федеральное государственное бюджетное образовательное учреждение высшего образования

«Оренбургский государственный медицинский университет»

Министерства здравоохранения Российской Федерации

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ**

**ДЛЯ ПРЕПОДАВАТЕЛЯ**

**ПО ОРГАНИЗАЦИИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ**

**ИНОСТРАННЫЙ ЯЗЫК**

по специальности

*31.05.03* *Стоматология*

Является частью основной профессиональной образовательной программы высшего образования по направлению подготовки (специальности) *31.05.03 Стоматология,* одобренной ученым советом ФГБОУ ВО ОрГМУ Минздрава России (протокол № 9 от «30» апреля 2021 года) и утвержденной ректором ФГБОУ ВО ОрГМУ Минздрава России «30 » апреля 2021 года

Оренбург

**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 зачета.

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 «Иностранный язык» на основе ФГОС3++у обучающегося формируются следующие компетенции:

**УК-4**: Способность применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

**УК4.1** Устанавливает и развивает профессиональные контакты в соответствии с потребностями совместной деятельности, включая обмен информацией и выработку единой стратегии взаимодействия

**УК4.2** Выбирает стиль общения на государственном языке РФ и иностранном языке в зависимости от цели и условий партнерства; адаптирует речь, стиль общения и язык жестов к ситуациям взаимодействия.

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

Оценочные материалы по каждой теме дисциплины.

**МОДУЛЬ 1. Вводно-коррективный курс с базовой грамматикой и основами коммуникации. Обучение специальной медицинской терминологии.**

**Тема 1. About Myself. Базовая грамматика: структура английского предложения. Спряжение глаголов to be, have; конструкция there is (are).**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный опрос.

**ГЛАГОЛ «TO BE»**

**Задание 1.** **Прочитайте и переведите:**

1. We are all students. 2. She is a medical student. 3. How old are you? 4. What are you? 5. Who is he? 6. They are professors. 7. You are in the classroom. 8. This is our rector and that one is our dean. 9. That answer is right. 10. We are here. 11. She is near the window. 12. The text-books are on the table. 13. The people of England are English. 14. The people of Germany are German. 15. England is a country; Spain is another country. 16. The house is in the country; it is not in the town. 17. He is an English man, his language is English. 18. What country are you from, Mr. B? I am from Italy. 19. What is your occupation?

**Задание 2.** **Вставьте нужную форму глагола "to be":**

1. I ... at home yesterday. 2. Usually it ... not very cold in winter in England. 3. In some parts of Russia the winter ... very cold. 4. My name ... Ann. I ... 17. 5. Yesterday ... my birthday. 6. He ... a doctor in 6 years. 7. Joe ... born in 1981. He ... now twelve years old. 8. Last summer they ... in a small village. 9. Today ... my cousin's birthday, he ... ten years old. 10. Her cheeks and lips ... rosy. 11. She ... ill last week. 12. She doctor's profession ... a very noble one. 13. In a year after specialization, they ... surgeons. 14. These patients ... seriously ill and they ... in the hospital now. 15. In a few days some of them ... at home.

**Задание 3. Подставьте подлежащее каждого предложения в множественное число и сделайте необходимые изменения:**

1. She is a woman. 2. He is a man. 3. I am a medical student. 4. This is a doc-tor. 5. It is a nurse. 6. That man is an orderly. 7. The hospital is large. 8. The door of the ward is open. 9. The patient is in bed. 10. His tooth is bad. 11. The baby is on the chair. 12. He was unwell. 13. She was ill. 14. I was in my study. 15. The student was in the chemical laboratory. 16. She was clever and a hard worker. 17. I shall be a doctor. 18. I shall be well in a week. 19. I shall be here on Monday. 20. I shall be in the dissecting room after classes.

**Задание 4.** **Поставьте сказуемое в прошедшее время, прочитайте и переведите предложения:**

1. She is a nurse. 2. The duties of ward nurses are to carry out all the prescriptions of the doctors. 3. I am down with influenza. 4. Their son is the first-year student. 5. They will be in the academy tomorrow. 6. His grandfather is a famous therapeutist. 7. My duty is to help my brother who is seriously ill. 8. I shall be an eye doctor on graduating the medical academy. 9. The crisis will be over in two days. 10. Everybody is present at the lecture. 11. Now her temperature is normal, but his temperature is high. 12. It is necessary for you to read this exercise. 13. The room is nearly empty. 14. This classroom is larger than the lab. 15. My microscope is as good as yours. 16. You are in the lab. 17. Her work is easy.

**ОБОРОТ THERE IS (ARE)**

**Задание 5.** **Прочитайте и переведите следующие предложения:**

1. There are seven days in a week. 2. There are twelve months in a year. 3. There are some white clouds but they are small and the sky is very blue. 4. There is a mountain on the right, and not far from the mountain there is a river. 5. There are red apples on the apple-trees. 6. There are a lot of animals in the laboratory. 7. There is only one picture in the book.

**Задание 6. Прочитайте и переведите следующие предложения:**

 1. There were no sounds in the room. 2. There were four sisters in the family. 3. There were eight male and three female patients, ranging in the age from twenty-seven to seventy-eight years. 4. There were very few students at the beginning of the party. 5. There was а loud noise and the lift stopped. 6. In the hospital in those early days of the nineteenth century, there were operating rooms in the separate buildings. 7. In one part of the building there was a camp for soldiers.

**Задание 7. Употребите нужную форму конструкции there is (are). Переведите предложения на русский язык:**

1. … many new articles on the treatment of arthritis in this journal.

2. … dental department in our local polyclinic.

3. … fifteen students in our group.

4. … only three mistakes in your test last week.

5. … nobody in the doctor’s office yesterday.

6. … important findings that can help to evercome the problem.

7. … a valuable remedy to cure this disease successfully.

**Задание 8.** **Составьте предложения:**

 1. are, that, bacteria, there, plants, help, grow.

 2. events, many, interesting, were, there.

 3. were, medical, there, in, twelve, London, schools.

 4. there, to, more, the, than, wood, one, are, ways.

 5. a, house, every, is, skeleton, there, in.

 6. to, two, there, question, sides, are, every.

 7. is, there, without, no, cause, effect.

**ГЛАГОЛ “TO HAVE”**

**Задание 9. Прочитайте и переведите следующие предложения:**

1. The procedure has a significant effect on efficacy. 2. He has a lot of books on medicine, hasn’t he? 3. We had little knowledge about immigrant interns. 4. People have different perceptions of ill–health and the inconvenience of symptoms. 5. Patients have an average of four respiratory illnesses a year. 6. Doctors have a legal responsibility to inform local Environmental Health Offices of cholera. 7.These mixtures have little therapeutic effect.

**Задание 10.** **Поставьте глагол “to have” в нужную форму:**

1. I always (have, has) breakfast at 7.30. 2. For breakfast he usually (have, has) some porridge and a cup of coffee. 3. At 3 o’clock we (have, has) dinner. 4. My sister (have, has) meals only 3 times a day. 5. I don’t go to the academy today as I (have, has) a headache. 6. English people usually (have, has) lunch about one o’clock. 7. Great Britain (have, has) a very good position as it lies on the cross-ways of the sea routes.

**Образец контрольной работы по теме №1.**

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

|  |  |
| --- | --- |
|  1. I … very busy today. |  |
|  2. There … 5 faculties in our university 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 university. |  |
| 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.

**V.**  **Переведите предложения на русский язык.**

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.

**VI. Контрольные вопросы по теме «About myself» для подготовки к монологическому высказыванию:**

1. What student are you?

2. What University do you study at?

3. Are you the first-year student?

4. Why and when did you decide to be a doctor?

5. What do your parents do? Are they in medicine?

6. Is your family large? Do you have brothers or sisters?

7. What subjects do you study?

8. When does your working day begin?

9. How do you get to the University?

10. How much time does it take?

11. When do your classes begin?

12. How many examination periods do you have?

13. What do you do at the end of the academic year?

14. When do you come back home? What do you do?

**МОДУЛЬ 1. Вводно-коррективный курс с базовой грамматикой и основами коммуникации. Обучение специальной медицинской терминологии.**

**Тема 2.** «**The dentist». Основные правила чтения. Структура английского предложения. Части речи.**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный опрос.

**The Present Simple Tense**

**Задание 1. Поставьте сказуемое в нужную форму и переведите предложения:**

1. School in England usually … (to start) at the age of five. 2. Some children … (to go) to the nursery school before the age of five. 3. I … (to remember) a few of the teachers very well. 4. My parents … (to live) in the country. 5. We … (to wake up) at 6 o’clock in the morning. 6. My friend … (to work) with computers. 7. He … (to spend) most of his time sitting in front of his computer screen. 8. My sister … (to like) to go to a fitness center with her friend and … (to try) to do this every week.

