
3. The pharmaceutist asked с. to pass the test well  
    the visitor
4. He saw the doctor d. translate the text

5.1 want you e. to pay for this remedy

*VII When paraphrasing the sentence use the modal verb from a, b, c, or d.*

1. The teacher gave us permission to leave the room.  
 We ……. leave the room.

a. can с. may

b.might d. must

2. You are obliged to finish your work in time.  
You ……. finish your work in time.

a.must с. can

b.had to d. could

3. I find it impossible to understand them  
I ……. not understand them.

a. could с. have to

b. should d. can

4. They advise me to go the chemist's shop.  
I ……\_ go to the chemist's shop.

a. might с. should

b. had to d. can

5. You should be very careful when working in the laboratory.  
You …… to be very careful when working in the laboratory.

a. ought с can

b. must d. might

*VII Choose a, b, or с variant*

1. We are working at the chemical laboratory now.

a. Мы работали в химической лаборатории

b. Мы будем работать в химической лаборатории

c. Мы сейчас работаем в химической лаборатории

2. The pharmaceutist has already finished preparing this remedy.

a. Провизор уже закончил приготовление этого лек. средства

b. Провизор уже заканчивает готовить это лек. средства

c. Провизор уже заканчивал приготовление этого лек. средства

3.Every day the students have one lecture and two practical classes,

а. Каждый день у нас была 1 лекция и 2 практических занятия

b. Каждый день у нас 1 лекция и 2 практических занятия

с. Каждый день у нас будет 1 лекция и 2 практических занятия

4. All medicines are kept in drug cabinet

a. Все лек. средства хранились в стеклянных шкафчиках

b. Все лек. средства будут храниться в стеклянных шкафчиках

c. Все лек. средства хранят в стеклянных шкафчиках

5.The work has already been done.

a. Работу уже выполнили

b. Работа выполняется

c. Работу выполняют

* 1. *Choose the necessary preposition.*

|  |  |
| --- | --- |
| * + 1. Evolutionary theory … genetic selection requires as close as possible to 100% of the infecting organisms be killed off. | |
| a) of  b) under | * 1. off   2. over |
| 2. This survival often results … an inheritable resistance to the compound. | |
| * 1. in   2. on | * 1. from   2. by |
| 3. Antibiotic resistance has become a serious problem … both the developed and underdeveloped nations. | |
| * 1. at   2. in | * 1. above   2. on |
| 4. This leads … more frequent use of newer and more expensive compounds. | |
| * 1. into   2. of | * 1. to   2. up |
| 5. Another example of selection is *St. aureus*, which could be treated successfully … penicillin in the 1940s and 1950s. | |
| * 1. at   2. over | * 1. by   2. with |
| 6. Because this exposes more bacteria to selection … resistance. | |
| a) at  b) for | c) from  d) of |
| 7. While research … bacteriophages is only in its infancy the results are promising. | |
| * 1. for   2. from | * 1. in   2. into |

*II. Choose the right variant*

1. Aspirin is ….. regarded as almost completely innocuous.

a) rarely c) daily

b) generally d) completely

2. The problem of aspirin toxicity ….. by its frequent use.

a) is compounded c) is investigated

b) is solved d) is fed

3. The only way to completely avoid …. of any drug is to avoid its usage.

a) direct influence c) side effects

b) indirect use d) several inflammation

1. …. of the changes has not been determined.

a) appearance c) assistance

b) the administration d) the significance

1. Nearly 50 tons of aspirin … daily in the United States.

a) are presented c) are studied

b) are consumed d) are produced

1. Recent California studies indicate aspirin effects … changes in serum albumin.

a) demonstratable c) demonstrating

b) demonstrated d) demonstration

1. Previous studies have established the … but certain implication of aspirin.

a) interesting c) infrequent

b) insufficient d) infrequently

*III. Прочитайте текст и выполните задания, указывая цифру 1, 2, 3 или 4, соответствующую номеру выбранного Вами варианта ответа.*

**DRUGS**

The metric system is used exclusively when ordering and prescribing drugs.

The metric unit of weight is the gram (g) and this is divided into thousandths called milligrams (mg).

The unit of volume is the litre (l) which is subdivided into thousandths called mililitres (ml). A litre is equivalent to just two pints. The standard medicine teaspoon holds 5 ml.

Various reference books are available to help practitioners keep up to date with new drugs, the trade names of drugs, dosages and precautions with particular drugs. Manufacturers are also legally required to provide data sheets for all new drugs, giving full details of usage.

Drugs may be administered externally.

Drugs are classified into groups which have a specific action, such as antibacterial drugs, which are used for the treatment of infections, or local anaesthetics which abolish pain. Some drugs belong to more than one group; for example, lignocaine, which is a local end surface anaesthetic. Let’s take abtibacterial drugs as an example.

They are administered externally to kill bacteria.

Antibiotics are drugs originally derived from microorganisms: for example, penicillins, tetracyclines and erythromycin. Many people are allergic to penicillin and its derivatives. If such people are given any of these drugs they are liable to develop a dangerous reaction. Patients must always be asked beforehand if they are allergic to penicillin or any other drugs.

**Tasks**

1. The metric system is used exclusively

* 1. after ordering and prescribing drugs;
  2. when speaking to the pharmacist;
  3. when perscribing and ordering drugs;
  4. when treating at home.

2. The metric unit is the gram and this is divided into

1) pints and litres;

2) thousandths called milligrams;

3) millilitres;

4) grains and ounces.

3. A litre is equivalent to just

1) two ounces;

2) two pints;

3) two milligrams;

4) two grams.

4. The standard medicine teaspoon holds

1) five millilitres;

2) fifteen millilitres;

3) ten millilitres;

4) fifty millilitres.

5. Various reference books are available to help with

1) prescription and delivery;

2) generics and antibiotics;

3) dosage and precautions;

4) brand and trade names.

6. Data sheets for all new drugs give

1) full details of storage;

2) administration and package;

3) full requirements;

4) full details of usage.

7. Drugs may be administered

1) intramuscularly and intravenously;

2) orally and percutaneously;

3) externally or internally;

4) topically or subcutaneously.

8. Drugs are classified into

1) groups which have a painkilling action;

2) groups which have a specific action;

3) groups which have a broad action;

4) groups which have a narrow action.

9. Antibacterial drugs are administered

1) to kill viruses;

2) to kill fungi;

3) to kill moulds;

4) to kill bacteria.

10. Antibiotics are drugs originally derived

1) from bacteria;

2) from microorganisms;

3) from other drugs;

4) from penicillin derivatives.

