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МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК. АНГЛИЙСКИЙ

Специальность

31.02.01 Лечебное дело

Квалификация выпускника: фельдшер

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Методические рекомендации по практическим занятиям приняты на
заседании предметной (цикловой) комиссии преподавателей
общеобразовательных, общих гуманитарных и социально-экономических
дисциплин колледжа

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1. Пояснительная записка

Методические рекомендации по практическим занятиям дисциплины «Иностранный язык. Английский» составлены для студентов 1-4 курсов очной формы обучения, специальности 31.02.01 Лечебное дело (углубленная подготовка), являются составной частью учебно-методического комплекса дисциплины «Иностранный язык. Английский» составлены в соответствии с:

1. Федеральным государственным образовательным стандартом по специальности 31.02.01 Лечебное дело;
2. Рабочей программой учебной дисциплины;
3. Примерной программой учебной дисциплины «Английский язык. Углубленная подготовка» (Заключение экспертного совета № 092 от 22.03.2011г.)
4. Положением о планировании, организации и проведении лабораторных работ и практических занятий студентов, осваивающих основные образовательные программы среднего профессионального образования в колледжах НовГУ.

Методические рекомендации включают практические занятия, предусмотренные рабочей программой учебной дисциплины в объеме 238 час.

Социальный заказ общества в области обучения иностранному языку выдвигает задачу развития личности студента, усиления гуманистического содержания обучения, более полную реализацию воспитательно-образовательного, развивающего потенциала учебного предмета. Постигание культуры другого народа помогает лучше и полнее осознать и понять свою национальную культуру.

Целью обучения английскому языку является достижение студентами минимального достаточного уровня коммуникативной компетенции, то есть готовности и способности осуществлять общение в определенных программой пределах.

Задачами курса обучения являются:

- формирование современной, самостоятельно мыслящей личности, готовой к диалогу с представителями других национальных культур;
- формировать позитивное отношение к народам англоязычных стран, развивать готовность к взаимопониманию, к уходу от национальных стереотипов и предрассудков;
- развивать умение социального взаимодействия, предполагающее свободное выражение своего мнения, а так же умение понять мнение оппонента;
- обогащать представления об образе и условиях жизни в англоязычных странах;
- дальнейшее развитие умений и навыков устного и письменного общения на английском языке.

Содержание курса охватывает следующие компоненты:

- языковые средства (фонетика, орфография, лексика, грамматика);
- темы, проблемы, страноведческая информация, специализированные тексты.

В результате освоения дисциплины обучающийся *должен уметь*:

- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
- переводить (со словарем) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас

В результате освоения дисциплины обучающийся *должен знать*:

- лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности

На практических занятиях развиваются умения профессионально, грамотно общаться на иностранном языке (английском).

Рабочая программа разделена на разделы, что позволяет реализовать воспитательно-образовательный, развивающий потенциал учебного процесса.

Для активизации познавательной деятельности студентов рекомендуется использовать современные педагогические технологии, коллективные и групповые методы работы.

Для активизации познавательной деятельности студентов используются следующие методы обучения: написание рефератов, подготовка докладов, дискуссии, проблемное обучение.

Изучение дисциплины в VIII семестре завершается дифференцированным зачетом.

2. Тематический план учебной дисциплины «Иностранный язык. Английский»

Наименование разделов и тем	Содержание учебного материала, практические работы, самостоятельная работа обучающихся	Объем часов	Уровень освоения
1	2	3	4
Раздел 1. Вводно-коррективный курс		19	
Тема 1.1. Описание людей: друзей, родных и близких, коллег и т.д. (внешность, характер, личностные качества)	<i>Содержание учебного материала</i> <i>Практические занятия:</i> Внешность и характер человека, черты характера, личностные качества. <i>Фонетический материал</i> - основные звуки и интонации английского языка; <i>Лексический материал по теме.</i> <i>Грамматический материал:</i> - предложения утвердительные, вопросительные, отрицательные, побудительные и порядок слов в них	10	3
	<i>Самостоятельная работа обучающихся № 1</i> 1. Домашнее чтение 2. Сочинение	1	
Тема 1.2. Межличностные отношения дома, в учебном заведении, на работе, в деловой поездке	<i>Содержание учебного материала</i> <i>Практические занятия:</i> Мой дом. Мои друзья. <i>Лексический материал по теме:</i> Расширение потенциального словаря за счет овладения интернациональной лексикой, новыми значениями известных слов и новых слов, образованных на основе продуктивных способов словообразования. <i>Грамматический материал:</i> - образование и употребление глаголов в Present, Past, Future Simple/Indefinite	8	
Раздел 2. Развивающий курс		164	
Тема 2.1. Повседневная жизнь, условия жизни, учебный день, рабочий день, выходной день	<i>Содержание учебного материала</i> <i>Практические занятия:</i> Проблема поколений, обсуждение. Климат в семье. Общение детей и родителей. Отношения в семье между братьями и сестрами. Обсуждение темы «идеальной» семьи. Карьера и семья. Примеры. <i>Лексический материал по теме.</i> <i>Грамматический материал:</i> - имя существительное: его основные функции в предложении; имена существительные во множественном числе, образованные по правилу, а также исключения. - артикль: определенный, неопределенный, нулевой.	13	2, 3

	Основные случаи употребления определенного и неопределенного артикля. Употребление существительных без артикля.		
	Самостоятельная работа обучающихся № 2 Задание на выбор: 1. Сочинение 2. Домашнее чтение 3. Устное сообщение	1	
Тема 2.2. Здоровье, спорт, правила здорового образа жизни	Содержание учебного материала <i>Практические занятия:</i> Здоровый образ жизни. Мой любимый вид спорта <i>Лексический материал по теме.</i> <i>Грамматический материал:</i> - образование и употребление глаголов в Past Simple/Indefinite.	8	2, 3
	Самостоятельная работа обучающихся № 3 1. Устное сообщение 2. Сочинение	1	
Тема 2.3. Город, деревня, инфраструктура.	Содержание учебного материала <i>Практические занятия:</i> Особенности жизни в современном городе и деревне. Тренировка высказывания своего отношения о том месте, где живем. <i>Лексический материал по теме.</i> <i>Грамматический материал:</i> - глагол, образование и употребление глаголов в Present, Past, Future Simple/Indefinite.	8	2, 3
	Самостоятельная работа обучающихся № 4 1. Чтение 2. Составление диалога	1	
Тема 2.4. Досуг (кино, театр, книги и др.)	Содержание учебного материала <i>Практические занятия:</i> Мой любимый автор. Моя любимая передача <i>Лексический материал по теме.</i> <i>Грамматический материал:</i> - глагол, образование и употребление глаголов в Present Continuous/Progressive, Present Perfect.	13	2, 3
Тема 2.5. Новости, средства массовой информации	Содержание учебного материала Практические занятия: СМИ. <i>Лексический материал по теме.</i> <i>Грамматический материал:</i> - глагол, образование и употребление глаголов в Present Continuous/Progressive;	12	2, 3
	Самостоятельная работа обучающихся № 5 1. Домашнее чтение 2. Работа над лексикой	1	

Тема 2.6. Природа и человек (климат, погода, экология) Воспитание экологической культуры	Содержание учебного материала <i>Практические занятия:</i> Окружающая среда. Экология и её проблемы <i>Лексический материал по теме.</i> <i>Грамматический материал:</i> - имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, а также исключения. - глагол, образование и употребление глаголов в Present Perfect	8	2, 3
Тема 2.7. Образование (система образования в России, англо- говорящих странах)	Содержание учебного материала <i>Практические занятия:</i> Система образования в России и за рубежом. <i>Лексический материал по теме.</i> <i>Грамматический материал:</i> - глаголы в страдательном залоге.	12	2, 3
	Самостоятельная работа обучающихся № 6 1. Сочинение 2. Сообщение	2	
Тема 2.8. Среднее профессиональное образование: вчера, сегодня, завтра	Содержание учебного материала <i>Практические занятия:</i> Актуальность СПО <i>Лексический материал по теме.</i>	10	3
	Самостоятельная работа обучающихся № 7 Сочинение	1	
Тема 2.9. Культурные и национальные традиции, краеведение, обычаи и праздники	Содержание учебного материала <i>Практические занятия:</i> Культура стран изучаемого языка. Обсуждение проблемы терпимости по отношению к людям других национальностей. <i>Лексический материал по теме.</i>	12	2, 3
Тема 2.10 Общественная жизнь (повседневное поведение, профессиональные навыки и умения)	Содержание учебного материала Практические занятия: Проблема занятости и трудоустройства. Планирование своего будущего. Правила написания заявления на работу и заполнение анкеты. Лексический материал по теме.	8	2, 3
	Самостоятельная работа обучающихся № 8 1. Работа над лексикой 2. Домашнее чтение	1	
Тема 2.11 Научно-технический прогресс	Содержание учебного материала: <i>Практические занятия:</i> Научно-технический прогресс. Техника, работа с ней, компьютер. <i>Лексический материал по теме.</i>	10	2, 3
	Самостоятельная работа обучающихся № 9 1. Домашнее чтение 2. Упражнения на говорение	1	

Тема 2.12 Профессии, траектории карьеры, профессиональный рост	Содержание учебного материала <i>Практические занятия:</i> Профессии. Получение работы. Опыт работы. <i>Лексический материал по теме.</i> <i>Грамматический материал:</i> - знание признаков и навыки распознавания глаголов в следующих формах действительного залога: Present Perfect Continuous, Past Perfect Continuous, неличных форм глагола без различения их функций.	10	2, 3
	Самостоятельная работа обучающихся № 10 Сочинение	1	
Тема 2.13 Отдых, каникулы, отпуск, туризм – внутренний и внешний.	Содержание учебного материала <i>Практические занятия:</i> Каникулы. Виды летнего отдыха. Отпуск. Туризм внутренний и внешний. <i>Лексический материал по теме.</i> <i>Грамматический материал:</i> -сложноподчиненные предложения	10	2, 3
	Самостоятельная работа обучающихся № 11 1. Сочинение 2. Сообщение	2	
Тема 2.14 Искусство и развлечения	Содержание учебного материала <i>Практические занятия:</i> Виды искусства. Саморазвитие как вид досуга. <i>Лексический материал по теме.</i> <i>Грамматический материал для продуктивного усвоения:</i> - знание признаков и навыки распознавания глаголов в формах страдательного залога	12	2, 3
Тема 2.15 Государственное устройство, правовые институты	Содержание учебного материала <i>Практические занятия:</i> Государственное устройство России. Государственное устройство страны изучаемого языка. Высшие органы власти России и страны изучаемого языка. <i>Лексический материал по теме.</i> <i>Грамматический материал для продуктивного усвоения:</i> - распознавание и употребление в речи изученных ранее коммуникативных и структурных типов предложения; систематизация знаний о сложносочиненных и сложноподчиненных предложениях, в том числе условных предложениях (Conditional I, II, III).	6	2, 3
Раздел 3. Профессионально направленный курс		77	

Тема 3.1. Медицинские тексты	Содержание учебного материала <i>Практические занятия:</i> Первая медицинская помощь. Помощь при различных состояниях и травмах. Болезни современного человечества.	18	2, 3
Тема 3.2. Планирование времени (рабочий день, досуг)	Содержание учебного материала <i>Практические занятия:</i> В больнице. Лексический материал по теме. Грамматический материал: - глагол, образование и употребление глаголов в Present Continuous/Progressive, Present Perfect	8	2, 3
	Самостоятельная работа обучающихся № 12 1. Сообщение	2	
Тема 3.3. Условия проживания, система социальной помощи	Содержание учебного материала <i>Практические занятия:</i> Материальная помощь, бесплатная медицина, жизни пожилых людей. Времена Present и Past.	2	2, 3
Тема 3.4. Анатомия человека	Содержание учебного материала <i>Практические занятия:</i> Анатомическое строение тела человека	6	2, 3
Тема 3.5. Внутренние органы тела	Содержание учебного материала <i>Практические занятия:</i> Строение внутренних органов тела	4	2, 3
Тема 3.6. Скелет человека	Содержание учебного материала <i>Практическое занятие:</i> Строение, функции скелета человека	2	2, 3
Тема 3.7. Мышцы и ткани в организме человека	Содержание учебного материала <i>Практическое занятие:</i> Мышцы и функции мышц человека	2	2, 3
Тема 3.8. Лекарственные средства	Содержание учебного материала <i>Практические занятия:</i> Аптека. Инструкции по применению лекарственных препаратов.	7	2, 3
	Самостоятельная работа обучающихся № 13 1. Диалог на тему. 2. Перевод	5	
Тема 3.9. Заболевания и их симптомы.	Содержание учебного материала <i>Практические занятия:</i> Заболевания. Симптомы.	8	2, 3
	Самостоятельная работа обучающихся № 14 Перевод текста	1	
Тема 3.10 Здравоохранение в Великобритании и в США	Содержание учебного материала <i>Практические занятия:</i> Система здравоохранения в Великобритании и США.	6	2, 3
	Самостоятельная работа обучающихся № 15 1. Сообщение	1	

Тема 3.11 Медицинское образование в Великобритании и США.	Содержание учебного материала <i>Практические занятия:</i> Медицинское образование в Великобритании и США. Работа в крупнейших клиниках.	4	2, 3
	Итоговое занятие	1	
	Всего:	260	

3. Содержание практических занятий

Раздел 1. Вводно-коррективный курс

Этот раздел закрепляет навыки, полученные за годы изучения английского языка в общеобразовательных учреждениях, и дает основу для успешной коммуникации на самые разнообразные тематики.

Цели:

- формирование умений чтения с полным пониманием смысла аутентичного текста
- формирование умения перевода с английского на русский и обратно
- формирование необходимости изучения иностранного языка в контексте будущей профессии
- актуализация представлений студентов о культурной миссии языка как носителя и хранителя культуры языкового сообщества
- развитие творческой активности студентов, умения работать в сотрудничестве.

Студент должен уметь

- Читать аутентичные тексты с полным пониманием прочитанного.
- Отвечать на поставленные вопросы по теме.
- Вести диалог-обмен мнениями, используя оценочные суждения.
- Извлекать определенную информацию из услышанного.

Студент должен знать:

- Правила чтения
- Лексический и грамматический материал по теме.

Раздел 1. Вводно-коррективный курс

Тема 1.1. Описание людей: друзей, родных и близких, коллег и т.д. (внешность, характер, личностные качества, профессии)

Цели: познакомиться с лексикой по теме; получить базовые сведения о грамматическом минимуме к теме; научиться описывать внешность и характер человека.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;
- грамматический материал: артикль определённый и неопределённый.

Литература: [1]

Краткое содержание темы:

Внешность и характер человека, черты характера, личностные качества.

Содержание практической работы (10ч)

I. 1. Лексика по теме (прочитать, перевести с помощью преподавателя, записать в тетрадь):

Appearance and Character

Appearance

attractive, good-looking, beautiful, handsome, pretty, cute, nice;
plain, plain-looking, unattractive, ugly;
well-dressed, nicely dressed, casually dressed, poorly dressed;
neat, clean, untidy, dirty.

Height

tall, pretty tall, six feet tall, short, pretty short; average height, medium height, middle height.

Weight and Build

thin, quite thin, slim, slender, skinny, medium-build, overweight, fat;
strong, muscular, athletic.

Hair

dark, fair, black, red, brown, blond, chestnut brown, white, gray; long, short, medium-length, shoulder-length; straight, curly, wavy, thick, bald; shiny, smooth, neatly combed; dull, disheveled.

Eyes

blue, green, gray, brown, light-blue, dark-gray, grayish-blue, dark; big, bright, expressive, with long lashes.

Age

young, old, middle-aged;
twenty years old, in her thirties, about forty.

General vocabulary

appearance (looks)	внешний вид
look	выглядеть
look like	быть похожим
family resemblance	семейное сходство
(not) look oneself	(не) быть похожим
look wretched	иметь несчастный вид
look one's best	прекрасно выглядеть

Character

pleasant personality, good-tempered, good-natured, easy-going; terrible character, bad-tempered, ill-natured; friendly, sociable, outgoing, unfriendly, hostile, unsociable; strong, tough, independent, mature, weak, immature; dependable, reliable, trustworthy, honest, unreliable, dishonest;
reasonable, sensible, unreasonable, unpredictable, impulsive;
ambitious, hard-working, energetic, lazy; disciplined, organized, careful, accurate; undisciplined, disorganized, careless, inaccurate, inattentive;
attentive, perceptive, observant, insightful, thoughtful, considerate;
aggressive, self-centered, selfish, egoistical, inconsiderate;
self-confident, shy, timid, modest, humble; haughty, arrogant, stubborn, obstinate;
moody, melancholic, self-conscious, touchy, sensitive;
humorous, amusing, funny, interesting, dull, boring;
generous, unselfish, kind, kind-hearted; economical, greedy;
formal, official, informal, relaxed, casual; strange, odd, weird, eccentric, crazy.

Mind

intelligent, broad-minded, sharp, keen, bright, quick, wise, clever;
foolish, stupid, narrow-minded, silly

Форма контроля – устный опрос.

2. Примеры описания внешности и характера. Разговорная лексика (прочитать, перевести с помощью преподавателя, потренировать в форме вопросов-ответов):

What does she look like?

She is young and good-looking, with dark eyes and long red hair.

He is tall and thin, with brown hair. He is twenty-five years old.

She is average height, dark-haired, quite thin, and wears glasses. She's about fifty.

He is old, short, medium-build, with gray hair and a beard.

She has dark eyes, wavy blond hair, and a nice figure. She looks great.

He is a handsome middle-aged man. She is a pretty young girl.

How do I look?

You look good. You look great. You look nice. You look terrible. You look awful.

What is he like?

He is friendly and dependable. He is interesting and amusing.

He is smart and honest. He is also pretty humorous. I like him.

She is careless and lazy. You can't depend on her.

She is serious, organized, hard-working, and tough.

He is old, sick, and lonely. She is a nice clever girl.

His character is terrible. He is hostile and bad-tempered. He doesn't have many friends.

She is knowledgeable and broad-minded, and she likes to help young people.

What does he like?

He likes ice cream and chocolate. She likes apples and oranges.

She likes modern music. He likes old movies and classical music.

She likes to read. He likes to play with his dog.

Who does he take after, his mother or his father?

He takes after his father in appearance, but he is like his mother in character.

He looks like his mother, but he takes after his father in character.

Like his father, he is tall and handsome.

What are you interested in?

I'm interested in medicine. He is interested in politics. She is interested in history.

I'm interested in sports. I'm into computers. I'm a movie fan. I like rock music.

Other related words

a bookworm, a sports fan, a music fan, a movie fan, a TV addict;

a computer freak;

a dandy;

a homebody, a couch potato, lazybones, a workaholic, a Jack of all trades;

an adventurer, a weirdo;

a hypocrite, a chronic liar, a gambler, a simpleton;

a winner, a loser, a tough guy, a softy;

a woman-chaser, a womanizer, a lady-killer;

a black sheep, a scapegoat, a white crow.

Weight and Height

Weight

1 pound (lb.) = 0.4536 kilograms (kg)

He weighs 170 pounds. (one hundred and seventy pounds)

He weighs 77 kilograms. (seventy-seven kilograms)

Her weight is 132 pounds. (one hundred thirty-two pounds)

Her weight is 59.9 kilograms. (fifty-nine point nine kilograms)

Her weight is about 60 kilograms. (sixty kilograms)

Height

1 inch (in.) = 2.54 centimeters (cm)

1 foot (ft.) = 12 in. = 30.48 cm = 0.3048 m

He is six feet tall. He is 183 centimeters tall. (one hundred eighty-three centimeters)

She is five feet three inches tall. She is five foot three.

She is 160 centimeters tall. (one hundred sixty centimeters)

Her 12-year-old son is about 5 feet tall and weighs about 88 pounds. (eighty-eight pounds)

Her twelve-year-old son is about a hundred and fifty centimeters tall and weighs about forty kilograms.

Форма контроля – устный опрос.

3. Текст для чтения – прочитать, перевести, ответить на вопросы преподавателя:

“A Smile Is Worth So Much More”

We form our own opinions about everyone that comes in our way, from our relatives, to our friends, to our neighbors, to our acquaintances, and to even random people you pass by every day. With this in mind, we try our best to look and feel good so that when others see us they judge us in a favorable way. It's a two-way process: judge and be judged. Although as simple as it may sound, this process creates invisible barriers between people. A good example for this is discrimination. If you're a guy with a Mohawk hairstyle, people in general connotes that either you're a rebel, a rock band member, an atheist, an alcoholic, or just plain weird to even consider that hairstyle. Let me give you another example, picture this: a lady wearing micro-shorts, a tank top and flip-flops in a mall. Some would say she is a flirt, for others a prostitute and some would conclude that she has little to no education at all just because she wore that kind of clothing. See? By judging based on appearances we put them into various categories: rich, poor, handsome, ugly, fat, skinny, mental, educated, etc.

For example, Martin Luther King Junior says, "I have a dream, that one day my children will be judged not by the color of their skin, but by the content of their character." Judging People based on their appearance only disadvantage people mind-set beliefs. What gives you the right to judge someone by the way they look? Or the way they act? Or what culture or race they are? You don't. No one does. But in the world we live in, where society's opinions matter, we can't help but to judge people by their appearance and behavior. Judging is comparing someone with yourself. Sometimes it will make you feel good because you are better than them in comparison, other times it will make you feel worse because they contrast what you want to be.

Most behavior judgments stem from these three things:

1. You wouldn't tolerate the same characteristic or behavior in yourself. If you are a shy and then encounter a very sociable person, your judgment about them might go something like this: "What a show-off, they are so loud ". This is because you may be embarrassed to act this way and therefore resent others doing it.

2. You display the same behavior you resent, and then complain about it to a friend. As you complain about what the friend has done, others might think to themselves "You are doing the same thing you find wrong".

All of these judgments create a divide between people, friends and the social classes. Because of these judgments we tend to hang out with the same type of person because that's where we 'fit'. It's human nature to unconsciously hang out with people who have the same behavior as us, because we feel safer. Princess Fiona says to Shrek "Well maybe you shouldn't judge people before you got to know them"; because not everyone fits into that stereotypical category you put them in.

If you see a disheveled, dirty old woman carrying an infant in her arms with the same state as she, what would you conclude? Most of us would think that they are poor and in need of help, while others would say that it is intentional for them to look like that because they could be an accomplice of a thief . This is just an example of people judging a person just by what they look like. Judging a person based on their appearance isn't an uncommon thing, everyone does it. Experienced interviewers can accurately judge and evaluate candidate's characteristics during the few minutes of an interview. According to their accounts, an optimistic and outgoing person has brighter facial expressions, a higher tone of voice, and lively hand gestures. On the other hand, a pessimistic person with low self-esteem has more solemn expressions, a quiet voice, and minimal body motions. This proves that people's appearances can reveal their characters.

In real life, we should not judge people solely on their appearances. There are many people who appear to be trustworthy but in reality, are not.

Форма контроля – устный опрос.

4. Фонетический материал. Основные правила чтения английских гласных и согласных.
Прочтите на стр.5-7 учебника [2].
Форма контроля – устный опрос.

5. Грамматический материал. Артикль: определенный, неопределенный, нулевой.
Основные случаи употребления определенного и неопределенного артикля. Употребление существительных без артикля. Прочтите на стр.9-12 [2]
Форма контроля – устный опрос.

II. Самостоятельная работа №1 (1ч):

Задание по индивидуальному чтению.

Чтение текста по теме.

Задание по письменной речи.

Составить письменное описание известной личности.

Тема 1.2. Межличностные отношения

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- находить в тексте главную мысль;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;
- грамматический материал: имя существительное: его основные функции в предложении; имена существительные во множественном числе.

Литература: [1]

Краткое содержание темы: Мой дом. Мои друзья.

Содержание практической работы (8ч)

1. Переведите при помощи преподавателя слова и выражения из упр.7 на стр.143, [1].
Форма контроля – устный опрос.
2. Разбейтесь на пары. Выполните упр.3 на стр.140 по учебнику [1] в форме диалогов.
Форма контроля – устный опрос.
3. Выполните упр.5 на стр. 142 по учебнику [1]. Работайте в группах.
Форма контроля – устный опрос.
4. Проанализируйте себя и свою аудиторную и внеаудиторную работу по упр.8 на стр.144 по учебнику [1].
Форма контроля – устный опрос.

Раздел 2. Развивающий курс.

Позиция английского языка в мире как лидирующего средства международного общения связаны, прежде всего, со стремительным развитием высоких технологий, экономики, PR-технологий. Социальный заказ общества в области обучения иностранному языку выдвигает задачу развития личности студента, способного к реальному диалогу культур. В настоящее время становится необходимым практическое применение английского языка. Изучение данного раздела поможет расширить и закрепить полученные знания и осознать роль английского языка как универсального средства межличностного и межкультурного общения, положительного отношения к языку, культуре народов, говорящих на нём; понимание важности изучения английского языка в современном мире и потребности пользоваться им, в том числе и как одного из способов самореализации и социальной адаптации. Этот раздел прививает навыки более глубокого понимания языка и свободного владения лексикой самых различных тематик.

Цели:

- формирование умений чтения с полным пониманием смысла аутентичного текста
- формирование умения перевода с английского на русский и обратно
- формирование необходимости изучения иностранного языка в контексте будущей профессии
- актуализация представлений студентов о культурной миссии языка как носителя и хранителя культуры языкового сообщества
- развитие творческой активности студентов, умения работать в сотрудничестве.

Студент должен уметь

- Читать аутентичные тексты с полным пониманием прочитанного.
- Отвечать на поставленные вопросы по теме.
- Вести диалог-обмен мнениями, используя оценочные суждения.
- Извлекать определенную информацию из услышанного.

Студент должен знать:

- Правила чтения
- Лексический и грамматический материал по теме.

Раздел 2. Развивающий курс

Тема 2.1. Повседневная жизнь, условия жизни, учебный день, рабочий день, выходной день

Цели: познакомиться с лексикой по теме; получить базовые сведения о грамматическом минимуме к теме; научиться описывать внешность и характер человека.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;
- грамматический материал: артикль определённый и неопределённый.

Литература: [1]

Краткое содержание темы: Проблема поколений, обсуждение. Климат в семье. Общение детей и родителей. Отношения в семье между братьями и сестрами. Обсуждение темы «идеальной» семьи. Карьера и семья. Примеры.

Содержание практической работы (13ч)

I. 1. Прочитать и перевести текст из упр.1, стр.114 в учебнике [1].

Форма контроля – устный опрос.

2. Выполнить задания 2-3, стр.115-116 в учебнике [1].

Обсудить прочитанное с одноклассниками и преподавателем. Высказать своё мнение.

Форма контроля – устный опрос.

3. Прочитать и перевести тексты из упр.1, стр.124-125.

Форма контроля – устный опрос.