**Задание 2. Переведите предложения на английский язык:**

1. Я учусь в медицинском университете. 2. Мы не учим гистологию в первом семестре. 3. Я не изучаю немецкий язык, я изучаю английский. 4. Она не живет в студенческом общежитии. 5. Она живет вместе с родителями в своем родном городе. 6. Ты посещаешь лекции и практические занятия. 7. Он чувствует себя плохо. 8. В медицинском университете нелегко учиться.

**The Past Simple Tense – Прошедшее простое время**

**Задание 3.** Прочитайте и переведите следующие предложения:

1. Ronald Ross, an English physician, discovered the life history of the malaria parasite in mosquitoes. 2. R. Ross made two very great discoveries. 3. He saw the malaria parasite in the stomach of Anopheles (a kind of mosquito). 4. Ronald Ross showed and proved that the Anopheles is a carrier of the disease. 5. A number of universities gave Ronald Ross the doctorate in medicine or natural science. 6. Ronald Ross received the Nobel Prize for Medicine. 7. Frederic Banting, a Сanadian scientist, isolated the hormone called insulin and prepared it as a specific medicament for the treatment of diabetes.

**Задание 4. Поставьте сказуемое в Past Simple Tense:**

1.This seems quite easy. 2. He never dries his hands carefully on the towel. 3. Medical students like Anatomy. 4. The students go to the class every week-day. 5. We understand this theory quite well. 6. This story sounds funny. 7. My cat likes fish.

**Задание 5. Поставьте сказуемое в каждом предложении в Present Simple Tense:**

1. He wrote a report. 2. She went to the anatomy theatre every week. 3. She always dressed well. 4. You did that work well. 5. I knew the answer to your question. 6. They saw many interesting things. 7. He thought that the lecture was too long.

**Задание 6.** **Поставьте следующие предложения в отрицательную форму:**

1. He saw somebody in the room. 2. She told us everything about her work. 3. I took an interest in medicine. 4. They read the newspaper yesterday to get the news. 5. She planned her daily exercises. 6. We bathed regularly. 7. Mr. Brown came from England.

**The Future Simple Tense – Будущее простое время**

**Задание 7. Прочитайте и переведите следующие предложения:**

1. I shall go to the country. 2. We shall do it tomorrow. 3. He will work next Saturday. 4. She will meet the delegation at the station. 5. You will translate this article in a week. 6. They will be well in two days. 7. The students will attend lectures and practical classes in Therapy in September.

**Задание 8. Поставьте сказуемое в Future Simple Tense и переведите предложения:**

1. She is the most popular person in England. 2. She founded the famous training school for nurses. 3. The modern operating tables were better than old ones. 4. He overcomes his early nervousness and becomes an extremely good speaker. 5. They worked very hard. 6. When he was seventeen, his father sent him to London. 7. Her medical training lasts for nearly eight years.

**Времена группы Continuous (Continuous Tenses)**

**Задание 1.Прочитайте и переведите следующие предложения. Определите видовременную форму сказуемого:**

1. He was working in the laboratory at 9 o’clock.

2. District nurse is visiting a patient now.

3. Was the girl sleeping when you came?

4. The doctor will be making her daily round at this time.

5. You were having a lecture of Surgery at 10 o’clock.

6. Were you accompanying the patient to the ward?

7. The temperature is decreasing slowly.

8. How long will you be keeping the bed?

9. Is he assisting at the operation now?

10. The boy was drinking milk at that moment.

11. We were discussing the patient’s state of health.

12. The doctor is prescribing a mixture now.

**Задание 2.** **Поставьте следующие предложения в отрицательную форму:**

1. She is preparing food. 2. He was cleaning the lab. 3. The professor is talking to the student. 4. They are writing the exercise. 5. She was correcting the answers. 6. He is opening the bottle. 7. He is teaching my students. 8. The teacher is mar-king my paper. 9. We were repeating the answers. 10. She is using my ball pen. 11. He is drinking impure water. 12. What are you speaking about? 13. Clinicians are dealing with the basic mechanisms of oncological diseases. 14. Many experiments are now beginning to throw more light on human illnesses. 15. The laboratory researchers were looking for new ways to diagnose and treat the country’s most feared disease. 16. My sister will be preparing for the Anatomy class at that time tomorrow.

**Задание 3. Раскройте скобки, употребив корректную видовременную форму глагола (времена группы Continuous):**

1. … she ... (to wait) for me?

2. You say he ... ... (to work) at the hospital as a surgeon now.

3. … you ... ... (to work) tomorrow at 6 p.m.?

4. ... you ... (to write) a report?

5. She ... ... (to work) at her report yesterday from 6 till 9 o’clock.

6. Next year he ... ... ... (to walk) about the city the whole summer.

7. Ask him what he ... ... (to do).

8. At the moment he ... ... (to spend) most of his time in his lab.

9. The role of the treatment-room nurse ... ... (to expand) by agreement with nurse managers and doctors.

10. I ... ... (to talk) to some friends, when we chatted about our holiday plans.

**THE PRESENT PERFECT TENSE**

**Задание 1. Прочитайте и переведите следующие предложения:**

 1. He has read this book. 2. The girls have given their friend a report on vitamins. 3. This doctor has lived in England for a long time. 4. You have had a lecture this morning. 5. The lessons have not finished yet. 6. I have had much time for reading. 7. I decide to study medicine as I have been very successfully in science subjects.

**Задание 2. Поставьте сказуемое в Present Perfect:**

 1. I ... ( to know ) Dr. Black for a long time. 2. He ... ( to read ) all the books. 3. I ... ( to see ) that microscope in the lab. 4. They ... ( to leave ) their books at home. 5. We ... ( to write ) many papers on " Therapy". 6. You ... ( to do ) their exercise well. 7. I ... ( to hear ) of these scientists. 8. She ... ( to live ) in Great Britain for ten years. 9. My mother ... ( to prepare ) the food. 10. Dr. Cooper ... ( to speak ) about you.

**Задание 3. Напишите о себе следующую информацию, используя The Present Perfect Tense:** I have lived in my house since 1995.

1. (be) \_\_\_\_\_\_\_\_\_\_\_\_.
2. (like) \_\_\_\_\_\_\_\_\_\_\_.
3. (know) \_\_\_\_\_\_\_\_\_\_.
4. (examine) \_\_\_\_\_\_\_\_.
5. (have) \_\_\_\_\_\_\_\_\_\_\_.
6. (study) \_\_\_\_\_\_\_\_\_\_.
7. (work) \_\_\_\_\_\_\_\_\_\_.

**Задание 4. Проанализируйте употребление форм в Present Perfect. Переведите предложения на русский язык:**

1. I can’t get into the room. I have lost my key. 2. My sister has been to Spain this year. 3. He has known him since childhood. 4. She has been there since 3 o’clock. 5. I have heard much about this famous surgeon. 6. The young surgeon has made this operation well. 7. She has lived abroad for a long time.

**THE PAST PERFECT TENSE**

**Задание 5. Прочитайте и переведите предложения:**

1. It had long been my dream to study at the Medical University. 2. She said that he had already spoken to them. 3. They had prepared everything by 5 o’clock. 4. When they entered the hall the play had begun. 5. He had not translated the text by the end of the week. 6. The child had gone to bed when we came. 7. They had been ill for a long time.

**Задание 6. Объясните употребление the Past Perfect в следующих предложениях:**

1. Here in Orenburg, I had lived in the hostel since September. 2. He had greatly enlarged his vocabulary by the end of the first term. 3. They had passed all examinations by January 25. 4. By the time I arrived she had explained the problem to them. 5. He said that they had become good specialists in this field of science. 6. I felt that he had told me the truth. 7. She had a feeling that she had forgotten to do something.

**Задание 7. Поставьте сказуемое в нужную форму (the Past Simple или the Past Perfect). Переведите предложения на русский язык.**

1.I … (to realise) that I … (to forget) my bag in the reading-hall. 2. … (not/to speak) to Nick at the meeting yesterday? Because he … (to leave) by the time we got there. 3. Though he … (to look) familiar to me, I … never … (to meet) him before. 4. We … never … (to stay) in a five-star hotel before. 5. We … just … (to finish) the translation of the text by the time they arrived. 6. After he … (to turn off) all the lights, he … (to leave) the auditorium. 7. It’s a pity, but when we … (to arrive) the lecture … already … (to start).

**THE PERFECT CONTINUOUS FORMS**

**Задание 8. Прочитайте и переведите следующие предложения:**

1.He has been working for an hour and a half already. 2. She has been working since nine o’clock. 3. How long have you been waiting for me? 4. I have been thinking over this problem for these few days. 5. Tell me everything that has been happening. 6. Tom, I have been looking for you everywhere. 7. This doctor has been finishing his examination.