**Терминологический диктант:**

Therapeutic indications – терапевтические показания

Interactions of other drugs – взаимодействия с другими лекарственными средствами

Pregnancy and lactation – беременность и лактация

Adverse reactions– побочные действия (неблагоприятные реакции)

Side effects – побочные эффекты

Untoward reactions – неблагоприятные реакции

Unwanted effect – нежелательный эффект

Pharmacological properties – фармакологические войства

Pharmacodynamic properties – фармакодинамика

Availability – пригодность

Composition – состав

Description *–* инструкция, описание

Actions – способы действия

Properties of action – свойства действия

Indications (clinical indications) – показания (клинические показания)

Contraindications – противопоказания

Dosage and administration – доза и назначение

Directions – назначения, указания

Presentation – форма выпуска (представление)

formulation – состав, рецепт

to involve – включать в себя; заключать; подразумевать

stable – стабильный, устойчивый

acceptable – приемлимый

incorporate – соединять, смешивать

to appreciate – понимать значение, ценить

apart from – кроме, помимо

to carry out – проводить, выполнять

to ensure – обеспечивать, гарантировать

compatible – совместимый

bioavailability – биопригодность, биополезность

additive – продукт присоединения consistent – твердый; стойкий; совместимый

disintegration – распад; разделение на составные части

trial – испытание

to commence – начинать(ся)

hand-filled – наполненный вручную

proof – доказательство; проба

drug load – лекарственная загрузка

to cause – вызывать, причинять

homogeneity – однородность

to pose – формулировать, предлагать

bulk density – плотность основной массы

to invalidate – считать неполноценным, делать неспособным

to leach out – выщелачивать

adhesive – клей; липкий, связывающий

**Критерии оценивания, применяемые при текущем контроле успеваемости, в том числе при контроле самостоятельной работы обучающихся.**

|  |  |
| --- | --- |
| **Форма контроля** | **Критерии оценивания** |
| **устный опрос** | Оценкой "ОТЛИЧНО" оценивается ответ, который показывает прочные знания основных вопросов изучаемого материала, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа. |
| Оценкой "ХОРОШО" оценивается ответ, обнаруживающий прочные знания основных вопросов изучаемого материла, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа. Однако допускается одна - две неточности в ответе. |
| Оценкой "УДОВЛЕТВОРИТЕЛЬНО" оценивается ответ, свидетельствующий в основном о знании изучаемого материала, отличающийся недостаточной глубиной и полнотой раскрытия темы; знанием основных вопросов теории; недостаточным умением давать аргументированные ответы и приводить примеры; недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа. |
| Оценкой "НЕУДОВЛЕТВОРИТЕЛЬНО" оценивается ответ, обнаруживающий незнание изучаемого материла, отличающийся неглубоким раскрытием темы; незнанием основных вопросов теории, неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Допускаются серьезные ошибки в содержании ответа. |
| **письменный опрос (терминологический диктант, контрольные задания)** | Оценка «ОТЛИЧНО» выставляется, если обучающийся показывает твердые знания и умения при выполнении заданий по самостоятельной работе. Владеет лексическим материалом, понимает логику построения терминов в различных подсистемах фармацевтической английской терминологии. Допустил не более 1 ошибки. |
| Оценка «ХОРОШО» выставляется, если обучающийся показывает твердые знания и умения при выполнении заданий по самостоятельной работе. Владеет лексическим материалом, понимает логику построения терминов в различных подсистемах фармацевтической английской терминологии. Допустил 2-3 лексические ошибки (при построении и анализе многословных терминов); 1-2 орфографических ошибки. |
| Оценка «УДОВЛЕТВОРИТЕЛЬНО» выставляется, если обучающийся показывает неуверенные знания и умения при выполнении заданий по самостоятельной работе. Владеет лексическим материалом не в полном объеме, понимает логику построения терминов в различных подсистемах фармацевтической английской терминологии. Допустил 3-4 орфографических или лексических ошибки. |
| Оценка «НЕУДОВЛЕТВОРИТЕЛЬНО» выставляется, если обучающийся показывает слабые знания при выполнении заданий по самостоятельной работе. Выполнил менее 60% задания, либо допустил: при анализе и построении многословных терминов грубые орфографические и лексические ошибки (5-6). |
| **тестирование** | Оценка «ОТЛИЧНО» выставляется при условии 90-100% правильных ответов |
| Оценка «ХОРОШО» выставляется при условии 75-89% правильных ответов |
| Оценка «УДОВЛЕТВОРИТЕЛЬНО» выставляется при условии 60-74% правильных ответов |
| Оценка «НЕУДОВЛЕТВОРИТЕЛЬНО» выставляется при условии 59% и меньше правильных ответов. |

**3.Оценочные материалы промежуточной аттестации обучающихся.**

Промежуточная аттестация по дисциплине в форме экзамена проводится по экзаменационным билетам, в устной и в письменной форме, по вариантам.

**Критерии, применяемые для оценивания обучающихся на промежуточной аттестации.**

Дисциплинарный рейтинг (*Рд*) по дисциплине (модулю) обучающегося рассчитывается как сумма текущего стандартизированного рейтинга *(Ртс)* и экзаменационного (зачетного) рейтинга *(Рэ/Рз)* по формуле:

***Рд = Ртс + Рэ/Рз***

***Ртс*** – текущий стандартизированный рейтинг;

***Рэ/Рз*** – экзаменационный (зачетный) рейтинг.

Дисциплинарный рейтинг обучающегося выражается в баллах по 100-бальной шкале и может быть увеличен на величину бонусных баллов (при их наличии).

Экзаменационный рейтинг обучающегося формируется при проведении промежуточной аттестации и выражается в баллах по шкале от 0 до 30. В случае получения обучающимся экзаменационного рейтинга менее 15 баллов результаты промежуточной аттестации признаются неудовлетворительными и у обучающегося образуется академическая задолженность.

*Критерии, применяемые для оценивания обучающихся на промежуточной аттестации для определения экзаменационного рейтинга*

|  |  |  |  |
| --- | --- | --- | --- |
| Рэ | Средний балл | Рэ | Средний балл |
| 30 | 5,0 | 22 | 3,6-3,7 |
| 29 | 4,8-4,9 | 21 | 3,5 |
| 28 | 4,6-4,7 | 20 | 3,3-3,4 |
| 27 | 4,5 | 19 | 3,1-3,2 |
| 26 | 4,3-4,4 | 18 | 3,0 |
| 25 | 4,1-4,2 | 17 | 2,8-2,9 |
| 24 | 4,0 | 16 | 2,6-2,7 |
| 23 | 3,8-3,9 | 15 | 2,5 |
|  |  | 14 | менее 2,5 |

**30-27 баллов.** Ответы на поставленные вопросы излагаются логично, последовательно и не требуют дополнительных пояснений. Точное и грамотное выполнение письменных заданий. Демонстрируются глубокие знания и понимание логики построения терминов в различных подсистемах медицинской терминологии (Тест: количество правильных ответов > 90 %).

