

Федеральное государственное автономное образовательное учреждение
высшего образования
"Казанский (Приволжский) федеральный университет"
Институт фундаментальной медицины и биологии



УТВЕРЖДАЮ

Проректор
по образовательной деятельности КФУ
Проф. Тагорский Д.А.

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Программа дисциплины
Б1.Б.2 Иностранный язык

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Учебно-методическая комиссия Института фундаментальной медицины и биологии:

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1. Цели освоения дисциплины

Основной целью курса является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение обучающимися необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности при общении с зарубежными партнерами, а также для дальнейшего самообразования. Изучение иностранного языка призвано также обеспечить:

- повышение уровня учебной автономии, способности к самообразованию;
- развитие когнитивных и исследовательских умений;
- развитие информационной культуры;
- расширение кругозора и повышение общей культуры обучающихся;
- воспитание толерантности и уважения к духовным ценностям разных стран и народов.

ДОСТИГАЕМЫЕ УРОВНИ ВЛАДЕНИЯ ИНОСТРАННЫМ ЯЗЫКОМ

Данная Программа является многоуровневой и обеспечивает возможность реализации обучения иностранным языкам в двух вариантах (в зависимости от исходного уровня иноязычной коммуникативной компетенции обучающихся):

1. в диапазоне уровней: A1 – A 2+;

2. в диапазоне уровней: B1 - B2+

(по Общеввропейской шкале уровней владения иностранными языками)

Распределение обучающихся по уровням осуществляется на основании результатов входного тестирования и дальнейшего мониторинга совершенствования иноязычной коммуникативной компетенции.

Курс состоит из 4 обязательных разделов, каждый из которых соответствует определенному этапу формирования коммуникативной англоязычной компетенции (Развитие. Закрепление. Автоматизация. Совершенствование). Каждый из этапов соответствует определенной сфере общения (общая, академическая, профессиональная сферы). На освоение каждой сферы рекомендуется выделять 108 часов аудиторной работы от общей трудоемкости учебной дисциплины или один семестр, на профессиональную сферу - 2 семестра 216 часов аудиторной работы. Предлагаемое соотношение трудоемкости разделов является рекомендуемым, а не обязательным, и может варьироваться с учетом специфики вуза/факультета/направления. Изучение данных разделов идет последовательно, в рамках учебных модулей. Для каждого раздела определены:

- тематика учебного общения
- проблемы для обсуждения
- типичные ситуации для всех видов устного и письменного речевого общения.

Интеграция содержания обучения иностранному языку во всех разделах/содержательных блоках Программы обеспечивает возможность ротации речевого и языкового материала, усиливает когнитивную составляющую обучения, при организации процесса обучения позволяет сместить акцент с аудиторных занятий с преобладанием репродуктивно-тренировочных заданий на самостоятельные поисково-познавательные виды деятельности с разной степенью учебной автономии.

Иноязычная коммуникативная компетенция включает языковую, речевую, социокультурную и другие компетенции:

- лингвистическая (владение знанием о системе языка, о правилах функционирования единиц языка в речи и способность с помощью этой системы понимать чужие мысли и выражать собственные суждения в устной и письменной форме);
- социолингвистическая (означает знание способов формирования и формулирования

- мыслей с помощью языка, а также способность пользоваться языком в речи);
- стратегическая (компетенция, с помощью которой учащийся может восполнить пробелы в знании языка, а также речевом и социальном опыте общения в иноязычной среде);
 - социокультурная (подразумевает знание учащимися национально-культурных особенностей социального и речевого поведения носителей языка: их обычаев, этикета, социальных стереотипов, истории и культуры, а также способов пользоваться этими знаниями в процессе общения);
 - социальная (проявляется в желании и умении вступать в коммуникацию с другими людьми, в способности ориентироваться в ситуации общения и строить высказывание в соответствии с коммуникативным намерением говорящего и ситуацией);
 - дискурсивная (предполагает навыки и умения организовывать речь, логически, последовательно и убедительно ее выстраивать, ставить задачи и добиваться поставленной цели, а также владение различными приемами получения и передачи информации как в устном, так и в письменном общении);
 - межкультурная (подразумевающая действия в рамках культурных норм, принятых в культуре изучаемого иностранного языка и умений, позволяющих представлять культуру родного языка средствами иностранного).

При необходимости более детальное описание языковой компетенции см. в Common European Framework of Reference for Language Learning and Teaching. – Strasbourg: Council of Europe Press, 1996.