**Задание 9. Прочитайте, переведите и проанализируйте форму сказуемого:**

1.He became suddenly aware that the man had been speaking for some time.2. By the end of this year I shall have been studying at the Academy for half a year. 3. He explained to us that up to that time she had been living with her parents. 4. I had been sitting there all the afternoon and had seen nobody. 5. By 5 o’clock we shall have been working for 3 hours. 6. How long have you been going in for sports? 7. How long had you been taking this medicine?

**Задание 10. Составьте вопросы по данному образцу:**

Pattern: How long … (to work at one’s pronunciation).

 How long have you been working at your pronunciation?

|  |  |
| --- | --- |
| How long … | to suffer from headachesto work at your reportto live in this districtto conduct this researchto tell the whole storyto consult a doctorto examine a patientto make an operationto write a case history |

**SEQUENCE OF TENSES – Согласование времен**

**Задание 1. Прочитайте, переведите и проанализируйте:**

|  |  |
| --- | --- |
| He thinks (that) | 1. She is writing an article.
2. She writes articles.
3. She wrote an article.
4. She has written an article.
5. She will write an article.
6. She will have written an article by September 1.
 |
| He thought (that) | 1. She was writing a case.
2. She wrote cases.
3. She had written a case.
4. She would write a case.
5. She would have written it by September 1.
 |

**Задание 2. Прочитайте и переведите:**

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.

**Задание 3. Прочитайте, переведите и проанализируйте видо-временные 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.

**Задание 4. Прочитайте, переведите и проанализируйте:**

 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 mustn’t cross the road against the red light.

**Контрольные вопросы по теме «English and its role for medical students»:**

1. What language is the most important language in the world?

2. Where do the native speakers of English live?

3. Why is a good knowledge of foreign languages the main obligation of tomorrow’s doctors?

4. Should medical students study and work hard in order to achieve a good knowledge of English?

5. Can it increase their professional and intercultural outlook?

6. Do you like to study English?

**Пример письменной контрольной работы по теме № 2.**

**Вариант 1.** Укажите номер варианта, соответствующего подчёркнутому слову в русском предложении.

|  |  |
| --- | --- |
| 1. Он учится в университете.  | 1. study2. is studying3. has studied4. studies |
| 2. Я буду готовить доклад завтра. | 1. make2. will make3. shall make4. shall be making |
| 3. Доктор уже измерил температуру. | 1. has taken2. have taken3. took4. had taken |
| 4. Он осматривал больных с 5 до 7 часов. | 1. examined2. has examined3. had examined4. was examining |
| 5. Я отправил письмо вчера. | 1. sent2. has sent1. was sending
2. send
 |
| 6. Хирург снял швы к тому времени.  | 1. removed2. was removing3. has removed4. had removed |
| 7. Мы сдадим экзамены к концу недели. | 1. shall pass2. shall have passed3. will have passed4. shall be passing |
| 8. Она сейчас пишет доклад. | 1. writes2. write3. has written4. is writing |

**Контрольная работа по теме № 2.**

**Вариант 1.** Переведите предложения на русский язык.

1. We entered the Medical University 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.

**Пример тестовых заданий по теме № 2.**

Выберите из данных ниже правильную форму глагола:

1. Whom … the doctor … at the hospital every day?

a) is ... treat c) does ... treat

b) have.... treat d) do ... treat

2. ... you ... at the Medical University?

 a) do .. study c) are ... studying

 b) is ... studying d) does ... study

3. What … the surgeon already …?

 a) did … do c) has ... done

 b) had …done d) has …. been done

4. What … the surgeon … for two hours?

 a) shall ... perform c) is ... performing

 b) are … performing d) will ... perform

5. What mark … you … in Anatomy at your examination last year?

* 1. has… received c) do ... receive
	2. are…receiving d) did ... receive

6. He ... the patient tomorrow.

1. will operate c) is operating
2. was operating d) operates

7. What … you … to do before you saw me?

1. have … decided c) does .. decide
2. has … decided d) had … decided

8. What … the nurse … for an hour before the surgeon began the operation?

 a) had …done c) will ... do

 b) has … done d) does ... do

9. He ... drugs every day.

 a) shall take c) take

 b) did take d) takes

10. How many patients … the doctor … tomorrow by 5 p.m.?

1. did … hospitalize c) will ... hospitalize
2. does … hospitalize d) will …. have hospitalized

**МОДУЛЬ 1. Вводно-коррективный курс с базовой грамматикой и основами коммуникации. Обучение специальной медицинской терминологии.**

**Тема 3. The Orenburg Medical University. Система английских времен в активном залоге.**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный опрос.

**Задание 1.** **Переведите на русский язык, обращая внимание на употребление страдательного залога:**

1. Patients with this disease are advised to eat much fruit.

2. I am often asked about his health.

3. The cause of this disease was revealed.

4. The instruments will be sterilized by the nurse in an hour.

5. The boy was admitted to the hospital because of an attack of acute appendicitis.

6. These patients will be discharged from the hospital in a week.

7. Severe cases of scarlet fever are often accompanied by vomiting and headache.

8. The child will be given food rich in vitamins.

9. Streptococci are found in the throat of the patient ill with diphtheria.

10. Grippe is often accompanied by severe complications.

**Задание 2.** **Определите временную форму сказуемого и переведите на русский язык**

1. Look! The abscess is being cut.

2. When he came to himself the bandage was being applied.

3. While the wound was being bandaged the patient felt well.

4. New methods of treating blood diseases are being constantly developed.

5. The experiment was made yesterday and the results of the experiment are being discussed now.

6. The first aid had been given before the ambulance arrived.

7. The analyses have already been made.

8. All children will have been sent to the sanatorium by the end of May.

9. The patient was discharged on the 9th postoperative day.

10. The case histories will have been discussed before the doctor begins his morning round.

**Задание 3. Поставьте сказуемое в страдательном залоге:**

1. The X-ray examination revealed pneumonia.

2. The doctor administers the medicine for the pain in the stomach.

3. They overcome many difficulties in their lives.

4. The doctors were making daily rounds at 9 o’clock yesterday.

5. Professor will examine this little boy tomorrow morning.

6. The nurse has given injections.

**7**. The doctor is taking the patient’s blood pressure.

**Пример тестовых заданий по теме № 3.**

Выберите из данных ниже правильную форму глагола:

1. The doctor … for in case of heart trouble.

 a) is sent c) is used

 b) is found d) is treated

2. He … from the hospital yesterday.

 a) had discharged c) discharged

 b) were discharged d) was discharged

3. He … on by that time.

 a) operated c) was operated

 b) had been operated d) has been operated

4. The text …. by a series of tables.

 a) follow c) had followed

 b) was followed d) are followed

5. This tablet .... orally every day.

 a) give c) is given

 b) are given d) was given

6.. Various diseases … at the medical conferences.

 a) is discussed c) discuss

 b) are discussed d) will discuss

7. This scientific work … two months ago.

 a) is completing c) completes

 b) completed d) was completed

8. The pain in the stomach …. by vomiting.

 a) follow c) had followed

 b) was followed d) are followed

9. This boy … on recently.

 a) was operated c) has been operated

 b) operated d) had been operated

10. The analyses … by 8 o’clock yesterday.

 a) were made c) were making

 b) had been made d) had made

**Контрольные вопросы для подготовки к монологическому высказыванию:**

1. What is your name?

2. When did you enter the Medical University?

3. Are you a second-year student?

4. When does your working day usually begin?

5. How do you get to the University?

6. What classes do you have every day?

7. What subjects do you study?

8. Is Chemistry your favourite subject?

9. Have you to read much for lessons?

10. How long do you prepare for the lessons?

**МОДУЛЬ 1. Вводно-коррективный курс с базовой грамматикой и основами коммуникации. Обучение специальной медицинской терминологии.**

**Тема 4. Teeth. Типы вопросительных предложений.**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный опрос.

**Контрольные задания по грамматике: «Modal Verbs and their Equivalents»**

**Задание 1. Прочитайте и переведите предложения:**

1. I could not speak English well. 2. There were one or two teachers but they were not English. They could not speak English well and couldn’t explain the grammar to their students. 3. I had to work hard. I couldn’t do all that work and learn English. 4. You should do better work than this. 5. She should go to a doctor because of severe pain in her heart. 6. Patients are to follow all doctors’ prescriptions.

**Задание 2. Переведите, обращая внимание на модальный глагол may.**

1. Younger and more active patients may be more prone to this complication. 2. Delay in the revision may lead to severe damage. 3. Medical management alone may not produce acceptable results in patients with fungal spondylitis. 4. Iatrogenic injury may be more prevalent than had previously been thought. 5. Artery stenosis may not be preventable, earlier intervention before the patient becomes symptomatic may favorably alter the prognosis. 6. The risk of preoperative stroke may become greater in a patient undergoing surgery. 7. It may be necessary to release the blade intermittently to restore adequate flow.