**26-20 баллов.** Ответы на поставленные вопросы излагаются систематизировано и последовательно. Письменные задания выполнены правильно, но допущены некоторые грамматические или орфографические ошибки. Демонстрируются прочные знания, понимание логики построения терминов в различных подсистемах медицинской терминологии в недостаточном объеме (Тест: количество правильных ответов > 70 %).

**19-15 баллов.** Допускаются нарушения в последовательности изложения. Демонстрируются поверхностные знания вопроса. С трудом выполняются письменные задания, большое количество ошибок (Тест: количество правильных ответов > 50 %).

**14-0 баллов.** Материал излагается непоследовательно, сбивчиво, не представляет определенной системы знаний по дисциплине. С трудом выполняются письменные задания, большое количество грубых ошибок. Ответы на дополнительные вопросы отсутствуют (Тест: количество правильных ответов <50 %).

**Вопросы для проверки теоретических знаний по дисциплине**

1. What language is the most important language in the world?
2. Where do the native speakers of English live?
3. How many people speak English as their mother tongue?
4. Why is a good knowledge of foreign languages the main obligation of tomorrow’s doctors?
5. Should medical students study and work hard in order to achieve a good knowledge of English?
6. Can it increase their professional and intercultural outlook?
7. Do you like to study English?
8. Назовите особенности чтения односложных, двусложных и многосложных слов.
9. Перечислите особенности чтения английских согласных.
10. Перечистите буквосочетания, в которых имеются напроизносимые согласные.
11. Сформулируйте правила чтения гласных в четырех типах слога.
12. Сформулируйте правила чтения гласных в открытом и закротом типах слога.
13. В чем суть чтения безударных слогов?
14. Сформулируйте особенности ударения в одно-двусложных словах.
15. Сформулируйте особенности ударения в многосложных словах.
16. Сформулируйте правило образования степеней сравнения одно-двусложных прилагательных в английском языке.
17. Сформулируйте правило образования степеней сравнения многосложных прилагательных в английском языке.
18. Перечислите исключения образования степеней сравнения прилагательных.
19. Назовите функции глагола to be, особенности употребления в предложении. Проспрягайте глалол.
20. Назовите функции глагола to have, особенности употребления в предложении. Проспрягайте глалол.
21. Сформулируйте правило порядка слов в английском предложении.
22. Сформулируйте правило построения и первода предложений с конструкцией there is (are).
23. Перечислите основные виды чтения аутентичных профессионально ориентированных текстов.
24. Сформулируйте цель каждого вида чтения.
25. Назовите особенности образования и первода глаголов-сказуемых в форме Simple Active.
26. Назовите особенности образования и первода глаголов-сказуемых в форме Continuous Active.
27. Назовите особенности образования и первода глаголов-сказуемых в форме Perfect Active.
28. Назовите особенности образования и первода глаголов-сказуемых в форме Passive Voice.
29. Сформулируйте основные особенности образования, употребления и первода видо-временных форм английского глагола в активном залоге.
30. Сформулируйте основные особенности образования, употребления и первода видо-временных форм английского глагола в пассивном залоге.
31. Назовите особенности употребления и первода модальных глаголов. Дайте определение.
32. Перечислите эквиваленты модальных глаголов.
33. Назовите особенности употребления и первода эквивалентов модальных глаголов.
34. Сформулируйте особенности сказуемых с модальными глаголами.
35. Сформулируйте особенности сказуемых с эквивалентами модальных глаголов.
36. Сформулируйте правило согласования времен.
37. Как перводятся английские предложения, где употребляется правило согласования времен.
38. Сколько типов вопросительных предложений Вы знаете.
39. Как образуются вопросительные предложения в английском языке?
40. Для какой цели служат разные типы вопросительных предложений?
41. Каким образом и для какой цели задают общий вопрос?
42. Каким образом и для какой цели задают альтернативный вопрос?
43. Каким образом и для какой цели задают разделительный вопрос?
44. Каким образом и для какой цели задают специальный вопрос?
45. Назовите особенности неличной формы глагола: Infinitive.
46. Сформулируйте особенности образования, употребления и перевода инфинитива в предложении.
47. Перечислите функции инфинитива в предложении. Приведите примеры
48. Сформулируйте особенности употребления и первода инфинитивных конструкций в предложении.
49. Назовите особенности образования и первода инфинитивного оборота Complex Subject.
50. Назовите особенности образования и первода инфинитивного оборота Complex Object.
51. Назовите суффиксы существительных.
52. Перечислите суффиксы прилагательных.
53. Перечислите суффиксы наречий.
54. Какие приставки в английском языке имеют отрицательное значение?
55. Что означает словосложение?
56. Перчислите суффиксы английских глаголов.
57. Какие приставки имеют значение «неправильно, неверно»
58. Назовите особенности реализации деловой коммуникации в области фармации на английском языке.
59. Перечислите разделы делового письма.
60. Сформулируйте особенности составления деловой документации на английском языке.
61. Сформулируйте правило порядка слов в английском предложении.
62. Сформулируйте основные особенности образования, употребления и первода видо-временных форм английского глагола в активном залоге.
63. Сформулируйте основные особенности образования, употребления и первода видо-временных форм английского глагола в пассивном залоге.
64. Назовите особенности употребления и первода модальных глаголов. Дайте определение.
65. Сформулируйте особенности сказуемых с эквивалентами модальных глаголов.
66. Дайте определение неличной форме глагола «причастие».
67. Назовите особенности ее образования.
68. Сформулируйте особенности употребления причастия в предложении.
69. Сформулируйте особенности Participles как неличной формы глагола.
70. Назовите ее грамматические характеристики.
71. Назовите особенности употребления Participle I и перевода в предложении.
72. Назовите особенности употребления Participle II и перевода в предложении.
73. Перечислите возможности перевода английского причастия на русский язык. Приведите примеры.
74. Сформулируйте и укажите особенности образования, употребления и перевода сложных форм причастий в английском предложении.
75. Сформулируйте особенности образования, употребления и перевода Absolute Participle Construction.
76. Назовите основные грамматические характеристики неличной формы глагола: Герундий.
77. Укажите особенности образования простых герундиальных форм, употребления и их перевода в английском предложении.
78. Укажите особенности образования сложных герундиальных форм, употребления и их перевода в английском предложении.
79. Сформулируйте и укажите функции герундия в предложении.
80. Сформулируйте особенности первода простых и сложных герундиальных форм.
81. Назовите основные грамматические конструкции, характерные для устного и письменного профессионально ориентированного общения на английском языке.
82. Перечислите составные части аннотации к лекарственному средству на английском языке.
83. Что включает часть аннотации: Composition.
84. Что включает часть аннотации: Adverse reactions
85. Что включает часть аннотации: Clinical particulars.
86. Какая информация заключается в разделе аннотации: Method of administration
87. What is pharmaceutical formulation?
88. What do formulation studies involve?
89. What does preformulation involve?
90. What factors do formulation studies then consider?
91. What can influence bioavailability and hence the activity of drug?
92. The dosage should have a uniform appearance, with an acceptable taste, tablet hardness, or capsule disintegration, shouldn’t it?
93. What is called the drug load?
94. What problems may cause a low drug load?
95. May a high drug load pose flow problems or require large capsules if the compound has a low bulk density?
96. Why are stability studies carried out?
97. Is it also important to check whether there are any unwanted interactions between the preparation and the container? Why?
98. Why is medicine prescribed?
99. What special precautions should a person follow?
100. How should medicine used?
101. What special dietary instructions should a person follow?
102. What should a person do if he forgets a dose?
103. What side effects can medicine cause?
104. What storage conditions are needed for medicine?