2. Место дисциплины (модуля) в структуре ОПОП

Данная учебная дисциплина относится к дисциплинам базовой части программы специалитета. Осваивается на 1, 2 курсах (1, 2, 3, 4 семестр).

Для успешного освоения данной дисциплины необходимо наличие иноязычной коммуникативной компетенции на уровне не ниже А2.

3. Компетенции обучающегося, формируемые в результате освоения дисциплины /модуля

В результате освоения дисциплины обучающийся:

1. должен знать:
 - лексический и грамматический минимум общего и профессионального характера; основы перевода с иностранного языка;
2. должен уметь:
 - в области аудирования:
воспринимать на слух и понимать основное содержание несложных аутентичных научно- популярных и научных текстов, относящихся к различным типам речи (сообщение, доклад, презентация), а также выделять в них значимую/запрашиваемую информацию;
 - в области чтения:
понимать основное содержание аутентичных научно- популярных и научных текстов, веб-сайтов; выделять значимую/запрашиваемую информацию из прагматических текстов справочно-информационного характера;
 - в области говорения:
начинать, вести/поддерживать и заканчивать диалог-расспрос об увиденном, прочитанном, диалог-обмен мнениями и диалог-интервью/ собеседование при приеме на работу, соблюдая нормы речевого этикета, при необходимости используя стратегии восстановления сбоя в процессе коммуникации (переспрос, перефразирование и др.); расспрашивать собеседника, задавать вопросы и отвечать на них, высказывать свое мнение,

просьбу, отвечать на предложение собеседника (принятие предложения или отказ); делать сообщения и выстраивать монолог-описание, монолог-повествование и монолог-рассуждение;

-в области письма:

заполнять формуляры и бланки прагматического характера; вести запись основных мыслей и фактов (из аудиотекстов и текстов для чтения), а также запись тезисов устного выступления/ письменного доклада по изучаемой проблематике; поддерживать контакты при помощи электронной почты (писать электронные письма личного характера); оформлять CV/ Resume и сопроводительное письмо, необходимые при приеме на работу, выполнять письменные проектные задания (письменное оформление презентаций, информационных буклетов, рекламных листовок и т.д.);

3. должен владеть:

учебными стратегиями для организации своей учебной деятельности
когнитивными стратегиями для автономного изучения иностранного языка
стратегиями рефлексии и самооценки в целях совершенствования личных качеств и достижений презентационными технологиями для предъявления информации.

4. Демонстрировать способность и готовность использовать иностранный язык в ситуациях профессионального общения.

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-5	готовностью к саморазвитию, самореализации, самообразованию, использованию творческого потенциала
ОК- 8	готовностью к работе в коллективе, толерантно воспринимать социальные, этнические, конфессиональные и культурные различия
ОПК-1	готовностью решать стандартные задачи профессиональной деятельности с использованием информационных, библиографических ресурсов, медико-биологической терминологии, информационно-коммуникационных технологий и учетом основных требований информационной безопасности
ОПК-2	готовностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач профессиональной деятельности
ПК-20	готовностью к анализу и публичному представлению медицинской информации на основе доказательной медицины
ПК-21	способностью к участию в проведении научных исследований

4. Структура и содержание дисциплины/ модуля

4.1. Распределение трудоемкости дисциплины (в часах) по видам нагрузки обучающегося и по разделам дисциплины

Общая трудоемкость аудиторных занятий дисциплины составляет 16 зачетных(ые) единиц(ы) 576 часа(ов) .

Форма промежуточного контроля дисциплины зачет в 2,3 семестрах, экзамен в 4 семестре.