**Задание 3. Употребите эквивалент модального глагола may– to be allowed to в нужной временной форме. Переведите предложения.**

1.Ему позволят ходить через неделю после операции. 2. Посетителям разрешили пользоваться всем имеющимся в распоряжении оборудованием. 3. Вам нельзя туда ходить. 4. Этому больному разрешат изменить диету, как только температура станет нормальной. 5. Студенты могли (им было разрешено) использовать эти данные в своих докладах. 6. Тебе можно будет подождать его здесь. 7. Нам разрешат принять участие в этой операции.

**Задание 4. Употребите необходимую форму модального глагола may/might или эквивалента to be allowed to. Переведите предложения.**

1.The catheter malposition … cause significant tissue damage. 2. This conception … end this controversy last year. 3. He … resume his work in two weeks. 4. Bleeding … seem to be the most common intraoperative complication. 5. Two years ago this technique … be more preferrable. 6. You … come to the party as your condition is rather poor. 7. She … have hospitalized because of the complications.

**Задание 5. Заполните пропуски модальными глаголами (или их эквивалентами) в соответствии со смыслом предложений:**

1. I … (not) to come to see you tomorrow, as I shall be very busy. 2. … you translate this document into English? 3. Every one … be ready to defend our country. 4. In a year you … to read English medical journals. 5. Yesterday you … to translate five sentences from Russian into English. 6. … I take your ball pen? Mine is broken. 7. As the weather was fine, we … to walk in the park. 8. You … learn this rule by heart.

**Пример контрольного задания по теме «Modal Verbs and their Equivalents»**

**Переведите предложения на русский язык:**

1. He was allowed to leave this clinic after a week.
2. You should examine this patient carefully.
3. It may be raining today.
4. Medical students must know Anatomy very well.
5. I had to keep a strict diet for a month.
6. She could make the correct diagnosis.
7. He was able to perform such serious operations on the heart.
8. I cannot answer this question.
9. They will be able to finish the experiment in time.
10. She is to come here at 3 o’clock.

**Пример тестовых заданий по теме «Modal Verbs and their Equivalents».**

**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

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

**Пример контрольного задания по теме** **«The Orenburg State Medical University».**

1. The Orenburg Medical University was founded in 1994, wasn’t it?

2. When was the status of the University given?

3. How many hostels has the University?

4. Where is the rector’s office?

5. What are there in the large clinics?

6. Who gets stipends?

7. Where do the students report about their work?

8. How long do the students study at the University?

9. Is Normal Physiology a clinical or preclinical subject?

10. When do the students have practical training?

**МОДУЛЬ 1. Вводно-коррективный курс с базовой грамматикой и основами коммуникации. Обучение специальной медицинской терминологии.**

**Тема 5. Gum disease. Система английских времен в страдательном залоге**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный опрос.

**Задание 1. Match both parts: the word and definition.** Systems of the body and their functions.

1. circulatory a) connects the brain to the rest of the body
2. gastrointestinal b) supports the body and allows it to move
3. musculoskeletal c) controls the flow of the blood through the body
4. nervous d) controls breathing
5. respiratory e) controls digestion and excretion

**Задание 2. Read the words and then learn them:**

|  |  |
| --- | --- |
| long | длинный |
| short | короткий |
| large | большой |
| small | маленький |
| young | молодой |
| light | светлый, легкий |
| sharp | острый |
| clean | чистый |
| thin | тонкий |
| thick | толстый |
| high | высокий (температура, давление, здание) |
| tall | высокий (человек) |
| harmful | вредный |
| difficult | трудный |
| comfortable | удобный |
| important | важный |
| calm | спокойный, тихий |
| awful | ужасный |
| easy | легкий (простой) |
| hot | жаркий |
| strong | сильный |

**Задание 3. Read and translate the text. Define the adjectives. Pay attention to the degrees of comparison.** (Прочитайте и переведите текст. Определите прилагательные. Обратите внимание на степени сравнения прилагательных и наречий):

John was unwell in the morning on the 21st of August, 2013. He had a terrible headache. There were two small medicine boxes in John’s room, and there were strong painkillers in them. The medicine in the first box was very strong, but in the second was stronger. John opened the second box. There were four light orange pills (пилюли) in it. They were very small. But the pills in the second box were smaller and thinner. John took (взял, принял) the smallest one. Soon he felt (почувствовал) better. And later he was fine.

**Задание 4. Translate into English:**

1. моложе-

2. более важный -

3. хуже-

4. самый большой -

5. наилучший-

6. важнее-

7. меньше -

8. длиннее-

9. жарче

10. самый счастливый-

11. самый трудный

12. самый легкий (простой)

**Пример тестовых заданий по теме «Степени сравнения прилагательных и наречий».**

1. In July the days are …. than in June.

 a) shorter c) the shortest

 b) short d) more short

2. The sooner you take your medicine, … you will feel.

 a) soon c) the better

 b) good d) the best

3. This student is … in our group.

 a) attentive c) more attentive

 b) the attentive d) the most attentive

4. This is … way to the University.

 a) short c) shortest

 b) shorter d) the shortest

5. He was … than I.

 a) more careful c) careful

 b) the most careful d) the carefullest

6. A new hospital is….than the one in Novaya Street.

 a) large c) the largest

 b) larger d) the lager

7. We get up … than usual on Sundays.

 a) latest c) later

 b) the latest d) the later

8. This text is … of all.

 a) difficult c) less difficult

 b) more difficult d) the most difficult

9. This report is as … as the previous one.

 a) better c) less

 b) good d) the worst

10. The larger the windows, … the rooms.

 a) the lighter c) the lightest

 b) the more d) the most

**Пример контрольного задания по теме «Organs and Parts of the Human Body».** Контроль знания специальной медицинской терминологии по теме «Organs and Parts of the Human Body».

1) What are the main parts of the human body?

2) What is the brain?

3) What do we see with?

4) What people are shortsighted?

5) What are the organs of speech?

6) What people are deaf?

7) What are five senses?

8) Where do the lungs lie?

9) Where do the kidneys lie?

10) Where do the intestines (the bowels) lie?

11) Where does the heart lie?

12) Where does the liver (the spleen, the stomach, the gallbladder) lie?

13) What are the upper extremities?

14) What are the lower extremities?

15) What joints do you know?

**МОДУЛЬ 1. Вводно-коррективный курс с базовой грамматикой и основами коммуникации. Обучение специальной медицинской терминологии.**

**Тема 6. Dental eruption. Модальные глаголы и их эквиваленты.**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный опрос.

**Задание 1.** **Определите тип вопросительного предложения. Ответьте на вопросы.**

1. Are you the first-year student?

2. What subjects do you study?

3. When does your working day begin?

4. How do you get to the University?

5. How much time does it take?

6. When do your classes begin?

7. How many examination periods do you have?

8. What do you do at the end of the academic year?

**Задание 2.** **Напишите общие вопросы и отрицательные предложения:**

 1. There are a lot of people in the town ( country ).

 2. There are a lot of cows and sheep in the country ( town ).

 3. There is a cup on the table ( desk ).

 4. There is a nurse in the ward ( department ).

 5. There is the sun in the sky ( over the sea ).

 6. There are many students in the library ( laboratory ).

 7. There are many scientific articles in the book ( magazine ).

**Задание 3.** **Сделайте предложения вопросительными и отрицательными:**

1. I have a book.

2. You have an exercise book.

3. The student on my left has a new dictionary.

4. He has a bad pronunciation.

5. They have a lot of difficulties with spelling.

6. She has a good knowledge of English.

7. We have a lot of papers to discuss.

**Задание 4. Прочитайте, переведите и задайте вопрос к подчеркнутым словам:**

1. These drugs have an important placebo effect. 2. A careful history has the key to diagnosis and management of headache. 3. Many patients over the age of 50 have radiological evidence of disease in the lower back. 4. Physiotherapy has an important role, particularly during an acute episode. 5. Less than 40% of the associations have a specific tobacco committee. 6. About 60% have a member of the staff in charge of tobacco problems. 7. About 40% of the associations have an activity in the field of research. 8. Teachers have a cultural, active role in medical education.

**Задание 5. Прочитайте, переведите текст:**

**Disease**

A disease is a particular abnormal condition that negatively affects the structure or function of all or part of an organism, and that is not due to any immediate external injury. Diseases are often known to be medical conditions that are associated with specific symptoms and signs. Thus, the normal condition of an organism must be understood in order to recognize the hallmarks of disease. Nevertheless, a sharp demarcation between disease and [health](https://www.britannica.com/topic/health) is not always apparent.