**Практические задания для проверки сформированных умений и навыков**

1.Монологическое высказывание по теме: About myself.

2. Монологическое высказывание по теме: The Orenburg Medical University.

3. Монологическое высчказывание по теме: My home town.

4. Монологическое высказывание по теме: Pharmaceutical education in Russia.

5. Монологическое высказывание по теме: Pharmaceutical education in Great Britain.

6. Монологическое высказывание по теме: An outstanding medical man – Alexander Fleming

7. What is drug?

8. Is there a single, precise definition of a drug?

9. What definition does the dictionary give?

10. When may the drugs be prescribed?

11. Drugs are usually distinguished from endogenous biochemicals by being introduced from outside the organism, aren’t they?

12. What are over-the-counter (OTC) medications?

13. What are behind-the-counter (BTC) medications?

14. What are prescription only medicines (POM)?

15. What medicines are called herbal ones?

16. Монологическое высказывание по теме: Drugs and drug classes

17.What are chemist’s shops?

18. Монологическое высказывание по теме: At the Chemist’s

19. Discuss with your partner the work of the chemist’s shop*.*

20. How is the problem of antibiotic resistance worsened?

21. Монологическое высказывание по теме*:* Antibiotics

22. Монологическое высказывание по теме: Vitamins

23. Монологическое высказывание по теме: Pharmaceutical Service in Russia

24. Монологическое высказывание по теме: Pharmaceutical Service in Great Britain

25. Give the summary of the annotation (orally). Don’t use the dictionaries.

26**.** Discuss the problem of antibiotics with your partner.

27. Make the plan of the text and be ready to retell it according to your plan. Render into English.

28. Translate the text into English.

**Антибиотики теряют силу**

Чем будем лечиться? Микробиологи всего мира бьют тревогу – с катастрофической скоростью нарастает устойчивость бактерий к антибиотикам.

Если ситуация в ближайшее время коренным образом не изменится, мы окажемся беззащитными перед многими видами инфекций.

Еще лет десять назад в распоряжении реаниматолога было 10-15 антибиотиков. Сегодня их только пять – остальные перестали работать.

Во многих странах уже поняли, что эта проблема вышла за рамки медицины. Тема устойчивости стафиллококков была предметом обсуждения в Британском парламенте.

Конечно, проблему устойчивости микроорганизмов придется решать ученым и медикам, но и от нас кое-что зависит.

Наша страна отличается тем, что антибиотик здесь можно купить без рецепта. Мы принимаем их без необходимости. А в тот момент, когда они действительно понадобятся, они могут и не сработать!

Угроза. Устойчивость микробов к антибиотикам сродни ядерной угрозе. И неизвестно, что страшнее. С каждым годом мы теряем все больше препаратов. Срочно нужно искать решение, так как в опасности жизнь нации.

Потери. В 2004 году исчез из практики лечения пневмонии ампиокс. Грибковая микрофлора не поддается нистатину и клотримазолу. На тяжелых стадиях сальмонеллеза – полимиксин-М почти не действует. А каждого третьего прооперированного больного, инфицированного синегнойной палочкой, уже сегодня нечем лечить.

Комплекс. Устойчивость к антибиотикам усложняет терапию. Препарат в одиночку уже не справляется с лечением тяжелых заболеваний. СПИД обязательно нужно лечить тремя разными препаратами, туберкулез – четырьмя. В терапии сепсиса антибиотик обязательно применяется в комплексе с другими лекарствами.

Биология. На устойчивость к антибиотикам влияет, в частности, биологический фактор, с которым мы не можем бороться. Микроорганизмы – живые существа, и на любой яд, который мы им предлагаем в виде антибиотиков, они в состоянии выработать противоядие.

Человек. Сами люди и своим бесконтрольным применением антибиотиков усугубляют проблему устойчивости к ним микробов. Даже врачей приходится призывать к грамотному их использованию. Антибиотики – всюду. Они применяются при производстве мяса, рыбы, птицы.

29. Give the summary of the annotation.

**KATABIOS (Multivitamin complex)**

Katabios is a multivitamin complex produced by Farmitalia, in which the single components are present in biological quantities. Katabios contains vitamins which, in the organism, catalyze basic biological processes for maintaining a healthy condition.

**Indications** – Prophylaxis and therapy of various states of hypovitaminosis. Reduced alimentary vitamin or impaired intestinal absorption. Conditions of greater organic need of vitamins.

**Contraindications** – Hypersensitivity to some components.

**Dosage and administration** – Adults: By oral route, daily dose to be fractioned at principal meals: with a prophylactic purpose; 1-2 coated tablets, or 15-30 drops, or 1-2 coffee spoonfuls of syrup. With a therapeutic purpose: 2-4 coated tablets, or 30-60 drops, or 2-4 coffee spoonfuls of syrup. By parenteral route: 1-2 ampoules daily by intramuscular injections, according to the medical prescription.

KATABIOS **drops:** sucklings: 4-8 drops, once a day;

children: 8-12 drops, once a day.

KATABIOS **syrup:** children: 1/2-1 coffee spoonful of syrup daily.

The recommended dosage should not be exceeded and the period of treatment should be limited to that prescribed by the physician. For the presentation in drops: after having removed the cap turn the bottle upside down vertically (initially if necessary - gently tap bottle with finger).

**Side effects** – With the dosage and administration suggested, no unwanted side effects have been observed. However, in predisposed subjects, the administration of vitamin B12 by parenteral route may give rise to sensitization phenomena with exanthemas, diarrhea and exceptionally with anaphylactic manifestations. Furthermore, always be parenteral route, the preparations containing vitamin B1 or its derivatives may cause disturbances in the individuals who previously experienced hypersensitization phenomena or allergic morbid manifestations.

**Warnings** – The use of Katabios may produce a yellow – reddish coloration of urine. This fact should not be regarded as an anomaly because it is due to the normal catabolism of some product components. It should be born in mind that pyridixine (vitamin B6), contained in Katabios, if administered in parkinsonians, concurrently with levodopa, can hinder its effect.