N	Раздел Дисциплины/ Модуля	Семестр	Виды и часы аудиторной работы, их трудоемкость (в часах)			Самос- тоятел- ьная работа	Допол- нительные формы контроля
			Лекции	Практические занятия	Лабора- торные работы		
1.	Тема 1. РАЗВИТИЕ фонетических навыков	1	0	4	0	5	домашнее задание тестирование
2.	Тема 2. РАЗВИТИЕ лексических навыков	1	0	12	0	5	домашнее задание контрольная работа
3.	Тема 3. РАЗВИТИЕ грамматических навыков	1	0	18	0	5	домашнее задание тестирование
4.	Тема 4. РАЗВИТИЕ навыков аудирования	1	0	14	0	5	домашнее задание тестирование
5.	Тема 5. РАЗВИТИЕ навыков говорения	1	0	14	0	9	устный опрос дискуссия презентация
6.	Тема 6. РАЗВИТИЕ навыков коммуникативного чтения	1	0	14	0	10	домашнее задание тестирование
7.	Тема 7. РАЗВИТИЕ навыков коммуникативного письма	1	0	14	0	10	домашнее задание письменная работа
8.	Тема 8. РАЗВИТИЕ навыков экстенсивного чтения по специальности	1	0	18	0	5	Домашнее задание
9.	Тема 9. ЗАКРЕПЛЕНИЕ фонетических навыков	2	0	4	0	2	домашнее задание тестирование
10.	Тема 10. ЗАКРЕПЛЕНИЕ лексических навыков	2	0	12	0	2	домашнее задание контрольная работа
11.	Тема 11. ЗАКРЕПЛЕНИЕ грамматических навыков	2	0	18	0	2	домашнее задание тестирование
12.	Тема 12. ЗАКРЕПЛЕНИЕ навыков аудирования	2	0	14	0	2	домашнее задание тестирование

13.	Тема 13. ЗАКРЕПЛЕНИЕ навыков говорения	2	0	14	0	2	устный опрос дискуссия презентация
14.	Тема 14. ЗАКРЕПЛЕНИЕ навыков коммуникативного чтения	2	0	14	0	2	домашнее задание тестирование
15.	Тема 15. ЗАКРЕПЛЕНИЕ навыков коммуникативного письма	2	0	14	0	4	домашнее задание письменная работа
16.	Тема 16. ЗАКРЕПЛЕНИЕ навыков экстенсивного чтения по специальности	2	0	18	0	2	Домашнее задание
17.	Тема 17. АВТОМАТИЗАЦИЯ фонетических навыков	3	0	2	0	6	домашнее задание тестирование
18.	Тема 18. АВТОМАТИЗАЦИЯ лексических навыков	3	0	7	0	2	домашнее задание контрольная работа
19.	Тема 19. АВТОМАТИЗАЦИЯ навыков коммуникативного аудирования	3	0	9	0	2	домашнее задание тестирование
20.	Тема 20. АВТОМАТИЗАЦИЯ навыков говорения	3	0	9	0	6	устный опрос дискуссия презентация
21.	Тема 21. АВТОМАТИЗАЦИЯ навыков коммуникативного чтения	3	0	9	0	2	домашнее задание тестирование
22.	Тема 22. АВТОМАТИЗАЦИЯ навыков письма	3	0	9	0	2	домашнее задание письменная работа
23.	Тема 23. АВТОМАТИЗАЦИЯ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский	3	0	36	0	6	домашнее задание тестирование
24.	Тема 25. АВТОМАТИЗАЦИЯ навыков аудирования по специальности	3	0	9	0	2	Домашнее задание
25.	Тема 25 АВТОМАТИЗАЦИЯ навыков говорения по специальности	3	0	9	0	2	Домашнее задание

26	Тема 26. АВТОМАТИЗАЦИЯ навыков чтения текстов по специальности	3	0	9	0	6	Домашнее задание
27.	Тема 27. СОВЕРШЕНСТВОВАНИЕ фонетических навыков	4	0	2	0	1	домашнее задание тестирование
28.	Тема 28. СОВЕРШЕНСТВОВАНИЕ лексических навыков	4	0	7	0	2	домашнее задание контрольная работа
29.	Тема 29. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного аудирования	4	0	9	0	2	домашнее задание тестирование
30.	Тема 30 СОВЕРШЕНСТВОВАНИЕ навыков говорения	4	0	9	0	2	устный опрос дискуссия презентация
31.	Тема 31. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного чтения	4	0	9	0	2	домашнее задание тестирование
32.	Тема 32. СОВЕРШЕНСТВОВАНИЕ навыков письма	4	0	9	0	2	домашнее задание письменная работа
33	Тема 33. СОВЕРШЕНСТВОВАНИЕ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский	4	0	36	0	2	домашнее задание тестирование
34	Тема 34. СОВЕРШЕНСТВОВАНИЕ навыков аудирования по специальности	4	0	9	0	1	Домашнее задание
35.	Тема 35. СОВЕРШЕНСТВОВАНИЕ навыков говорения по специальности	4	0	9	0	2	Домашнее задание
36.	Тема 36. СОВЕРШЕНСТВОВАНИЕ навыков чтения текстов по специальности	4	0	9	0	2	Домашнее задание
	Итого		0	432	0	126	

4.2 Содержание дисциплины

Тема 1. РАЗВИТИЕ фонетических навыков

Практическое занятие

- особенности артикуляции изучаемого иностранного языка по сравнению с артикуляцией русского языка, система гласных и согласных языка.