4. Прочитать текст из упр.1 на стр.130 учебника [1], проанализировать его и выполнить задания к нему.

Форма контроля – устный опрос.

II. Самостоятельная работа №2 (1ч):

Задание по письменной речи.

Сочинение на тему My Relations at Home

Задание по индивидуальному чтению.

Задание по учебнику.

Задание по говорению.

Задание по учебнику.

Тема 2.2. Здоровье, спорт, правила здорового образа жизни

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать своё высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [2]

Краткое содержание темы: Здоровый образ жизни. Мой любимый вид спорта

Содержание практической работы (8ч)

I. 1. Тексты для чтения (прочитать, перевести, ответить на вопросы преподавателя):

1.Health

People nowadays are more health-conscious than they used to be. They understand that good health is above wealth.

To be healthy we should avoid different bad habits that can affect our health. Smoking and drinking too much alcohol are the worst ones. It's common knowledge that smoking and drinking can shorten our lives dramatically. Smoking, for example, causes a number of heart and lung diseases, such as pneumonia, emphysema and cancer. Besides, it makes your teeth yellow and skin unhealthy. Fortunately, in recent years smoking has received a lot of bad publicity, and fewer people smoke nowadays. Some companies don't employ people who are smokers. Smoking has been banned in most public places because everyone agrees it does harm to our health.

Smoking and drinking are joined by less dangerous habits, such as skipping meals, eating unhealthy food, or even overeating. Of course, they are not quite as deadly as smoking or drinking alcohol, but they also affect our health.

A lot of people like drinking coca cola and coffee, and enjoy pizzas and hamburgers. But what is tasty is not always healthy. Fast food makes you fat.

In recent years eating habits have undergone a change. Fat is believed to be one of the major causes of heart disease. Salads, beans, and fruit have taken the place of steak and ice cream. The fashion for health food is growing all the time.

Many people feel they are too fat, even if their doctors disagree. And a lot of people try to improve. There are a lot of ways to lose weight and avoid gaining it. Perhaps the most popular of them is following a diet. If you want to lose weight, you should cut out snacks and desserts, and cut down on fat. People have also become more aware of calories, the energy value of food. Some people count the number of calories they eat every day; so that they can try to take in fewer calories and lose weight. This is called a calorie-controlled diet. Manufacturers are increasingly producing special foods with fewer calories.

But excessive dieting may be dangerous, too. Some people refuse to eat meat as they consider it harmful. They say a vegetarian diet reduces the risk of cancer and vegetarians live longer than others. Consumed in moderate amounts, meat is perfectly good for our health.

The only way to stay healthy and to keep fit is by going in for sports. Among the benefits of regular exercise are a healthier heart, stronger bones, quicker reaction times and more resistance to various illnesses. Besides, you can eat and drink as much as you want because you are burning it all off.

To be healthy, it is also very important to spend a lot of time in the open air. It is useful to go for a walk before going to bed, or to air the room.

Still, sometimes we get ill, we call a doctor, and he examines us and diagnoses the illness. When we have a headache, a stomach ache, a sore throat, a cold, or a pain in some parts of the body, we call a doctor. He takes our temperature and our pulse. He examines our heart, our lungs, our stomach or the part where we have pain, and tells us what the matter is with us. The doctor prescribes medicine, and gives us a prescription, which we take to the chemist's, who makes up the medicine. If you follow the doctor's orders, you get better; if you disobey the doctor, you may get worse, and even die. We must obey the doctor, if we want to get better. If we have a temperature, we must stay in bed and take the medicine he prescribes. If we cannot get better at home we must go to hospital. If we are too ill to walk, we go to hospital in the ambulance. After our illness we can go to a sanatorium until we are strong again.

All over the world people of different ages are very fond of sports and games. Sport not only helps people to become strong and to develop physically but also makes them more organized and better disciplined in their daily activities. It makes for a healthy mind in a healthy body. Sports help people to keep in good health.

We all need to exercise. Even if you don't plan to make a career in sport you still have to practice. Regular exercise gives you more energy. That is why many people who suffer from general tiredness should take more exercise than more rest. Exercise makes you feel and look better. The best exercise is one which involves in repeated movements, those are: walking, jogging or swimming. Bending and stretching will add flexibility and feeling of lightness.

Among the sports popular in our country are football, basketball, swimming, volleyball, ice hockey, tennis, gymnastics, figure skating. A person can choose sports and games for any season, for any taste.

Форма контроля – устный опрос.

2. Biorhythms

At the beginning of this century medical scientists made a surprising discovery: that we are built not just of flesh and blood but also of time. They were able to demonstrate that we all have an internal “body clock” which regulates the rise and fall of our body energies, making us different from one day to the next. The idea of an internal “body clock” should not be surprising, since the lives of most living things are dominated by the 24-hour night-and-day cycle. The most obvious feature of this cycle is the way we feel tired and fall asleep at night and become awake during the day. If the 24-hour rhythm is interrupted, most people experience unpleasant side effects. As well as the daily rhythm of sleeping and waking we also have other rhythms which last longer than one day and which influence wide areas of our lives.

Most of us would agree that we feel good on some days and not so good on others. Scientists have identified the following three biorhythmic cycles: physical, emotional and intellectual. Each cycle lasts approximately 28 days and each is divided into a high energy period and a low energy period of equal length. During the low energy period we are less resistant to illness and tire more easily. The low period puts energy into our “batteries” for the next high period. During the high energy period of a physical biorhythm we are more resistant to illness, better coordinated and more energetic. The “critical” or weakest time is the time of changeover from the high energy period to the low energy period, or vice versa. This “critical” time usually lasts a day. On the critical day of a physical biorhythm, there is a greater chance of accident and illness. Human experience is always individual and we each have our own biorhythmic experiences. Some people experience such enormous physical turbulence on their “physically critical” days that they have to go to bed.

Форма контроля – устный опрос.

II. Самостоятельная работа №3 (1 ч):

Задание по говорению.

Подготовить устное сообщение на тему My Favourite Sports.

Задание по письменной речи.

Написать сочинение на тему My Daily Wellness Programme.

Тема 2.3. Город, деревня, инфраструктура

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;
- грамматический материал по теме: местоимения: личные, притяжательные;

Литература: [1]

Краткое содержание темы: Особенности жизни в современном городе и деревне. Тренировка высказывания своего отношения о том месте, где живем.

Содержание практической работы (8ч)

I. 1. Тексты для чтения (прочитать, перевести с помощью преподавателя, ответить на вопросы преподавателя). Выполните задания после текста:

1. New York

New York, or the Big Apple, as the Americans often call it, is the largest city in the USA and in the whole world. It stands in the mouth of the Hudson River. The people of New York City (NYC) live within five boroughs of Manhattan, Brooklyn, Queens, the Bronx and Staten Island. Manhattan Island, the oldest part of the city, was bought from the Native Americans for the amount of goods worth \$ 26.

Now it is one of the busiest financial and cultural centre in the world, offering the visitors a unique collection of experiences and attractions. There is a wide choice of internationally acclaimed theatres, restaurants and museums, historic parks and churches.

Manhattan is also a district of business and finance. In Wall Street there are offices of large companies and banks, as well as New York Stock Exchange, which dominates the business life of the whole world. New York is an international city. On the map of Manhattan one can find Little Italy with the Italian restaurants and its own way of life, Brighton Beach, where the immigrants from the former Soviet Union live and Chinatown, inhabited by the Chinese. NY is also famous for its fine department stores and boutiques. In the evening you can enjoy one of its many nightclubs, the ballet, opera, a show or concert. Broadway is the centre of nightlife. It is the longest street in New York with many sights.

The best way to go around NY is on foot. One word applies to driving your own car in Manhattan: **don't!** Streets are jammed and the parking is scarce and astronomically expensive. However, NYC is a paradise for walkers, who enjoy the finest window shopping and people-watching. When proper caution is exercised, most areas are safe. It is best to use well-lighted, busy streets at night. You can also travel anywhere you want by subway and buses. Subway, though rather unattractive and not so well organized as in Moscow, runs 24 hours a day. The fare is \$ 1.50 for a single journey, payable with tokens. Free bus and subway system maps are available from hotels, tourist information centres and subway stations.

However one gets around New York, it is important to know some basic geography: Fifth Avenue divides the city between East and West. Street numbers begin at Fifth Avenue, so Two W. (west) 57th Street is just a few steps to the west of the Fifth Avenue, while Two E. (east)

57th Street is just to the east. Most streets in Manhattan are one-way. With a few exceptions, traffic on even-numbered streets travels east, and traffic on odd-numbered streets travels west. To New Yorkers, "downtown" does not connote the city centre. Rather, "downtown" simply means "south" and "uptown" means "north".

Thousands of tourists come to New York every day to see the Statue of Liberty, which is situated on Liberty Island and is a symbol of American democracy. It has a torch of Freedom in her right hand.

New York is famous for its skyscrapers, among which are the Chrysler Building and the Empire State Building.

The unprecedented terrorist attack on September 11, 2001 disguised the face of New York. Two twin towers, which used to form the World Trade Centre, were destroyed as the result of the planes crash. This was the tragic day for the people of the USA and for the whole world. Two towers were in ruins in the matter of minutes. The life of the big city was paralyzed completely for more than a month. Now the WTC is under reconstruction.

Форма контроля – устный опрос.

- 1.1. Сопоставьте начало предложения с его буквенным завершением:
- | | |
|---|--|
| 1. Americans often call New York | a. and traffic on odd-numbered streets travels west, |
| 2. Manhattan Island is | b. from hotels, tourist information centres and subway stations, |
| 3. The Stock Exchange dominates | c. the Big Apple. |
| 4. Broadway is famous for its | d. the financial life of the whole world. |
| 5. Streets in New York are jammed | e. nightclubs, opera houses, shows and concerts, |
| 6. In New York you can travel anywhere you want | f. by subway and buses, |
| 7. You can get free bus and subway system maps | g. and the parking is scarce and astronomically expensive, |
| 8. Traffic on even-numbered streets travels east, | h. the oldest part of the city |

Форма контроля – устный опрос.

1.2. Переведите на английский:

Нью-Йорк — самый большой город в мире. Центральная часть Нью-Йорка представляет собой остров, который называется Манхэттен. Множество мостов соединяет остров с другими частями города. Манхэттен одновременно является культурным и финансовым центром города. Жизнь здесь кипит днем и ночью. Движение автотранспорта в городе очень интенсивное, поэтому неизбежны пробки. В любое время года здесь много туристов, которых привлекают достопримечательности города: музеи, ночные клубы, рестораны, парки. Самый известный — Центральный парк, который занимает площадь около двух квадратных миль. Там же находится Нью-Йоркский зоопарк.

Форма контроля – устный опрос.

1.3. Заполните пропуски правильными формами указанных в скобках глаголов:

1. New York ... in the 17th century, (*to found*)
2. The city ... in the mouth of the Hudson River, (*to locate*)
3. Manhattan ... also a district of business and finance, (*be*)
4. People from all over the world ... to live in New York in the 19th and 20th centuries, (*come*)
5. The city ... into East and West by the Fifth Avenue, (*divide*)
6. The statue of Liberty ... to New Yorkers by the people of France. (*to present*)

Форма контроля – письменная проверка работ.

2. Rochester.

Rochester is the third largest city in New York State with a population of over 970,000 people. It is situated on the Genesee River and the bank of Ontario Lake.

The history of Rochester began in the year of 1788, when the first Yankees bought the land from the Indians in the area.

The Genesee River played an important role in the city's history. Flour mills were built and long lines of barges loaded with flour moved along the river. Rochester had become "The Flour Capital of the Nation".

A number of industrial firms had their start in Rochester. Now there is an optical and health care company, Eastman Kodak industry, and Xerox Corporation.

One of the special characteristics that gives Rochester its favourable quality of life is the strong emphasis on higher education. Eight colleges and universities are located here; they offer concerts, lectures, excursions, and special events for visitors. The University is famous for its

Memorial Art Gallery containing masterpieces of world art. There are several fine libraries in Rochester which are open to the public.

Hundreds of thousands of visitors from all over the world arrive in Rochester each year. They visit museums, cinemas, and theatres. There are two especially interesting places for children: a petting zoo and Victorian Doll Museum.

Many people make a point of visiting the outstanding area parks in Rochester. Highland Park, the site of the spectacular annual Lilac Festival, has the world's largest collection of lilacs - over 500 variants. Lovely Maplewood Park has the largest public rose garden in state New York.
Форма контроля – устный опрос.

II. Самостоятельная работа №4 (1ч):

Задание по индивидуальному чтению.

Чтение текста по теме.

Задание по говорению.

Составить диалоги на тему My Dream Trip.

Тема 2.4. Досуг (кино, театр, книги и др.)

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы:

Мой любимый автор. Моя любимая передача

Содержание практической работы (13ч)

I. 1. Обсудить с преподавателем, какие виды деятельности в свободное время знаете.

Форма контроля – взаимоконтроль, устный опрос.

2. Выполнить упр.2 на стр.184-185 учебника [1].

Форма контроля – выполнение письменной работы.

3. Выполните упр.3-5 на стр.190 учебника [1]. Для выполнения воспользуйтесь информацией в упр.2, 6 на стр.189, 191 учебника [1].

Форма контроля – выполнение письменной работы.

4. Прочтите и переведите тексты в упр.2, стр. 193 учебника [1] и упр.1 на стр.198-199 учебника [1].

Форма контроля – устный опрос.

Тема 2.5. Новости, средства массовой информации

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы:

Роль средств массовой информации в нашей жизни. Телевидение. Возможности телевидения. Роль телевидения в жизни человека. Положительные и отрицательные стороны телевизионных программ. Интернет.

Содержание практической работы (12ч)

I. 1. Поставьте слова из нижеследующего списка в подходящие пропуски в данном тексте:

Wide
Absence
Almost
Opportunities
Similar
Choice
Need
Violence
Addiction
Already

The most negative effect of the Internet might be people's (1) _____ to it. People often feel a strange and powerful (2) _____ to spend time on the network. Addiction to a computer screen is (3) _____ to drug or alcohol addiction: people (4) _____ never believe they are addicted. One more disadvantage of the Internet is the (5) _____ of informal control. Children receive (6) _____ access to pornography sites and sites with (7) _____ and promoting hate. From that, how much we know about the Internet depends on the (8) _____ we make and how effectively we use the (9) _____ of the Internet in our time.

Форма контроля – выполнение письменной работы.

2. Прочтите и переведите текст, кратко его перескажите:

Television unifies us

The press, television and radio (mass media) play an important part in the life of society. They influence the way people look at the world and make them change their views. Some people say, "News is not what happens- it is what you see or read in mass media". In other words, mass media shapes public opinion. (Sometimes it is good, but sometimes it is terribly bad. It depends.)

Millions of people watch TV and read newspapers and magazines in their spare time. Television dominates one's life if the family watches it most of the time. Television informs, educates, and entertains people, but it is also a habit-forming drug impossible to resist.

Various TV shows, such as quiz, and music programmes attract a large audience. During TV quiz programmes the questions are answered by the viewers at home.

Then there are daily TV serials known as soap operas. Some people find them boring; others consider them to be good entertainment and relaxation.

There is also a lot of advertising on TV. A lot of commercial firms buy the time to advertise their goods and services. Advertising often annoys the general public. A film, a good basketball or football match may be interrupted several times with advertisements for a soap powder or new perfume.

To convince the viewers that a certain product is the best and to persuade them to buy it takes not only a lot of imagination but also a lot of time. The same commercials are repeated dozens of times every day, which bores the viewers.

Some people say there is too much violence on television, which has a bad influence on young viewers. Television often shows scenes of violence.

But it is hardly fair to say that TV doesn't try to raise the cultural level of the people or develop their artistic taste. Many TV programmes are excellent: they are made in good taste and with great professional skill. Television brings into millions of homes not only news and entertainment, but also cultural and educational programmes.

Good or bad, television brings the world into our home and brings us closer to other people. Besides, it is a good company for people who live alone.

- A. Promoting aggression and mistrust
- B. A pleasant way to relax and spend our free time
- C. Not only entertainment
- D. Time is money
- E. Guidelines about watching
- F. TV is more real than reality

Форма контроля – устный опрос.

3. Подумайте и расскажите о преимуществах и недостатках телевидения и Интернета

Форма контроля – устный опрос.

4. Переведите выражения, данные в скобках, на английский язык:

1. Mass media (играют важную роль) in the life of (общества).
2. They (информируют), educate and (развлекают) people.
3. (Другими словами) mass media (формируют) public (мнение).
4. Millions of people (в своё свободное время) watch TV.
5. (Общее мнение) about television is that it is (потрясающе захватывающее).
6. (Без сомнения), television has (преимущества).
7. It is a (окно в мир).
8. Children can (узнать) a lot from watching (его).
9. (Более того) it is a (дешевая) form (развлечения).
10. It can (превращать) children (в) criminals.
11. Some people (спорят) that television has had a (ужасный) effect (на) family life.
12. People (больше не) talk (с) each other.

Форма контроля – выполнение письменной работы.

5. Прочтите текст и ответьте на вопросы к нему:

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear

war. Information sent over the Internet takes the shortest path available from one computer to another. Because of this, any two computers on the Internet will be able to stay in touch with each other as long as there is a single route between them. This technology is called packet switching. Owing to this technology, if some computers on the network are knocked out (by a nuclear explosion, for example), information will just route around them. One such packet-switching network which has already survived a war is the Iraqi computer network which was not knocked out during the Gulf War.

Most of the Internet host computers (more than 50%) are in the United States, while the rest are located in more than 100 other countries. Although the number of host computers can be counted fairly accurately, nobody knows exactly how many people use the Internet, there are millions worldwide, and their number is growing by thousands each month. The most popular Internet service is e-mail. Most of the people, who have access to the Internet, use the network only for sending and receiving e-mail messages. However, other popular services are available on the Internet: reading USERNET News, using the World-wide Web, telnet, FTP, and Gopher.

In many developing countries the Internet may provide businessmen with a reliable alternative to the expensive and unreliable telecommunications systems of these countries. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for calls across their countries or around the world. But who actually pays for sending messages over the Internet long distances, around the world? The answer is very simple: users pay their service provider a monthly or hourly fee. Part of this fee goes towards its cost to connect to a larger service provider, and part of the fee received by the larger provider goes to cover its cost of running a worldwide network of wires and wireless stations.

But saving money is only the first step. If people see that they can make money from the Internet, commercial use of this network will drastically increase. For example, some western architecture companies and garment centers already transmit their basic designs and concepts over the Internet into China, where they are reworked and refined by skilled – but expensive – Chinese computer-aided-design specialists.

However, some problems remain. The most important is security. When you send an e-mail message to somebody, this message can travel through many different networks and computers. The data is constantly being directed towards its destination by special computers called routers. However, because of this, it is possible to get into any of the computers along the route, intercept and even change the data being sent over the internet. In spite of the fact that there are many good encoding programmes available, nearly all the information being sent over the Internet is transmitted without any form of encoding, i.e. 'in the clear'. But when it becomes necessary to send important information over the network, these encoding programmes may be useful. Some American banks and companies even conduct transactions over the Internet. However, there are still both commercial and technical problems which take time to be resolved.

1. What is the Internet?
2. What was the Internet originally designed for?
3. What country are the most of the Internet host computers in?
4. What is the most popular Internet service?
5. Whom do you have to pay for sending e-mail messages?
- 6.

Форма контроля – устный опрос.

6. Найдите ошибки в следующих предложениях и напишите их правильные варианты.

1. I want that he called me.
2. Could you tell to him to call me?
3. I get him for you.

4. Hello. I'm Vladimir Ivanov speaking.
5. I'm sorry. The line busy.
6. Can I help to you?
7. He not here at the moment.
8. Can I take a message?
9. I'm sorry. He have a meeting.
10. I'll put you back immediately.

Форма контроля – выполнение письменной работы.

II. Самостоятельная работа №5 (1ч):

Задание по индивидуальному чтению.

Задание по учебнику.

Тема 2.6. Природа и человек (климат, погода, экология). Воспитание экологической культуры.

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы: Окружающая среда. Экология и её проблемы.

Содержание практической работы (8ч)

I. 1. Лексика по теме (прочитать, записать в тетрадь):

Английский:	Перевод:
air	воздух
atmosphere	атмосфера
chop down	срубить, вырубать
conservation of natural resources	охрана природных ресурсов
drought	засуха
dump	свалка
earth	земля

ecosystem	экосистема
endangered species	исчезающий вид
environmental protection	охрана окружающей среды
flooding	наводнение
forest	лес
frost	заморозок
greenhouse effect	парниковый эффект
green belt	полоса зеленых насаждений
grove	роща
habitat	место, среда обитания
heat	жара
ice	лед
lake	озеро
list of endangered species	красная книга
ozone hole	озоновая дыра
ozone layer	озоновый слой
permafrost	вечная мерзлота
reserve	заповедник
prey upon	охотиться

Форма контроля – устный опрос.

2. Текст для чтения (прочитать, перевести с помощью преподавателя, ответить на вопросы после текста):

Ecological Problems

Since ancient times Nature has served Man as the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on. Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up. The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature, a sign of the ecological crises. The most horrible ecological disaster befell Ukraine and its people after the Chernobyl tragedy in

April 1986. About 18 percent of the territory of Byelarus were also polluted with radioactive substances. A great damage has been done to the agriculture, forests and people's health. The consequences of this explosion at the atomic power-station are tragic for the Ukrainian, Byelorussian and other nations. Environmental protection is of a universal concern. That is why serious measures to create a system of ecological security should be taken.

Some progress has been already made in this direction. As many as 159 countries — members of the UNO — have set up environmental protection agencies. But these are only the initial steps and they must be carried onward to protect nature, to save life on the planet not only for the sake of the present but also for the future generations.

Вопросы:

1. How did people live for thousands of years?
2. What cities appear all over the world today?
3. What pollutes the air we breathe?
4. What is the result of the pollution the atmosphere?
5. Why is environmental protection of a universal concern?
6. What are the initial steps in this direction?

Словарь:

ancient — древний
 harmony — гармония
 environment — окружающая среда
 riches — богатства
 unlimited — неограниченный
 to interfere — вмешиваться
 to increase — увеличиваться, возрастать
 smoky — дымный

enterprises — предприятия
 by-product — побочный продукт
 activity — деятельность
 to pollute — загрязнять
 substances — вещества
 oxigen — кислород
 rare — редкий
 destruction — разрушение
 ozone — озон
 layer — слой
 interaction — взаимодействие
 horrible — ужасный
 disaster — катастрофа
 to befall — пасть (на что-то)

Форма контроля – устный опрос.

2. Вставьте в пропуски подходящие слова из списка ниже:

The Earth is our _____. We must take care of it. The importance of this task is _____ by the ecologists, scientists, who study the relations between living things and their _____. Each of us must do everything possible to _____ the land, air and water clean. Of course, people undertake some measures to _____ the environment, but this activity is complicated by the economic difficulties.

Protect, home, keep, pointed out, environment.

Форма контроля – выполнение письменной работы.

3. Согласитесь или не согласитесь и аргументируйте свою точку зрения по высказываниям в нижеследующем диалоге и в утверждениях после него:

Olga: It's stupid to say everybody must be a vegetarian. In some places, it's very difficult to get enough to eat. People have to eat what they can get.

Lena: I don't really care if I eat meat or not, but my parents say I must. Maybe when I'm older.

Kate: The thought of eating a dead animal actually makes me sick.

Andrew: Vegetarianism is silly. You can't live forever on cucumbers and apples, can you?

John: I'll never become a vegetarian. I love fast food so I eat lots of hot dogs and hamburgers.

Natasha: Animals don't wish to be killed and would like to enjoy life to the full, just as any human would. Killing animals is a crime.

Stephen: You never see a tiger or a lion feeling sorry for its victim, do you?

Simon: Why is killing an animal different from killing a human?

Mary: I don't think it's necessary to kill to eat. It's cruel to let animals suffer so much.

Christopher: If you went to the slaughterhouse to see how animals are killed, you wouldn't eat meat.

1. In future people will live longer, many diseases will disappear.
2. People will cut down all the forests.
3. There will be no fish in the rivers.
4. We shall be able to control the weather.
5. We shall not be able to breathe without a gas mask on.
6. We shall exhaust all the resources.
7. There won't be any conflicts between people.
8. We shall find new sources of energy. I. Read the definitions. Choose the environmental term for each definition. Use the words in the box.

Форма контроля – устный опрос.

4. Переведите определения слов, данных в списке ниже, в предложениях:

climate

biodiversity

drought

life expectancy

ozone layer

deforestation

coral reef

carbon emission

1. Variety in the number of species of plants and animals. _____
2. The sending out of poisonous gas when engines burn gasoline. _____
3. The length of time that a person or an animal lives. _____
4. The typical weather conditions in an area. _____
5. The process of destroying forests. _____
6. A line of sharp rocks near the surface of the sea. _____
7. The layer of gases that prevents harmful radiation from the sun from reaching the earth. _____

8. A long period of dry weather when there is not enough rain. _____

Форма контроля – выполнение письменной работы.

5. Употребите утвердительную либо отрицательную форму глагола should в сочетании с одним из данных ниже глаголов:

recycle save buy turn off leave

drop waste help ride stop

1. I _____ litter.
2. I _____ paper, glass, plastic and cans.
3. I _____ the water.
4. I _____ plastic bags.
5. I _____ electricity.
6. I _____ animals in danger.
7. I _____ the lights when I leave the room.
8. I _____ the water running when I brush my teeth.
9. I _____ my bike to school.
10. I _____ the pollution

Форма контроля – выполнение письменной работы.

6. Тексты для чтения – прочитать, перевести, ответить на вопросы преподавателя:

Climate and weather in Great Britain.

The climate in Great Britain is mild and temperate due to the influence of the Gulf Stream. The British often say: "Other countries have a climate; in England we have weather." The weather in Britain is very changeable. A fine morning can change into a wet afternoon and evening. And a nasty morning can change to a fine afternoon. That's why it is natural for the British to use the comparison "as changeable as the weather" of a person who often changes his mood or opinion about something.

The British also say that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long.

The weather is the favourite conversational topic in England. When two Englishmen meet, their first words will be "How do you do?" or "How are you?" And after the reply "Very well, thank you; how are you?" the next remark is almost certain to be about the weather. When they go abroad the

British often surprise people of other nationalities by this tendency to talk about the weather, a topic of conversation that other people do not find so interesting.

The best time of the year in Britain is spring (of course, it rains in spring too).

The two worst months in Britain are January and February. They are cold, damp and unpleasant. The best place in the world then is at home by the big fire.

Summer months are rather cold and there can be a lot of rainy days. So most people who look forward to summer holidays, plan to go abroad for the summer — to France, Spain or some other place on the Continent.

The most unpleasant aspect of British weather is fog and smog. This is extremely bad in big cities and especially in London.