KEEP AWAY FROM THE REACH OF CHILDREN.

**Presentations** – Coated tablets: bottle of 20 coated tablets. Drops: bottle of 15 ml (1ml = 20 drops). Syrup: bottle of 100 ml, 120 and 150 ml. Ampoules: box of 5 ampoules of 2 ml.

30. Переведите текст письменно, пользуясь словарями

**THE QUINOLONES**

The quinolones are a group of antimicrobial agents biochemically related to nalidixic acid. A new generation of drugs, the fluoroquinolones possess pharmacologic and microbiologic properties that make them suitable for the treatment of systemic infections in addition to urinary tract infections.

The quinolones inhibit bacterial enzyme that seals DNA in the process of transcription and reduces the intracellular size of DNA.

Resistance to quinolones develops at a low frequency by mutations that either cause reduced affinity of the enzyme for quinolones or decrease bacterial cell permeability to quinolones and other antibiotics by a loss of outer membrane proteines. Cross-resistance among quinolones can occur. The activity of quinolones has been found to be reduced by acidic Ph, urine and bivalent ions.

The fluoroquinolones are active against a wide spectrum of aerobic gram-negative and gram-positive bacteria. They are generally inactive against anaerobic bacteria such as *Bacteroides fragilis and Clostridium difficile*.

*Pseudomonas aeruginosa* organisms, including strains resistant to β-lactam agents and aminoglycosides, are susceptible to the fluoroquinolones at concentrations readily obtained in urine. For ciprofloxacin and ofloxacin, serum levels could also exceed the minimal inhibitory consentrations for *P. aeruginosa*.

Among the pathogens that have a high degree of susceptibility to the fluoroquinolones are the *Enterobacteriaceae*, including species that cause enteric disease.

Against the gram-positive cocci, ciprofloxacin and ofloxacin are the most active fluoroquinolones.

In the assessment of efficacy against gram-positive bacilli, ciprofloxacin has good activity against Listeria monocytogenes but not against *Nocardia* species.

31. Read some information about vitamins and insert the name of the suitable vitamin in the following sentences:

Vitamin A protects eyesight.

Vitamin B strengthens the nervous system.

Vitamin C increases resistance to infection, helps to recover after illness.

Vitamin D aids the body in the formation of bones and teeth.

Vitamin E protects against cancer, heart disease, ageing, diabetes and arthritis.

Vitamin K prevents haemorrhage.

When there is vitamin … deficiency, it may cause insomnia, anxiety, depression, fatigue, restlessness, nervousness, memory loss, confusion.

When there is vitamin … deficiency, the symptoms are nosebleeds, bruising, slow wound healing, and prolonged blood clotting time.

When there is vitamin … deficiency, the vascular and immune system may be weaker, so can be worsening of varicose veins.

When there is vitamin … deficiency, eyes often become dry, red and sore and you may have difficulty with your vision.

When there is vitamin … deficiency, it may result in rickets (softening of bones); bone malformation; enlarged joints; tooth decay, gum disease.

When there is vitamin … deficiency, there may be susceptibility to infection; shortness of breath; easy bruising.

32. Make up sentences and translate them.

You can find:

vitamin A in dried apricots, peaches, red peppers, sunflower seeds, chicken

liver, fish liver oils, pork liver, eggs, carrots;

vitamin B in liver, eggs, wheat germ;

vitamin C in citrus fruits, kiwi fruits, melons, strawberries, tomatoes, raw

cabbage;

vitamin D in fish oils, milk, sunflower seeds, wheat germ;

vitamin E in nuts, brown rice, sunflower seeds, wheat germ;

vitamin K in liver, cabbage, pork, Soya beans, sunflower seeds, yoghurt.

**Тестирование обучающихся проводится**

(на бумажных носителях; в информационной системе Университета см. Оценочные материалы в рамках всей дисциплины)

1. *Выберите нужную форму глагола* ***to be:***

|  |  |
| --- | --- |
| 1. I … very busy today. |  |
| 2. There … 4 faculties in our academy some years ago. | 1. is |
| 3. English … the most popular language in our country. | 2. shall be |
| 4. I … a doctor in 5 years. | 3. was |
| 5. My friend’s sister … very tired as she had 6 lessons  yesterday. | 4. am |
| 6. What … your father? | 5. will be |
| 7. The girl … seriously ill last year. | 6. were |
| 8. He … not at home next week. | 7. are |
| 9. There … a good library in our academy. |  |
| 10. My brothers … not at home now. |  |

2. *Выберите нужную форму глагола* ***to have:***

|  |  |
| --- | --- |
| 1. She … a lot of work today. |  |
| 2. Twice a year students … vacations. |  |
| 3. We … practical training at hospitals in a year. | 1. will have |
| 4. He … lectures in Biology on Mondays. | 2. had |
| 5. They … some very nice watches in that shop. | 3. has |
| 6. … he any brothers or sisters? | 4. shall have |
| 7. They … a party next week. | 5. have |
| 8. The book … many pictures. |  |
| 9. In 2 years I … practical training at hospitals. |  |
| 10. I couldn’t write the letter a day before because I … no paper  at home. |  |

3**.** *Укажите предложения, в которых глаголы* ***to be, to have*** *являются*

*модальными.*

1. My brother is interested in languages of different countries.
2. He is to go there next week.
3. Have you passed your examination in physics?
4. They have to do a lot of work today.
5. He is a man of strong will.

4**.** *Укажите правильные варианты перевода:*

1. The students are in the club.
2. There are dictionaries on this table.
   1. Студенты в клубе.
   2. В клубе студенты.
   3. Словари лежат на этом столе.
   4. На этом столе лежат словари.

*5. Укажите правильный вариант*

|  |  |
| --- | --- |
| 1. Он учится в институте. | 1. study  2. is studying  3. has studied  4. studies |
| 2. Я буду готовить доклад завтра. | 1. make  2. will make  3. shall make  4. shall be making |
| 3. Доктор уже измерил температуру. | 1. has taken  2. have taken  3. took  4. had taken |
| 4. Он осматривал больных с 5 до 7 часов. | 1. examined  2. has examined  3. had examined  4. was examining |
| 5. Я отправил письмо вчера. | 1. sent  2. has sent   1. was sending 2. send |
| 6. Хирург снял швы к тому времени. | 1. removed  2. was removing  3. has removed  4. had removed |
| 7. Мы сдадим экзамены к концу недели. | 1. shall pass  2. shall have passed  3. will have passed  4. shall be passing |
| 8. Она сейчас пишет доклад. | 1. writes  2. write  3. has written  4. is writing |

*6. Выпишите номера сказуемых в страдательном залоге.*

1. were sleeping 5. is being treated
2. has been finished 6. am doing
3. are read 7. was told
4. have written 8. will be asked

*7. Укажите какое предложение соответствует данному.*

1. **I shall be operated on in two days.**
   1. Я буду оперировать через два дня.
   2. Меня будут оперировать через два дня.
   3. Меня прооперировали через два дня.
2. **She was told a very interesting story.**
   1. Мне рассказали очень интересную историю.
   2. Я рассказал очень интересную историю.
   3. Мне расскажут очень интересную историю.
3. **Меня часто спрашивают на уроках.**
   1. I am often asked at the lesson.
   2. I was often asked at the lesson.
   3. I often asked at the lesson.
4. **За врачом послали соседа.** 
   1. The doctor sent for the neighbour.
   2. The doctor was sent for by the neighbour.
   3. The neighbour was sent for by the doctor.