Тема 2. РАЗВИТИЕ лексических навыков

Практическое занятие

Стилистически нейтральная и стилистически окрашенная наиболее употребительная лексика общего языка в рамках изученных тем. 1. Знакомство. Биография. 2. В магазине. 3. Семья, родственные отношения, семейный бюджет. 3. Профессиональная (учебная) деятельность, род занятий. Поиск работы. 4. Распорядок дня; питание, отдых, праздники, занятия спортом, хобби. Наиболее распространенные формулы-клише (обращение, приветствие, благодарность, извинение и т.п.). Основные речевые модели для передачи основного содержания текста.

Тема 3. РАЗВИТИЕ грамматических навыков

Практическое занятие Артикль. Общее понятие и основные случаи употребления. Имя существительное.

Образование множественного числа и притяжательного падежа существительного. Имя прилагательное. Степени сравнения прилагательных. Наречие. Степени сравнения наречий. Имя числительное. Количественные и порядковые числительные. Местоимения: личные, притяжательные, неопределенные, вопросительные, относительные, указательные. Наиболее употребительные предлоги. Наиболее употребительные сочинительные и подчинительные союзы.

Тема 4. РАЗВИТИЕ навыков аудирования

Практическое занятие

Фонологическое, лексическое, грамматическое аудирование. Коммуникативное аудирование материалов СРЕДНЕЙ СТЕПЕНИ СЛОЖНОСТИ в зависимости от уровня владения языком: -понимание общего содержания прослушанной информации -детальное понимание прослушанного, -восстановление полного текста в письменном виде при многократном прослушивании -вычленение и понимание определенной информации, ограниченной коммуникативным заданием -умение, помимо адекватного восприятия и осмысления сообщения, понимать намерения, установки, переживания, состояния и пр. говорящего.

Тема 5. РАЗВИТИЕ навыков говорения

Практическое занятие

Монологическое высказывание в соответствии с предложенной ситуацией и ролью, навыки условно-неподготовленной и неподготовленной речи, дискуссия, беседа, расспрос - объяснение по пройденной тематике, проблемные беседы (отбор и оценивание характеристик в соответствии с собственной точкой зрения, выражение согласия/несогласия, аргументация) с правильным использованием формул речевого этикета и отбором соответствующих языковых средств для выполнения определенного коммуникативного задания. Коммуникация должна быть эффективной, т. е. цели должны быть достигнуты, при возникающих трудностях коммуникация должна быть восстановлена. Тематика текстов и ситуаций общения: 1. Знакомство. Биография. 2. В магазине. 3. Семья, родственные отношения, семейный бюджет. 3. Профессиональная (учебная) деятельность, род занятий. Поиск работы. 4. Распорядок дня; питание, отдых, праздники, занятия спортом, хобби. Языковая функциональность: -рекомендация, совет, собственное мнение; - согласие, отказ;- приглашение, отказ от приглашения

Тема 6. РАЗВИТИЕ навыков коммуникативного чтения

Практическое занятие

(способность понимать и извлекать информацию из текстов): изучающее, ознакомительное, просмотровое, аналитическое чтение текстов СРЕДНЕЙ СТЕПЕНИ СЛОЖНОСТИ в зависимости от уровня владения языком из общественно-политической, социально-культурной и учебно-профессиональной сфер Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и

коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией.

Тема 7. РАЗВИТИЕ навыков коммуникативного письма

Практическое занятие

Стратегия порождения письменных сообщений: - планирование - компенсация - мониторинг

Тема 8. Развитие навыков экстенсивного чтения по специальности

Практическое занятие

Дальнейшее расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Просмотровое и поисковое чтение текстов по специальности среднего уровня сложности с последующим заданием на говорение. Тематика текстов по специальности: human body, study of anatomy, muscles, organs, veins and arteries.

Тема 9. ЗАКРЕПЛЕНИЕ фонетических навыков

Практическое занятие

ритмика (ударные и неударные слова в потоке речи); паузация: деление речевого потока на смысловые группы - нейтральная интонация повествования и вопроса.

Тема 10. ЗАКРЕПЛЕНИЕ лексических навыков

Практическое занятие

Стилистически нейтральная и стилистически окрашенная наиболее употребительная лексика общего языка в рамках изученных тем. 1. Описание жилища, работа по дому. Поиск жилья. 2. Времена года; погода. 3. Туризм. Путешествие различными видами транспорта. 4. Географическое положение стран, описание городов. Знакомство с основными типами словарей (двуязычными и одноязычными толковыми, фразеологическими, терминологическими и т. д.). Полисемия. Синонимия. Антонимия.