The fog spreads everywhere, it is in the streets and it creeps into the houses. Cars move along slowly, but still street accidents are frequent in the fog. People cannot see each other. They creep along the houses touching them with their hands not to lose their way or not to be run over by a car.

Форма контроля – устный опрос.

Тема 2.7. Образование (система образования в России, англо-говорящих странах)

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы: Система образования в России и за рубежом.

Содержание практической работы (12ч)

I. 1. Тексты для чтения – прочитать, перевести, ответить на вопросы преподавателя, выполнить задания к текстам:

A. Schools in Great Britain

Education in Britain is compulsory and free for all children between the ages of 5-16. Many children are educated in state schools. All books and equipment are provided free. Uniform is worn in many schools but this is now quite flexible.

Primary School. Schoolchildren attend a primary school for 6 years (5 to 11 years). They study general subjects and special help is given to children with handicaps and learning difficulties. The division between primary and secondary education is at the age of 11 when almost all children in the state system change schools.

Secondary school. When students go to Secondary School at the age of 11, they do not take any examination, but their reports are sent on from the Primary School.

Most children – over 80% - go to a comprehensive school. ‘Comprehensive’ means all-inclusive. They admit pupils of all abilities. But there are also grammar schools and secondary modern schools. The pupils have to pass an exam to go there; so admission depends on the results of the selective exams and the pupils’ abilities. All types of secondary schools have the 5-year courses for pupils from 11 years up to the school leaving age.

Pupils in all State Schools in England and Wales study 10 main subjects (in Scotland and Northern Ireland, the education system is little different)

Core subjects:

English

Mathematics

Science

Foundation subjects:

History

Geography

A modern language

Art, Craft and Design

Music

Information Technology

Physical Education

Religious education is also taught.

Attainment tests are given at the ages of 7, 11, 14, 16 (GCSE)

At the end of a 5-year course, at the age of 16, students sit the G.C.S.E. (General Certificate of Secondary Education) exams in as many subjects as possible. Weak students may only sit for three or four subjects. Better students take ten subjects.

At the age of 16 about two thirds of these pupils leave school and get jobs. About one-third stay on at school until the age of 18 preparing themselves for higher education.

The 6th Form. More ambitious pupils continue to study in the 6th form. They stay on at school for one or two years to prepare themselves for university. They have only three or four main subjects which are necessary to pass the advanced level exams (called A-level exams) at the age of 18. In addition to the foundation subjects the 6th formers are offered many other courses at Advanced level such as Classical Civilization, Further Mathematics, Information Technology, History of Art, Social Biology and many others.

The school year is divided into three terms with the intervals between them during the Christmas and Easter holidays lasting about two weeks each and the summer holiday which begins late and is usually six weeks long.

All kinds of out-of-class activities are part of school life in Britain. Students have a lot of opportunities for playing sports, attending different clubs (for example, Book Club, Maths Club,

Chess Club, etc.) and singing in a choir. Most schools have very good libraries which students use for reference work.

B. Schools in the United States

There are different types of schools and colleges in the United States, and there are many differences among them. But they are in some ways similar in their structure.

American students pass through elementary and secondary school. About 85% of students attend public schools. The other 15 percent attend private schools.

Elementary School usually means grades Kindergarten (K – most schools start at the kindergarten level) through 8. But in some places, the elementary school includes only grades K to 6. And sometimes grades 4, 5, and 6 make up what is called a ‘middle grade’ school

High School generally means grades 9 to 12. However, in many districts, junior high school includes grades 7 to 9. And when grades 7-9 are included with the 10th, 11th and 12th grades, all six are said to form a senior high school.

Although different schools offer different programmes, certain subjects are taught at each level in all K to 12 systems across the country. Almost every elementary school provides instruction in Mathematics, Language arts (a subject that includes history, geography, citizenship and economics), music, art and physical education. In many elementary schools, courses in the use of computers have been introduced. And in some areas, a second language (other than English) is offered in the upper elementary grades.

Most secondary schools offer the same “core” of required subjects: English, Mathematics, Science, Social studies and Physical Education. In some areas students can choose some subjects. And they can take additional units as electives, for example, a year of European history and a year of world political issues. Elective courses vary from school to school. Some high schools specialize in business education or industrial trades or foreign languages. A student planning to be a physician would want to attend a school offering many electives in science.

High schools students can take vocational courses that prepare them to perform specific jobs, such as that of automobile mechanic or a carpenter. Advanced courses prepare other students for university or college study.

Most schools start at around 8 o’clock in the morning and classes often do not finish until 3 or 4 o’clock in the afternoon.

Schools organize all kinds of sport activities. Most schools publish their own student newspapers, and some have their own radio stations. Almost all have student orchestras, bands and choirs, which give public performances. There are theatres and drama groups, chess and debating clubs, Latin, French, Spanish and German Clubs, groups which meet after school to discuss computers, or chemistry, etc.

Задание 1. Ответьте на следующие вопросы:

1. At what age do children in Britain and in the USA start school?
2. What types of schools can be found in these countries?
3. What subjects are taught in British and American schools?
4. What is the school leaving age in Britain and in the USA?

Форма контроля – устный опрос.

Задание 2. Раскройте скобки, поставив глагол в соответствующую форму.

1. If I (do) well at the exam, my parents will buy me an MP3 player.
2. If my sister borrows my clothes again, I (scream).
3. We’ll leave at six if the weather (be) bad.
4. They (not/mind) if we’re a bit late this afternoon.

Форма контроля – выполнение письменной работы.

Задание 3. Заполните пропуски, используя правильную форму слов и выражений, данных в рамке.

achieve	fail	pass	degree	experience	instruction
---------	------	------	--------	------------	-------------

1. We had our English exam this morning. I hope I've !
2. Pete couldn't answer any questions, so he thinks he has
3. Our teacher said that we've all a lot this year.
4. I've left you a list of on the kitchen table.
5. Meeting Bred Pitt was an amazing!
6. My sister left Warwick University after she got her

Форма контроля – выполнение письменной работы.

2. Прочтите следующее стихотворение. Обратите внимание на выделенные слова. Попробуйте понять их значение, не прибегая к помощи словаря.

Dorothy Law Nolte - “**Children Learn What They Live**”

If a child lives with criticism ,	If a child lives with praise ,
He learns to condemn .	He learns to appreciate .
If a child lives with hostility ,	If a child lives with fairness ,
He learns to fight .	He learns justice .
If a child lives with ridicule ,	If a child lives with security ,
He learns to be shy .	He learns to have faith ,
If a child lives with shame ,	If a child lives with approval ,
He learns to feel guilty .	He learns to like himself.
If a child lives with tolerance ,	If a child lives with acceptance and
He learns to be patient .	friendship ,
If a child lives with encouragement ,	He learns to find love in the world.
He learns confidence .	

Форма контроля – устный опрос.

3. Попробуйте своими словами пояснить по-английски термин “**education**”.

Форма контроля – устный опрос.

4. *Ответьте на вопросы:*

Where can we get education?

Do you agree that “Learning is a Treasure that will follow us everywhere”?

People travel so much nowadays, what are the reasons for their travelling?

What should we know to feel at ease abroad?

Форма контроля – устный опрос.

5. Теперь посмотрите на следующие слова и выражения. Есть ли среди них знакомые вам и если да, как они переводятся?

Private school, state school, primary education, grade, to assess, marks, higher education, main subjects, to choose, out-of-class activities, special school, school specializing in, secondary school, general education, teacher, faculty, to pass exams, to enter the university.

Форма контроля – устный опрос.

6. Подумайте о том, что вы слышали, видели или читали об образовании в Великобритании.

Форма контроля – устный опрос.

7. Ответьте на вопросы об образовании в России:

1. What kind of schools or pre-school groups do children go to before they start schooling?
2. Are comprehensive schools selective? Do children have to take exams to get accepted?

3. When do Russian pupils have exams?
 4. What do Russian pupils do after the ninth form?
 5. What is college in Russian Federation, does it go into the higher educational system?
- Форма контроля – устный опрос.
8. Прочтите следующие тексты рекламных объявлений и анкеты после них. Помогите Вильме и Марии правильно выбрать учебное заведение.

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A.Hello! I'm Vilma Pereira, from Brazil. I'm fifteen years old and I want to become a historian when I'm older. I'd like to have an opportunity to discover the background and culture of other peoples.

B.I'm Maria Santini from Naples, in Italy. I can speak Italian, Spanish and a little English. In my leisure time I read a lot and watch video.

Форма контроля – устный опрос.

II. Самостоятельная работа №6 (2ч):

Задание по письменной речи.

Сравнить образование в Великобритании и США.

Задание по говорению.

Подготовить сообщение о частных школах Великобритании или об университетах Великобритании/США (на выбор).

Тема 2.8. Среднее профессиональное образование:

вчера, сегодня, завтра

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [2]

Краткое содержание темы: Актуальность СПО.

Содержание практической работы (10ч)

I. 1. Тексты для чтения – прочитать, перевести, ответить на вопросы преподавателя, выписать новые слова и словосочетания по теме:

A. Education in Russia

Citizens of Russia have the right for education which is guaranteed by the Constitution. The public educational system in our country incorporates pre-school, general school, specialized secondary and higher education.

Pre-school consists of kindergartens and creches. Children there learn reading, writing and arithmetic. But pre-school education isn't compulsory - children can get it at home.

Compulsory education is for children from 6(7) to 17 years of age.

The main link in the system of education is the general school which prepares the younger generation for life and work in modern production. There are various types of schools: general secondary schools, schools specializing in a certain subject, high schools, lyceums and so on. Tuition in most of them is free of charge, but some new types of schools are fee-paying. The term of study in a general secondary school is 11 years and consists of primary, middle and upper stages. At the middle stage of a secondary school the children learn the basic laws of nature and society at the lessons of history, algebra, literature, physics and many others.

After the 9th form pupils have to sit for examinations. Also they have a choice between entering the 10th grade of a general secondary school and enrolling in a specialized secondary or vocational school.

Persons who finish the general secondary school, receive a secondary education certificate, giving them the right to enter any higher educational establishment. Entrance examinations are held in July and August. Institutions are headed by rectors; the faculties are headed by the deans. One has to study in the institute for 5 years. Higher educational institutions train students in one or several specializations.

B. My College

My name is Christina. I'm sixteen years old. I live in Russia. I have recently graduated from my high school and entered the Kazan Medical College. It is one of the best colleges

in the city. Besides, I have always wanted to study medicine after school. I really like this college and some of my close friends have also applied to study here. My parents have always wanted me to be a lawyer, but I have made up my mind to become a medical assistant or a nurse. The entrance exams included Biology and Russian and I passed both of them with excellent marks. I am delighted to study such subjects as Anatomy, Latin, English, Nursing, Genetics, Pharmacology, Microbiology, Physical Education and else. Our college is rather well equipped. There is a large sports ground outside and one gym inside. There is also a huge library with a good choice of medical books. Actually, this college is one of the oldest educational institutions in the city and in Russia. It was founded in 1837. At first it was simply a paramedic school. After the revolution the first Soviet midwifery school was based here. In 1954 the school received the status of Kazan basic medical college. Today, the college provides basic and advanced training in such specialties as dentistry, midwifery, paramedics, pharmacy, laboratory diagnosis, and some other branches. In addition, each year the college provides postgraduate training for nurses. I'm very proud to be a student of this college. Today, Kazan Medical College is one of the most prestigious and reliable institutions in the city. Thousands of young people can get decent education in healthcare area at this college.

Форма контроля – устный опрос.

2. Перескажите кратко один из приведённых выше текстов, на выбор, и расскажите о себе и своей учёбе в колледже.

Форма контроля – устный опрос.

II. Самостоятельная работа №7 (1ч):

Задание по письменной речи.

Написать рекламу своего колледжа.

Тема 2.9. Культурные и национальные традиции, краеведение, обычаи и праздники

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы:

Культура стран изучаемого языка. Обсуждение проблемы терпимости по отношению к людям других национальностей.

Содержание практической работы (12ч)

1. 1. Ознакомиться с лексикой новой темы в упр.1 на стр.12 учебника [1]. Выписать новые слова и словосочетания вместе с переводом в тетрадь.

Форма контроля – устный опрос.

2. Тексты для чтения в упр.2-4 на стр.13-16 учебника [1] (прочитать, перевести с помощью преподавателя, ответить на вопросы после текста, выполнить задания).

Форма контроля – устный опрос.

3. Составить диалоги, обсудить вопросы, вынесенные в упр.5 на стр.16 учебника [1].

Форма контроля – устный опрос.

4. Ответить на вопросы в упр.7 на стр.17.

Форма контроля – устный опрос.

5. Поделитесь своим мнением по вопросу, вынесенному в упр.8 на стр.17 учебника [1].

Форма контроля – устный опрос.

6. Текст для чтения (прочитать, перевести с помощью преподавателя, ответить на вопросы после текста, выполнить задания):

Stonehenge

Richard: The first destination on our list is Salisbury Plain in south – western England. We are going to see Stonehenge.

Valentina: My God, is it all there is to see!!

Richard: You are not the only one who says these words. Many people feel the same when they arrive here. Really, on the one hand Stonehenge is nothing more than a circle of large stones that dramatically dominate rather bleak landscape.

But on the other hand, it is a prehistoric monument that dates from the late Stone Age. It is the largest, the most famous and important megalithic monument in Europe.

Denis: What was it built for?

Richard: We do not know its precise purpose, there are hundreds of theories, thousands of myths about its origins and possible ways in which it could be used. Some say (and some do not agree with them) that Stonehenge was a tribal gathering place. The other widely known theory suggests that it was a religious centre and it was connected with astronomical observations.

Anna: I think it was a very difficult task to erect these huge stones here.

Richard: Stonehenge is made up of large sandstone blocks (each is 4 m high) that form a circle 33 m in diameter.

Vladimir: You said it is prehistoric.

Richard: Stonehenge was built around 2200 BC. The scientists believe that all 82 sandstones were transported from Wales.

Denis: What? But Wales is very far from here. Why did these people move these large stones from Wales to this plain? How did they do it? Why?

Richard: It is a good question. Very little is known about this people but we can assume that it had good trade connections and settled in this region about 1600 BC. The archaeologists found

numerous burials around the monument. The graves were very rich and contained many precious objects.

When the Romans occupied Britain, they took little interest in Stonehenge but tore down some stones. The chronicles say that two stones fell in January 1797, and another stone fell in 1900. In 1958 these stones were raised to give the monument the appearance that it had during the Roman occupation of Britain.

Valentina: Why was Stonehenge built?

Richard: I wish I knew. May be people used it to predict the summer and winter solstices, the equinoxes and eclipses of the sun and moon.

Denis: So, Stonehenge is a prehistoric calendar.

Richard: Perhaps it was the gathering place for religious ceremonies connected with the sun and moon. We can say no more. The science stops here but fantasy begins to take off. Some say that the stones possess magical power and can cure any disease, and some believe that this structure was erected by the beings from the space.

Today tourists from all over the world wander among these giant stones, take pictures of them and try to imagine that Stonehenge had been here long before the pyramids in Egypt were built.

Словарь:

Bleak - унылый

Sandstone - песчаник

BC (англ. Before Christ) - до нашей эры

Solstice - день солнцестояния

Equinox - день равноденствия

Eclipse – затмение

Форма контроля – устный опрос.

4. Выберите правильный ответ:

What is the precise purpose of Stonehenge?

- i. It was a prehistoric calendar
- ii. It was a burial place
- iii. We do not know
- iv. It was used as an observatory

Форма контроля – устный опрос.

7. Ответьте на вопросы:

- a. Where does Stonehenge stand?
- b. How old is it?
- c. How many stones does Stonehenge consist of?
- d. In what form are the stones arranged?
- e. Were the people who built Stonehenge rich?
- f. What astronomical events might Stonehenge be connected with?
- g. What are the most popular theories about the origins and purposes of Stonehenge?
- h. Why is Stonehenge so famous and important?

Форма контроля – устный опрос.

8. Расставьте события в хронологическом порядке:

- a. Two stones fall down.
- b. All fallen stones are raised to make Stonehenge look like it was 2 000 years ago.
- c. The Romans arrive in Britain and tear down several stones.
- d. The first people appear on Salisbury Plain.
- e. The Stonehenge is constructed.

Форма контроля – устный опрос.

Тема 2.10.

Общественная жизнь (повседневное поведение, профессиональные навыки и умения)

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1], [2]

Краткое содержание темы:

Проблема занятости и трудоустройства. Планирование своего будущего. Правила написания заявления на работу и заполнение анкеты.

Содержание практической работы (8ч)

I. 1. Прочитайте, как правильно составлять резюме.

Форма контроля – устный опрос.

2. Сравните подходы к написанию резюме у нас и в англоязычных странах по данному двуязычному тексту. Закройте правую половину и попробуйте понять английский текст. После прочтения определите, какие различия в написании резюме у нас и в англоязычных странах.

Nowadays, employers tend to receive thousands of applications for a job as soon as it is advertised on the job market. Therefore it is vital that your letter should stand out from the thousands of CVs and letters that people are going to send. The first impression is always the most important one, therefore you need a good and well- structured CV in order to attract the employers' attention. Here are a couple of tips about how to write a good CV when applying for a job in the UK or in Ireland.

Presentation

An employer has very little time to spend on your application. The most important thing is that your CV is clear. Your CV has to be word processed. It immediately shows that you can work on word processors. The CV should be between one or two pages long. Don't be scared to space it out, never condense everything onto one page otherwise it will look messy. Since most employers have very little time to spend on each CV, they tend to skim read what you have written. It is therefore better to start by what is most important and work your way downwards from what is important to what is not so vital.

The structure of a CV must follow a certain order.

1. Personal data

First of all, you have got to introduce yourself: full name, address, date of birth. If you want, you can add your phone number, marital status and nationality. Even if this is not compulsory, this might be important for the type of job for which you are applying. For example, if you are applying to an international company that requires knowledge of a language as a native tongue then it might be useful to mention your nationality. If there is anything that you would feel that is important to mention, you can do it here.

2. Education and qualifications

This part of the CV is one of the most important because it gives the employer an insight into who you are, through your academic career. The trickiest part of mentioning qualifications is to try and find the equivalent in English. This is not always easy as the diplomas in the education system vary from country to country. The best thing to do is to write the original name of your qualification along with the equivalents in English in brackets. Grades can also be a problem.

Сегодня многие работодатели получают тысячи резюме от потенциальных работников буквально в день публикации вакансии. Поэтому очень важно, чтобы Ваше резюме выделялось из остальных. Всем известно, что первое впечатление играет очень важную роль, соответственно необходимо иметь хорошее и правильно построенное резюме. Здесь Вы найдете советы о том, как составить качественное резюме.

Презентация

Работодатель обычно не затрачивает много времени на прочтение Вашего резюме. Поэтому оно должно быть четким и не превышать одной - двух страниц. Однако не пытайтесь максимально наполнить эти две страницы информацией. В противном случае резюме будет выглядеть неаккуратно. В резюме важно суметь показать, что Вы умеете выделять самое главное. Обычно работодатели просто бегло просматривают резюме, поэтому лучше размещать информацию в порядке убывания ее важности.

Существует определенная система построения резюме:

1. Личная информация

В первую очередь необходимо указать ФИО, адрес, телефон, дату рождения. Можно написать о семейном положении и национальности. Хотя такая информация и не обязательна, порой она важна для некоторых должностей. К примеру, если Вы хотите работать в международной компании, где требуется знание языка, являющегося для Вас родным, лучше тогда указать в резюме Вашу национальность. Если есть еще что-то, о чем Вы считаете необходимым написать в резюме, - смело пишите. «Сам себя не похвалишь...»

2. Образование

Эта часть резюме одна из самых важных. Ведь именно из этого раздела у работодателя складывается первое впечатление о Вас. Самое сложное – правильно подобрать выражения на английском языке для описания Вашей специализации. Эта сложность обусловлена разницей в образовательных системах мира. Лучше всего написать Вашу специализацию латиницей, а затем в скобках дать эквивалент на английском языке. Указывать оценки также не стоит, т.к. оценочные системы разных стран различаются.

3. Work experience

This section can be divided in various sub-sections especially if you have got a lot of experience (present post, previous employment, voluntary work). Don't be afraid to describe the tasks that you had to do in your different jobs, especially if these are relevant to the job that you are applying for.

4. Skills

In this section, you can put down all the practical things that you can do that might be useful for the job: driving licence (always say clean driving licence), knowledge of languages and computer software.

5. Interests

Of course, the employer is not going to hire you because you have the same hobbies as him/her but this section helps him/her get a better idea of what kind of person you are. However, you should remain brief.

6. References

It always looks good to put down the names of two people who have agreed to provide references. Ideally, one should be academic and the other from one of your previous job(s). Always give the name and title of your referee.

GUIDELINES TO WRITE A CURRICULUM VITAE

If you were interested in a summer position abroad, a curriculum vitae would be the appropriate document you will send to your targeted employer. A curriculum vitae (CV) represents your personal and working history. It differs from the traditional U.S. resume in that it could be (and more than likely will be) more than one page. There is no need to send your CV in traditional resume paper; plain white bond paper would be enough. You have the freedom to choose your margins and your font style, but always remember that it should look very professional.

The following is a list of information that should appear in your CV:

Photo

Personal details such as age, gender, nationality, place and date of birth and marital status

Address, phone number (s) and e-mail (s)

3. Опыт работы

Этот раздел может быть разделен на несколько подразделов, особенно если у Вас богатый опыт работы. Не бойтесь указывать все обязанности, которые Вы выполняли на всех работах, особенно если они имеют отношение к той должности, на которую Вы претендуете.

4. Профессиональные навыки

Здесь Вы можете указать те навыки и преимущества, которые, по вашему мнению, пригодятся в работе, например: наличие водительского удостоверения, знание иностранных языков, а также компьютерная грамотность.

5. Интересы

Конечно, работодатель не возьмет Вас на работу только потому, что и Вы и он любите заниматься спортом. Но из этого раздела он сможет лучше понять, что Вы за человек. Но не переусердствуйте. Укажите только самое главное.

6. Рекомендации

Всегда хорошо иметь в резюме имена нескольких человек, готовых дать Вам рекомендацию. В идеале один должен быть Вашим преподавателем из университета, а другой - с прежней работы. Всегда указывайте полное имя и должность того, кто готов дать рекомендацию.

КАК НАПИСАТЬ CURRICULUM VITAE

Если Вы хотите поработать за границей, то CV Вам просто необходимо. В нем находится информация о Ваших личных и профессиональных достижениях. Оно отличается от классического американского резюме объемом – обычно CV занимает более одной страницы. Здесь нет никаких четких правил в отношении бумаги, полей, или шрифта. Однако надо помнить, что CV все равно должно выглядеть профессионально.

Вот перечень того, что должно быть в вашем CV обязательно:

Фотография

Личные данные (ФИО, возраст, пол, национальность, дата и место рождения, семейное положение)

Адрес, номер контактного телефона и e-mail

Сведения о полученном образовании (школа,

Education (including in some cases high school, undergraduate, graduate and post-graduate)
 Study abroad
 Thesis or Dissertation Title and Advisor
 Graduate fieldwork
 Education and/or Professional Awards, Honors (include in this section Grants and Fellowship appointments)
 Research Experience
 Work Experience
 Skills
 Publications and Academic or Professional Presentations
 Thesis or Dissertation (when applicable, with a brief description of the topic)
 Professional Licenses and Certifications
 Language Skills
 Professional Memberships
 Extracurricular Activities (include community involvement)
 Interests (be sure to include traveling as it relates to the country)
 References

STRUCTURE OF A CURRICULUM VITAE

Curriculum Vitae

In other countries is common to see the phrase CURRICULUM VITAE written in the center of the page

Personal Information:

Full Name and Surname
 Date of Birth (using the following format: day/month/year)
 Gender (particularly if you have an unusual or unisex name)
 Place of Birth
 Nationality and/or Citizenship (if you are not a citizen of the country you are applying to, you need to inform your potential employer of your visa situation).
 Marital Status
 Address
 Telephone
 Fax
 E-mail

Education:

Years- Discipline Degree- Law School's name, Location (city, state or country)
 • add academic awards
 • add any subjects taken relevant to the targeted employer
 Years- Discipline Degree –Undergraduate School's name, Location (city, state or country)
 Years- Discipline Degree -High School's name, Location (city, state or country)
 Years- Discipline Degree -Middle School's name, Location (city, state or country)
 Years- Discipline Degree -Elementary School's

колледж, высшее/неоконченное высшее)
 Зарубежные стажировки
 Название дипломной работы и имя научного руководителя
 Грамоты, награды (включая полученные гранты и стипендии)
 Опыт научной деятельности
 Опыт работы
 Профессиональные навыки
 Публикации или презентации
 Исследовательские работы/диссертации (с кратким описанием)
 Сертификаты
 Знание иностранных языков
 Членство в профессиональных организациях
 Общественная работа, членство в общественных организациях
 Интересы (не забудьте упомянуть о путешествиях, если они были осуществлены в страну работодателя)
 Рекомендации

СТРУКТУРА curriculum vitae

В некоторых странах принято писать фразу "curriculum vitae" посередине страницы

Личные данные:

ФИО
 Дата рождения (день/мм/год)
 Пол (в особенности, если у Вас необычное имя)
 Место рождения
 Национальность и/или гражданство (если Вы пытаетесь устроиться на работу в страну, гражданином которой Вы не являетесь, то необходимо сообщить работодателю о Вашей ситуации с визой)
 Семейное положение
 Адрес
 Телефон
 Факс
 E-mail

Образование:

Период обучения – название специализации – название ВУЗа и его местонахождение (страна, город)
 - укажите любые награды и грамоты, полученные в процессе обучения
 - укажите предметы, которые Вы изучали и которые имеют прямое отношение к желаемой должности
 Период обучение – название школы и ее местонахождение (страна, город)
 Также укажите любое дополнительное

name, Location (city, state or country)
Additional training OR Additional Education OR
Additional Courses OR Additional
Certificates or Diplomas (any of this titles,
choose the one that applies to your
background).

Year (s)-Name of the institution, degree
received, Location (city, state or country)

Conferences, Courses and/or Seminars:
Year (s)-Name of the institution, Course,
Seminar or Conference's name, Location (city,
state or
country)

List all of the ones you attended and/or
participated.

Languages Skills:

List languages and level of proficiency, orally
and written ability. Mention any language
certificates

or degrees you might have.

- If you are fully bilingual, say "Fluent English and French (written and spoken).
- If you are not fluent in French but can get by, say "English, French.
- If you only speak English, it would probably be better to leave this section out.

Technical and Specialized Skills:

List all the computer programs you feel
comfortable using. If applicable, list how many
words per
minute are you able to type.

Awards, Honors and/or Distinctions:

List all awards and honors you achieve
throughout your life, in ascendant chronological
order.