The study of disease is called [pathology](https://www.britannica.com/science/pathology). It involves the determination of the cause (etiology) of the disease, the understanding of the mechanisms of its [development](https://www.britannica.com/science/biological-development) (pathogenesis), the structural changes associated with the disease process (morphological changes), and the functional consequences of those changes.

Correctly identifying the cause of a disease is necessary to identifying the proper course of [treatment](https://www.britannica.com/science/therapeutics). The normal state of an organism represents a condition of physiological balance, or [homeostasis](https://www.britannica.com/science/homeostasis), in terms of chemical, physical, and functional processes.

Disease represents the consequences of a breakdown of the homeostatic control mechanisms. In some instances the affected mechanisms are clearly indicated, but in most cases a complex of mechanisms is disturbed, initially or sequentially, and precise definition of the pathogenesis of the disease is ([elusive](https://www.merriam-webster.com/dictionary/elusive)) unclear.

Noncommunicable diseases generally are long-lasting and progress slowly, and thus they are sometimes also referred to as chronic diseases. They can arise from environmental exposures or from genetically determined abnormalities, which may be evident at [birth](https://www.britannica.com/science/birth) or which may become apparent later in life.

Communicable, or [contagious](https://www.merriam-webster.com/dictionary/contagious), diseases are those transmitted from one organism to another, diseases caused by infection with living microorganisms, such as animal parasites, [bacteria](https://www.britannica.com/science/bacteria), [fungi](https://www.britannica.com/science/fungus), or [viruses](https://www.britannica.com/science/virus).

# **Задание 6. Найдите в тексте следующие выражения:**

правильный курс лечения; последствия нарушения; нормальное состояние организма; четкое разграничение; отличительные признаки болезни; с точки зрения процессов; с помощью живых микроорганизмов; нарушенные механизмы; длительное заболевание; первоначально или впоследствии.

**Пример контрольного задания по теме «Вопросительные предложения».**

**Поставьте вопросы к выделенным словам.**

1. We speak **English.**

2. **She** translates the article.

3. He examines his patients **at the polyclinic.**

4. You study **Surgery.**

5. She does **the blood analysis.**

6. He returned home **in time.**

7. The doctor diagnosed **acute appendicitis.**

8. **This surgeon** performed the difficult operation.

9. **The nurse** can make injections.

10. You must go **to the laboratory.**

**Пример контрольного задания по теме «At the Doctor’s».**

1. When do you call in a doctor?

2. What doctor do we send for?

3. In what way does the doctor examine the sick man?

4. How often do you take your temperature when you are ill?

5. What is the temperature of a sound man?

6. What does the doctor do after examining the sick man?

7. What prescription does the doctor write out?

8. Where do we have prescription made up?

9. What slips does the doctor write out?

10. Where do we go for a check-up?

**Пример контрольного задания по теме «Disease».**

**1. Соотнесите обе части: слово и определение.**

|  |  |
| --- | --- |
| 1) etiology | a) condition of physiological balance |
| 2) pathogenesis | b) structural changes of the disease process |
| 3) morphological changes | c) cause of the disease d) study of disease |
| 4) homeostasis | e) mechanisms of disease development |
| 5) pathology |  |

**2. Переведите названия заболеваний на английский язык:**

1 грипп

2. желтуха

3. стенокардия, грудная жаба

4. доброкачественная опухоль

5. острый, гнойный тонзиллит, ангина

6. столбняк

7. чума

8. корь

9. оспа

10. ожог

11. коклюш

12. язва двенадцатиперстной кишки

13. почечная недостаточность

14. воспаление

15. перелом

**МОДУЛЬ 1. Вводно-коррективный курс с базовой грамматикой и основами коммуникации. Обучение специальной медицинской терминологии.**

**Тема 7. Dental education in Russia. Систематизация лексического и грамматического материала.**

**Форма текущего контроля успеваемости:** устный опрос, контроль выполнения заданий в рабочих тетрадях, контрольная работа.

**SPEECH FORMULARS AND MEDICAL TOPICS IN DIALOGUES**

**Задание 1. 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. |

**Tasks:**

**Задание 2. Advise your partner to make up short dialogues, using above mentioned formulars. Work in pairs.**

**Задание 3. Learn the following formulars, concerning case history, past medical history and family history.**

|  |  |
| --- | --- |
| **Case history (report)** –What is your full name? –How old are you? –(Your date of, birth) – Are you singe, married? –What’s your education? –What’s your occupation? –What do you do for your living ? –Where do you study (work)? –Are you a pensioner? –Are you on a pension because of your age or your health? –Your home address, please. – | **История болезни**Как Вас зовут? Фамилия, имя.Сколько Вам лет?Дата рождения.Вы холосты (не замужем), женаты (замужем)?Образование?Кто Вы по профессии?Чем Вы занимаетесь?Где Вы учитесь (работаете)?Вы пенсионер?Вы на пенсии по возрасту или по состоянию здоровья?Ваш домашний адрес? |
| **Past medical history** –Have you ever had an operation before? If so, what was the operation? –Have you ever had a blood transfusion?- Have you ever suffered from such illness as asthma, TB, diabetes, rheumatic fever, jaundice, epilepsy or venereal diseases? –Do you suffer from any bleeding tendencies? –Have you ever had a heart attack? –Do you suffer from angina or high blood pressure?Are you receiving any tablets, injections or medicines? –Are you allergic to anything? –Are you sensitive to any drugs? –  | **Анамнез жизни**Были ли Вы раньше оперированы?Если да, то по поводу чего была операция?Не переливали ли Вам кровь?Не страдали ли Вы каким-либо серьезным заболеванием таким как астма, туберкулез, диабет, ревматический артрит, желтуха, эпилепсия или венерическими заболеваниями?Есть ли у Вас склонность к кровотечениям?Был ли у Вас когда-либо сердечный приступ?Не страдаете ли Вы стенокардией или повышенным кровяным давлением?Принимаете ли Вы сейчас какие-либо таблетки, инъекции или лекарства?Есть ли у Вас аллергия на что-нибудь?Чувствительны ли Вы к каким-либо лекарствам?  |

**Задание 4. Say if it is true, false or not given. Use the following phrases:**

**Agreement – Disagreement – Согласие – Несогласие**

|  |  |  |  |
| --- | --- | --- | --- |
| I agree with you | Я согласен с вами | You are wrong | Вы неправы |
| That’s right | Правильно | Far from it | Совсем не так |
| Exactly | Точно | Certainly not | Конечно, нет |
| I think so | Полагаю, что это так | Surely not | Конечно, нет |
| Surely | Конечно | On the contrary | Напротив |

1. Health and illness are the same (тоже самое) things.

2. Health means the absence of physical and/or mental disease.

3. The ordinary doctor (sometimes called G. P., i.e. general practitioner) is sometimes an oculist.

4. Often general practitioner is both physician and surgeon.

5. If the illness is serious he (doctor) will advise a patient to stay at home.

6. Older people suffer from indigestion, rheumatism, hypertension and others.

7. Normal temperature is 98.40 F. (Fahrenheit)

8. Children often suffer from indigestion, rheumatism and blood pressure.

9. Sometimes people have toothache, earache, headache, stomachache.

10. To prevent or cure diseases people rarely use the commonest things.

**Пример контрольного задания по теме «History Taking».**

**1. Переведите на английский язык:**

1. Как Вас зовут? (Фамилия, имя).

2. Сколько Вам лет?

3. Были ли Вы раньше оперированы?

4. Не переливали ли Вам кровь?

5. Не страдали ли Вы каким-либо серьезным заболеванием, таким как астма, туберкулез, диабет, ревматический артрит, желтуха?

6. Есть ли у Вас склонность к кровотечениям?

7. Был ли у Вас когда-либо сердечный приступ?

8. Не страдаете ли Вы стенокардией или повышенным кровяным давлением?

9. Принимаете ли Вы сейчас какие-либо таблетки, инъекции или лекарства?

10. Есть ли у Вас аллергия на что-нибудь?

11. Чувствительны ли Вы к каким-либо лекарствам?

**2. Составьте предложения, используя данные слова:**

to answer the questions about…

to conduct this research

to suffer from headache (toothache, earache, stomachache)

to consult a doctor

to examine a patient

to write a case history

to make an operation

**МОДУЛЬ 2. Обучение аналитическому чтению специальной медицинской литературы и основным устным речевым формулам профессионального общения.**

**Тема 1. «Oral diseases prevention». Причастия настоящего времени.**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный опрос.

**THE PARTICIPLES - Причастия**

**Задание 1. Переведите следующее:**

a reading boy, playing children, an examining doctor, an operating surgeon, an attending doctor, developing countries, a dying patient.

**Задание 2. Переведите и проанализируйте функции причастий:**

1. (When) translating the text, students came across certain difficulties. 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.