*8. Выберите нужную форму сказуемого.*

1. **He … by the professor now.**

a) is examined b) was examined c) is being examined

**2**. **English texts … at every lesson.**

a) have been translated b) are translated c) was translated

1. **This book … already.**

a) was read b) is being read c) has been read

*9. Укажите номер соответствующего варианта сказуемого.*

|  |  |
| --- | --- |
| 1. The nurse … injections now. | 1. is making  2. makes  3. was making  4. is made |
| 2. This boy … on recently. | 1. operated  2. had been operated  3. was operated  4. has been operated |
| 3. This book … by 6 o’clock tomorrow. | 1. will be finished  2. is finished  3. will have been finished  4. shall be finished |
| 4. My brother … books every day. | 1. were read  2. reads  3. has read  4. is reading |
| 5. She … already this article. You may read it. | 1. had translated  2. has translated  3. was translated  4. translated |
| 6. I … the whole day tomorrow. | 1. shall work  2. am worked  3. shall be working  4. was working |
| 7. He … from the hospital yesterday. | 1. was discharged  2. had discharged  3. discharged  4. were discharged |
| 8. The students … a test at 10 o’clock yesterday. | 1. wrote  2. were written  3. were writing  4. have been written |

*10. Выберите нужную форму глагола:*

1. She … to finish school in a year.

a) may b) has c) is

1. You feel bad, you … see a doctor.

a) needn’t b) should c) can

1. She … to get up early on week-days.

a) has b) can c) must

1. Must I come tomorrow? No, you … .

a) mustn’t b) can’t c) needn’t

1. The weather … change tomorrow.

a) may b) must c) should

*11. Выберите нужный вариант (a, b, или c)*

***1. He is said to be an experienced doctor.***

a. Он говорит, что он опытный врач.

b. Говорят, что он опытный врач.

c. Он, как сказали, опытный врач.

***2. The students seemed to have learnt this grammar rule.***

a. Оказалось, что студенты выучили это грамматическое правило.

b. Оказалось, что студенты учат это грамматическое правило.

c. Студенты, как оказывается, выучили это грамматическое правило.

***3. We are likely to conduct an experiment in our laboratory.***

a. Вероятно, что мы выполнили эксперимент в нашей лаборатории.

b. Вероятно, что мы выполним эксперимент в нашей лаборатории.

c. Было вероятно, что мы выполняем эксперимент в нашей лаборатории.

***4. This remedy proved to be useful.***

a. Это лекарство, как оказывается, является полезным.

b. Это лекарство, как оказалось, является полезным.

c. Это лекарство, как оказывается, было полезным.

***5. Chocolate was thought to have medicinal values.***

a. Думают, что шоколад обладает лекарственными свойствами.

b. Думали, что шоколад обладал лекарственными свойствами.

c. Думали, что шоколад обладает лекарственными свойствами.

***6. A medical expert is expected to arrive soon.***

a. Ожидали, что врач-эксперт вскоре прибудет.

b. Ожидают, что врач-эксперт скоро прибудет.

c. Ожидают, что врач-эксперт прибыл.

***7. The students were supposed to make an autopsy.***

a. Предполагают, что студенты проводят вскрытие трупа.

b. Предполагали, что студенты выполнили вскрытие трупа.

c. Предполагали, что студенты проводят вскрытие трупа.

***8. Laser proved to be effective for curing wounds.***

a. Оказалось, что лазер эффективен для лечения ран.

b. Оказалось, что лазер был эффективен для лечения ран.

c. Оказывается, что лазер эффективен для лечения ран.

***9. Infectious diseases are known to be caused by viruses and microbes.***

a. Известно, что инфекционные болезни были вызваны вирусами и

микробами.

b. Известно, что инфекционные болезни вызываются вирусами и микробами.

c. Инфекционные болезни, как было известно, вызываются вирусами и

микробами.

***10. This boy is likely to have measles.***

a. Вероятно, что у этого мальчика была корь.

b. Маловероятно, что у этого мальчика корь.

c. Вероятно, что у этого мальчика корь.

*12. Match part (a-h) with part (1-8)*

|  |  |
| --- | --- |
| 1. ointment | a) Take one half an hour before going to bed |
| 2. plaster | b) Take one every six hours for seven days |
| 3. vaccination | c) rub a little bin in every few hours. |
| 4. injection | d) Take a few drops three times a day. |
| 5.sleeping pills | e) You’ll have to get a shot at least three  weeks before going to Africa. |
| 6. antibiotics | f) You need to take a massage and exercise every other day |
| 7. physiotherapy | g) We’ll give you a shot now and another one tomorrow |
| 8. nose drops | h) Your broken arm needs to be treated in hospital |

*13. Прочитайте текст и выполните задания, указывая цифру 1, 2, 3 или 4, соответствующую номеру выбранного Вами варианта ответа.*

**DRUGS**

The metric system is used exclusively when ordering and prescribing drugs.

The metric unit of weight is the gram (g) and this is divided into thousandths called milligrams (mg).

The unit of volume is the litre (l) which is subdivided into thousandths called mililitres (ml). A litre is equivalent to just two pints. The standard medicine teaspoon holds 5 ml.

Various reference books are available to help practitioners keep up to date with new drugs, the trade names of drugs, dosages and precautions with particular drugs. Manufacturers are also legally required to provide data sheets for all new drugs, giving full details of usage.

Drugs may be administered externally.

Drugs are classified into groups which have a specific action, such as antibacterial drugs, which are used for the treatment of infections, or local anaesthetics which abolish pain. Some drugs belong to more than one group; for example, lignocaine, which is a local end surface anaesthetic. Let’s take abtibacterial drugs as an example.

They are administered externally to kill bacteria.

Antibiotics are drugs originally derived from microorganisms: for example, penicillins, tetracyclines and erythromycin. Many people are allergic to penicillin and its derivatives. If such people are given any of these drugs they are liable to develop a dangerous reaction. Patients must always be asked beforehand if they are allergic to penicillin or any other drugs.