Work Experience:

Years- Company Name, Division, Location (city,
state or country)

Position or Title. Brief explanation of your
duties, projects and activities in each job.

Professional Memberships:

Years- Name of the association, Location (city,
state or country), Title (if applicable)

Other Categories: (only if applicable)

Teaching Experience: Years- Name of the
Institution, Location (city, state or country)

Publications: List published articles, books, etc.

- Description of Thesis or Dissertation, Papers
Written, Publications

Community Service or Involvement/Volunteer
Work

Travel and Summer Abroad

Academic Presentations and/or Lectures

образование, которое Вы получили (курсы,
колледж, т.д.)

Укажите названия любых полученных
сертификатов

Укажите названия всех семинаров и
конференций, в которых Вы когда-либо
участвовали.

Знание иностранных языков:

Укажите языки, которыми Вы владеете и
степень владения их устной и письменной
формой.

Перечислите языковые сертификаты, которые у
Вас есть.

- Если Вы свободно владеете двумя языками, то укажите "Свободно владею русским и английским языком (как письменным, так и устным)"
- Если Вы не свободно владеете английским, то пишите "Русский, английский"
- Если Вы говорите только по-русски, то лучше вообще пропустить этот раздел

Технические и профессиональные навыки:

Перечислите все компьютерные программы,
которыми Вы владеете. Если нужно, укажите
скорость Вашей печати в минуту.

Награды и достижения:

Укажите все награды и призы, которые Вы
когда-либо получали в хронологическом
порядке.

Опыт работы:

Период работы – Название компании – Название
отдела – адрес (страна, город) – занимаемая
должность – краткое описание служебных
обязанностей на каждой работе

Дополнительная информация (если нужно):

Опыт преподавательской деятельности: период
работы – название образовательного
учреждения (страна, город).

Публикации: название статей, книг, т.д.

Описание исследовательской работы,
Волонтерская работа

Отдых в других странах (его иногда можно
преподнести как стажировку)

Презентации

References

Writing a good CV, Curriculum Vitae Tips

Your CV will look far more attractive if you can convince the employers that you have the qualities they require. Your CV could be your ticket to an interview. Think about what particular employers want, and how you will be an asset to their company. On average an employer spends two minutes reading a CV, so avoid long detailed paragraphs. The employer may only read the first page, or even the first few paragraphs to get a feeling of who you are and what you can do for them. This means that the most important information should be at the top of your CV. Make your CV clear, with a simple yet easy to follow layout, showing all the important facts about your skills, employment history and education. You should target your CV at every specific job you apply for. However you should send a more general CV to a recruitment agency which can be sent to a variety of employers.

Layout Guidelines (up to 2 A4 pages of attractively presented information is standard):

1. The first thing is the document title, Curriculum Vitae, followed by your name. This should be in bold with a larger font, but not too big.
2. Your address, contact details should be neatly presented, with date of birth, nationality and marital status also possible here.
3. Brief Personal Profile: This will be about 3 to 4 lines of text giving a brief overview of your key skills and attributes, and perhaps your objective regarding such a position. Be concise, try to appear interesting and professional to the reader. It will encourage them to read on.
4. Work experience (employment history) starting with your current or most recent job first, then go backwards through your career. State the company name, job title and the period you worked there. Begin by listing your duties and responsibilities. Be specific and detail only what is relevant to the new position (up to 5 or 6 duties). List specific achievements such as finishing a job/project ahead of schedule, or

Рекомендации

Как написать хорошее CV, полезные советы

В первую очередь Вы должны суметь показать в своем CV, что Вы обладаете необходимыми качествами для той или иной работы. Ознакомившись с Вашим CV, работодатель должен захотеть пригласить Вас на собеседование. Поэтому нужно хорошо подумать о том, что бы в Вас хотел увидеть работодатель, понять какой сотрудник ему нужен. В среднем работодатель затрачивает 2 минуты на прочтение CV, поэтому помните, что необходимо указывать только самое значимое. Обычно читается лишь первая страница или даже только несколько первых разделов, поэтому размещайте самую важную информацию в начале первой страницы Вашего CV. Ваше CV должно быть написано четко и лаконично и содержать только самую необходимую информацию, касающуюся Ваших навыков, опыта работы и полученного образования. Ваше CV должно быть составлено для определенной, конкретной должности. Но если Вы просто ищете работу и направляете Ваше резюме в агентства по трудоустройству, то лучше составить более полное и развернутое CV.

Советы по оформлению CV (до 2-х страниц A4):

1. В самом верху пишется Curriculum Vitae, затем Ваше ФИО. Желательно все это выделить жирным шрифтом и большим по размеру, чем остальной документ.
2. Аккуратно напишите Ваш адрес, контактную информацию и, по желанию, дату рождения, национальность и семейное положение.
3. Краткая личная справка: не должна превышать 3-4 строк и обычно включает в себя описание Ваших навыков и достижений, а также желание получить ту или иную работу. Постарайтесь показаться профессионалом, а также интересным человеком.
4. Опыт работы: начиная с самого последнего и заканчивая самым первым. Укажите название компании, должность в которой Вы в ней работали и период времени Вашей работы там. Также не забудьте описать Ваши обязанности на всех работах. Здесь пишите только то, что может непосредственно повлиять на Ваше трудоустройство на желаемую должность. Укажите Ваши достижения на предыдущих работах (законченный раньше срока проект, и

learning a new skill. List any industry training and qualifications you gained while in that employment. Employers like to see employees who learn and respect new skills. If you are a graduate, you should list some work experience. This can show that you have worked in a company and can be a team player.

5. Education: Briefly list your school qualifications, college certificate/diploma and university degree giving dates, location and exam results. Again start with your highest level or most recent training first, then go backwards through your education.

6. Additional skills: List your important everyday skills such as some IT skills, programs used, professional skills, languages. Perhaps provide some evidence of where you have used them.

7. Interests: Employers are usually more interested in activities which require you to show team commitment or personal initiative and drive.

8. References/Referees: Write 'References available on request' if you prefer that the employer asks your permission before writing or ringing them up. Referees can be personal or professional, though professional referees are much better.

9. Do not expect to produce a great looking CV at your first attempt. You may need to make a few drafts. Make sure your grammar and spelling are correct. Make sure the font and style is the same throughout keeping it consistent. Microsoft Word contains a variety of CV templates that ensure details are presented clearly and effectively. Show your CV to someone whose advice you trust and listen to what they have to say. Welcome constructive criticism. Print your CV using a laser printer on good quality paper. When sending CVs via email, it's important to include them as attachments rather than in the body of the email.

10. Now that you've created a good CV, you need an equally good quality covering letter to convince the employer to look closely at your CV.

т.д.). Также укажите какие-либо курсы и тренинги, которые Вы проходили на прежнем месте работы. Работодателю всегда нравятся сотрудники, заинтересованные в повышении своей квалификации. Если Вы совсем недавно закончили ВУЗ, то перечислите места прохождения практики – это тоже будет подтверждением того, что Вы способны работать в команде.

5. Образование: перечислите все школы, колледжи или ВУЗы, где Вы учились. Не забудьте указать их местонахождение и полученную Вами степень и специализацию. Здесь также следуйте порядку от последнего места обучения до самого первого.

6. Профессиональные навыки: укажите такие навыки, как знание компьютерных программ (с указанием их названий), знание иностранных языков. Если сможете, то предоставьте доказательства, подтверждающие Ваши навыки.

7. Интересы: обычно работодатели заинтересованы в людях, умеющих работать в команде. Поэтому лучше указывать интересы, подтверждающие Ваше умение быть членом команды.

8. Рекомендации: напишите «Могу предоставить рекомендации по требованию», если Вы предпочитаете, чтобы работодатель попросил разрешения у Вас, прежде чем писать или звонить людям, готовым дать Вам рекомендацию. Предпочтительнее иметь людей, готовых дать Вам рекомендацию, не из своих друзей, а тех, кто в прошлом были Вашими преподавателями или работодателями.

9. Не ожидайте, что с первого раза у Вас получится составить качественное CV. Вполне возможно сначала Вам придется сделать несколько пробных резюме. Следите за правильным написанием слов и пунктуацией. Убедитесь, что стиль и размер шрифта везде одинаков. Попросите человека, которому Вы доверяете, прочитать Ваше CV, и узнайте его мнение. Распечатайте CV на качественной бумаге на лазерном принтере. А если Вы посылаете его по электронной почте, то оно должно быть в прикрепленном файле, а не в самом письме.

10. Теперь, когда у Вас есть хорошо составленное CV, надо составить такое же хорошее сопроводительное письмо. Оно необходимо, чтобы заинтересовать работодателя и заставить его полностью прочитать Ваше CV.

Форма контроля – устный опрос.

3. Разбейтесь на пары. Один человек в каждой паре будет интервьюером, второй – интервьюируемым. Обыграйте в форме собеседования при поступлении на работу следующие вопросы вместе со своими ответами на них:

- 1 Tell me about yourself.
- 2 How would you describe yourself? (character / personality)
- 3 Are you married? Single?
- 4 What are your strengths / weaknesses?
- 5 What do you do in your free time? What are your hobbies?
- 6 Why are you interested in this work?
- 7 What type of position do you think would suit you?
- 8 What have you got to offer us?
- 9 What are your salary requirements?
- 10 How do you feel about your future in the profession?
- 11 Have you had any failures? What failures have you had?
- 12 What sort of obstacles have you come across in your work?
- 13 Would you be willing to move to another part of the country/to work abroad?
- 14 Which do you prefer : to work alone or in a team?
- 15 Do you think you have the ability to be a team leader?

Форма контроля – устный опрос.

II. Самостоятельная работа №8 (1ч):

Задание по лексике.

Задание по электронному источнику.

Задание по индивидуальному чтению.

Задание по электронному источнику.

Тема 2.11 Научно-технический прогресс

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Оснащение:

Литература: [1]

Краткое содержание темы: Научно-технический прогресс. Техника, работа с ней, компьютер.

Содержание практической работы (10ч)

I. 1. Прочтите и переведите упр.1-2 на стр.220-222 в учебнике [1] ,выполните задания к ним.

Форма контроля – устный опрос.

2. Прочтите, переведите и выразите своё мнение о текстах в упр.1, стр.224-225 в учебнике [1]. Составьте диалоги по упр.2-3, стр.226 в учебнике [1].

Форма контроля – устный опрос.

3. Проработайте в группах, на которые вас разделит преподаватель, упр. 1-2 на стр.228-230 в учебнике [1]. Выразите своё мнение о сказанном в упр. 3-4, стр.231 в учебнике [1].

Форма контроля – устный опрос.

II. Самостоятельная работа №9 (1ч):

Задание по индивидуальному чтению.

Задание по учебнику.

Задание по говорению.

Задание по учебнику.

Тема 2.12 Профессии, траектории карьеры, профессиональный рост

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы: Профессии. Получение работы. Опыт работы.

Содержание практической работы (10ч)

I. 1. Текст для чтения (прочитать, перевести с помощью преподавателя, ответить на вопросы после текста, выполнить задания):

A. How To Write in English

Writing in English can be very different than in your native tongue. The following article outlines how to write a resume. The most important step in how to write a resume is to take the time to prepare your materials thoroughly. Taking notes on your career, educational and other accomplishments and skills will ensure that you can shape your resume to a wide variety of professional opportunities.

Here's How:

1. First, take notes on your work experience - both paid and unpaid, full time and part time. Write down your responsibilities, job title and company information. Include everything!
2. Take notes on your education. Include degree or certificates, major or course emphasis, school names and courses relevant to career objectives.
3. Take notes on other accomplishments. Include membership in organizations, military service and any other special accomplishments.

4. From the notes, choose which skills are transferable (skills that are similar) to the job you are applying for - these are the most important points for your resume.
5. Begin resume by writing your full name, address, telephone number, fax and email at the top of the resume.
6. Write an objective. The objective is a short sentence describing what type of work you hope to obtain.
7. Begin work experience with your most recent job. Include the company specifics and your responsibilities - focus on the skills you have identified as transferable.
8. Continue to list all of your work experience job by job progressing backwards in time. Remember to focus on skills that are transferable.
9. Summarize your education, including important facts (degree type, specific courses studied) that are applicable to the job you are applying for.
10. Include other relevant information such as languages spoken, computer programming knowledge etc. under the heading: Additional Skills
11. Finish with the phrase: REFERENCES Available upon request
12. Your entire resume should ideally not be any longer than one page. If you have had a number of years of experience specific to the job you are applying for, two pages are also acceptable.
13. Spacing: ADDRESS (center of page in bold) OBJECTIVE double space EXPERIENCE double space EDUCATION double space ADDITIONAL SKILLS double space REFERENCES.

Tips:

1. Use dynamic action verbs such as: accomplished, collaborated, encouraged, established, facilitated, founded, managed, etc.
2. Do NOT use the subject 'I', use tenses in the past. Except for your present job. Example: Conducted routine inspections of on site equipment.

What You Need

- Paper
- Typewriter or Computer
- Dictionary
- Thesaurus
- Past Employer Addresses

B. When You Have No Job Experience

1. Select a simple and standardized format, nothing too fancy.
2. Use plain white or off-white paper and avoid flashy fonts or scented sheets (You're not Elle from *Legally Blonde*)
3. Make sure your contact information is accurate and up-to-date. Include a primary contact number, and a cell phone number and email address if you have them. Note: if your email address has a nickname or an overly cutesy name consider opening a free email account with some variation of your actual name, nothing ruins a resume faster than a name like *superstud1993@freemail.com* in the contact line.
4. Include an introductory paragraph of 2 or 3 sentences telling the employer about your strongest and most desirable personality traits. Tailor this to highlight those traits most applicable to the job for which you are applying.
5. If you truly have no work experience don't try to flub, instead list your volunteer work or community activities. If you've done work experience through a course at school make note of it here. If you've had odd jobs, or done things like baby sit or yard work for neighbors list it here and if at all possible get letters of reference.
6. Next list course work at school that you feel is relevant to the job. Make note of any academic achievements or awards. Explain how you think your excellent performance in these areas would benefit the employer or enhance your ability to do the job. If you can, get a letter of reference from a teacher of one of the courses you mention.

7. List your extracurricular activities of a *non-volunteer* nature such as sports, church or youth groups, school committees, etc. If you have a position of authority in any of these groups make note of it and describe your duties as if they were a job.
8. Finally, sell yourself by making a list of your skills, special talents, or positive personality traits.

Tips:

1. When writing your first resume never pad it or make it longer than a page; employers aren't expecting a long work history from a first time worker.
2. You may see a lot of things on this list that appear as "don'ts" on resume and job hunting websites but remember that this is your first resume and the rules change once you have some work experience or career oriented education.
3. Don't lie and always be true to who you are. Any deception will be very obvious to an experienced interviewer and will cost you the job.

Форма контроля – устный опрос.

2. Прочтите слова и словосочетания, обозначающие различные профессии, с их переводом, выпишите новую лексику в тетрадь:

Профессии

actor – актер
actress – актриса
astronaut ['æstrɒnɔ:t] – астронавт, космонавт
author ['ɔ:θə] – автор, писатель
authoress ['ɔ:θərəs] – писательница
baker – пекарь, булочник
barber – парикмахер, цирюльник
beautician [bju:'tɪʃn] / **cosmetician** ['kɒz,metɪʃən] – косметолог
biologist [baɪ'ɒlədʒɪst] – биолог
bricklayer – каменщик
bus driver – водитель автобуса
butcher ['bʊtʃə] – мясник
caretaker – лицо, нанимаемое для того, чтобы следить, заботиться о ком-либо или чем-либо
carpenter ['kɑ:pəntə] – плотник
chauffeur ['ʃəʊfə] / **driver** – шофер, водитель
chimney ['tʃɪmni] **sweep** / **chimney sweeper** / **sweep** / **sweeper** – трубочист
clothier ['kləʊðiə] / **draper, outfitter** (BrE) – торговец мануфактурными товарами, торговец одежды, галантереи, и т.п.
coach ['kəʊtʃ] – тренер, инструктор
cobbler – сапожник, занимающийся починкой обуви
confectioner [kən'fekʃnə] – кондитер
construction worker – рабочий-строитель
cook – кухарка, повар
dentist – зубной врач, дантист
doctor – врач
electrician [,ɪlek'trɪʃən] – электрик, электротехник, электромонтер
engineer [,enʒɪ'niə] – инженер
explorer – исследователь
farmer – фермер
fashion ['fæʃən] **model** / **model** – модель
ferryman – перевозчик, паромщик
fireman / **firefighter** – пожарный
florist – торговец цветами

gardener – садовник
glazier ['gleɪziə] – стекольщик
greengrocer ['gri:n,grəʊsə] (BrE) – продавец фруктов, овощей
grocer ['grəʊsə] – торговец бакалейными товарами, бакалейщик
hairdresser ['heədresə] – парикмахер
hairstylist – парикмахер-стилист
hunter / **hunter** – охотник
legislator ['ledʒɪsleɪtə] – законодатель
mechanic [mi'kænik] – механик
miner – шахтер
nurse ['nɜ:s] – медсестра, медбрат / сиделка
optician [ɒp'tɪʃən] – оптик
painter – художник / маляр
pharmacist ['fɑ:mæsɪst] / **chemist** ['kemɪst] – аптекарь, фармацевт
pilot ['paɪlət] – пилот, летчик
plumber ['plʌmə] – водопроводчик
police officer – полицейский
research scientist ['risɜ:tʃ 'saɪəntɪst] – научный исследователь
roofer / **slater** – кровельщик
scavenger ['skævɪndʒə] – уборщик мусора, метельщик улиц
secretary ['sekɹətəri] – секретарь
shepherd ['ʃepəd] – пастух
shepherdess – пастушка
shop assistant / **sales person** / **salesman** / **saleswoman** / **salesclerk** – продавец, продавщица
singer – певец
stationer ['steɪʃənə] – торговец канцелярскими принадлежностями
surgeon ['sɜ:ʒən] – хирург
taxi driver / **cab driver** – водитель такси
teacher – учитель, преподаватель
tiler – плиточник
tobacconist [tə'bækənɪst] – торговец табачными изделиями
vet / **veterinary surgeon** (BrE) / **veterinarian** (AmE) – ветеринар, ветеринарный врач

vocalist ['vəʊkəlɪst] – вокалист, певец, певица
waiter – официант
waitress – официантка
zoologist – зоолог

Работа – общее

earn one's living – зарабатывать на жизнь
employee [im'plɔɪ] – служащий
employer [im'plɔɪə] – работодатель, наниматель
job / work – работа
flexitime / flexitime – свободный режим рабочего дня, скользящий график
full-time job – работа на полную ставку
get a raise – получить повышение
occupation [,ækju'peɪʃn] – род занятий, профессия
part-time job – работа на неполную ставку
pay cut / wage cut – снижение заработной платы
profession – профессия
promotion – продвижение по службе
regular ['regjʊlə] **job** – постоянная работа
run a firm – руководить фирмой

Безработица

be unemployed / be out of work – быть безработным
discharge – увольнение
fire / dismiss / discharge / sack – уволить

salary / wages – заработная плата
severance ['sevərəns] / **severance pay** – выходное пособие
trade – занятие, ремесло, профессия
work in shifts – работать посменно
worker – рабочий
working hours – рабочие часы
work overtime – работать сверхурочно

Устройство на работу

application – заявление
application form – бланк заявления
apply for a job – подать документы для приема на работу
apprentice [ə'prentɪs] / **trainee** [treɪ'niː] – ученик, стажер, практикант
apprenticeship – ученичество
CV (= curriculum vitae [kə ,rɪkjʊlə'm'viːtaɪ]) – краткая биография
job interview – собеседование при приеме на работу
skilled worker – опытный рабочий
training – обучение, тренировка
vacancy ['veɪkənsɪ] – вакансия

look for a job – искать работу
resign [ri'zeɪn] – уходить в отставку
quit – бросать работу
unemployment – безработица

Форма контроля – устный опрос.

3. Разбейтесь на пары. Один человек в каждой паре будет интервьюером, второй – интервьюируемым. Обыграйте в форме собеседования при поступлении на работу следующие вопросы вместе со своими ответами на них:

- | | | |
|----|--|--|
| 1 | Tell me about yourself. | across in your work? |
| 2 | How would you describe yourself? (character / personality) | 13 Would you be willing to move to another part of the country/to work abroad? |
| 3 | Are you married? Single? | 14 Which do you prefer : to work alone or in a team? |
| 4 | What are your strengths/ weaknesses? | |
| 5 | What do you do in your free time? | Форма контроля – устный опрос. |
| 6 | Why are you interested in this work? | |
| 7 | What type of position do you think would suit you? | II. Самостоятельная работа №10 (1ч):
Задание по письменной речи.
Сочинение на тему: My profession. |
| 8 | What have you got to offer us? | |
| 9 | What are your salary requirements? | |
| 10 | How do you feel about your future in the profession? | |
| 11 | Have you had any failures? What failures have you had? | |
| 12 | What sort of obstacles have you come | |

Тема 2.13 Отдых, каникулы, отпуск, туризм – внутренний и внешний

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы: Каникулы. Виды летнего отдыха. Отпуск. Туризм внутренний и внешний.

Содержание практической работы (10ч)

I. 1. Ознакомьтесь с лексикой новой темы, данной в нижеследующей таблице. При помощи преподавателя переведите данные слова и выражения и запишите их в тетрадь.

Summer Vocabulary Word List

A air conditioner August B backpack baseball bathing suit beach berries bikini boating C camp camping canoeing D diving F fan fishing flowers fresh fruit Frisbee	G gardening grass H heat hiking holiday hot humidity I ice cream J journey July June L lightning M muggy O ocean outdoors outside	P park picnic play R recreation relax rest road trip S sandals sandcastle sailing sea seashore season shorts sightseeing solstice summer sun sunbathing surfing swim
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Форма контроля – устный опрос.

2. Прочтите и переведите текст о летнем отдыхе и различных видах времяпровождения. Ответьте на вопросы по тексту, данные ниже, кратко перескажите прочитанное.

There is a great number of different ways of spending summer holidays. It depends on person, on his culture, education, age, social level and personal tastes and preferences. So, everyone likes his own way of summertime spending. Everybody loves holidays because during our holidays we can relax and have fun. You can do whatever you like, you don't have to get up too early, and do your homework. You get enough time to travel, play your favorite sports and practice your hobbies. It is a great pleasure to have a rest after a whole year of hard work or study. People like to travel during their summer holidays.

Some people go abroad to see new countries, some people prefer to go to the country-side to enjoy country-life far from noise and fuss of big cities. Other people like staying at home doing nothing, but watching TV and playing computer games.

Some people like to spend their holidays in cities, visiting theatres, museums and going sightseeing. But a great number of people go to the seaside.

The beach is a traditional summer destination for thousands of people. Everyone wants to go to the beach! Sun, surf, and sand are a lure for millions of visitors. The wealth of things to do includes sunbathing, jogging, boating, fishing and surfing. Ever presented breezes keep the temperature comfortable and the water warm.

Beach cities are the centres for easygoing life styles. The newest trends in youth culture often originate there. For example, roller-skating started on the Venice boardwalk.

Though sea, sun and sand are the same, people try to go to a different place every year, because fauna, and flora, and the air are different. Spending holidays on the beach is a great rest though many people combine sunbathing with visiting museums and places of interest.

Questions:

1. What is traditional destination for summer holidays?
2. Why do people want to go to the beach?
3. What can people do at the beach?
4. What makes temperature?
5. What often originates in the beach cities?
6. Why do people go to a different places?

Форма контроля – устный опрос.

3. Изучите, как пишутся газетные заметки на тему видов отдыха в британских газетах. Прочтите и переведите заметки, расскажите, в чем особенность их языка. Перескажите прочитанное.

A. Thousands mark summer solstice with yoga in New York's Times Square Organisers said 14,000 people registered for the yoga event, called 'Mind Over Madness' which marks the summer solstice and the longest day of the year.

Co-founder of Solstice in Times Square, Douglass Stewart, said the city centre is the ideal location to challenge individuals to still their thoughts.

"It's an intersection of all places, you know... Lots of people are here and Broadway shows are here. Different kinds of people with different agendas, all meeting at this busiest place. And so we decided and thought that this would be the perfect place to test that theory", said Mr Stewart. This is the tenth year that yoga practitioners have laid down their mats in Times Square and settled into a renewed New York state of mind.

B. So Hot That...

Yes, it was hot last Tuesday, July 6, when the temperature hit 103 degrees in Central Park, a record for the date. But the hottest day ever in New York City was July 9, 1936, when the

mercury reached 106 degrees in Central Park. Here's how The Times reported it: "In the great shopping districts in the Thirties, the pavements became so soft in late afternoon that the crosswalks were dotted with rubber heels that were caught in the asphalt as women passed by. ...In Syracuse, on one of the main streets, a housewife fried an egg on the pavement; at Perry, N.Y., an absent-minded man who left his false teeth on the window sill returned within an hour to find them melted away. ... Thousands had spent the night in the parks and on the beaches at Coney Island. ... In Traffic Court, where 525 cases were scheduled, Magistrate Leonard McGee caused a universal sigh of relief when he told spectators they could take off their coats and loosen their ties."

C. Tips to spend a great holiday

- Keep yourself busy! Don't spend your whole summer doing nothing. You only have summer vacation to do things you've always wanted to do while the weather is warm. You can even make a list of things you wish to do throughout the summer.
- If it rains, just stay inside and watch movies and play games. It's just one day, so who cares? You've got all summer.
- If you're trying to put off employment, then just be a kid and enjoy your summer vacation. You will work for at least 30 years, you don't have to start now. Unless you need money.
- Spend time at a lake or river. You can do all kinds of things to enjoy the water. These include swimming, fishing, or just going for a boat ride.
- Meet new people.
- Go to a park and start a game of basketball or soccer or something.

Форма контроля – устный опрос.

4. Прочтите и переведите следующий рассказ. Расскажите о своём времяпровождении с друзьями.

Spending time with my friend

I have a very good friend. Her name is Laura. Friends are very important in our life. I think one cannot live without friends. The most important thing for being good friends, to my mind, is to be ready to help one another in any situation, nevertheless how difficult it is, to support one another and to solve all the problems together. And never mind, that the friends may have different interests and hobbies, different likes and dislikes. They say that the friend in need is a friend indeed. I think it is really so.

My friend and I always do our best to help one another. We discuss all our troubles and try to find the best decision in any situation. My friend is a very good, kind and clever girl. We often spend our free time together. It is not very easy now, because both of us are very busy — we are going to enter institutes and have a lot of work to do. My friend is going to become a doctor. Our future professions are different and the subjects we have to study are different too, but we like to work together and to help one another in our study.

When we have some free time, we go for a walk, read and discuss books, watch films, go to discos or play computer games. Playing computer games is our hobby. Both of us are fond of sport. We go in for tennis and often go to the tennis court together. We are football fans and we like to watch and discuss football matches on TV or to go to the stadium. I love my friend very much. I think she is a true friend. Our friendship is very dear to me and I try to do my best to be a good friend too.