**Задание 3.. 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 visiting physician not only sees the patient, but becomes familiar with the social and sanitary conditions at home.

**Задание 4. 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).

 **Задание 5. Проанализируйте функции причастий и переведите предложения:**

1. His written test is far from good. 2. He went down and brought up a wooden box filled with old letters. 3. The question discussed is of a great importance. 4. The article published yesterday points to the necessity of immediate research. 5. Research conducted in the field of medicine was very important. 6. Pain is related to movement. 7. Pain may be precipitated by over exertion and aggravated during cold weather. 8. Patients may present with a single inflamed joint.

**Пример контрольного задания по теме «Present and Past Participles»**

**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 examined the patient 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 a most urgent one.
9. Having tested the method, the researcher made an interesting report.
10. A high temperature was followed by vomiting.

**Пример тестовых заданий по теме** **Case History «Grippe»/(Influenza).**

**1. Choose the right version.**

1. Influenza is … infectious disease.

a) mental c) occupational

b) acute d) sleeping

1. Healthy carries as well as sick persons, probably spread the … .

a) disease c) fracture

b) prostration d) dizziness

1. Common symptoms are … headache, pains in the back, etc.

a) slight c) splitting

b) moderate d) occipital

1. Many, but not all, patients also have … symptoms.

a) respiratory c) common

b) focal d) local

1. The most common serious complication is … .

a) laryngitis c) tracheitis

b) pneumonia d) bronchitis

**2. Answer the following questions:**

1. What kind of disease is influenza?
2. What is its cause?
3. The portal of entry is usually a respiratory tract, isn’t it?
4. What is the main mode of dissemination?
5. When did severe pandemics occur?
6. How long does a localized epidemic last?
7. What are common symptoms of influenza?
8. How long does the temperature persist?
9. What are the main respiratory symptoms?
10. What is it essential to do during the treatment of influenza

**МОДУЛЬ 2. Обучение аналитическому чтению специальной медицинской литературы и основным устным речевым формулам профессионального общения.**

**Тема 2. Endodontics. Причастие прошедшего времени.**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа; устный опрос.

**Absolute Participle Construction.**

**Задание 1. Переведите предложения, обращая внимание на самостоятельный 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.

**Задание 2. Соедините предложения, чтобы получился самостоятельный 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.

**Задание 3. Прочитайте, переведите и проанализируйте предложения, принимая во внимание то, что по значению самостоятельный причастный оборот соответствует придаточному обстоятельственному предложению.**

|  |  |
| --- | --- |
|  The patient felling better, the doctor left. | As (when) the patient felt better, the doctor left. |
| It being late, everybody went home. | As it was late, everybody went home. |
| There being nothing to read, he felt dull. | As there was nothing to read, he felt dull. |
| The discussion over, we turned on the radio. | As the discussion was over, we turned on the radio. |
| The work done, we went home. | When the work had been done, we went home. |

**Задание 4. Вместо предложений с самостоятельным причастным оборотом, составьте предложения с придаточным обстоятельственным предложением.**

* 1. The English being conservative, many old traditions are still observed in England. 2. The health resort being popular, one can hardly rent the room there. 3. The weather being bad, we stayed at home. 4. The presence of free gas in the abdominal cavity being revealed, a pathologic process was suggested. 5. The patient having felt bad, all analyses were normal. 6. The work having been done, the students went home. 7. Mean survival was 6 months, with only one third of the patients surviving longer.

**Задание 5. Переведите предложения на английский язык.**

1. Температуру пациента измерили, и медсестра записала её в температурный лист. 2. У ребёнка была высокая температура, сыпь покрыла всё тело. 3. Так как опыт был завершён, я позвал профессора. 4. Так как мой брат был болен, я вызвал врача. 5. После того, как врач выписал витамины, его состояние улучшилось. 6. После того, как ему сделали рентген, был поставлен правильный диагноз. 7. Так как мой брат разбил термометр, я не могу измерить температуру.

**Задание 6. Замените придаточные предложения причастными оборотами:**

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.

**Пример контрольного задания по теме «Participle Constructions».**

**Контрольная работа 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. Everything 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.

**МОДУЛЬ 2. Обучение аналитическому чтению специальной медицинской литературы и основным устным речевым формулам профессионального общения.**

**Тема 3. Signs and symptoms. Periodontal diseases Самостоятельный причастный оборот.**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный опрос.

**THE GERUND - Герундий**

**Задание 1. Прочитайте и переведите предложения:**

1. Knowing is easier than guessing. 2. Smoking is not allowed. 3. Smoking-related deaths among women are on the increase. 4. Taking like this is not talking honestly. 5. I don’t like going there alone. 6. She began asking her questions. 7. She succeeded in making the girl accept her invitation. 8. My friend hates being interrupted by other people. 9. Most people prefer riding to walking. 10. I don’t like wearing a hat in summer. 11. He suggested going there at once. 12. She is fond of reading books on medicine. 13. The teacher told me to go on reading. 14. Do you remember returning these books to the library? 15. Take this mixture before going to bed.

**Задание 2. 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.

**Задание 3. Прочитайте, переведите предложения, найдите 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.

**Задание 4. Прочитайте, 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.

**Пример контрольного задания по теме «Gerund».**

 **Контрольная работа 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.

**Пример тестовых заданий по теме «Gerund».**

**Выберите правильный вариант ответа:**

1. I like … classes in Biology.

 a) attending b) attend c) attended

2. The local physician insists on your … in bed for a few days.

 a) stays b) staying c) stay

3. … these symptoms is very important.

 a) registering b) register c) registers

4. There is no necessity of … the patient again.

 a) questioning b) question c) questions

5. You may find out the cause of the patient’s complaints after … him.

 a) examining b) examines c) examine

6. Thank you for … me.

 a) help b) helped c) helping

7. He has no hope of … to the party.

 a) being invited b) invited c) was invited

8. He dislikes … such questions.

 a) will ask b) being asked c) is asking

9. There are different methods of … this disease.

 a) treat b) treated c) treating

10. He knew of my … at the medical college.

 a) study b) studying c) studied

**Пример контрольного задания по теме Case History «Dentist».**

 **Answer the following questions:**

1. What is appendicitis?

2. Where does abdominal pain begin?

3. Where may the pain move to?

4. What symptoms does a child develop after his abdominal pain begins?

5. Can diagnosis of appendicitis be difficult? Why?

6. When do most of cases of appendicitis occur?

7. What may increase a child’s risk for the illness?

# 8. When does the pain change its character and localization?

# 9. What does palpation reveal?

# 10. What are the signs of perforation?

# 11. Is the operation obligatory? Why?

# 12. In what way is the operation usually performed?

**МОДУЛЬ 2. Обучение аналитическому чтению специальной медицинской литературы и основным устным речевым формулам профессионального общения.**

**Тема 4. At the dental surgery. Герундий.**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный опрос.

**THE INFINITIVE**

**Задание 1. Работайте в автономном режиме. Проверьте свой перевод предложений карточки № 1 по карточке № 2.**

Сard 1

1. There is no chance to get tickets for this concert.
2. The students to take part in this experiment have come.
3. The article to be discussed tomorrow is written by our professor.
4. He showed us the article to be translated into Russian.
5. This is the dictionary to be found in every good shop.
6. The only sound to be heard in the room was the ticking of the clock.
7. He is the man to be relied upon.

Карточка 2

1. Нет возможности достать билеты на этот концерт.
2. Студенты, которые должны принять (будут принимать) участие в этом эксперименте, уже пришли.
3. Статья, которая будет (должна) обсуждаться завтра, написана нашим профессором.
4. Он показал нам статью, которую нужно было перевести на русский язык.
5. Это – словарь, который можно найти в любом хорошем магазине.
6. Единственный звук, который можно было услышать в комнате, было тиканье часов.
7. Он – человек, на которого можно положиться.

**Задание 2. Прочитайте и переведите следующие предложения:**

1. Here is the paper to be referred to. 2. I have a good book to read during the journey. 3. They have a good garden to play in. 4. She will be the first to answer at the examination. 5. He is always the first to answer at the examination. 6. Don’t be late. Our question will be the first to be discussed. 7. He was the first scientist to prove it.

**Задание 3. Прочитайте и переведите следующие предложения:**

1. 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.

**Пример контрольного задания по теме «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.
10. The examinations to be passed this term are very difficult.