**Tasks**

1. The metric system is used exclusively

* 1. after ordering and prescribing drugs;
  2. when speaking to the pharmacist;
  3. when perscribing and ordering drugs;
  4. when treating at home.

2. The metric unit is the gram and this is divided into

1) pints and litres;

2) thousandths called milligrams;

3) millilitres;

4) grains and ounces.

3. A litre is equivalent to just

1) two ounces;

2) two pints;

3) two milligrams;

4) two grams.

4. The standard medicine teaspoon holds

1) five millilitres;

2) fifteen millilitres;

3) ten millilitres;

4) fifty millilitres.

5. Various reference books are available to help with

1) prescription and delivery;

2) generics and antibiotics;

3) dosage and precautions;

4) brand and trade names.

6. Data sheets for all new drugs give

1) full details of storage;

2) administration and package;

3) full requirements;

4) full details of usage.

7. Drugs may be administered

1) intramuscularly and intravenously;

2) orally and percutaneously;

3) externally or internally;

4) topically or subcutaneously.

8. Drugs are classified into

1) groups which have a painkilling action;

2) groups which have a specific action;

3) groups which have a broad action;

4) groups which have a narrow action.

9. Antibacterial drugs are administered

1) to kill viruses;

2) to kill fungi;

3) to kill moulds;

4) to kill bacteria.

10. Antibiotics are drugs originally derived

1) from bacteria;

2) from microorganisms;

3) from other drugs;

4) from penicillin derivatives.

**Образец экзаменационного билета**

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«ОРЕНБУРГСКИЙ ГОСУДАРСТВЕННЫЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ» МИНИСТЕРСТВА ЗДРАВООХРАНЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

кафедра иностранных языков

направление подготовки (специальность) – *33.05.01 Фармация*

дисциплина Иностранный язык

**ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1**

1. Translate the text in written form with the help of the dictionaries.

2. Give the summary of the text (annotation) without the dictionaties.

3. Speak on the topic: “About myself”

Заведующий кафедрой

иностранных языков (И.А. Коровина)

Декан фармацевтического факультета (И.В. Михайлова )

«\_\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_\_

**Эталон ответа**

**1. The text to be translated in written form with the help of the dictionaries.**

**THE QUINOLONES**

The quinolones are a group of antimicrobial agents biochemically related to nalidixic acid. A new generation of drugs, the fluoroquinolones possess pharmacologic and microbiologic properties that make them suitable for the treatment of systemic infections in addition to urinary tract infections.

The quinolones inhibit bacterial enzyme that seals DNA in the process of transcription and reduces the intracellular size of DNA.

Resistance to quinolones develops at a low frequency by mutations that either cause reduced affinity of the enzyme for quinolones or decrease bacterial cell permeability to quinolones and other antibiotics by a loss of outer membrane proteines. Cross-resistance among quinolones can occur. The activity of quinolones has been found to be reduced by acidic Ph, urine and bivalent ions.

The fluoroquinolones are active against a wide spectrum of aerobic gram-negative and gram-positive bacteria. They are generally inactive against anaerobic bacteria such as *Bacteroides fragilis and Clostridium difficile*.

*Pseudomonas aeruginosa* organisms, including strains resistant to β-lactam agents and aminoglycosides, are susceptible to the fluoroquinolones at concentrations readily obtained in urine. For ciprofloxacin and ofloxacin, serum levels could also exceed the minimal inhibitory consentrations for *P. aeruginosa*.

Among the pathogens that have a high degree of susceptibility to the fluoroquinolones are the *Enterobacteriaceae*, including species that cause enteric disease.

Against the gram-positive cocci, ciprofloxacin and ofloxacin are the most active fluoroquinolones.

In the assessment of efficacy against gram-positive bacilli, ciprofloxacin has good activity against Listeria monocytogenes but not against *Nocardia* species.

**2. The text to be translated without a dictionary**

**ANAFRANIL**

**Presentation** – Clomipramine: coated tablets of 10 mg. and 25 mg.; sustained-release tablets of 75 mg.; ampoules of 25 mg/ml.

**Indications –** Depression of varying aetiology and symptomatology, obsessive-compulsive and phobias. Cataplexy accompanying narcolepsy, panic attacks, chronic painful conditions, and nocturnal enuresis.

**Dosage –** Dosage and mode of administration should be determined individually, but is usually 75/150 mg. pro die. Initiate treatment with low doses in elderly patients and children (usually 10 mg. t.i.d.). See full prescribing information.

**Contraindications –** Concomitant use of MAO inhibitors. Known hypersensitivity to tricyclic antidepressants of the dibenzazepine group.

**Precautions –** Pregnancy, lactation, heart failure and circulatory debility, acute stage of myocardial infarction, disturbances of cardiac conduction, postural hypotension, lowered convulsion threshold, glaucoma, road-users, alcohol.

**Side effects –** Anticholinenergic reactions as with most other tricyclics. Rarely: cardiovascular effects, insomnia, transient confusional states, increased anxiety, skin rashes. Very rarely: convulsions, disorders of hepatic function.

**Note –** Do not use after the expiry date stated on the package. Do not store above + 250 C (770 F).

Medicine should be stored with care! Keep away from children.

**3. Speak on the topic “About myself”**

**About myself.**

My name is … . I am seventeen, I am the first year student of the Medical University. When I was still a child I wanted to be a pharmacist. My father is a doctor, he works at the surgical department of a clinic; my mother is a pharmacist, she works at the chemist’s shop. When my parents return home they often speak about their work. Our family is large: father, mother, my sister Helen, my grandfather, grandmother and me. Helen goes to school. She is in the ninth form. My grandparents are old aged pensioners they help us about the house. As I study at the Medical University I work much preparing for my practical classes. Every day we have one lecture and two classes. We study many subjects: Biology, Chemistry, Physics, Latin, Foreign languages, History and many others. My working day begins at seven a.m. I get up, do my morning exercises, wash and dress myself and have breakfast that my mother cooks. I go to the university by bus as I live far from the University. It takes me thirty or forty minutes to get to the university. My classes begin at 8.30 a.m. and last till 3 p.m. It is very interesting but difficult to study here. I have to read much for our seminars. I like Chemistry most of all. I joined the chemical society and we have our sittings on Tuesdays. Twice a week I work at the chemical laboratory.

During the academic year we have two examination periods (sessions, as we call them). We pass some final tests and exams.

I come back home at six o' clock. I have dinner in the students’ dining- room, but I have supper at home. Then I prepare my lessons, watch TV and go to bed.