Форма контроля – устный опрос.

II. Самостоятельная работа №11 (2ч):

Задание по письменной речи.

Написать сочинение *My Holidays*.

Задание по устной речи.

Подготовить рассказ о любимых путешествиях/любимом времяпровождении (на выбор).

Тема 2.14 Искусство и развлечения

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы: Виды искусства. Саморазвитие как вид досуга.

Содержание практической работы (12ч)

1. Прочтите слова и словосочетания по новой теме. Выпишите в тетрадь вместе с переводом базовые из них. По прочтении составьте диалоги на тему своего отношения к театру.

	<u>Theatre. Театр</u>
the Opera House	Оперный театр
the Opera an Ballet Theatre	театр оперы и балета
the Satire Theatre	театр сатиры
the Operetta Theatre	театр оперетты
the Drama Theatre	драматический театр
the Puppet Theatre	театр кукол
the Central Children's Theatre	Центральный детский театр
a matinee (performance)	утренний спектакль
an evening performance	вечерний спектакль
What's on?	Что идет?
the first night (premiere)	премьера
a tragedy	трагедия
a drama	драма
a comedy	комедия
an operetta	оперетта
a vaudeville	водевиль
an opera	опера
a play	пьеса
a performance	представление (спектакль)
a dress rehearsal	генеральная репетиция
a scriptwriter	либреттист (сценарист)
a make-up man	гример
a producer	режиссер, постановщик
a prompter	суфлер
a company (of actors)	труппа
a cast	состав актеров
a touring company	гастролирующая труппа
a summer tour	летние гастроли
crowd scenes	массовые сцены
a character	действующее лицо

scenery	декорация
row	ряд
orchestra stalls	первые ряды партера
stalls	партер
pit	амфитеатр
box	ложа
dress circle	балкон первого яруса (бельэтаж)
balcony	балкон
gallery	галерка
stage	сцена
setting	место действия (декорации, обстановка действия)
sets	декорация к определенной сцене
footlights	рампа
a theatre-goer	театрал
a dressing room	артистическая уборная
wings	кулисы
The Cloakroom. The Audience.	Гардероб. Зрители.
The theatre is crammed	Театр набит битком
The theatre is full up to the doors	Театр полон до отказа
a cloak-room	вешалка, гардероб
attendant	гардеробщик
opera-glasses	бинокль
an usher	билетерша
an intermission	антракт
a foyer	фойе
a refreshment room	буфет, закусочная
a complementary ticket	пригласительный билет
seats	места
interval	антракт
curtain falls (drops)	занавес опускается
to ring down the curtain	опустить занавес
to ring up the curtain	поднять занавес
footlights	рампа
lights go up (down)	свет зажигается (гаснет)
prompt-box	суфлерская будка
prompter	суфлер
stage door	служебный вход
attendants	обслуживающий персонал
gangway seats	места, ближайшие к проходу
circle of tier	ярус
House is sold out	Все билеты проданы
leading performers	актеры, играющие главные роли
minor characters	второстепенные действующие лица
act	играть
to create a role	создавать роль
to play a role	играть (исполнять) роль
curtain call	вызов актера на сцену аплодисментами
to receive a curtain call	выходить на аплодисменты
encore	бис
make-up	грим
to rehearse	репетировать
rehearsal	репетиция

on tour	на гастролях
gala	торжественный спектакль
repertoire	репертуар
script	текст пьесы
libretto	либретто
to do the decor	писать декорации
stage-manager (director)	режиссер
musical director (conductor)	дирижер
Performance is a success (a failure)	Спектакль имеет успех (провалился)
Форма контроля – устный опрос.	

2. Прочтите полилог по ролям. Вспомните всё, что уже знаете о британской и американской системе образования. Переведите реплики. Обсудите в парах прочитанное. Попробуйте представить себе участников полилога, выразите своё мнение о каждом из них – что из себя представляет этот человек и каким его представляете вы, что становится известно о нём из полилога.

IT'S NEVER TOO LATE TO LEARN

The English group is received by the Washington section of the Green-peace Youth Organization. The membership includes university students, high school students and young working people.

Jack. Tell me, Brian, what is it like to be a university student in the US? Your university system is known to be unique, isn't it?

Brian Schulz, American university student. I think it is, and our secondary education system too, which is quite unlike yours.

J. And what's unique about it?

B.S. At the age of 6 or 7 children go to elementary school, which includes grades 1 to 5, then at the age of 12 - to middle school - grades 6, 7 and 8, and finally to high school - grades 9, 10, 11, and 12.

Harry Clarke, American high school student. And many young people finish their education at high school. The thing is, it provides not only academic but vocational subjects as well. I've chosen to work after finishing school.

Cecily. Oh, have you? To tell the truth, I am at the point of doing that myself. But my parents won't be happy about it, I'm afraid. They insist on my staying at school and going to college.

Ulaf. I know how it is. You feel tired and exasperated after studying for G.C.S.E. (General Certificate of Secondary Education) examinations and are keen to go into the world and get started.

J. Why not? Many rich and famous people started working young. Practice is the best teacher!

B.S. But it's also true that some of them regret it. My father believes there are disadvantages in starting work young: you work too hard, suffer and sacrifice a lot before you learn your profession properly.

C. I'm not so pessimistic about having an early start. I believe, you can succeed if you have direction. I mean if you know from the start what you want to become.

B.S. Then why not get education first and then do your work professionally?

Alice. Certainly. But some people get upset at having to ask their parents for money. Ypu've got to have a social life and buy things.

B.S. I agree, that counts. But there are plenty of part-time jobs at gas stations, motels, snackbars and stores that a teenager can get during summer vacations or during the school year. I admit that kind of work is mindless, but in order to have some extra cash you can deal with it all right.

H. Well, this is what I think. If I have to work in any case I'd rather work for myself than work for somebody else.

Eva. Don't you have any difficulties in finding a job in the US?

H. Actually it's not always easy to get a permanent job. But there are training centres, called Job Corps where people are taught baby-sitting, typing, cooking, nursing, bricklaying, book-keeping, bookbinding and other trades. Job Corps are there to help people find a job.

E. I see young people have many opportunities to choose from.

Bert. All the same I'm convinced that it's better to spend one's youth studying.

A. I'm with you there. But when I come to think of the long anxiety-filled process of applying to university I can't help feeling distressed.

B.S. You definitely shouldn't. You never know what you can do till you try. True, applying to college is one of the most distressing times in the life of high school seniors but you must face it if you want to compete successfully in the working world.

H. Ask Brian, he knows all about it. He was enrolled to Georgetown University last year and is a freshman now, aren't you, Brian?

B.S. It all began at the end of my third year of high school with the Scholastic Aptitude Test, or SAT.

A. Is it the same kind of thing as the examinations for General Certificate of Secondary Education in Britain?

B.S. Not exactly. This is a multiple choice test given on the same day across the nation. It's 3 hours long and has several sections that test math, verbal and reasoning skills.

Frank. So you work hard to get good scores, the higher the better?

B.S. Yes. SAT scores range from 400 to 1600, with scores over 1000 considered good. Most colleges require a good score for entry.

J. Well, what if a college rejects you?

B.S. You can apply to as niany colleges at a time as you like. In fact it's much easier to enroll at University than to study there.

Rona. Do you mean that there is no competition for admission at all?

B.S. For some prestigious and private colleges it is intense. But some public universities accept almost all applicants. It is in the course of study that nearly 50 per cent of the students drop out.

R. Did you have to pass examinations?

B.S. I had to complete the application forms. They are several pages long and ask a lot: .what types of classes I took in high school, my hobbies and extracurricular activities, my family background and why I want to attend this college.

Irene. What else did you have to do?

B.S. Then I had to write the dreaded essay, some 200-1000 words in response to two questions, something like: If you could change one fact of human development what would it be and why?

Tracy. Did you do it like a student in the joke?

The Professor says: Your last paper was very difficult to read. Your work should be written so that even the most ignorant will be able to understand it.

The student says: Yes, sir. What part didn't you understand?

B.S. Ha, ha! Fortunately I didn't have to be that witty.

U. You had to present recommendation letters instead, didn't you?

B.S. Oh, quite a few of them, telling what kind of person I had been in class and outside of school.

Gloria. Quite a lot of requirements, isn't it? I hope those were the last.

B.S. Not in the least. Some colleges also require a personal interview. They like to hear you speak, to see how you act under pressure, and how you present yourself as a person.

G. When did you find out whether you had been accepted by the college?

B.S. In April. Admission committees review all the papers and pick the best candidates for their school by February or March; Then they send notification letters to the applicants.

I. Did you get many of them?

B.S. I've heard from all the universities I had applied to. I had been accepted to eight, rejected by one, and put on the waiting list for one.

A. Good for you. That sounds encouraging. Perhaps I should try to apply to some professional college in the US. Why not? Anyway, you can take a job anytime.

H. But not straight away on the eve of Hallowe'en. Holidays are to be enjoyed, not wasted! So we are glad to invite your group to our school's Hallowe'en Dance on the 31st of October.

Everybody. Oh, we'll be happy to come. Thank you for the invitation.

Форма контроля – взаимоконтроль.

Тема 2.15 Государственное устройство, правовые институты

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы: Государственное устройство России. Государственное устройство страны изучаемого языка. Высшие органы власти России и страны изучаемого языка.

Содержание практической работы (6ч)

1. Ознакомиться с лексикой новой темы в упр.1-2 на стр.40-41 учебника [1] . Выписать новые слова и словосочетания вместе с их переводом в тетрадь.

Форма контроля – устный контроль.

2. Посмотреть и перевести табличку в упр.3 на стр.42, сделать задания к упражнению, устно, на стр.43.

Форма контроля – взаимоконтроль.

3. Посмотреть и перевести таблички в упр.1-2 на стр.44-45 учебника [1]. Сделать задания к упражнениям.

Форма контроля – устный контроль.

Раздел 3. Профессионально направленный курс.

В данном разделе тематика занятий посвящена узкоспециальным темам, направленным на углубление и расширение лексического запаса.

Цели:

- формирование навыков владения деловой лексикой и медицинской терминологией
- формирование умения грамотного и точного научного перевода с английского на русский и обратно
- развитие активности студентов, умения работать в сотрудничестве.

Студент должен уметь

- Читать аутентичные тексты с полным пониманием прочитанного.
- Отвечать на поставленные вопросы по теме.
- Вести диалог-обмен мнениями, используя оценочные суждения.
- Извлекать определенную информацию из услышанного.

Студент должен знать:

- Правила чтения
- Лексический и грамматический материал по теме.

Тема 3.1. Медицинские тексты

Цель: изучить профессиональную лексику на английском языке.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать профессиональную лексику в коммуникативных ситуациях;
- понимать содержание текстов медицинской тематики;
- переводить медицинские тексты;

Студент должен знать:

- лексический материал по теме;

Литература: [2]

Краткое содержание темы: Первая медицинская помощь. Помощь при различных состояниях и травмах. Болезни современного человечества.

Содержание практической работы (18 ч)

I. 1. Ознакомьтесь с лексикой на английском языке и переводом лексики. Постарайтесь запомнить новые термины. Повторите их затем за преподавателем, обращая внимание на произношение.

Части тела - Parts of the Body

- | | |
|--|--|
| • ankle – лодыжка, щиколотка | • chest – грудь |
| • arm – рука | • elbow – локоть |
| • back – спина | • finger – палец |
| • belly – живот | • foot (plural: feet) – стопа (стопы) |
| • calf (plural: calves) – икра (ноги) | • hand – кисть руки |
| | • head – голова |

- **heel** – пятка
- **hip** – бедро
- **knee** – колено
- **leg** – нога
- **neck** – шея
- **rib** – ребро
- **shoulder** – плечо
- **spine** – позвоночник
- **thumb** – большой палец
- **toe** – палец ноги
- **waist** – талия
- **wrist** – запястье

Голова и лицо - Head and Face

- **cheek** – щека
- **chin** – подбородок
- **ear** – ухо

Внутренние органы - Internal Organs

- **abdomen** – брюшная полость
- **brain** – мозг
- **heart** – сердце
- **kidney** – почка
- **liver** – печень
- **lung** – легкое
- **stomach** – желудок
- **digestive tract** – пищеварительный тракт

- **earlobe** – мочка уха
- **eye** – глаз
- **eyebrow** – бровь
- **eyelash** – ресница
- **eyelid** – веко
- **face** – лицо
- **forehead** – лоб
- **jaw** – челюсть
- **lip** – губа
- **mouth** – рот
- **nose** – нос
- **skull** – череп
- **temple** – висок
- **tongue** – язык
- **tooth (plural: teeth)** – зуб (зубы)

Анатомия и ткани - Human Anatomy and Tissue

- **artery** – артерия
- **blood** – кровь
- **body** – тело
- **bone** – кость
- **cartilage** – хрящ
- **hair** – волосы
- **muscle** – мышца
- **nerve** – нерв
- **skin** – кожа
- **vein** – вена

Форма контроля – устный контроль.

2. Прочтите в лицах нижеследующий диалог. Затем разбейтесь на пары и составьте аналогичный ему.

Adrienne:

Hey, Ian, tell me about the time you were at the hospital.

Ian:

What, the first time I went to the hospital?

Adrienne:

Yes, the first time.

Ian:

The first time I went to hospital was when I was 13 years old and it was the day of my birthday and I had a pain in my right side and I'd been sick the day before and so on my birthday my mom phoned the hospital and the doctor decided I should go to hospital and I had my appendix out.

Adrienne:

OW! That sounds painful!

Ian:

Mm, but there's more! On my 18th birthday, I had like a lump in my throat, and I couldn't

breathe properly and again my mother phoned the doctors and I went to the hospital again and my right lung had collapsed.

Adrienne:

Oh, my goodness!

Ian:

I know. I spent about 8 days in hospital and it was in Wales. I always remember being in Wales because I had problems understanding the doctor's accent, and then, are you ready, there's more.

Adrienne:

Tell me.

Ian:

Again when I was 20 years old I was at university in Leeds, and again I had a lump in my throat and I had problems breathing. I went to the hospital and the same thing again. My right lung had collapsed.

Adrienne:

Collapsed!

Ian:

Yes, but this time, because we were in a big city, they had more sophisticated medical equipment and they put a syringe, made a very small hole in my chest and put the syringe into my lung and drained away the excess air and my lung was inflated again.

Adrienne:

Did it hurt?

Ian:

Not as much as the first time. And I only spent a day in hospital and then they sent me home, but there's more. A week later I had the same problem, a lump in my throat, and I had problems breathing and so I went to the hospital again and my right lung had collapsed again, for the third time, so this time the doctors decided they had to do a bigger operation to make sure that this wouldn't happen again so I was at hospital for two weeks and they cut away the top part of my lung, and stitched me back up and now my lungs are absolutely fine. I've had no problems since and I'm doing lots of running and I feel much better, but I don't want to have the same thing again. Ever!

Adrienne:

I hope you don't either. That's amazing!

Ian:

I know. The thing is, my uncle and my father had the same problems so it's probably in my genes, in my family's genes, that we have this. It's a common family problem, but anyway, now I am OK.

Adrienne:

Wow! That's good!

Форма контроля – устный контроль.

II 1. Прочтите и переведите следующий текст. Ответьте на вопросы преподавателя.

At the Doctor

“Medicines are not meant to live on”, an English proverb says. There is no denying the fact, we can only add that good health is better than the best medicine. And if your health is good, you are always in a good mood. You have “A sound mind in a sound body”, as the old Latin saying goes. Taking medicines is an unpleasant thing, of course, and if you want to avoid it, you should keep yourself fit. There is no doubt, if a person doesn’t take exercises, he can easily catch an illness. Certainly the progress of science is a wonderful thing, and I want to speak about the achievements of medical science. A hundred years ago there was no medicine for diphtheria, measles, scarlet fever, whooping-cough and other infectious diseases. A lot of people suffered from pain and nobody could help them. But nowadays the situation has changed and our medicine has succeeded in treating patients for contagious diseases. You can always go and see a doctor, and you are sure he will examine you and give an advice. And if you have to have an operation he will send you to a hospital where they have all the necessary equipment.

If your teeth need attention, filling or extracting, or if you need false teeth, then you go to the dentist.

If your eyes need attention, you go to the oculist, who will examine them, test your sight to see whether you are suffering from short-sight or long-sight, and will write out a prescription, which you take to an optician, who will then make the necessary glasses for you.

Once my friend came to school (University) as usual, but in two hours his unusual paleness attracted attention of his fellows. It was obvious that something was wrong with him. We advised him not to risk his health and see a doctor at once.

The doctor asked my friend what was the matter with him. My friend complained of a headache and sore throat. He took his temperature, and it proved to be high. Having examined my friend, the doctor found he had a bad cold, wrote out a prescription and told him to go home and stay in bed to avoid complications. My friend followed the doctor’s instructions and in a week he felt much better and the doctor said he had fully recovered.

medicine – медицина, лекарство
to be in a good (bad) mood – быть в хорошем (плохом) настроении
a sound mind in a sound body – в здоровом теле здоровый дух
to avoid – избегать, уклоняться
to catch an illness – заболеть
diphtheria – дифтерия
measles – корь
scarlet fever – скарлатина
whooping cough – коклюш
infectious – инфекционный
disease – болезнь
to succeed in treating patients for contagious diseases – преуспевать в лечении больных заразными болезнями
advice – совет
hospital – больница
equipment – оборудование, оснащение
false teeth – вставные зубы
dentist – стоматолог
oculist – окулист

short-sight – близорукость
long-sight – дальнозоркость
to write out a prescription – выписать рецепт
optician – оптик
glasses – очки
paleness – бледность
to attract the attention of smb. – привлекать чье-то внимание
to advise – советовать
to complain – жаловаться
headache – головная боль
sore throat – больное горло
to take one’s temperature – измерить температуру
to have a cold – простудиться
to stay in bed – лежать в постели
complications – осложнения
to follow smb’s instructions – следовать рекомендациям
to feel much better – чувствовать значительно лучше
to recover – выздоравливать

Форма контроля – устный контроль

2. Ознакомьтесь с пояснениями терминов. Переведите термины на русский, дайте им обстоятельное толкование.

The different types of medicines and how they work

‘Pharmacology’ is the science that deals with the origin, nature, chemistry, effects and uses of drugs. Medicines come in a variety of different forms, including:

- **pills, tablets** – a small round or oval mass that contains medicine and is swallowed. Some are ‘enteric-coated’ with a substance which only dissolve when it reaches the intestines, this ensures that the active ingredient reaches the site of action or site of absorption
- **capsules** – these are gelatinous containers containing powder or tiny pellets (which are also often enteric-coated)
- **injection** – the administration of a liquid, into a part such as vein or subcutaneous tissue. An injection usually brings about a quicker effect, particularly if the drug is injected directly into the bloodstream (IV – ‘intravenous’), rather than into a muscle (IM – ‘intramuscular’); injections given just under the skin are called ‘subcutaneous’ injections
- **liquids/syrups** – a concentrated solution of a sugar in water, with medication dissolved in the liquid. Cough mixtures are commonly sold in liquid form; liquid medicines are particularly useful in children and the elderly, both of whom may struggle to swallow tablets or capsules
- **lozenges** – a medicated tablet, that is allowed to dissolve in the mouth. Throat conditions are most commonly treated with lozenges, which often have a mild anaesthetic effect to numb a sore throat
- **inhalants** – a medication that is taken into the body through the nose or respiratory system, through inhalation (breathing in). Asthma medication, is available in inhaler formulations
- **creams, ointments** – are semi-solid preparations, containing the medicinal substance, to be used externally. They are applied directly onto the skin or into the eyes or ears¹⁶
- **suppositories** – the medication is usually mixed with a suitable oil, which is solid at room temperature, and is in the form of a large “tablet shape” to be inserted ano-rectally, where the medication is rapidly absorbed. Not the most pleasant form of medicine to ‘administer’, but they are very useful in ano-rectal conditions, and if the patient is vomiting or likely to vomit (medicines taken orally can easily be ejected when vomiting)
- **aerosol** – Same as inhalants

Форма контроля – устный контроль.

II. 1. Прочтите заметку. Обдумайте ее и выскажите свое мнение по поводу негативного влияния курения на организм и провоцирования им различных заболеваний.

The Burden of Smoking

Despite clear evidence about the dangers of smoking, relatively few smokers fully grasp its health risks.

People may know generally that smoking is harmful, but it is usually seen merely as a bad habit that people choose to indulge in.

Many smokers cannot name specific diseases caused by smoking other than lung cancer and do not know that smoking also causes heart disease, stroke and many other diseases, including many types of cancer.

The extreme addictiveness of tobacco and the full range of health dangers have not been adequately explained to the public. Consequently, people believe they can stop smoking before health problems occur. The reality is that most smokers will be unable to stop smoking, and up to half will die from smoking-related illnesses.

Форма контроля – устный контроль.

Smoking is the single-most preventable cause of death in the world

Every 6 seconds a person dies of a smoking-related disease.

Every cigarette smoked, takes 7 minutes off your life.

Smoking harms nearly every organ in the body and is a risk factor for 6 of the 8 leading causes of death in the world, including

- Heart disease
- Pulmonary disease
- Various cancers

People who are exposed regularly to second hand smoke have a 20-30% increase in lung cancer risk and a 23% increase in heart disease. Children are at particular risk from adults smoking including Sudden Infant Death Syndrome (or cot death), middle-ear infection and lung disease.

2. Переведите текст с листа, без предварительного прочтения его про себя или вслух.

Reasons to stop smoking

Understanding why you want to stop smoking is one of the most important things you can do to help you succeed. Everybody is different and individual smokers each decide to stop for their own reasons.

Common reasons for deciding to stop include:

- Worrying about the impact of smoking on your health
- The cost of smoking
- Concern for the impact of smoking on those around you

Deciding to stop smoking is always a good start but if you are serious about stopping, then seeking the advice of your doctor is the best way to help you accomplish it.

Nicotine Addiction

Nicotine is a substance found naturally in tobacco. It is highly addictive – as addictive as heroin or cocaine. Over time, a person becomes physically dependent on and emotionally addicted to nicotine.

When you smoke, inhaled nicotine is carried deep into your lungs. There it is absorbed quickly into the bloodstream and carried throughout your body. Inhaled nicotine moves into the brain within seconds (drug levels peak within 10 seconds of inhalation). Rapid rates of absorption and entry into the brain cause a strongly felt “rush” and reinforce the effects of the drug.

By inhaling tobacco smoke, the average smoker takes in 1–2 mg of nicotine per cigarette.

A typical smoker will take 10 puffs on a cigarette over a period of 5 minutes that the cigarette is lit.

Thus, a person who smokes about 1 pack of cigarettes (20 cigarettes) daily gets 200 “hits” of nicotine to the brain each day.

Nicotine induces pleasure and reduces stress and anxiety. However, the acute effects of nicotine dissipate quickly, as do the associated feelings of reward. This makes the smoker want to smoke again, and to continue dosing to maintain the drug’s pleasurable effects and prevent withdrawal.

After a while, the smoker develops a tolerance to nicotine. Tolerance means that it takes more nicotine to get the same effect that the smoker used to get from smaller amounts. This leads to an increase in smoking over time.

Smokers use nicotine to control mood and tend to take in the same amount of nicotine from day to day to keep the level of nicotine within a comfortable range and achieve the desired effect.

Withdrawal Symptoms

When smokers try to cut back or stop smoking, the lack of nicotine leads to withdrawal symptoms.

These symptoms may begin within a few hours after the last cigarette, quickly driving people back to tobacco use. Symptoms peak within the first few days of smoking cessation and usually subside within a few weeks. For some people, however, symptoms may persist for months.

Withdrawal symptoms can include the following

- Dizziness
- Depression
- Feelings of frustration, impatience and anger
- Anxiety
- Irritability

- Sleep disturbances
- Restlessness
- Headaches
- Tiredness
- Increased appetite
- Weight gain
- Chest tightness
- Cough, dry mouth, sore throat, and nasal drip

The basis of nicotine addiction is a combination of positive reinforcements, such as enhancement of mood and mental or physical functioning, and avoidance of withdrawal symptoms when nicotine is not available.

Conditioned Behaviour

When a person who is addicted to nicotine stops smoking, the urge to resume is recurrent and persists long after the withdrawal symptoms dissipate. With regular smoking, the smoker comes to associate specific moods, situations, or environmental factors — smoking-related cues — with the rewarding effects of nicotine. Smokers usually take a cigarette after a meal, with a cup of coffee or an alcoholic drink, or with friends who smoke. When repeated many times, such situations become a powerful cue for the urge to smoke. Aspects of smoking itself — the manipulation of smoking materials, or the taste, smell, or feel of smoke in the throat — also become associated with the pleasurable effects of smoking.

Even unpleasant moods can become conditioned cues for smoking: a smoker may learn that not having a cigarette provokes irritability and that smoking provides relief. After repeated experiences like this, a smoker can sense irritability from any source as a cue for smoking. The association between such cues and the anticipated effects of nicotine, and the resulting urge to use nicotine, constitute a form of conditioning. The desire to smoke is maintained, in part, by such conditioning.

Форма контроля – самоконтроль.

III. 1. Прочтите алгоритм оказания первой медицинской помощи при абдоминальной боли. Переведите его.

BASIC LIFE SUPPORT PROTOCOL:

ABDOMINAL PAIN (NON-TRAUMATIC)

1. Assure that the patient's airway is open and that breathing and circulation are adequate.
2. Assess for shock. IF SHOCK IS PRESENT, REFER IMMEDIATELY TO THE SHOCK PROTOCOL (PAGE 43)!
3. Place the patient in a position of comfort, usually in a face-up position with the hips and knees flexed.
4. Do not administer any solids or fluids by mouth.
5. Obtain and record the vital signs, and repeat en route as often as the situation indicates.
6. Transport, keeping the patient warm.
7. Obtain and record the patient's current and past medical history AFTER TRANSPORT HAS BEEN INITIATED.
8. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

Форма контроля – устный контроль.

IV 1. Прочтите алгоритм оказания первой помощи при измененном психическом состоянии. Переведите его.

ALTERED MENTAL STATUS (NON-TRAUMATIC AND WITHOUT RESPIRATORY OR CARDIOVASCULAR COMPLICATIONS)

THIS PROTOCOL IS FOR PATIENTS WHO ARE VERBALLY RESPONSIVE (V), RESPOND TO PAINFUL STIMULI (P), OR ARE UNRESPONSIVE (U).