**Пример тестовых заданий по теме «Infinitive».**

1. Shе may not … today.

 a) return c) returning

 b) to return d) returned

2. It is useless … this question.

 а) discuss c) discussing

 b) to discuss d) discussed

3. All living organisms require oxygen … life.

 a) maintain c) to maintain

 b) maintained d) to have maintained

4. The function of the red blood cells is … oxygen.

 a) transport c) transported

 b) to transport d) transporting

5. … heat the blood vessels of the skin contract.

 a) conserve c) conserved

 b) conserving d) to conserve

6. … means to live.

 a) to breath c) breath

 b) breathing d) will breath

7. … motion a muscle requires energy.

 a) produced c) to be produced

 b) to produce d) producing

8. The body needs vitamins and minerals in order … normally.

 a) to work c) worked

 b) working d) works

9. . … the components of the cell we must use a microscope.

 a) seeing c) to be seen

 b) to see d) had seen

10. The main aim of the experiment was … the cause of the disease.

 a) to determine c) to be determined

 b) determined d) determining

**МОДУЛЬ 2. Обучение аналитическому чтению специальной медицинской литературы и основным устным речевым формулам профессионального общения.**

**Тема 5. Orthodontics. Систематизация лексического грамматического материала.**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный опрос.

**Задание 1. Прочитайте, переведите и проанализируйте видовременные формы. Задайте общие вопросы и сделайте данные предложения отрицательными:**

 1. I have only provided a brief overview of these methods. 2. I have found that a large percentage of women over the age of 35 do not maintain adequate dietary levels of calcium. 3. He has opened the window and so we have fresh air. 4. I have been in the room for more than an hour. 5. She has lived in the country since her childhood. 6. They have studied chemistry for two years. 7. You have told me the answer to the question.

**Задание 2. Повторите утверждение, начиная его со слов “I said that…”.**

1. He has spoken to them. 2. They have already left. 3. She has met this man. 4. The doctor has examined the patient. 5. The nurse has made an injection. 6. He has listened to the lungs and heart. 7. They have studied at the Medical Academy together.

**Задание 3. Поставьте сказуемое в нужную форму:**

1.When they (to open) the box, the doctor found that someone already (to take) the case history. 2. When I (to call) for my friend, his mother told me he (to leave) five minutes before. 3. I was sure they (to build) the new hospital by June. 4. He said that before he (to leave), he (to examine) all seriously ill patients. 5. I was thinking what a pleasure it (to be) to see my old friend again I (not to see) him since we (to finish) school. 6. I hoped that they (to receive) my letter by Saturday and (not to expect) me on Sunday. 7. He told me he (not to see) much of her since he (to move) to another place.

**Задание 4. Прочитайте, переведите и проанализируйте предложения.**

# 1. The cause of the disease must be identified.

2. Cough may bring up mucus.

3. The condition of the organism must be understood.

4. You should study the pathology of the affected organ.

5. Some abnormalities may be evident at birth.

6. Bronchitis may cause a sore throat and wheezing.

7. Some people may experience shortness of breath.

8. The bronchitis infection can be caused by either a virus or bacteria.

9. Signs can be measured by a doctor or a nurse.

**Задание 5. Прочитайте, переведите следующие предложения, составьте письменно к этим предложениям специальные вопросы:**

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)
8. The child will spend more time out in the open air as he needs sun.

**Задание 6. Поставьте сказуемое в соответствующую форму и переведите предложения:**

1. A lot of new houses (построено) в Оренбурге . 2. When (написано) this letter? The letter (было написано) this morning. 3. By whom (будет переведена) this article into English? The article (переведена) already. 4. This question (обсуждался) when we came in. 5. Where are the students? The students (экзаменуются) now in the next room. 6. By the time they arrived the work (была закончена). 7. The injection (делают) now.

**Задание 7. 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 visiting physician not only sees the patient, but becomes familiar with the social and sanitary conditions at home.

**Тест (V1-V4) Choose the right variant:**

1. The students . . . part in the conference must be here at 12 o’clock.

 a) takes c) took

 b) taking d) taken

2. An interesting article was . . . in the central newspaper.

 a) publishes c) published

 b) publishing d) publish

3. All the phenomena . . . by researchers were well known.

 a) described c) describing

 b) describe d) will describe

4. . . . the work, they went for a walk.

 a) having completed c) shall complete

 b) completes d) was completed

5. This student is . . . an article.

 a) written c) writing

 b) write d) wrote

6. . . . chronic fatigue is a symptom of stress.

 a) felt c) feel

 b) feeling d) is felt

7. Professor told us about . . . the hypophysis dysfunction.

 a) diagnose c) was diagnosed

 b) diagnosed d) diagnosing

8. We use the results . . . at the laboratory.

 a) obtaining c) having obtained

 b) obtain d) being obtained

9. The best method in this case is . . . the affected organ.

 a) removing c) remove

 b) removes d) removed

10. . . . the experiments, research workers use modern equipment.

 a) makes c) making

 b) made d) will make

**Пример контрольного задания по темам** **«The Human Body», «Diseases», «Signs and symptoms».**

**Answer the following questions:**

1. What are the main systems of the body?

2. What does the skeletal system consist of?

3. What is the chief function of the skeletal system?

4. What system is used for receiving communicating information?

5. What does the bloodstream remove from the body?

6. Is the heart a muscle?

7. Where does it pump blood to?

8. What is the size of the heart?

9. How many chambers is the heart made up of?

10. Where does blood with lower oxygen content collect?

11. The right ventricle pumps blood to the lungs, doesn’t it?

12. Where does oxygen-rich blood collect?

13. What are the organs of breathing?

14. What are the lungs?

15. Where are the lungs situated?

16. What is the colour of the lungs in adults (infants)?

17. What is the main function of the skin?

18. What does anaemia mean? What are the main symptoms of anaemia?

19. Is cough a simple or complex reflex?

20. Should questions determine how long cough has been present?

21. Is dyspnea a symptom or sign?

22. May a patient describe dyspnea?

23. Will a healthy person note the increased ventilation required during exercise?

24. Is constipation easy to define?

25. May medications cause constipation?

26. Is constipation caused by an abnormality or disease?

27. What may indicate a disease present at birth?

28. Who experiences headache?

29. When do patients with headache seek medical advice?

30. Why must the general practitioner make a careful assessment of the patient with headache?

**МОДУЛЬ 2. Обучение аналитическому чтению специальной медицинской литературы и основным устным речевым формулам профессионального общения.**

**Тема 6.** **At a district dental polyclinic. Инфинитив. Работа со статьей на медицинскую тематику.**

**Форма текущего контроля успеваемости:** контроль выполнения заданий в рабочих тетрадях, контрольная работа, устный и письменный опрос.

**1**. **Read and translate the text.Make sure that every sentence is clear to you. Be ready to give full information in English.**

**COUGHING**

A cough is a protective, reflex action used to clear the upper airway of an obstruction or irritation. For example, swallowing “the wrong way” invariably provokes a fit of coughing to clear the windpipe (trachea) of food or fluid.

Most childhood coughs are a temporary response to a cold, bronchitis, or other upper respiratory infections. Pneumonia, asthma, or other lung disorders can also provoke coughing. Sometimes, a chronic cough is associated with an underlying illness, such as asthma.

Some infectious diseases are known by the specific coughs they produce. For example, whooping cough (pertussis) is a highly contagious disease that is accompanied by a forceful cough with whooping sounds. Croup produces spasmodic attacks of a barking hoarse cough and difficult breathing. Allergies, a sore throat, and other throat irritations are also common causes of coughing.

A cough is self-evident; the trick is to identify and, if approp­riate, remedy the underlying causes.

Most coughs associated with colds, flu, and other upper respira­tory infections resolve themselves as the underlying cause disappears. However, a doctor should be called if the cough:

- Is accompanied by pain, a high fever, vomiting, a rash, and other symptoms of a systemic illness.

- Makes it difficult for the child to breathe, especially if the lips and nailbeds have a bluish tinge.

- Produces greenish or foul-smelling sputum.

- Follows a choking incident.

- Lasts for more than a week.

Also, you should seek immediate emergency help if the child is gasping for breath, or if he turns blue or loses consciousness.

 Always alert the doctor if an unimmunized child is exposed to whoo­ping cough or diphtheria. Don’t delay if symptoms suggesting these diseases develop.

# **2. Read and translate the text:**

## FLU

 Though there are no signs of a new flu epidemic, it will be better prepared especially since the virus has only a short two-to-three day incubation period, which means that it can spread like wildfire.

 Influenza starts abruptly with a fever, sore throat, aches and pains and a dry cough, but not necessarily catarrh or a blocked nose. The fever stays high (around 103-104 F) for several days.

The first thing to do is to stay in bed and rest. But there are other things you have to do:

 1. Ask the doctor about vaccination beforehand. Flu vaccines (which are continually being updated to cope with new strains) should give 60-70 percent protection and may make the illness milder in those who do catch it. It's very safe, with little danger of side effects, takes about two weeks to take effect and give protection for about six months. Doctors encourage the elderly and anyone with chronic chest or heart condition or kidney complaint to be vaccinated.