**Таблица соответствия результатов обучения по дисциплине и оценочных материалов, используемых на промежуточной аттестации.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Проверяемая компетенция | Индикатор достижения компетенции *(для ФГОС ВО 3++)* | Дескриптор | Контрольно-оценочное средство (номер вопроса/практического задания) |
| 1 | УК-4  Способен применять современные коммуникативне технологии, в  том числе на иностранном(ых) языке(ах)  для академичес  кого и профессиональ  ного взаимодействия | Инд.УК4.1  Прменение коммуникативных сетей и стилей для решения профессиональных задач | Знать основные особенности фонетического аспекта иностранного языка. Основы словообразования (международных) наименований лекарственных средств. Лексический минимум в объеме, достаточном для чтения и перевода профессионально ориентированных аутентичных текстов, а также устного и письменного общения в сфере профессиональной коммуникации. Грамматические правила и конструкции, необходимые для осуществления устной и письменной коммуникации. | вопросы № 8-37; 45-57; 62-80. |
| Уметь  читать, понимать и переводить со словарем аутентичные профессионально ориентированные тексты. Осуществлять поиск новой информации при работе с учебной и специальной литературой. Соотносить профессиональную лексику на иностранном языке с соответствующим определением на русском языке. Правильно оперировать языковыми средствами в ситуациях устного общения | практические задания № 27-30. |
| Владеть иностранным языком в объеме, необходимом для получения существенной информации из зарубежных источников посредством чтения и перевода аутентичного профессионально ориентированного текста. Коммуникативными технологиями для реализации эффективного общения на иностранном языке на профессионально ориентированные темы. Навыками применения коммуникативных сетей и стилей для решения коммуникативных задач | практические задания № 19;  26-27; 31-32. |
| 2 | УК-5  Способен анализировать и учитывать разнообразие культур в проце  ссе межкультурного взаимодействия | Инд. УК5.1. Применение навыков межкультурных коммуникаций для решения профессиональных задач | Знать  культурные традиции страны изучаемого языка.Разговорные формулы этикета, профессионального общения, приемы структурирования профессионально ориентированного дискурса с учетом культурных традиций страны изучаемого языка | вопросы № 1-7; 38-44. |
|  | Уметь участвовать в беседе на иностранном языке, используя формулы речевого общения, характерные для культуры страны изучаемого языка. Участвовать в устном и письменном профессиональном общении на иностранном языке для решения профессиональных задач | практические задания № 7-16;  18-19; 23-24. |
|  | Владеть профессиональной терминологией в условиях взаимопроникновения идей и достижений различных культур. Основными грамматическими конструкциями, присущими письменным и устным формам межкультурного взаимодействия. Навыками аудирования. Практическими навыками ситуативного использования формул и клише для решения коммуникативных задач межкультурного взаимодействия на иностранном языке | практические задания № 4-6;  20-22. |
| 3 | ОПК-4 Способен осуществлять профессиональ  ную деятельность в в соответствии с этическими нормами и морально-нравственными принципами фармацевтической этики и деонтологии | Инд.ОПК-4.1.Соблюдение принципов этики и деонтологии в профессиональной сфере | Знать  основы профессионального общения, принципы и методы организации профессиональной коммуникации на иностранном языке, с учетом специфики фармацевтической этики и деонтологии | вопросы № 58-61;  81-104. |
|  | Уметь  Осуществлять монологическое высказывание на иностранном языке в объеме изученной тематики с опорой на деонтологические принципы фармации. Участвовать в беседе по изцченной теме на иностранном языке, руководствуясь принципами этики и деонтологии в процессе иноязычной коммуникации | практические задания № 1-3;  25-26. |
|  | Владеть  навыками общения на иностранном языке в профессиональной среде в соответствии с этическими нормами и морально-нравственными принципами фармацевтической этики и деонтологии | практические задания № 10-17. |

**4. Методические рекомендации по применению балльно-рейтинговой системы.**

В рамках реализации балльно-рейтинговой системы оценивания учебных достижений обучающихся по дисциплине «Иностранный язык» в соответствии с положением «О балльно-рейтинговой системе оценивания учебных достижений обучающихся» определены следующие правила формирования текущего фактического рейтинга обучающегося и бонусных баллов.

**4.1.Правила формирования текущего фактического рейтинга обучающегося.**

Текущий фактический рейтинг (Ртф) по дисциплине (**максимально 5 баллов**) рассчитывается как среднее арифметическое значение результатов (баллов) всех контрольных точек, направленных на оценивание успешности освоения дисциплины в рамках аудиторной и внеаудиторной работы (КСР):

- текущего контроля успеваемости обучающихся на каждом практическом занятии по дисциплине (Тк);

- рубежного контроля успеваемости обучающихся по каждому модулю дисциплины (Рк) и контроля внеаудиторной самостоятельной работы студентов по дисциплине (КСР).

По каждому практическому занятию предусмотрено от 1-й до 3-х контрольных точек (устный опрос, письменный опрос и терминологический диктант; устный опрос и письменная контрольная работа). За данные контрольные точки обучающийся получает от 0 до 5 баллов включительно. Письменный опрос не является обязательной контрольной точкой на каждом занятии. Устный опрос, терминологический диктант и выполнение письменной контрольной работы являются обязательными контрольными точками для каждого студента.

Внеаудиторная самостоятельная работа по дисциплине предусматривает 1 контрольную точку.

Критерии оценивания каждой формы контроля представлены в ФОС по дисциплине. Среднее арифметическое значение результатов (баллов) рассчитывается как отношение суммы всех полученных студентом оценок (обязательных контрольных точек и более) к количеству этих оценок.

При пропуске практического занятия за обязательные контрольные точки выставляется «0» баллов. Обучающему предоставляется возможность повысить текущий рейтинг по учебной дисциплине в часы консультаций в соответствии с графиком консультаций кафедры.

**4.2. Правила формирования бонусных баллов обучающегося.**

Бонусные баллы выносятся за пределы обязательных 100 баллов. При наличии бонусных баллов у обучающегося дисциплинарный рейтинг увеличивается на величину этих баллов.

Бонусные баллы (диапазон от 0 до 5 баллов) начисляются по решению кафедры обучающемуся за определенные виды академической активности, проявленной в ходе изучения дисциплины (см. таблица 1):

**Таблица 1 – виды деятельности, по результатам которых начисляются бонусные баллы:**

|  |  |  |
| --- | --- | --- |
| **Вид деятельности** | **Вид контроля** | **Баллы** |
| Посещение обучающимся всех практических занятий (при выставлении бонусных баллов за посещаемость учитываются только пропуски по уважительной причине: донорская справка, участие от ОрГМУ в спортивных, научных, учебных мероприятиях различного уровня) | Оценка работы | От 0 до 2 |
| Участие в предметных олимпиадах разного уровня по изучаемой дисциплине | Оценка работы | 1-ое место – 3 балла,  2-ое место- 3 балла;  3-е место – 2 балла,  участие – 1 балл |