1. Assure that the patient's airway is open and that breathing and circulation are adequate and suction as necessary.
2. Administer high concentration oxygen. In children, humidified oxygen is preferred.
3. Obtain and record the vital signs, including determining the patient's level of consciousness.
4. IF THE PATIENT IS UNRESPONSIVE OR RESPONDS ONLY TO PAINFUL STIMULI, transport immediately, keeping the patient warm.
- IF THE PATIENT IS CONSCIOUS, HAS A GAG REFLEX AND IS ABLE TO DRINK WITHOUT ASSISTANCE, provide glucose or a sugar solution (if available) by mouth, then transport, keeping the patient warm.
5. Repeat and record the vital signs, including the level of consciousness and Glasgow Coma Scale en route as often as the situation indicates.
6. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

Форма контроля – устный контроль.

2. Прочтите алгоритм оказания первой медицинской помощи при анафилактическом шоке. Переведите его.

ANAPHYLAXIS

1. Assure that the patient's airway is open and that breathing and circulation are adequate and suction as necessary

NOTE!

IN PEDIATRIC PATIENTS, MAINTAIN A CALM APPROACH TO BOTH PARENT AND CHILD. ALLOW THE CHILD TO ASSUME AND MAINTAIN A POSITION OF COMFORT OR TO BE HELD BY THE PARENT, PREFERABLY IN AN UPRIGHT POSITION.

2. Assist the patient in self-administration of prescribed epinephrine as necessary if the patient has an anaphylaxis (bee-sting) kit.
3. Transport the patient IMMEDIATELY in a position of comfort, while keeping the patient warm, reassuring the patient, and loosening tight clothing.
4. Administer high concentration oxygen.

NOTE

AVOID AGITATION OF THE PEDIATRIC PATIENT. ADMINISTRATION OF OXYGEN, PREFERABLY HUMIDIFIED, IS BEST ACCOMPLISHED BY ALLOWING THE PARENT TO HOLD THE FACE MASK, IF TOLERATED, ABOUT 6 TO 8 INCHES FROM THE CHILD'S FACE.

5. IF VENTILATORY STATUS IS INADEQUATE, REFER IMMEDIATELY TO THE

RESPIRATORY ARREST (NON-TRAUMATIC) (PAGE 26 ADULT OR PAGE 26 PEDIATRIC) OR OBSTRUCTED AIRWAY PROTOCOL (PAGE 18 ADULT, PAGE 20 PEDIATRIC)!

6. Assess for shock. IF SHOCK IS PRESENT, REFER IMMEDIATELY TO THE SHOCK PROTOCOL (PAGE 49)!
7. IF CARDIAC ARREST OCCURS, PERFORM CPR ACCORDING TO AHA/ARC STANDARDS AND GO TO CARDIAC ARREST PROTOCOL (PAGE 26)
8. Obtain and record the initial vital signs, and repeat en route as often as the situation indicates. Be alert for changes in the level of consciousness.
9. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report

Форма контроля – устный контроль.

V 1. Прочтите алгоритм оказания первой медицинской помощи при признаках психического расстройства. Переведите его.

BEHAVIORAL/PSYCHIATRIC DISORDERS

1. Determine whether the situation is safe. If not, retreat to a safe location and obtain additional assistance from the police.
2. Assure that the patient's airway is open and that breathing and circulation are adequate.
3. Consider other causes of abnormal behavior, (e.g., hypoxia, hypovolemia, hypoglycemia, etc).
4. Place the patient in a position of comfort.
5. Attempt to establish rapport with the patient.
6. Restrain, IF NECESSARY, using soft restraints to protect the patient and others from harm.

Форма контроля – устный контроль.

2. Ознакомьтесь со Шкалой комы Глазго. Переведите информацию.

The **Glasgow Coma Scale** (commonly shortened to GCS) is a measurement of a patients level of consciousness, ie how awake they are. As the name suggests, the scale was first designed in Glasgow for patients who had suffered a head injury. It is now used across the world by emergency medical staff and first aiders to assess the level of consciousness for emergency patients.

The Glasgow Coma Scale contains three measurements: **Eyes**, **Verbal** and **Motor**. Each measurement is assigned a score and the GCS is the total of the three scores combined. The minimum GCS score is **3** (completely unconscious) and the maximum is **15** (fully alert).

The following table describes the individual components of the Glasgow Coma Scale and how the individual measurements are scored.

Observation	Response	Score
Eyes	Open Spontaneously	4
	Open to Speech	3
	Open to Painful Stimulus	2
	No Response	1
Speech	Responds Sensibly to Questions	5
	Seems Confused	4
	Uses Inappropriate Words	3
	Makes Incomprehensible Sounds	2
	No Response	1
Movement	Obeys Commands	6
	Points to Pain	5
	Withdraws from Pain	4
	Bends Limbs in response to Pain	3
	Straightens Limbs in Response to Pain	2
	No Response	1

A GCS of less than 8 is generally considered a serious medical emergency due to problems with the casualties airway. When recording a Glasgow Coma Score you should identify the individual components as well as the overall score. e.g: E4 S4 M6 = GCS 14

The Glasgow Coma Scale does have problems however. It can be quite difficult to learn and also people can interpret its scoring system in different ways. In addition, various factors such as alcohol & drugs can 'mask' a casualties true level of consciousness, especially in a head injury situation. However despite this the Glasgow Coma Scale is still widely used by emergency medical services and hospitals across the world.

Форма контроля – устный контроль.

VI. 1. Прочитать и перевести алгоритм первой помощи при переломах.

A fracture is a broken bone. It requires medical attention. If the broken bone is the result of major trauma or injury, call your local emergency number.

Also call for emergency help if:

- The person is unresponsive, isn't breathing or isn't moving. Begin CPR if there's no breathing or heartbeat.
- There is heavy bleeding.
- Even gentle pressure or movement causes pain.
- The limb or joint appears deformed.
- The bone has pierced the skin.
- The extremity of the injured arm or leg, such as a toe or finger, is numb or bluish at the tip.
- You suspect a bone is broken in the neck, head or back.

Don't move the person except if necessary to avoid further injury. Take these actions immediately while waiting for medical help:

- **Stop any bleeding.** Apply pressure to the wound with a sterile bandage, a clean cloth or a clean piece of clothing.
- **Immobilize the injured area.** Don't try to realign the bone or push a bone that's sticking out back in. If you've been trained in how to splint and professional help isn't readily available, apply a splint to the area above and below the fracture sites. Padding the splints can help reduce discomfort.
- **Apply ice packs to limit swelling and help relieve pain.** Don't apply ice directly to the skin. Wrap the ice in a towel, piece of cloth or some other material.
- **Treat for shock.** If the person feels faint or is breathing in short, rapid breaths, lay the person down with the head slightly lower than the trunk and, if possible, elevate the legs.

Форма контроля – устный контроль.

2. Разбейтесь на пары и разыграйте вызов скорой помощи.

Форма контроля – устный контроль.

VII. 1. Прочтите и переведите алгоритм оказания первой медицинской помощи при переохлаждении и обморожении.

BASIC LIFE SUPPORT PROTOCOL: COLD EMERGENCY

FROSTBITE

1. Protect the injured areas from pressure, trauma, and friction.
2. Remove the clothing from the injured areas.

DO NOT RUB THE INJURED AREAS! DO NOT BREAK BLISTERS!

NOTE!

DO NOT ALLOW THE INJURED AREAS TO THAW IF THEY MAY <u>REFREEZE BEFORE EVACUATION IS COMPLETED!</u>
--

3. Transport, keeping the patient warm.
4. Obtain and record the vital signs, and repeat en route as often as the situation indicates.
5. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

SYSTEMIC HYPOTHERMIA

1. Handle the hypothermic patient carefully to prevent cardiac arrest from ventricular fibrillation.
2. Assure that the patient's airway is open and that breathing and circulation are adequate.
3. Administer high concentration oxygen.
4. Place the patient in a warm, draft free environment.
5. Remove wet clothing gently.
6. Wrap the patient in dry blankets.

Refer to the appropriate sub-section below

A. IF THE PATIENT IS CONSCIOUS AND SHIVERING:

7. REWARM THE PATIENT SLOWLY:

- a. Place heat packs (if available) on the patient's groin, lateral chest and neck.
- b. IF THE PATIENT IS ALERT, administer warm liquids (if available) by mouth slowly.
8. Transport, keeping the patient's head lower than the feet.
 9. Continue rewarming the patient.
 10. Obtain and record the vital signs, and repeat en route as often as the situ indicates.
 11. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

B. IF THE PATIENT HAS ALTERED MENTAL STATUS AND IS NOT SHIVERING

7. DO NOT REWARM THE PATIENT!

8. Transport IMMEDIATELY, keeping the patient's head lower than the feet.
9. Obtain and record the vital signs, and repeat en route as often as the situation indicates.
10. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

C. IF THE PATIENT IS UNCONSCIOUS AND IS NOT SHIVERING

7. IF RESPIRATIONS AND PULSE ARE ABSENT, START CPR. IT IS THAT POSSIBLE THAT THE PATIENT IS STILL ALIVE!

NOTE:

VITAL SIGNS SHOULD BE TAKEN FOR A LONGER PERIOD OF TIME THAN USUAL SO AS NOT TO MISS A VERY SLOW PULSE OR RESPIRATORY RATE. A PULSE OR RESPIRATIONS ARE DETECTED. DO NOT PERFORM CPR!

8. Transport IMMEDIATELY, keeping the patient's head lower than the feet while performing CPR.
9. Obtain and record the vital signs, and repeat en route as often as the situation indicates.

10. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

Форма контроля – устный контроль.

2. Прочитайте и переведите алгоритм оказания первой помощи при тепловом ударе.

HEAT EMERGENCIES

A. IF HEAT STROKE IS SUSPECTED:

1. Assure that the patient's airway is open and that breathing and circulation are adequate.
2. Remove the patient from the heat source.
3. Administer high concentration oxygen.
4. Transport the patient immediately.
5. Cool the patient by removing excess clothing and soaking the patient with cool fluids (if available).

DO NOT DELAY PATIENT TRANSPORT TO COOL THE PATIENT!

6. Obtain and record the vital signs, and repeat en route as often as the situation indicates.
7. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

B. IF HEAT EXHAUSTION IS SUSPECTED:

1. Remove the patient from the heat source.
2. IF THE PATIENT IS CONSCIOUS, HAS A GAG REFLEX AND IS ABLE TO DRINK WITHOUT ASSISTANCE, administer appropriate oral fluids (if available)
3. Transport the patient.
4. Obtain and record the vital signs, and repeat en route as often as the situation indicates.
5. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

Форма контроля – устный контроль.

VIII . 1. Прочитайте и переведите алгоритм оказания первой медицинской помощи при отравлении.

POISONING

CAUTION!

TAKE PRECAUTIONS NOT TO CONTAMINATE SELF OR OTHERS!

1. If possible, identify the product or substance ingested or inhaled by or coming in contact with the patient.
2. Estimate the amount of product or substance ingested, if applicable.
3. Estimate the duration of exposure to the product or substance.
4. If possible, bring the product or substance and container with the patient to the hospital.

A. PATIENT WHO IS CONSCIOUS AND ALERT:

CAUTION!

SUCH PATIENTS MAY DETERIORATE RAPIDLY. BE ESPECIALLY ALERT FOR RESPIRATORY INSUFFICIENCY OR ARREST!

SWALLOWED POISONS:

1. If possible, contact the Poison Control Center, local Medical Control, or Receiving Hospital for instructions for treatment which may include the administration of milk, water, Ipecac, the induction of vomiting, etc. (See APPENDIX for a list of New York

State approved Poison Control Centers.)

2. Transport, keeping the patient warm.
3. Obtain and record the vital signs, and repeat en route as often as the situation indicates.
4. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

INHALED POISONS:

1. Assure that the scene is safe for entry. If danger of poisonous gases, vapors, or sprays or a low-oxygen environment is present, it may be necessary to obtain assistance from trained rescue personnel.
2. Remove the patient to fresh air.
3. Place the patient in a position of comfort.
4. Assure that the patient's airway is open and that breathing and circulation are adequate,
5. Administer high concentration oxygen.
6. Transport, keeping the patient warm.
7. Obtain and record the vital signs, and repeat en route as often as the situation indicates.
8. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

SKIN OR EYE(S) CONTAMINATION:

1.

B. PATIENT WHO IS UNCONSCIOUS OR HAS ALTERED MENTAL STATUS:

1. Assure that the patient's airway is open and that breathing and circulation are adequate, and suction as necessary.
2. Administer high concentration oxygen.
3. Transport, keeping the patient warm.
4. Obtain and record the vital signs, and repeat en route as often as the situation indicates.
5. Record all patient care information, including the patient's medical history and all treatment provided, on a Prehospital Care Report.

Форма контроля – устный контроль.

2. Прочтите текст. Перескажите его и выполните упражнения после текста:

Medicine is among the most ancient of human occupations. It began as an art and gradually developed into a science over the centuries. There are 3 main stages in medicine development: Medicine of Ancient Civilizations, Medicine of Middle Ages and Modern Medicine. Early man, like the animals, was subject to illness and death. At that time medical actions were mostly a part of ceremonial rituals. The medicine-man practiced magic to help people who were ill or had a wound. New civilizations, which developed from early tribes, began to study the human body, its anatomic composition. Magic still played an important part in treating but new practical methods were also developing. The early Indians, e. g., set fractures and practiced aromatherapy. The Chinese were pioneers of immunization and acupuncture. The contribution of the Greeks in medicine was enormous. An early leader in Greek medicine was Aesculapius. His daughters, Hygeia and Panacea gave rise to dynasties of healers (curative medicine) and hygienists (preventive medicine). The division in curative and preventive medicine is true today. The ethic principles of a physician were summarized by another Greek, Hippocrates. They are known as Hippocrates Oath. The next stage of Medicine's development was the Middle Ages. A very important achievement of that time was the hospital. The first ones appeared in the 15-th century in Oriental countries and later in Europe. Another advance of the Middle Ages was the

foundation of universities during 13-14-th centuries. Among other disciplines students could study medicine. During 18-th century new discoveries were made in chemistry, anatomy, biology, others sciences. The advances of that time were invention of the stethoscope (by Rene Laennec), vaccination for smallpox, discovery of anesthetics and development of immunology and scientific surgery. The next century is rise of bacteriology. Important discoveries were made by Louis Pasteur and Robert Koch. The development of scientific bacteriology made possible advances in surgery: using antiseptics and control of wound infection. Medicine in the 20-th century made enormous contribution in the basic medical sciences. These are discovery of blood groups and vitamins, invention of insulin and penicillin, practice of plastic surgery and transplantation.

medicine – медицина
ancient – древний
human – человеческий
occupation – занятие
art – искусство
to develop – развивать
science – наука

century – век
civilization – цивилизация
Middle ages – Средние
века
modern – современный
animal – животное
subject – предмет

illness – заболевание
death – смерть
contribution – вклад
discovery – открытие
blood – кровь

Answer the questions.

1. When the history of medicine began?
2. How did it begin?
3. How many the main stages are there in the history of medicine?
4. What practices medicine-men?
5. What role did magic play at those times?
6. Who began to study medicine?
7. Who were the pioneers of immunization and acupuncture?
8. Who was the early leader in Greek medicine?
9. When appeared the first hospitals?
10. What Louis Pasteur and Robert Koch discovered?

Find one word, which is a little bit different in meaning from others (найдите одно слово, которое немного отличается от других по смыслу):

- 1) a) medicine; b) theatre; c) doctor;
- 2) a) patient; b) lamp; c) pain;
- 3) a) dance; b) science; c) studying;
- 4) a) mushroom; b) human; c) man;

Формы контроля – самоконтроль, устный контроль.

IX. 1. Прочтите текст. Переведите его и резюмируйте устно. Выполните упражнения после текста.

The cell is a smallest independent unit in the body containing all the essential properties of life. Types of human cells can be grown in test tubes after being taken from the body. Cells which are functionally organized are often grouped together and operate in concert as a tissue, such as muscle tissue or nervous tissue. Various tissues may be arranged together to form a unit called organ as the kidney, liver, heart or lungs. Organs often function in groups called organ systems. Thus the esophagus, stomach, pancreas, liver and intestines constitute the digestive system. Cells are characterized by high degree of complexity and order in both structure and function. The cell contains a number of structures called cell organelles. These are responsible for carrying out the specialized biochemical reactions characterizing each. The many chemical reactions taking place in a cell require the establishment of varied chemical microenvironment. Carefully controlled transport mechanisms along with highly effective barriers – the cell membranes – ensure that

chemicals are present in the proper region of the cell in appropriate concentration. The cell membranes of a mixture of protein and lipid form its surroundings. Membranes are an essential component of almost all cells organelles. The membrane allows only certain molecules to pass through it. The most visible and essential organelle in a cell is the nucleus, containing genetic material and regulating the activities of the entire cell. The area outside of the nucleus is called the cytoplasm. Cytoplasm contains a variety of organelles that have different functions.

cell – клетка
independent –
независимый
unit – единица
body – тело
all – все
life – жизнь

human – человеческий
together – вместе
tissue – ткань
organ systems – системы
органов
to function –
функционировать

to contain – содержать
membranes – мембраны
protein – протеин
nucleus – ядро
cytoplasm – цитоплазма
different – различный

Find one word, which is a little bit different in meaning from others

- 1) a) cell; b) body; c) flower;
- 2) a) life; b) plate; c) people;
- 3) a) test-tube; b) microscope; c) pen;
- 4) a) curtain; b) body; c) tissue.

Форма контроля – устный контроль.

2. Вспомните и обсудите по-английски с преподавателем выдающихся ученых англоязычных стран и сделанные ими открытия.

Форма контроля – устный контроль.

Тема 3.2. Планирование времени (рабочий день, досуг)

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы: Мой режим дня.

Содержание практической работы (8ч)

I. 1. Прочтите и переведите следующее описание режима дня, ответьте на вопросы к тексту.

My Daily Programme

- 1). My every day activities are quite routine.
- 2). On weekdays the alarm clock wakes me up and my working day begins.
- 3). I usually get up at 7 o'clock.
- 4). If it is spring or summer I jump out of bed, run to the window and open it wide to let the fresh morning air in.
- 5). I do my physical jerks, wash, clean my teeth and comb my hair.
- 6). Then I have breakfast.
- 7). For breakfast I usually have toasted bread, bacon and eggs, tea or coffee and some jam.
- 8). While I am having breakfast, I switch on the radio and listen to the news.
- 9). It takes me 10 minutes to get to school.
- 10). School starts at 8 sharp and I have lessons till half past 12.
- 11). I usually have six or seven lessons a day.
- 12). I return home at 2 o'clock and take a short rest and I have lunch at 3.
- 13). After doing my homework I go for a walk with my friends.
- 14). I often play chess with them.
- 15). I am a member of a chess club.
- 16). Sometimes we go to the pictures or the theatre but not very often.
- 17). In summer I like to get out more, so in the evenings I go to the tennis court for a few sets of tennis, or take out my bike for a run in the country.
- 18). My parents usually return home at 19 o'clock.
- 19). We have dinner at 19.30.
- 20). As usual dinner consists of soup, fish or roast chicken, potatoes, vegetables and dessert.
- 21). After dinner we go to the sitting room.
- 22). There we read books, newspapers and magazines, watch TV, chat with the friends on the phone.
- 23). On Monday, Wednesday and Friday I attend preparatory courses at the University.
- 24). I leave home at 4.30 afternoon and come back at 8.30.
- 25). At 10 o'clock I take a shower, brush my teeth and go to bed.
- 26). I fall asleep fast and have no dreams.

Questions:

1. Is it difficult for you to get up early?
2. Does your mother get up earlier than you? Why?
3. What do you do when you get up?
4. How much time does it take you to get to school?
5. When does your school begin?
6. How long does it last?
7. What do you usually do in the evenings?

Форма контроля – устный контроль.

2. Разбейтесь на пары и составьте короткие диалоги на тему правильного режима дня.

Форма контроля – устный контроль.

3. Прочтите и переведите рассказ. Устно составьте аналогичный о себе.

My day

As many people I have different timetables on weekdays and weekends. I think that it is very important to go to bed before midnight and to get up quite early in the morning, especially on weekdays. Thus you can manage to do everything you plan to do. My major duty is to study at the university. My classes usually begin at about 10 o'clock.

Every day I get up at half past six. I take a cool shower then go jogging to the park near my place. So I do jogging for about thirty minutes and then do some exercises. After this I do not feel sleepy at all. I feel refreshed and full of energy. Besides fresh air and birds singing improves my mood greatly even on Mondays.

I return home at about 8 o'clock, take a shower and then have breakfast. I know the first thing many people do when they get up in the morning is to turn on TV. They do it automatically because they are used to all this artificial noise. And when they have breakfast they watch news or morning programs. Well I think all this is the key to our morning depression or bad mood. It is better to read or hear news later at work. I even hate reading newspapers and entertaining magazines in the morning. I like to talk with my parents while having breakfast.

After breakfast I put all the necessary books into my bag and get dressed. I leave home at about 9 o'clock. I get to my university by bicycle. My classes usually finish at 4 p.m. When classes are over I go to the sports center where I have karate lessons. I have karate lessons three times a week. When I do not have them, I take guitar lessons.

I come home at 7 o'clock. I have dinner and start doing my homework at 8 o'clock. If I have some spare time after doing homework, I play the guitar or read classical literature. I go to bed at about half past eleven. On weekends I usually get up at 8 o'clock and do the same things I do on weekdays except going to university. At 12 o'clock I rehearse within the rock band where I play the guitar. Our rehearsal ends in the evening.

On weekends I can stay at home and read books, or go somewhere with my friends. I think that it is very useful when one has a timetable to follow. I am sure that this prevents us from wasting precious time.

Форма контроля – устный контроль.

4. Познакомьтесь со статьей из британского медицинского журнала, рассказывающей о важности соблюдения режима дня. Прочтите и переведите её, выпишите новые слова и словосочетания. Выразите своё мнение о сказанном.

Don't Bully Yourself – Be Your Own Doctor with a Daily Wellness Program

Stasia Bliss, September 16, 2013.

Health care isn't cheap, let's put it that way. If you want to be healthy in today's world you have to learn how to do so. Nobody is caring about your body and your wellness as much as you, so

don't bully yourself, but instead -how about incorporating a daily wellness program which allows you to be your own doctor?

In order to take the place as doctor for your own reality there are a few elements that must be in place.

1. Commitment to your own health
2. Willingness to educate yourself
3. Dedication to practicing what you learn even when you don't really want to

Daily Wellness Program.

There are several categories that are important to include on your daily wellness program, they are: Physical wellness, Emotional wellness, Mental wellness, Environmental wellness and Maintaining an Inner connection. Let's look at these each in depth.

Physical Wellness

In this category, there are several factors to consider – what you put inside your body, what you put outside your body (on your skin, for example) and what you do with your body. What you put inside includes the food you eat, the water you drink and how you breathe. You could also add the way you eat – meaning, in a hurry, how you chew each bite, attentiveness to the meal, etc. Whatever changes you make to your eating habits, do them slowly so you can not overwhelm yourself and get frustrated.

Physical wellness also includes exercise of some kind, yoga, walking, a sport, etc. When we take time every day for some movement we encourage healthy blood flow, the release of positive hormones in the body and flexibility into our emotional and mental lives. We also want to look at breathing practices and start to take in fuller deeper breaths.

Emotional Wellness

Emotional wellness includes the way you choose to express your emotions, how much nurturing are you when taking the bath or having critical moments, etc, and what type of inner voices of criticism you allow to repeat in your head. In order to stay emotionally well, which affects your physical body, you must remember that your emotions must be expressed, but it is the way in which you express them that determines health or not. Take at least one day per week to relax for an hour or more, take a bath by candlelight, take yourself to the movie, take a nap, reward yourself in some way – it keeps the emotional body healthy. Take note when you feel irritated and try to walk it off, count to 20.

Mental Wellness

This kind of health is essential for everything else to run smoothly. The things you believe and the way you think effects your reality. Education is key in cultivating a healthy mental body. Mental activities and health routines you may want to add to the Daily Wellness Program could be books you like to read, a visual interpretation/representation of the life and health you want.

Environmental Wellness

This category includes the people you surround yourself with, the music you listen to, the way your home and environment are organized, the types of events you involve yourself in, the community you create in your home and work place. Our environment, especially our home environment, largely helps shape our thoughts and actions. If a television is central to your living room, you are more likely to watch it regularly.

Overview of the Daily Wellness Program

Your daily list might look something like the one below.

Daily Wellness Program

Sit in quiet 5 minutes

Drink 6-8 tall glasses of purified water today

10-15 movement exercises and/or get up and move every hour if I'm sitting

Shower afterwards

Healthy breakfast

Take a walk around the block/other movement practice/Ride bike to work/etc.

Go through my room and give away those things I don't use this week

Start reading the book

This is just an example of a Daily Wellness Program you can formulate for yourself.

Форма контроля – устный контроль.

II. Самостоятельная работа №12 (2ч):

Задание по письменной речи.

Написать сочинение на тему My Daily Programme.

Задание по говорению.

Подготовить сообщение на тему The Best Hospital

Тема 3.3. Условия проживания, система социальной помощи

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [1]

Краткое содержание темы: Материальная помощь, права граждан, бесплатная медицина, жизни пожилых людей.

Содержание практической работы (2ч)

1. Прочтите и переведите текст, выразите свое мнение о прочитанном.

Four ways to measure your standard of living

When I sat down to write an article on the countries with the highest standard of living, I thought it would be easy. But, how do you define “standard of living”? It means:

1 : the necessities, comforts, and luxuries enjoyed or aspired to by an individual or group

2 : a minimum of necessities, comforts, or luxuries held essential to maintaining a person or group in customary or proper status or circumstances

1. Gross Domestic Product

Gross Domestic Product is the total market value of all the goods and services produced in a country in a year. Since our prevailing world view is still stuck on *more money = better life*, GDP is often used as a quick and dirty way to infer a country's standard of living.

Not only can money not buy happiness, but not all spending is good spending. There are tons of other reasons why GDP is not a good indicator of standard of living – for example, it doesn't factor in wealth distribution, or the negative effects of higher production – but it's regularly and easily measured, and relatively easy to compare across countries. For now, at least, it's here to stay.

What people really want is to live long, fulfilling lives, not just to be rich.

1. **United States** (14,624,184)
2. **China** (5,745,133)
3. **Japan** (5,390,897)
4. **Germany** (3,305,898)
5. **France** (2,555,439)
6. **United Kingdom** (2,258,565)
7. **Italy** (2,036,687)
8. **Brazil** (2,023,528)
9. **Canada** (1,563,664)
10. **Russia** (1,476,912)

2. Human Development Index

The Human Development Index was instituted in 1990 as a way to assess development in terms of human wellbeing as well as economics. It's a composite statistic that takes into account health, education, and income.

It's used by the UN Development Programme each year in its Human Development Reports to produce a sort of league table of countries, each of which are placed in one of three divisions: developed, developing, or underdeveloped. But country rankings are relative rather than absolute, and there is no ecological dimension to the index.