Тема 11. ЗАКРЕПЛЕНИЕ грамматических навыков

Практическое занятие

Глагол. Личные формы глагола. Употребление глаголов have, be, do, should, would, shall will. Модальные глаголы. Phrasal verbs. Видовременные формы глагола в активном и пассивном залоге. Порядок слов в простом предложении (повествовательном, вопросительном, отрицательном). Сложное предложение. Типы придаточных предложений (изъяснительное, определительное, обстоятельственное времени, образа действия, места, цели, причины и т.д.). Косвенная речь.

Тема 12. ЗАКРЕПЛЕНИЕ навыков аудирования

Практическое занятие

Фонологическое, лексическое, грамматическое аудирование. Коммуникативное аудирование материалов **ПОВЫШЕННОЙ СТЕПЕНИ СЛОЖНОСТИ** в зависимости от уровня владения языком: -понимание общего содержания прослушанной информации -детальное понимание прослушанного, -восстановление полного текста в письменном виде при многократном прослушивании -вычленение и понимание определенной информации, ограниченной коммуникативным заданием -умение, помимо адекватного восприятия и осмысления сообщения, понимать намерения, установки, переживания, состояния и пр. говорящего.

Тема 13. ЗАКРЕПЛЕНИЕ навыков говорения

Практическое занятие

Монологическое высказывание в соответствии с предложенной ситуацией и ролью, навыки условно-неподготовленной и неподготовленной речи, дискуссия, беседа, расспрос - объяснение по пройденной тематике, проблемные беседы (отбор и оценивание характеристик в соответствии с собственной точкой зрения, выражение согласия/несогласия, аргументация) с правильным использованием формул речевого этикета и отбором соответствующих языковых средств для выполнения определенного коммуникативного задания. Коммуникация должна быть эффективной, т. е. цели должны быть достигнуты, при возникающих трудностях коммуникация должна быть

восстановлена. Тематика текстов и ситуаций общения: 1.

Описание жилища, работа по дому. Поиск жилья. 2. Времена года; погода. 3. Туризм. Путешествие различными видами транспорта. 4. Географическое положение стран, описание городов. Языковая функциональность: - телефонные переговоры;- критические замечания;- описание, анализ, объяснение.

Тема 14. ЗАКРЕПЛЕНИЕ навыков коммуникативного чтения

Практическое занятие

Способность понимать и извлекать информацию из текстов): изучающее, ознакомительное, просмотровое, аналитическое чтение текстов **ПОВЫШЕННОЙ СТЕПЕНИ СЛОЖНОСТИ** в зависимости от уровня владения языком из общественно-политической, социально-культурной и учебно-профессиональной сфер Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией.

Тема 15. ЗАКРЕПЛЕНИЕ навыков коммуникативного письма

Практическое занятие

Формы письменного сообщения: официальное и неофициальное письмо, CV, план, конспект, резюме текста, изложение его содержания с критической оценкой, реферирование и аннотирование.

Тема 16. ЗАКРЕПЛЕНИЕ навыков экстенсивного чтения по специальности

Практическое занятие

Расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Просмотровое и поисковое чтение текстов повышенного уровня сложности по специальности сложности с последующим заданием на говорение, а именно, презентацией материала по заданной теме, грамотным составлением аннотации, резюме или реферата по тексту. примерные темы текстов для чтения: molecular biology, inheritance, coordinations

Тема 17. АВТОМАТИЗАЦИЯ фонетических навыков

Практическое занятие

Умение читать знакомые и незнакомые тексты вслух, бегло, с правильной интонацией и распределением пауз; -установка и корректировка тех звуков, неправильное произнесение которых ведет к искажению смысла

Тема 18. АВТОМАТИЗАЦИЯ лексических навыков

Практическое занятие

Стилистически нейтральная и стилистически окрашенная наиболее употребительная лексика общего языка в рамках изученных тем. 1. Предметы в быту. Еда. 2. Внешность, характер, поведение и привычки, чувства людей. 3. Мечты, планы, амбиции. 4. Искусство (кино, театр, живопись). Активное использование основных типов словарей (двухязычными и одноязычными толковыми, фразеологическими, терминологическими и т. д.).Полисемия. Синонимия. Антонимия. Основные термины широкой специальности. Знакомство с терминологическими словарями и справочниками. Знакомство с общенаучной лексикой, устойчивые словосочетания, свойственные научному стилю общения