 2. Go to bed as soon as the fever starts and drink plenty of warm fluids. It doesn't matter if you can't eat for a few days. Six-hourly doses of aspirin or paracetomol soothe headaches and painful limbs; take a patent cough suppressant or warm water mixed with honey and lemon.

 3. Occasionally, flu can be complicated by pneumonia. If you develop breathlessness or start to bring up discoloured or bloodstained phlegm when you cough, let your doctor know immediately. Fortunately, this is very rare and most patients are back to normal in one or two weeks at the most.

# **3. Read and translate the text:**

**Lobar pneumonia**

Lobar pneumonia is often of acute onset with fever and rigors. Pleuritic pain is commonly present with a consequent painful cough and the production of purulent sputum. The patient is usually febrile with tachypnoea and tachycardia. Central cyanosis may be detected in extensive disease. Other clinical findings are diminution of movement of the chest on the affected side and, later, crackles and a pleural rub. There may be dullness to percussion with bronchial breathing and whispering pectoriloquy over the consolidated area. Any lobe of the lung may be involved by pneumonia though the lower lobes are most commonly affected. On the chest radiograph a homogeneous opacity is seen with an air-bronchogram.

The diagnosis of lobar pneumonia is seldom a problem after careful clinical examination and chest radiographs. The differential diagnosis should include a bronchial neoplasm associated with infection ‘behind the block’, and pulmonary infarction. The presence of lung collapse either clinically or radiologically and the absence of bronchial breathing over a large area of apparent consolidation are signs suggesting bronchial obstruction, perhaps due to a tumour. There may be other suggestive features of neoplasia. The distinction between lobar pneumonia and pulmonary infarction can present difficulties but with a pulmonbary infarct, fever is seldom prominent at the onset of the illness and the sputum is initially mucoid, possibly with haemoptysis. Clinical or radiographical bilateral changes in the lung and the early development of blood-stained pleural effusions favour pulmonary infarction. Peripheral venous thrombosis may be apparent on clinical examination.

**4. Read the texts silently. Make sure that every sentence is clear to you. Be ready to give full information in English.**

### CASE REPORTS

***Case I***

 A four-year old boy presented with abdominal pain, especially in the right upper quadrant, nausea, vomiting, anorexia and fever of four day’s duration. On physical examination, generalized abdominal tenderness and guarding in the right upper quadrant were the only positive signs. Past medical history was negative. The blood chemistry and complete blood count, apart from leukocytosis, were normal. Ultrasonic examination revealed a dilated gallbladder and diffuse wall thickening.

Emergency laparotomy was performed and an inflamed hemorrhagic acalculous gallbladder was identified. A cholecystectomy was performed.

Thick-walled gallbladder, vascular congestion, some localized hemorrhage and infiltration of polynuclear cells, especially eosinophils were seen on pathological examination. Later follow-up showed that he was suffering form giardiasis which was treated with metronidazole. Post-operative sonography is shown in.

***Case II***

A 7 month-old white female infant entered the hospital because of a twenty-four-hour history of difficult breathing. Examination revealed a pale, acutely ill infant with rapid respirations and fever. Tachycardia was present, but no cardiac murmurs were heard.

Twenty-four hours following hospital entry the infant was cyanotic and the vomiting contained bright red blood. The systolic blood pressure in the right and left arms ranged from 140 to 160, while in the leg it was 55 to 70.

Digitalis was given. Oxygen therapy resulted in gradual improvement. Chest roentgenograms revealed moderate cardiac enlargement with elevation of the apex. The right ventricular enlargement was also seen on the roentgenogram. Pulmonary vascular enlargement was present. The patient was treated with cardiacs. In a month she was discharged in a satisfactory condition.

**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 зачета проводится по зачетным 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).

Зачетный рейтинг обучающегося формируется при проведении промежуточной аттестации и выражается в баллах по шкале от 0 до 30. В случае получения обучающимся зачетного 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 зачетного рейтинга

|  |  |  |  |
| --- | --- | --- | --- |
| Рз | Средний балл | Рз | 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.

**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.

**19-15 баллов.** Допускаются нарушения в последовательности изложения. Демонстрируются поверхностные знания вопроса. С трудом выполняются письменные задания, большое количество ошибок.

**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.

**Образец зачетного билета**

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«ОРЕНБУРГСКИЙ ГОСУДАРСТВЕННЫЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ» МИНИСТЕРСТВА ЗДРАВООХРАНЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

кафедра иностранных языков

направление подготовки (специальность) – *31.05.03 Стоматология*

дисциплина «Иностранный язык»

**ЗАЧЕТНЫЙ БИЛЕТ № 1**

1. Прочитайте и переведите со словарём текст профессиональной направленности, обращая внимание на встречающиеся в нём грамматические явления.
2. Расскажите монолог по теме «About myself».
3. Ответьте на теоретический вопрос по грамматике и приведите пример рассматриваемого грамматического явления.

Заведующий кафедрой И.А. Коровина

Декан стоматологического факультета,

д.м.н.,

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

**Задания для проверки сформированных умений и навыков:**

1.Подготовьте монологическое высказывание по теме «About myself».

2. Подготовьте монологическое высказывание по теме «The Orenburg State Medical University».

3. Подготовьте монологическое высказывание по теме «At the dental surgery».

4. Подготовьте монологическое высказывание по теме «Dental care in Russia».

**Перечень вопросов для контроля теоретических знаний по грамматике**

**по дисциплине «Иностранный язык» (к зачету).**

1. Назовите основные способы образования слов в английском языке (с примерами).

2. Какой порядок слов в английском повествовательном, вопросительном, побудительном предложении?

3. Как образуется множественное число имен существительных?

4. Где используются местоимения (личные, притяжательные, указательные)?

5. Назовите производные местоимений some, any, no, every.

6. Что такое «one»? Какова его функция в предложении?

7. Как образуются степени сравнения прилагательных и наречий?

8. Назовите основные формы глагола (образование, функции этих форм).

9. Какие функции у глаголов «to be», «to have», «to do»?

10. Какие модальные глаголы и их эквиваленты имеются в английском языке?

11.Как образуются времена в английском языке? Какие группы времён вы знаете?

12. Как образуется страдательный залог (Виды страдательного залога, способы перевода)?

13. Что такое Infinitive? Назовите его формы и функции.

14. Что такое Participle I? Назовите его функции.

15. Что такое Participle II? Назовите его функции.

16. Что такое независимый причастный оборот?

17. Что такое «герундий»? (Образование, функции в предложении).

18. Какие способы выражения отрицания имеются в английском языке?

19. Что такое “there is (there are”)? (Порядок слов, способы перевода.)

20. Как образуются количественные и порядковые числительные в английском языке?

21. Какиетипы вопросительных предложений имеются в английском языке? (Порядок слов в вопросительном предложении).

**Таблица соответствия результатов обучения**

**по дисциплине «Иностранный язык»** **и оценочных материалов, используемых на промежуточной аттестации.**

|  |  |  |  |  |
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| № | Проверяемая компетенция | Индикатор достижения компетенции *(для ФГОС ВО 3++)* | Дескриптор | Контрольно-оценочное средство (номер вопроса/практического задания) |
| 1 | **УК-4:** Способность применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия | **УК4.1**Устанавливает и развивает профессиональные контакты в соответствии с потребностями совместной деятельности, включая обмен информацией и выработку единой стратегии взаимодействия | **Знать**Основные особенности фонетического, грамматического и лексического аспектов английского/немецкого языка; специальную медицинскую терминологию на иностранном языке, употребляемую в научных аутентичных текстах; основные приемы перевода специального текста. | Теоретические вопросы №1-20. |
| **Уметь**Осуществлять поиск новой информации при работе с учебной и специальной литературой; использовать терминологические единицы в рамках устной и письменной коммуникации. | Практические задания № 1-4. |
| **Владеть**Иностранным языком в объеме, необходимом для осуществления профессионально ориентированной коммуникации на иностранном языке, а также получения информации из зарубежных аутентичных источников. | Практические задания № 1-4. |
| 2 |  | **УК4.2** Выбирает стиль общения на государственном языке РФ и иностранном языке в зависимости от цели и условий партнерства; адаптирует речь, стиль общения и язык жестов к ситуациям взаимодействия. | **Знать:** Нормы публичной речи, регламент в монологе и дискуссии | Теоретические вопросы №1-20. |
|  | **Уметь:**Эффективно вести диалог с партнером, высказывать и обосновывать мнения и запрашивать мнения партнера с соблюдением общепрнятых норм общения, излагать требуемую информацию, в том числе на иностранном (ых) языке (ах). | Практические задания № 1-4. |
|  | **Владеть:**иностранным языком в объеме, необходимом для возможности устной и письменной коммуникации и получения информации из иностранных источников со словарём и без словаря | Практические задания № 1-4. |

**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.

* 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 по результатам изучения темы.

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 |