HDI top 10 in 2010 according to the UN:

1. **Norway**
2. **Australia**
3. **New Zealand**
4. **United States**
5. **Ireland**
6. **Lichtenstein**
7. **Netherlands**
8. **Canada**
9. **Sweden**
10. **Germany**

3. Satisfaction With Life Index

Developed by a psychologist at the University of Leicester, the Satisfaction With Life Index attempts to measure happiness directly, by asking people how happy they are with their health, wealth, and education, and assigning a weighting to these answers. The idea is that material and spiritual development should take place side by side, underpinned by sustainable development, cultural values, conservation, and good governance.

Satisfaction With Life Index top 10 in 2006 :

1. **Denmark**
2. **Switzerland**
3. **Austria**
4. **Iceland**
5. **The Bahamas**
6. **Finland**
7. **Sweden**
8. **Bhutan**
9. **Brunei**
10. **Canada**

4. Happy Planet Index

The Happy Planet Index was introduced by the New Economics Foundation in 2006. The premise is that what people really want is to live long and fulfilling lives, not just to be rich. The HPI is calculated based on life satisfaction, life expectancy, and ecological footprint. It doesn't measure how happy a country is, but how environmentally efficient it is to support well-being in that country.

If people are happy and have a medium environmental impact, or are moderately happy and with a low impact, the country's score will be high.

Happy Planet Index top 10 in 2009:

1. **Costa Rica**
2. **Dominican Republic**
3. **Jamaica**
4. **Guatemala**
5. **Vietnam**
6. **Colombia**
7. **Cuba**
8. **El Salvador**
9. **Brazil**
10. **Honduras**

Форма контроля – устный контроль.

2. Разбейтесь на группы и обсудите, какие критерии являются основополагающими.

Форма контроля – устный контроль.

3. Прочтите описание службы поддержки, расскажите, есть ли у нас что-то подобное.

Income Assistance for Persons with Disabilities

Description The Income Assistance for Persons with a Disabilities Program provides financial and employment assistance for adults with a disability who are enrolled in the Employment and Income Assistance program. This additional financial assistance is provided in recognition of the additional costs of persons with disabilities which are associated with living in the community.

Coverage As well, if you are enrolled in the Persons with Disabilities category, you may receive the following extra assistance:

- An **automatic allowance** of \$105.00 per month for persons living in the community (the Income Assistance for Persons with Disabilities benefit).
- If you are a **wheelchair user**, you may receive 24 passes per year to get transportation for social trips. You may use these passes at any time.
- An **allowance for basic telephone rental costs** for medical reasons. You may first have to give your worker a letter from your doctor or therapist to get this benefit.
- A **monthly amount for coin laundry** when coin laundry is the only way for you to get laundry done.
- An **Employment and Income Assistance Disability Trust or Registered Disability Savings Plan (RDSP)** where you can **save** money from other sources of income without it affecting your Employment and Income Assistance benefits. [Click here](#) for more information.

If you are working, you can keep a portion of your monthly earnings (**earnings exemption**). You may also receive money for **work clothing, work transportation** and **child care**. Also, see the information sheets on [Starting a Job - Persons with Disabilities](#) and [Employment Income - Persons with Disabilities](#).

Eligibility Where financial resources are less than the cost of basic necessities. By reason of age or physical or mental ill health, or physical or mental incapacity or disorder that is likely to continue more than 90 days is unable to earn income to meet basic necessities or unable to care for themselves.

Applying Speak to a representative at nearest service location: [Winnipeg](#), [Rural](#)

Area served Manitoba

Hours 08:30AM – 4:30PM, Monday through Friday, After-Hours (emergency only)

Languages English, French

Fees Not applicable

Access Wheelchair accessible

Telephone 204-945-2177, After-Hours (emergency only): [Winnipeg](#), [Rural](#)

TTY 204-945-4796 or 1-800-855-0511 (Manitoba Relay Service)

Address [Winnipeg Service Locations](#) or [Rural and Northern Service Locations](#)

Форма контроля – устный контроль.

Тема 3.4. Анатомия человека

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [2]

Краткое содержание темы: Анатомическое строение тела человека

Содержание практической работы (6ч)

I. 1. Прочтите лексику по теме на стр.26-27 учебника [2]. Выпишите слова и словосочетания с их переводом в тетрадь.

Форма контроля – устный контроль.

2. Ответьте на вопросы на стр.27 устно. Спросите своего соседа по парте.

Форма контроля – взаимоконтроль.

3. Прочтите лексику по теме на стр.27-28 учебника [2]. Выпишите слова и словосочетания с их переводом в тетрадь.

Форма контроля – устный контроль.

4. Переведите предложения на стр.28 с русского на английский.

Форма контроля – устный контроль.

5. Прочтите и переведите следующий текст. Обратите внимание на использование изученной лексики в тексте. Обсудите прочитанное по парам, выразите свое мнение, прав ли доктор и что в его поведении можно было бы скорректировать.

Consulting a Doctor

Doctor: Well, what's the matter with you, Mr. Walker?

Patient: You'd better ask me what is not the matter with me, doctor. I seem to be suffering from all the illness imaginable: insomnia, headache, backache, indigestion, constipation and pains in the stomach. To make things still worse, I've caught a cold, I've got a sore throat, and I'm constantly sneezing and coughing. To crown it all, I had an accident the other day, hurt my right shoulder, leg and knee, and nearly broke my neck. If I take a long walk, I get short of breath. In fact, I feel more dead than alive.

Doctor: I'm sorry to hear that. Anyhow, I hope things aren't as bad as you imagine. Let me examine you. Your heart, chest and lungs seem to be all right. Now open your mouth and show me your tongue. Now breathe in deeply through the nose... There doesn't seem to be anything radically wrong with you, but it's quite clear that you're run down, and if you don't take care of yourself, you may have a nervous breakdown and have to go to hospital. I advise you, first of all, to stop worrying. Take a long rest, have regular meals, keep to a diet of salads and fruit, and very little meat. Keep off alcohol. If possible, give up smoking, at least for a time. Have this tonic made up and take two tablespoonfuls three times a day before meals. If you do this, I can promise you full recovery within two or three months.

Patient: And if I don't, doctor?

Doctor: Then you'd better make your will, if you haven't yet done so!

Patient: I see. Well, thank you, doctor. I shall have to think it over and decide which is the lesser evil – to follow your advice or prepare for a better world!

to make things still worse – хуже того
constantly – постоянно
to crown it all – в завершение всего
accident – несчастный случай, катастрофа
to get short of breath – иметь одышку
to feel more dead than alive – еле живой
to imagine – представлять, воображать
to breathe – дышать

Форма контроля – устный контроль.

breathe in deeply through the nose – дышите
глубоко через нос
to have regular meals – регулярно питаться
to keep to a diet – придерживаться диеты
to keep off alcohol – не употреблять
спиртного
full recovery – полное выздоровление

Тема 3.5. Внутренние органы тела

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [2]

Краткое содержание темы: Строение внутренних органов тела

Содержание практической работы (4ч)

1. Внимательно прочтите слова и словосочетания по теме с их переводом:

Органы - Internal Organs

- **abdomen** – брюшная полость
- **bladder** – мочевого пузырь
- **brain** – мозг
- **heart** – сердце
- **intestines** – кишки
- **kidney** – почка
- **liver** – печень
- **lung** – легкое
- **stomach** - желудок
- **digestive tract** - пищеварительный тракт

Анатомия и ткани - Human Anatomy and Tissue

- **artery** – артерия
- **blood** – кровь
- **body** – тело
- **bone** – кость
- **cartilage** - хрящ
- **hair** - волосы
- **muscle** – мышца
- **nerve** – нерв
- **skin** – кожа
- **vein** – вена

2. Прочтите описание строения внутренних органов, переведите текст, при этом обращая внимание на русские эквиваленты использующихся выражений:

The brain

The brain is the control centre of the nervous system and is located within the skull. Its functions include muscle control and coordination, sensory reception and integration, speech production, memory storage, and the elaboration of thought and emotion.

The lungs

The lungs are two sponge-like, cone-shaped structures that fill most of the chest cavity. Their essential function is to provide oxygen from inhaled air to the bloodstream and to exhale carbon dioxide.

The liver

The liver lies on the right side of the abdominal cavity beneath the diaphragm. Its main function is to process the contents of the blood to ensure composition remains the same. This process involves breaking down fats, producing urea, filtering harmful substances and maintaining a proper level of glucose in the blood.

The bladder

The bladder is a muscular organ located in the pelvic cavity. It stretches to store urine and contracts to release urine.

The kidneys

The kidneys are two bean-shaped organs located at the back of the abdominal cavity, one on each side of the spinal column. Their function is to maintain the body's chemical balance by excreting waste products and excess fluid in the form of urine.

The heart

The heart is a hollow, muscular organ that pumps blood through the blood vessels by repeated, rhythmic contractions.

The stomach

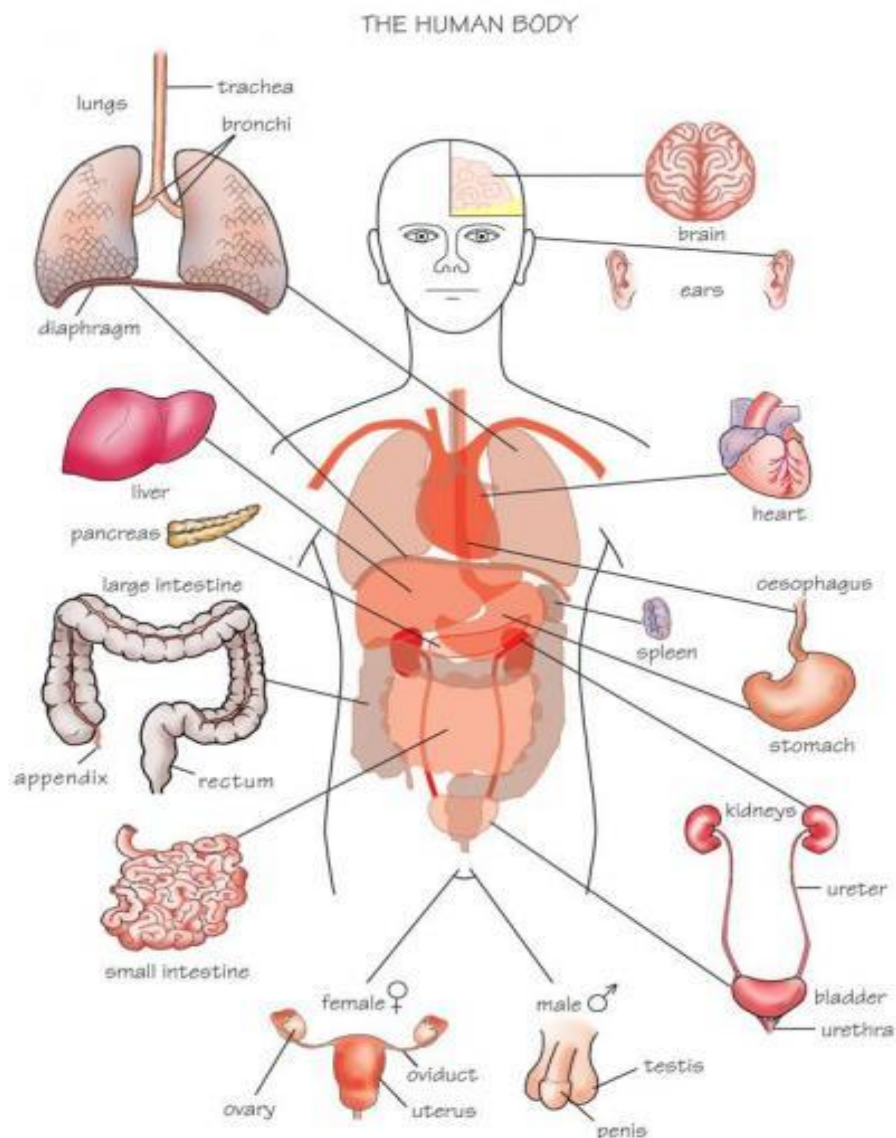
The stomach is a muscular, elastic, pear-shaped bag, lying crosswise in the abdominal cavity beneath the diaphragm. Its main purpose is digestion of food through production of gastric juices which break down, mix and churn the food into a thin liquid.

The intestines

The intestines are located between the stomach and the anus and are divided into two major sections: the small intestine and the large intestine. The function of the small intestine is to absorb most ingested food. The large intestine is responsible for absorption of water and excretion of solid waste material.

3. Прочтите и переведите текст о работе всего организма. Сверьте уже полученные сведения с данным ниже рисунком и обозначениями на нем:

Human body is entirely known as organism. Human body consists of various organ systems, each of which comprises of number of organs whose functions complement each



other.

Each organ system performs a particular tasks. These organ systems interact to produce coordinated, active, healthy and intelligent human body. All human being have same organ system with the exception of reproductive system.

Human body consists of billions of cells which are organized into tissues. Each tissue consists of similar types of cell. One or more types of tissue work together inside an organ, such as bone or a lung. Internal organs are linked together to form a system that has one or more major roles.

Форма контроля – устный контроль.

Тема 3.6. Скелет человека

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

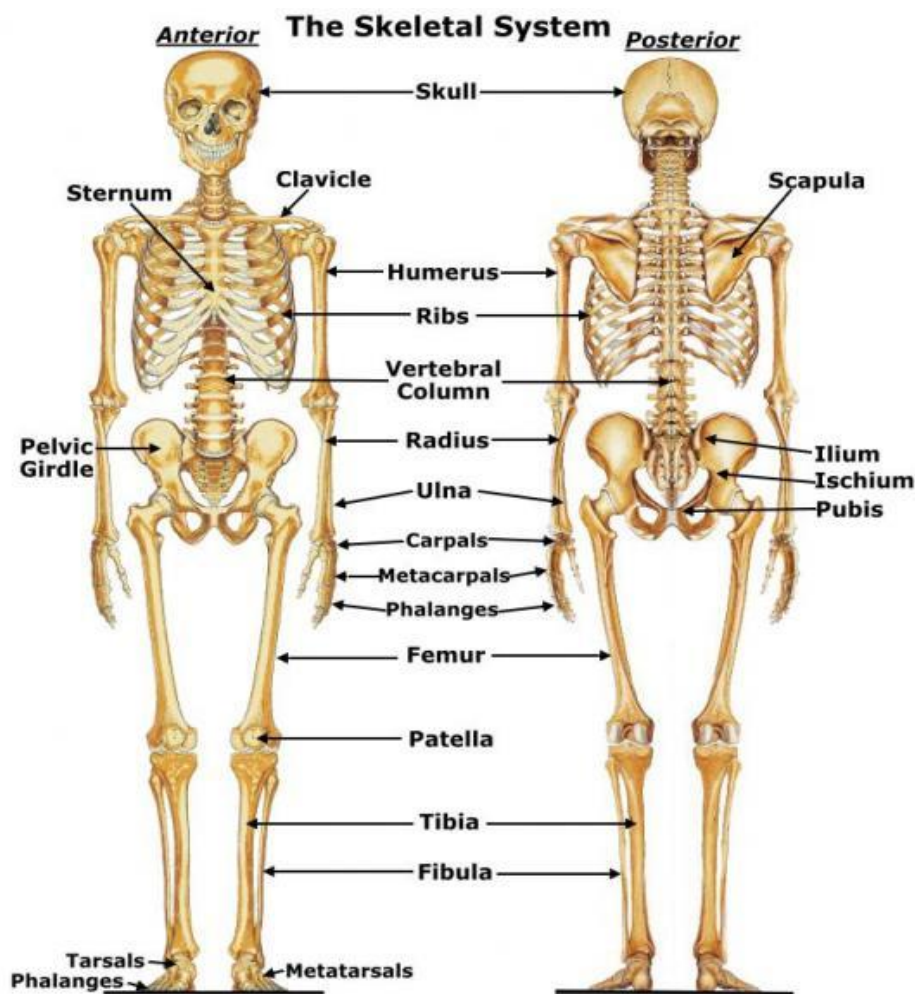
Литература: [2]

Краткое содержание темы: Строение, функции скелета человека.

Содержание практической работы (2ч)

1. Прочтите текст и посмотрите на рисунок. Переведите, обратите внимание на латинское происхождение терминологии и на небольшие различия в прочтении:

The skeletal systems provides framework and support to the body, protects internal organs and provides attachment points for muscles



Форма контроля – устный контроль.

2. Воспроизведите по памяти новые слова и выражение.

Форма контроля – устный контроль.

Тема 3.7. Мышцы и ткани в организме человека

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [2]

Краткое содержание темы: Строение и функции мышц и тканей в организме

Содержание практической работы (2ч)

1. Прочитать текст на стр.46 учебника [2]. Перевести его.
Форма контроля – устный опрос.
2. Выполнить устно упр.2-9 на стр.46-47 учебника [2].
Форма контроля – устный опрос.
3. Подготовить устно реферативную обработку текста в формате резюме.
Форма контроля – устный опрос.
4. Выполнить устно упр.11-12 на стр.48 учебника [2].
Форма контроля – устный опрос.
5. Составить, на выбор, в устной либо письменной форме сообщение по темам, указанным в упр.13 на стр.48 учебника [2].
Форма контроля – письменный контроль.

Тема 3.8. Лекарственные средства

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [2]

Краткое содержание темы: Аптека. Инструкции по применению лекарственных препаратов

Содержание практической работы (7ч)

I. 1. Ознакомиться с новой лексикой и вспомнить уже известную:

medicine; drug

лекарство от, *напр.* против кашля — cough medicine

переписывать лекарство — prescribe a medicine

принимать лекарство — take (one's) medicine

приготавливать лекарство — make up a prescription

лекарство подействовало — the medicine has taken effect, *или* worked

<u>Болезнь</u>	<u>Illness, sickness; disease</u>	<u>Лечение</u>	<u>Treatment</u>
астма	asthma	бинт	bandage
бронхит	bronchitis	болеутоляющее	painkiller
грипп	flu, influenza	средство	
инсульт	stroke	диагноз	diagnosis
ломать/сломать	to break one's leg	доза	dose
ногу		костыль	crutch
нарыв	abscess, boil	лекарство	medicine, drug
насморк	(head) cold	лекарство от кашля	cough medicine
неизлечимая	incurable	машина скорой	ambulance
болезнь	illness/disease	помощи	
отрава	poison	медицина	medicine, medical science
перелом	break, fracture	операция	operation
порез	cut	пациент	(male) patient
порезаться	to cut oneself	перевязь	sling
простуда	cold	пластырь	(sticking) plaster
прыщ	spot, pimple	побочное действие	side-effect
рак	cancer	пульс	pulse
сердечный приступ	heart attack	рентген	X-ray
синяк	bruise	рецепт	prescription
солнечный удар	sunstroke	снотворная таблетка	sleeping tablet/pill
сыпь	rash, (skin) eruption	средство	remedy, cure
эпидемия	epidemic	таблетка	tablet, pill
язва	ulcer		

термометр	thermometer
хирургия	surgery
шприц	syringe

Внутренние органы

желудок	stomach
лёгкое	lung
мозг	brain; nerve tissue
печень	liver
позвоночник	spine, backbone, spinal column
почка	kidney
сердце	heart
скелет	skeleton
череп	skull

Internals

Самочувствие

беременная	pregnant
бледный	pale, pallid
боль	pain; ache
больной	ill, sick, diseased
в хорошей форме	fit, in good shape
глухой	deaf
заболевать/заболеть (чем)	to fall ill (with), to be taken ill (with)
заплакать	to start/begin to cry, to start crying
заразный	infectious; contagious
здоровый	healthy
отдыхать/отдохнуть	to (have a) rest
падать/упасть в обморок	to faint, to swoon
пот	sweat, perspiration
принимать/принять лекарство	to take (some) medicine
простужаться/простудиться	to catch/get a cold
слабый	weak, feeble
слепой	blind
страдать (от чего)	to suffer (from)
у меня болит голова	I have a headache
у меня болит горло	I have a sore throat
у меня болит зуб	I have (a) toothache
чувствовать себя хорошо	to feel well/good

General state

Форма контроля – самоконтроль.

1. Прочсть и перевести следующие инструкции по применению лекарственных средств:

A. Acyclovir (Acyclovir)

**ACYCLOVIR INJECTION
FOR INTRAVENOUS INFUSION ONLY**

DESCRIPTION

Acyclovir is an antiviral drug active against herpes viruses. Acyclovir Injection is a formulation for intravenous administration. Acyclovir Injection is a sterile solution containing acyclovir 25 mg/mL. Acyclovir Injection is available in 20 mL and 40 mL vials, with each mL containing acyclovir sodium equivalent to 25 mg acyclovir. Dilution in any appropriate intravenous solution must be performed before infusion. Each 20 mL vial contains 500 mg of acyclovir and 49 mg of sodium, and each 40 mL vial contains 1000 mg acyclovir and 98 mg of sodium.

Drug Category

- Antivirals
- Nucleotides

Dosage Forms

- Intravenous infusion
- Capsule
- Tablet
- Suspension
- Topical cream
- Topical ointment

Brands / Synonyms

Acyclovir; Acyclovir Sodium; Alti-Acyclovir; Avirax; Valtrex; Zovirax; Zovirax Injection; Zovirax Wellstat Pac; Zovirax Zostab Pac

Indications

For the treatment and management of herpes zoster (shingles) and chickenpox

Pharmacology

Acyclovir is a synthetic deoxyguanosine analog and it is the prototype antiviral agent that is activated by viral thymidine kinase. The selective activity of acyclovir is due to its affinity for the thymidine kinase enzyme.

Toxicity

Acyclovir may cause nephrotoxicity and neurotoxicity (coma, hallucinations, lethargy, tremors). Nephrotoxicity and neurotoxicity usually resolve after cessation of acyclovir therapy. However, there is no well-defined relationship between acyclovir concentrations in the blood and these adverse effects.

Contraindications

ZOVIRAX is contraindicated for patients who develop hypersensitivity to acyclovir or valacyclovir.

Drug Interactions

Co-administration of probenecid with acyclovir has been shown to increase the effect - urinary excretion was correspondingly reduced.

The clinical effects of this combination have not been studied.

INDICATIONS AND USAGE

Herpes Simplex Infections in Immunocompromised Patients

Acyclovir Injection is indicated for the treatment of herpes simplex in immunocompromised patients.

Herpes Simplex Encephalitis

Acyclovir Injection is indicated for the treatment of herpes simplex encephalitis.

Varicella-Zoster Infections in Immunocompromised Patients

Acyclovir Injection is indicated for the treatment of varicella-zoster (shingles) infections in immunocompromised patients.

DOSAGE AND ADMINISTRATION

CAUTION – RAPID INTRAVENOUS INJECTION MUST BE AVOIDED

INTRAMUSCULAR INJECTION MUST BE AVOIDED

Therapy should be initiated as early as possible following onset of signs and symptoms of herpes infections. A maximum dose equivalent to 20 mg/kg every 8 hours should not be exceeded for any patient.

Dosage

Herpes Simplex Infections: Herpes Simplex Infections in Immunocompromised Patients :

- ***Adults and Adolescents (12 years of age and older):*** 5 mg/kg infused at a constant rate over 1 hour, every 8 hours for 7 days.
- ***Pediatrics (Under 12 years of age):*** 10 mg/kg infused at a constant rate over 1 hour, every 8 hours for 7 days.

Herpes Simplex Encephalitis:

- ***Adults and Adolescents (12 years of age and older):*** 10 mg/kg infused at a constant rate over 1 hour, every 8 hours for 10 days.
- ***Pediatrics (3 months to 12 years of age):*** 20 mg/kg infused at a constant rate over 1 hour, every 8 hours for 10 days.

Varicella Zoster Infections: Zoster in Immunocompromised Patients:

- ***Adults and Adolescents (12 years of age and older):*** 10 mg/kg infused at a constant rate over 1 hour, every 8 hours for 7 days.
- ***Pediatrics (under 12 years of age):*** 20 mg/kg infused at a constant rate over 1 hour, every 8 hours for 7 days.

B. HYDROCORTISONE AND ACETIC ACID OTIC SOLUTION

Hydrocortisone and Acetic Acid (hydrocortisone/acetic acid OTIC) is indicated for the following:

For the treatment of superficial infections of the external auditory canal caused by organisms susceptible to the action of the antimicrobial, complicated by inflammation.

INDICATIONS AND USAGE

For the treatment of superficial infections of the external auditory canal caused by organisms susceptible to the action of the antimicrobial, complicated by inflammation.

DOSAGE AND ADMINISTRATION

Carefully remove all cerumen to allow Hydrocortisone and Acetic Acid Otic Solution to contact infected surfaces directly. To promote continuous contact, insert a wick of cotton saturated with Hydrocortisone and Acetic Acid Otic Solution into the ear canal; the wick may also be saturated after insertion. Instruct the patient to keep the wick in for at least 24 hours and to keep it moist by adding 3 to 5 drops of Hydrocortisone and Acetic Acid Otic Solution every 4 to 6 hours. The wick may be removed after 24 hours but the patient should continue to instill 5 drops of Hydrocortisone and Acetic Acid Otic Solution 3 or 4 times daily thereafter, for as long as indicated. In pediatric patients, 3 to 4 drops may be sufficient due to the smaller capacity of the ear canal.

STORAGE

Store at 20°-25°C (68°-77°F)

C. Ascorbic Acid (Ascorbic Acid)

DESCRIPTION

Ascorbic Acid (vitamin C) is a water-soluble vitamin. It occurs as a white or slightly yellow crystal or powder with a light acidic taste. On exposure to air and light it gradually darkens. In the dry state it is reasonably stable in air, but in solution it rapidly oxidizes. Ascorbic Acid is freely soluble in water; sparingly soluble in alcohol; insoluble in chloroform or ether.

INDICATIONS AND USAGE

Ascorbic acid is recommended for the prevention and treatment of scurvy. Its parenteral administration is desirable for patients with an acute deficiency.

Symptoms of mild deficiency may include faulty bone and tooth development, gingivitis, bleeding gums, and loosened teeth. Chronic illness and infection (pneumonia, tuberculosis, diphtheria, sinusitis, etc.) increases the need for ascorbic acid.

Hemovascular disorders, burns, delayed wound healing are indications for an increase in the daily intake.

DOSAGE AND ADMINISTRATION

Ascorbic acid is usually administered orally. When malabsorption is suspected, the drug may be administered intramuscularly or intravenously.

The average protective dose of ascorbic acid for adults is 70 to 150 mg daily. In the presence of scurvy, doses of 300 mg to 1 gram daily are recommended. However, as much as 6 grams have been administered parenterally to normal adults without evidence of toxicity.

To enhance wound-healing, doses of 300 to 500 mg daily for a week to ten days, both preoperatively and postoperatively, are generally considered adequate, although considerably larger amounts have been recommended. In the treatment of burns, doses are governed by the extent of tissue injury. For severe burns, daily doses of 1 to 2 grams are recommended. In other conditions in which the need for ascorbic acid is increased, three to five times the daily optimum allowances appear to be adequate.