Тема 19. АВТОМАТИЗАЦИЯ навыков коммуникативного аудирования

Практическое занятие

Фонологическое, лексическое, грамматическое аудирование . Коммуникативное аудирование материалов **ВЫСОКОЙ СТЕПЕНИ СЛОЖНОСТИ** в зависимости от уровня владения языком: -понимание общего содержания прослушанной информации -детальное понимание прослушанного, -восстановление полного текста в письменном виде при многократном прослушивании -вычленение и понимание определенной информации, ограниченной коммуникативным заданием -умение,

помимо адекватного восприятия и осмысления сообщения, понимать намерения, установки, переживания, состояния и пр. говорящего.

Тема 20. АВТОМАТИЗАЦИЯ навыков говорения

Практическое занятие Монологическое высказывание в соответствии с предложенной ситуацией и ролью, навыки условно-неподготовленной и неподготовленной речи, дискуссия, беседа, расспрос - объяснение по пройденной тематике, проблемные беседы (отбор и оценивание характеристик в соответствии с собственной точкой зрения, выражение согласия/несогласия, аргументация) с правильным использованием формул речевого этикета и отбором соответствующих языковых средств для выполнения определенного коммуникативного задания. Коммуникация должна быть эффективной, т. е. цели должны быть достигнуты, при возникающих трудностях коммуникация должна быть восстановлена. Тематика текстов и ситуаций общения: 9.

Предметы в быту. Еда. 10. Внешность, характер, поведение и привычки, чувства людей.

11. Мечты, планы, амбиции. 12. Искусство (кино, театр, живопись). Языковая функциональность: - формулирование гипотезы; - убеждение

Тема 21. АВТОМАТИЗАЦИЯ навыков коммуникативного чтения

Практическое занятие

(способность понимать и извлекать информацию из текстов): изучающее, ознакомительное, просмотровое, аналитическое чтение текстов **ВЫСОКОЙ СТЕПЕНИ СЛОЖНОСТИ** в зависимости от уровня владения языком из общественно-политической, социально-культурной и учебно-профессиональной сфер. Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией.

Тема 22. АВТОМАТИЗАЦИЯ навыков письма

Практическое занятие

Основы академического письма. Совершенствование умения продуцировать письменное изложение разных видов: доклад, реферат-резюме, реферат-обзор, сочинение-рассуждение, аннотацию и др. в пределах научной тематики. Особое внимание уделяется развитию умения логического построения письменного сообщения, умению выбора адекватных языковых средств.

Тема 23. АВТОМАТИЗАЦИЯ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.

Практическое занятие

Грамматические трудности, свойственные письменной научной речи: Пассивный залог. Ингвовые формы (сравнительный анализ) и сложные конструкции на их основе. Способы их перевода. Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией. Специфика научного функционального стиля. Проблема адекватности перевода. Полная и неполная адекватность. Тема и рема. Лингвистические и экстралингвистические трудности перевода. Предпереводческий анализ текста. Переводческие трансформации

Тема 24. АВТОМАТИЗАЦИЯ навыков аудирования по специальности.

Практическое занятие

понимание диалогической и монологической речи в сфере профессиональной и научной коммуникации; - тренировка восприятия на слух профессионально ориентированных аудиотекстов (доклады, научные дискуссии, презентации, отрывки лекций и пр.) с последующим их обсуждением. примерные темы для аудирования: medicine, history of medicine

Тема 25. АВТОМАТИЗАЦИЯ навыков говорения по специальности

Практическое занятие

умение пользоваться речевыми средствами убеждения в кратком публичном выступлении в непосредственном контакте с аудиторией, - устное реферирование научного текста, - основы публичной речи (доклад, презентация, и пр.). примерные темы для говорения: diseases of human organism, treatment of diseases

Тема 26. АВТОМАТИЗАЦИЯ навыков чтения текстов по специальности:

Практическое занятие

Дальнейшее расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Чтение текстов по специальности соответствующего уровня сложности с последующим заданием на говорение, а именно, презентацией материала по заданной теме, грамотным составлением аннотации, резюме или реферата по тексту, подготовкой научного доклада. примерные тексты для чтения: "new diseases", new trends in medicine

Тема 27. СОВЕРШЕНСТВОВАНИЕ фонетических навыков

Практическое занятие

интонация и ее роль при выражении собственного отношения к высказыванию.

Тема 28. СОВЕРШЕНСТВОВАНИЕ лексических навыков

Практическое занятие

Дальнейшее расширение словарного запаса за счет активного использования обучающимися словообразовательных средств иностранного языка (словосложения, аффиксации, конверсии), а также неологизмов и заимствований в целях 1) ознакомления обучающихся с функциональными стилями языка (пресса, научная проза, публицистика и т.д.) и различными сферами общения (регистрами); 2) обучения использованию адекватных средств воздействия на собеседника (убеждение, агитация и т.д.); 3) дальнейшего развития точности высказывания. Стилистически нейтральная и стилистически окрашенная наиболее употребительная лексика общего языка в рамках изученных тем. 1. Особенности национальной кухни. 2. Особенности городской и деревенской жизни. 3. Проблемы экологии. 4. Социальные проблемы (безработица, преступность и др.) 5. Средства массовой информации (радио, ТВ, печать, Интернет). Основные термины широкой специальности. Знакомство с терминологическими словарями и справочниками. Знакомство с общенаучной лексикой, устойчивые словосочетания, свойственные научному стилю общения

Тема 29. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного аудирования

Практическое занятие

Фонологическое, лексическое, грамматическое аудирование. Коммуникативное аудирование материалов ПО УЗКОЙ СПЕЦИАЛЬНОСТИ в зависимости от уровня владения языком: -понимание общего содержания прослушанной информации -детальное понимание прослушанного, -восстановление полного текста в письменном виде при многократном прослушивании -вычленение и понимание определенной информации, ограниченной коммуникативным заданием -умение, помимо адекватного восприятия и осмысления сообщения, понимать намерения, установки, переживания, состояния и пр. говорящего.

Тема 30. СОВЕРШЕНСТВОВАНИЕ навыков говорения

Практическое занятие

Монологическое высказывание в соответствии с предложенной ситуацией и ролью, навыки условно-неподготовленной и неподготовленной речи, дискуссия, беседа, расспрос - объяснение по пройденной тематике, проблемные беседы (отбор и оценивание характеристик в соответствии с собственной точкой зрения, выражение согласия/несогласия, аргументация) с правильным использованием формул речевого этикета и отбором соответствующих языковых средств для выполнения определенного коммуникативного задания. Коммуникация должна быть эффективной, т. е. цели должны быть достигнуты, при возникающих трудностях коммуникация должна быть восстановлена. Примерная тематика текстов и ситуаций общения:

1. Особенности национальной кухни. 2. Особенности городской и деревенской жизни. 3.

Проблемы экологии. 4. Социальные проблемы (безработица, преступность и др.) 5. Средства массовой информации (радио, ТВ, печать, Интернет). Языковая функциональность: - умение выстроить стратегию общения; - умение работать с аудиторией

Тема 31. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного чтения

Практическое занятие

Способность понимать и извлекать информацию из текстов: изучающее, ознакомительное, просмотровое, аналитическое чтение текстов ПО УЗКОЙ СПЕЦИАЛЬНОСТИ в зависимости от уровня владения языком из общественно-политической, социально-культурной и учебно-профессиональной сфер. Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией. Чтение изучающее, просмотровое, поисковое, аналитическое. Усвоению подлежат: - определение основного содержания текста по знакомым опорным словам, интернациональной лексике и с помощью лингвистического анализа (морфологической структуры слова, соотношения членов предложения и т.д.), - распознавание значения слов по контексту, - восприятие смысловой структуры текста, выделение главной и второстепенной информации, - обобщение фактов.

Тема 32. СОВЕРШЕНСТВОВАНИЕ навыков письма

Практическое занятие

Основы академического письма. Совершенствование умения продуцировать письменное изложение разных видов: доклад, реферат-резюме, реферат-обзор, сочинение-рассуждение, аннотацию и др. в пределах научной тематики. Особое внимание уделяется развитию умения логического построения письменного сообщения, умению выбора адекватных языковых средств. Textoобразующие функции порядка слов, расположения, союзов, союзных и соединительных слов (для установления логических связей высказывания). Композиционное оформление текста. Абзац как единица композиционной структуры текста. Пунктуация.

Прямая и косвенная речь как микротексты.

Тема 33. СОВЕРШЕНСТВОВАНИЕ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.