Side Effects and Adverse Reactions

Mild soreness may occur at the site of intramuscular or subcutaneous injection. Too-rapid intravenous administration of the solution may cause temporary faintness or dizziness.

Форма контроля – устный опрос.

3. Ознакомиться со следующим списком лекарственных трав и английских эквивалентов их названий. Указать на отличия и особенности наименований.

Лекарственные травы

Базилик обыкновенный - Sweet Basil

Барбарис обыкновенный - Barberry

Белена черная – Henbane

Бессмертник песчаный- Sandy
Everlasting

Болиголов пятнистый - Poison Hemlock

Боярышник кроваво-красный -
Hawthorn

Брусника обыкновенная - Mountain
cranberry

Бузина черная - Black Elder

Валериана лекарственная - Valerian
root

Вербена лекарственная - Simpler's Joy

Вереск обыкновенный – Heather

Голубика обыкновенная – Blueberry

Дуб обыкновенный- Oak

Ежевика сизая – Blackberry

Ель обыкновенная - Norway Spruce,
Christmas Tree

Женьшень обыкновенный – Ginseng

Зверобой продырявленный - Common
St.John`s wort

Календула лекарственная - Pot Marigold

Калина обыкновенная - European
Cranberry

Каштан конский - Horse-chesnut

Любисток лекарственный – Lovage

Мак опийный, или мак снотворный -
Opium Poppy

Малина обыкновенная – Raspberry

Мать-и-мачеха обыкновенная –
Coltsfoot

Мелисса лекарственная - Common Balm

Мята перечная - Peppermint

Облепиха крушиновидная - Sea
Buckthorn

Одуванчик лекарственный - Common
dandelion

Пижма обыкновенная – Tansy

Ромашка аптечная – Chamomile

Рябина обыкновенная – Rowan

Толокнянка обыкновенная - Bear Berry

Тысячелистник обыкновенный -
Soldier's Friend
Шиповник – Cinnamon

Эхинацея бледная - Pale Purple
Coneflower

Форма контроля – устный опрос.

II. Самостоятельная работа №13 (5ч):

Задание по говорению.

Составить устно диалог по теме «В аптеке».

Задание по письменной речи.

Перевод инструкции по применению.

Тема 3.9. Заболевания и их симптомы

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [2]

Краткое содержание темы: Заболевания. Симптомы.

Содержание практической работы (8ч)

I. 1. Прочитать и перевести тексты на стр.56-66 учебника [2]. Выполнить упражнения после текстов.

Форма контроля – устный контроль.

2. Выучить слова и выражения со стр.66-69 учебника [2].

Форма контроля – устный опрос.

3. Прочитать тексты на стр.69-73 учебника [2]. Выполнить упражнения после текстов.

Форма контроля – самоконтроль.

4. Пересказать содержание вышеуказанных текстов.

Форма контроля – устный контроль.

II. Самостоятельная работа №14 (1ч):

Задание по письменной речи.

Перевод текста на выбор (стр.73 – 80 учебника[2]).

Тема 3.10. Здравоохранение в Великобритании и в США

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [2]

Краткое содержание темы: Система здравоохранения в Великобритании и США.

Содержание практической работы (6ч)

I. 1. Прочитать и перевести статью, высказать своё мнение:

Is Britain's Health-Care System Really That Bad?

By Eben Harrell / London Tuesday, Aug. 18, 2009

In recent weeks, opponents of Barack Obama's health-care-reform plans have criticized Britain's National Health Service (NHS) in an effort to counter the President's proposals for greater government involvement in health care. Republican Senator Chuck Grassley of Iowa suggested that his Democratic colleague Edward Kennedy would have been left to die in Britain because doctors would have refused the 77-year-old treatment for his brain tumor, and former House of Representatives Speaker Newt Gingrich wrote in an article that British health care is run by bureaucrats. Meanwhile, the lobby group Conservatives for Patients' Rights (CPR) has been running scare ads with horror stories from British patients on its website. TIME takes a look at what the NHS is really all about.

What is the NHS?

The NHS is a rare example of truly socialized medicine. Health care is provided by a single payer — the British government — and is funded by the taxpayer. All appointments and treatments are free to the patient (though paid for through taxes), as are almost all prescription drugs. The maximum cost of receiving any drug prescribed by the NHS is \$12.

How was it formed?

The NHS officially came into being in July 1948, in the wake of World War II, to replace an inadequate system of volunteer hospitals that had, during the war, come to rely on government funding. Doctors and conservative politicians opposed the NHS, using many of the arguments that opponents of greater government involvement in the U.S. cite today. According to Geoffrey Rivett, author of *From Cradle to Grave — The First 60 Years of the NHS*, the then head of doctor's body the British Medical Association (BMA), Charles Hill, gave a radio address in 1948 in which he asked, "Do you really want the state to be your doctor?" Today, the BMA is a champion of the NHS and resists any privatization initiatives. In a statement on Aug. 14, BMA chairman Dr. Hamish Meldrum said, "The NHS is not perfect. But the market-style philosophy of the U.S. is a lesson we could do well without."

How does NHS health care compare with U.S. health care?

Like most developed countries, Britain ranks above the U.S. in most health measurements. Its citizens have a longer life expectancy and lower infant mortality, and the country has more acute-care hospital beds per capita and fewer deaths related to surgical or medical mishaps. Britain achieves these results while spending proportionally less on health care than the U.S. — about \$2,500 per person in Britain, compared with \$6,000 in the U.S. For these reasons, the World Health Organization (WHO) ranked Britain 18th in a global league table of health-care systems (the U.S. was ranked 37th). However, there are measures by which the U.S. outperforms Britain: for instance, the U.S. has lower cancer mortality rates.

Does private health insurance exist in Britain?

Yes, and it works in a similar way to health insurance in the U.S. Many employers offer private health insurance — a minority of patients opt out of the NHS system to receive their medical treatments privately. Private patients can choose their specialists and avoid waiting lists for non-emergency procedures; NHS patients wait an average of about eight weeks for treatments that require admission to a

hospital, four weeks for out-patient treatments and two weeks for diagnostic tests. While NHS patients have a choice of hospitals, they cannot always choose their specialist.

Transferable Policy Lessons From the United Kingdom

The British have made a number of good decisions that are transferable to other systems. Some of these are mentioned in the text and others come from a more comprehensive list.

1. *Health care should be “free at the point of service,”* a founding principle of the NHS. Although this is precisely opposite the principle of American employers and politicians as they increase co-payments, the evidence from the United States and abroad supports the British position. Most “cost containment” efforts focus on minor costs rather than addressing major costs.

2. *Fund health care from income taxes.* Whenever the British have reviewed the option of using health insurance instead of income tax financing, they have found evidence that an insurance-based health care system costs more to operate, controls costs less effectively. By sharp contrast, US employers are moving the other way, from large group insurance toward individuals buying their own policies on a voluntary basis, long known as the most costly way to structure health insurance, with few means to raise quality or improve the health status of the population.

3. *Establish a strong primary care base for a health care system.* Every UK resident chooses a personal physician or practice. The primary care base of the NHS is widely celebrated and has been consistently strengthened over the decades. Some changes were made to strengthen primary care by providing more practice staff and nurses in order to encourage solo practitioners to come together into teams.

4. *Pay extra for treating patients with deprivations and from deprived areas.* Almost 20 years ago, Brian Jarman developed a scale based on factors that affect clinical care, so that living alone is a factor as well as low income. The British have long paid considerably more for taking care of patients who are more likely to have more problems and whose care is more demanding. American health policy researchers are still debating whether it can be done.

5. *Reduce inequalities in historic funding.* They in the United Kingdom are much smaller now than 20 to 30 years ago. Reductions have been achieved through national planning, building up hospitals and resources in underserved areas.

6. *Pay all subspecialists on the same salary scale.* This policy conveys the sense that psychiatry is as important and complicated as cardiology and pediatrics as challenging as orthopedics. On what defensible grounds should one specialty (cardiology) be paid more than another (psychiatry)? Young doctors should specialize in what they do best and enjoy. Yet in many systems pay differs greatly by specialty. This decision has many cultural, organizational, and clinical benefits, even though some subspecialties have more opportunities to supplement their incomes than others.

7. *Control prescription drug prices while rewarding basic research for breakthrough drugs.* Like most other countries, the British have a national board that negotiates with the industry. Pharmaceutical companies like to portray this approach, which is nearly universal outside the United States, as “price controls” that can “never work.” In fact, nationally negotiated price schedules have worked well for years and saved billions. The British approach goes further, by rewarding breakthrough research. It regulates profits, not prices, by having companies submit financial records. If prices result in higher profits than allowed, the excess profits are paid back. The British approach both ensures and limits profits. Meanwhile, providers are given drug budgets within which they have to live. Any other nation or large buyer can learn from this system.

Форма контроля – устный контроль.

2. Прочитать и перевести текст, сравнить информацию с прочитанной выше, высказать своё мнение:

THE UNITED STATES IS THE only remaining industrialized country without some form of universal access to medical services, in part because policy debates are driven by false, selfdefeating beliefs. One such belief is that the United States cannot afford to cover the uninsured, when in fact a coordinated financing system is *the* key tool for holding costs down, and there are affordable ways to do it.

A second belief, held by the medical profession, is that they would lose still more power than they have already under corporate managed care. Yet universal health care systems elsewhere give the profession greater institutional powers.

Third, many believe that the only alternative to voluntary, market-based health insurance is a single-payer system, when there are a number of options.

Fourth, many believe that the United States is so large and diverse that any lessons one might learn from smaller and less diverse countries do not apply here, so why bother with possible lessons from anywhere else?

Finally, conservative policymakers and providers imagine that a universal health care system would mean low salaries, poor quality and endless waits to see a doctor, as with the British National Health Service (NHS). In US policy debates, the NHS serves as a dreary image of everything we want to avoid and might get if we actually developed a universal system that was efficient. US journalists almost never describe its remarkable achievements or its innovative and instructive reforms. One wonders, then, why any sensible reader should waste time on an article about the NHS.

Most of the NHS's dreary features—the rundown hospitals, the chronic shortages of specialists in every field, the long waiting lists—stem from chronic underfunding and undersupply of personnel and equipment. Many universal health care systems avoid these problems. How well a system is designed must always be distinguished from how well it is funded; the NHS is quite well designed but underprovisioned. By contrast, the US health care system is richly funded but designed so that it maximizes waste, inefficiency, and inequity. This makes people working in it feel it is inadequately funded as well as badly designed. A large health services research industry has arisen to try to figure out how to reduce these inefficiencies but without discussing how the basic design of US health care impedes that goal. Learning about other, better-designed systems provides a needed comparative perspective (box below).

It is important to understand, given the dominance of conservative views in US politics, that the NHS and related systems may be characterized by some as “socialist” but may actually support conservative values: to maximize the ability to exercise individual freedom and responsibility by enabling people to take care of themselves and be productive. Indeed, conservatives in every other industrialized country believe their values support universal access to health care.

Форма контроля – устный контроль.

3. Сравнить системы здравоохранения Великобритании и США, обсудить с преподавателем свои выводы.

Форма контроля – устный контроль.

II. Самостоятельная работа №15 (1ч):

Задание по устной речи.

Подготовить сообщение, сравнив систему здравоохранения (на выбор) с системой в России.

Тема 3.11. Медицинское образование в Великобритании и США

Цели: познакомиться с новой лексикой по теме; научиться высказывать своё мнение о прочитанном и услышанном.

Требования к умениям и знаниям студента:

Студент должен уметь:

- использовать новую лексику в коммуникативных ситуациях;
- высказывать своё мнение;
- правильно грамматически формулировать свое высказывание.

Студент должен знать:

- лексический материал по теме;

Литература: [2]

Краткое содержание темы: Медицинское образование в Великобритании и США. Работа в крупнейших клиниках.

Содержание практической работы (4ч)

1. Прочесть и перевести текст:

How Does a Hospital Work?

Medical students (third and fourth year usually) work in hospitals on their rotations during the clinical years. They are responsible for things at a student level and "carry" patients, but always under the supervision of more senior staff. They do not make independent decisions about treatment; their job is to learn how it all works and begin figuring out what they will be applying for when the time comes.

The next step up is residency, and people in their first year of residency are called 'interns' although they are trying to encourage the terminology of PGY-1, PGY-2, etc. (PGY stands for Post-Graduate Year 1, 2, 3, and so on). All of these people have graduated from medical school and have their degree, so they are doctors, but they are not yet qualified to practice independently. Interns receive their medical license after the first year. They are much more responsible for the patients in their care, but they still run their decisions by senior residents and/or attendings at the hospital. After you complete your residency (3 to 5 years depending on the specialty), you are qualified both to practice and, if you choose, to sit for the board exams in your specialty (this is what is meant by 'board-qualified physician'). Residents get their jobs by "matching" into them; you apply for whatever specialty you're interested in, programs invite you to interview, and at the end of all this you make a list and they make a list and a computer matches everyone up.

If you complete your residency and want to go on for further training to specialize, you can apply for a fellowship and become a fellow. For example, if you did a medicine residency but wanted to specialize in cardiology, you would apply for a cardiology fellowship. Most fellowships are one or two years; some are longer. Fellowships, generally, do not go through a match but operate more like regular job applications (there are exceptions). Again, greater experience, greater responsibility and independence.

All of these people are employed directly by the teaching hospital at which they work and are, in the aggregate, referred to as House Officers.

After all of this, if you want, you can apply for a permanent job at the hospital overseeing the House Officers as an Attending. This is a job like any other job; you apply and they can make you an offer.

Форма контроля – устный контроль.

2. Прочестъ и перевести текст, выразить своё мнение:

The World's Best Hospitals for Medical Tourists™

Hospitals from around the world are considered annually for the MTQUA Top 10 list of the World's Best Hospitals for Medical Tourists™.

The general environment for medical tourism

In 2013, Asia continues to be the top medical destination in medical travel. Asian medical destinations continue to offer more and better medical procedures and care than most other medical destinations.

However, the ongoing uncertain economic landscape and fluctuating environment for major currencies, the continuing entry of more and better hospitals around the world, and the energy by some government tourism boards in promoting medical tourism, are forcing both providers and patients to review what makes good value in medical tourism and where and how to get it.

International hospitals and medical tourism

Not all top hospitals around the world are keen to take international patients who live in other countries. The investment in treatment and care that is required is often considerable so they carefully evaluate the extent of their participation in medical tourism.

American hospitals are generally not seen as open or caring of foreign patients or medical tourists as hospitals in Europe and elsewhere. Their priorities are directed at domestic patients. Some renowned exceptions that attract international traveling patients for specific medical needs include the Mayo Clinic, Cleveland Clinic, Memorial Sloan-Kettering Cancer Center, and Johns Hopkins Hospital.

MTQUA annually publishes the list of the top 10 World's Best Hospitals for Medical Tourists™. This list of leading hospitals for medical tourism is issued by the Medical Travel Quality Alliance to help patients, hospitals, and medical travel companies better understand the important factors that create an outstanding medical experience for a medical tourist.

Many of these top hospitals have international accreditation from any of several accreditation agencies. Others may not have international accreditation but have stellar international reputations and other qualifications for medical quality and patient safety.

In selecting the hospitals for this list, MTQUA considers more than high quality medical treatment. Quality of treatment and care for medical travelers goes beyond accreditation, high tech equipment and luxurious settings. Our criteria for selection includes communication, transparency, privacy, security, marketing, ethics and leadership.

Форма контроля – устный контроль.

3. Прочитать текст, сравнить прочитанное с функционированием отечественных больниц:

The Wellington Hospital

The Wellington Hospital is the largest independent hospital in the UK, with almost four decades of expertise in treating patients from the UK and overseas. The hospital has an international reputation for offering a premium service in key areas of healthcare, including: neurosurgery, cardiac care, orthopaedics, acute neurological rehabilitation and gynaecology.

Just minutes from Central London, located close to Harley Street and the open space of Regent's Park, The Wellington Hospital allows easy access to all of London's attractions, whilst offering a quiet haven away from the noise and bustle of the city.

We understand the anxieties of a hospital stay, and our facilities have been specially designed to be calming and comfortable. Every patient enjoys luxury accommodation and friendly service, and is treated with compassion and kindness from the moment they arrive.

Our dedication to bring you the best in healthcare means we attract many of the country's most distinguished consultants and recruit expertly skilled medical staff. Our emphasis on furnishing this hospital with state-of-the-art technology has allowed us to speed up diagnosis, increase accuracy and strive for the very best health outcomes for our patients.

The Wellington Hospital is a multi-specialty private hospital which has:

- 266 Registered Beds
- 46 Neurological Rehabilitation Beds
- 34 Critical Care Beds (all level 3 Intensive Care Beds)
- 39 High Dependency Unit Beds all with telemetry
- 15 Operating Theatres
- 3 Cardiac Catheter Labs
- 3 Endoscopy Theatres
- 3 Angiography Suites
- 50 Consulting Rooms

The Wellington Hospital, The Platinum Medical Centre and The Diagnostics & Outpatients Centre, Golders Green are supported by a full range of diagnostic services including: Magnetic Resonance Scanners (MRI), PET CT (Low Dose, Dual Source), 64 Slice CT scanner, Digital Radiology, Interventional Radiology Lab, Ultrasound (multi-use), Cardiac imaging & Research Centre (CIRC) and Pathology Services.

During your stay in the hospital a team of dedicated and highly trained professionals will make sure you receive the best possible care, attention and treatment.

Mission Statement

We are committed to the care and improvement of human life. In recognition of this commitment, we will strive to deliver high quality, cost-effective healthcare in the communities we serve. In pursuit of our mission, we believe the following statements are essential and timeless:

- We treat all those we serve with compassion and kindness
- We aim to assist all our patients in getting back to the business of living their life
- We recognise and affirm the unique and intrinsic value of each individual
- We aim to provide a high standard of specialist care based on best clinical practice within designated units.

Форма контроля – устный контроль.

4. Критерии оценки работы

Контроль осуществляется в каждом виде речевой деятельности (говорении, письме).

При оценке навыков и умений **устной речи** учитывается:

- решение коммуникативной задачи;
- связность речи;
- лексико-грамматическое оформление речи;
- фонетическое оформление речи (произношение).

Критерии оценки монологической речи:

«Отлично» ставится, если студент может вести беседу на английском языке, взаимодействует с речевым партнером и адекватно реагирует на его реплики, используя выражая свое мнение и отношение к услышанному по определенной проблеме. В сообщении имеются лишь отдельные лексико-грамматические или интонационно-синтаксические ошибки.

«Хорошо» ставится, если студент способен вести беседу и без особых проблем участвует в речевом взаимодействии, выражая свое мнение и отношение к вопросу или проблеме, испытывает, однако трудности, не всегда понимая, о чем идет речь. Студент допускает небольшое количество ошибок.

«Удовлетворительно» ставится, если студент может отвечать, но его ответы не всегда точны и логичны. Студент демонстрирует грубое нарушение структуры предложения. Для речи характерно достаточно большое количество ошибок.

«Неудовлетворительно» ставится, если студент не может отвечать, и его ответы не точны и не логичны. Студент пытается использовать заученный текст, не соответствующий обсуждаемой теме. Для речи характерно большое количество ошибок.

Критерии оценки письменной речи:

- решение коммуникативной задачи (насколько полно и точно она выполнима);
- относительная грамматическая корректность (морфологическая и синтаксическая грамотность, допускающая некоторое количество не нарушающих общение ошибок);
- корректность употребления лексического материала и связность текста (обоснованность употребления лексики, ее разнообразие, обеспечение связности текста за счет внутрифразовых и межфразовых связей).

Критерии оценки работы:

«Отлично» ставится, студент точно выполнил задание, правильно определил степень письменного сообщения, корректно использовал языковые средства, выбрал содержательное и языковое оформление, которое направлено на решение данной коммуникативной задачи. Письменный текст может содержать единичные ошибки в правописании.

«Хорошо» выставляется, студент в основном решил поставленную коммуникативную задачу, используя соответствующие языковые средства, но при этом допустил небольшое количество ошибок лексико-грамматического плана.

«Удовлетворительно» ставится, студент частично и не совсем точно решил поставленную перед ним коммуникативную задачу и допустил при этом достаточное количество лексико-грамматических ошибок. Письменное сообщение отличается небольшим объемом, примитивностью оформления собственных мыслей и построения высказывания.

«Неудовлетворительно» ставится, что студент не совсем точно решил поставленную перед ним коммуникативную задачу и допустил при этом большое количество лексико-грамматических ошибок. Письменное сообщение отличается небольшим объемом, примитивностью оформления собственных мыслей и построения высказывания.

Критерии оценки по грамматике:

Оценка «5» ставится, если студент:

- правильно употребляет грамматический материал в устной и письменной речи;
- письменная и устная речь не содержат единичные ошибки в правописании и произношении;
- использует грамматические структуры в соответствии с контекстом и речевой ситуацией.

Оценка «4» ставится, если студент:

- допустил ряд грамматических ошибок, не затрудняющих понимание.

Оценка «3» ставится, если студент:

- часто допускает орфографические ошибки элементарного уровня, либо ошибки не многочисленные, но затрудняющие понимание выполненного задания.

Оценка «2» ставится, если студент:

- не соблюдает грамматические правила;
- не правильно использует грамматические структуры, что делает не возможным поставленным задачам.

Критерии оценки чтения:

Оценка «5» ставится, если студент:

- читает вслух с соблюдением фонетических и интонационных форм;
- при пересказе полно излагает содержание своими предложениями, использует изредка текст, обосновывает свое мнение;
- излагает материал грамотно, допускает лишь незначительные погрешности (фонетика, грамматика).

Оценка «4» ставится, если студент:

- читает вслух достаточно грамотно и образно;
- обнаруживает при пересказе текста понимание, а имеющиеся ошибки не мешают понимать изложенное;
- соблюдает правильный интонационный рисунок, не допускает фонематических ошибок.

Оценка «3» ставится, если студент:

- читает вслух достаточно грамотно;
- обнаруживает при пересказе текста понимание текста, но излагает содержание не полно;
- допускает в ответе значительное количество грамматических и фонетических ошибок.

Оценка «2» ставится, если студент:

- обнаруживает непонимание текста;
- допускает большое количество фонематических ошибок и демонстрирует неправильное произношение многих звуков, что делает восприятие речи на слух почти невозможным.

Критерии оценки по лексике:

Оценка «5» ставится, если студент:

- демонстрирует отличные знания лексических единиц речевых образцов по теме;
- умеет грамотно комбинировать лексические единицы в предложении.

Оценка «4» ставится, если студент:

- демонстрирует хорошие знания лексических единиц речевых образцов по теме;
- допускает небольшое количество ошибок в предложении и не всегда точно использует устойчивые словосочетания.

Оценка «3» ставится, если студент:

- демонстрирует слабые знания лексических единиц и речевых образцов по теме и нечеткое произношение;
- затруднение вызывают ответы на вопросы преподавателя.

Оценка «2» ставится, если студент:

- не знает слов в предложениях и не понимает базовые структуры.

5. Информационное обеспечение обучения

Основные источники:

1. Кузовлёв В.П.: Английский язык. 10-11 классы: учеб. для общеобразоват. учреждений – 12-е изд. – М.: Просвещение, 2010.
2. Марковина И.Ю., Громова Г.Е.: Английский язык для медицинских училищ и колледжей - 2-е изд. – М.: Издательский центр Академия, 2010.

Дополнительные источники:

3. Беликова Е. Английский для медиков. Конспект лекций. – М.: Эксмо, 2007. – 192 с.
4. Голицынский Ю.Б.: Грамматика: Сборник упражнений. – 5-е изд. – СПб: КАРО, 2007.
5. Козырева Л.Г., Шадская Т.В.: Английский язык для медицинских колледжей и училищ: учебное пособие – Изд. 7-е. – Ростов н/Д: Феникс, 2007.
6. Мюллер В.К. Англо-русский и русско-английский словарь 100 000 слов и выражений. М.: Эксмо, 2008. – 1120 с.
7. Новый англо-русский медицинский словарь. Ок. 75 000 терминов/Под. Ред. В.Л.Ривкина. – М.: РУССО: БИНОМ. Лаборатория знаний, 2007. – 880 с.(+CD)
8. Тимофеев В.Г., Вильнер А.Б., Колесникова И.Л. и др. Учебник английского языка для 10 класса (базовый уровень) / под ред. В.Г. Тимофеева. – М.: Издательский центр «Академия», 2007.
9. Тимофеев В.Г., Вильнер А.Б., Колесникова И.Л. и др. Рабочая тетрадь к учебнику английского языка для 10 класса (базовый уровень) / под ред. В.Г. Тимофеева. – М.: Издательский центр «Академия», 2007.
10. Франк И.: Английский шутя. – 5-ое изд. – М., Восточная книга, 2012.
11. Хобдэй П.: Англия: обычаи и этикет. – М., АСТ: Астрель, 2008.

Электронные ресурсы:

- 1) Английский язык: учебник / Марковина И.Ю., Максимова З.К., Вайнштейн М.В.; Под общей ред. И.Ю. Марковиной [Электронный ресурс]. - 4-е изд., испр. и перераб. 2014. - 368 с.: ил.- Режим доступа: <http://www.studmedlib.ru/ru/index.html>
- 2) Англо-русский медицинский словарь / Под ред. И.Ю. Марковиной, Э.Г. Улумбекова [Электронный ресурс]. - 2013. - 496 с.- Режим доступа: <http://www.studmedlib.ru/ru/index.html>

Интернет-ресурсы:

1. <http://prepodavatel.narod.ru/modtechnology.html>
2. http://www.mirrabort.com/work/work_50498.html
3. <http://www.emba-uams.ru/programs/forms/mod/>
4. <http://www.arcsakhalin.ru/files/modprogobuch%20.doc>
5. <http://www.alt aids.alt.ru/projects/5.php>
6. <http://mirelinde.narod.ru/Metod.htm>
7. http://www.mirrabort.com/work/work_39398.html
8. <http://dist.imit.ru/lms/course/category.php?id=21>
9. <http://www.ed.gov.ru/prof-edu/sred/rub/oop/spoo.doc>
10. <http://59428s016.edusite.ru/p16aal.html>
11. <http://www.britannica.co.uk>
12. <http://en.wikipedia.org>
13. <http://www.study.ru>

14. http://mirslovarei.com/ruennauka_a
15. http://esl.about.com/cs/englishworkplace/ht/ht_resume.htm
16. http://eng5.ru/words/english_numbers
17. <http://audio-class.ru/razgovornik/phrasebook-numbers.html>
18. http://tea-english.ru/?page_id=1332

ЛИСТ РЕГИСТРАЦИИ ИЗМЕНЕНИЙ

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