Практическое занятие

Инфинитив, формы, функции и сложные обороты. Различные значения глаголов should и would. Условные предложения (1,2,3 и смешанного типа. Бессоюзные условные предложения) Эмфатические и эллиптические конструкции. Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией. Специфика научного функционального стиля. Проблема адекватности перевода. Полная и неполная адекватность. Тема и рема. Лингвистические и экстралингвистические трудности перевода. Переводческие трансформации.

Тема 34. СОВЕРШЕНСТВОВАНИЕ навыков аудирования по специальности

Практическое занятие

- понимание диалогической и монологической речи в сфере профессиональной и научной коммуникации; - тренировка восприятия на слух профессионально ориентированных аудиотекстов (доклады, научные дискуссии, презентации, отрывки лекций и пр.) с последующим их обсуждением. примерные темы для аудирования: modern equipments in medicine, reports of famous scientists

Тема 35. СОВЕРШЕНСТВОВАНИЕ навыков говорения по специальности

Практическое занятие

умение пользоваться речевыми средствами убеждения в кратком публичном выступлении в непосредственном контакте с аудиторией, - устное реферирование научного текста, - основы

публичной речи (доклад, презентация, курсовая работа и пр.). примерные темы для говорения: latest scientific discoveries, common diseases in our country

Тема 36. СОВЕРШЕНСТВОВАНИЕ навыков чтения текстов по специальности

Практическое занятие

Дальнейшее расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Чтение текстов по специальности соответствующего уровня сложности с последующим заданием на говорение, а именно, презентацией материала по заданной теме, грамотным составлением аннотации, резюме или реферата по тексту, подготовкой научного доклада. примерные тексты для чтения: incurable diseases, researches in finding new ways of treatment

4.3 Структура и содержание самостоятельной работы дисциплины (модуля)

N	Раздел Дисциплины	Виды самостоятельной работы	Трудоемкость (в часах)	Формы контроля самостоятельной работы
1.	Тема 1. РАЗВИТИЕ фонетических навыков	подготовка домашнего задания	2	домашнее задание
		подготовка к тестированию	3	Тестирование
2.	Тема 2. РАЗВИТИЕ лексических навыков	подготовка домашнего задания	2	домашнее задание
		подготовка к контрольной работе	3	контрольная работа
3.	Тема 3. РАЗВИТИЕ грамматических навыков	подготовка домашнего задания	2	домашнее задание
		подготовка к тестированию	3	тестирование
4.	Тема 4. РАЗВИТИЕ навыков аудирования	подготовка домашнего задания	2	домашнее задание
		подготовка к тестированию	3	тестирование
5.	Тема 5. РАЗВИТИЕ навыков говорения	подготовка к дискуссии	3	дискуссия
		подготовка к презентации	3	презентация
		подготовка к устному опросу	3	устный опрос
6.	Тема 6. РАЗВИТИЕ навыков коммуникативного чтения	подготовка домашнего задания	5	домашнее задание
		подготовка к тестированию	5	тестирование
7.	Тема 7. РАЗВИТИЕ навыков	подготовка домашнего	5	домашнее задание

	коммуникативного письма	задания		
		подготовка к письменной работе	5	письменная работа
8.	Тема 8. Развитие навыков экстенсивного чтения по специальности	подготовка домашнего задания	5	домашнее задание
9.	Тема 9. ЗАКРЕПЛЕНИЕ фонетических навыков	подготовка домашнего задания	1	домашнее задание
		подготовка к тестированию	1	тестирование
10.	Тема 10. ЗАКРЕПЛЕНИЕ лексических навыков.	подготовка домашнего задания	1	домашнее задание
		подготовка к контрольной работе	1	контрольная работа
11.	Тема 11.ЗАКРЕПЛЕНИЕ грамматических навыков	подготовка домашнего задания	1	домашнее задание
		подготовка к тестированию	1	тестирование
12.	Тема 12. ЗАКРЕПЛЕНИЕ навыков аудирования	подготовка домашнего задания	1	домашнее задание
		подготовка к тестированию	1	тестирование
13.	Тема 13. ЗАКРЕПЛЕНИЕ навыков говорения	подготовка к дискуссии	0,5	дискуссия
		подготовка к презентации	1	презентация
		подготовка к устному опросу	0,5	устный опрос
14.	Тема 14. ЗАКРЕПЛЕНИЕ навыков коммуникативного чтения	подготовка домашнего задания	1	домашнее задание
		подготовка к тестированию	1	тестирование
15.	Тема 15. ЗАКРЕПЛЕНИЕ навыков Коммуникативного письма	подготовка домашнего задания	2	домашнее задание
		Подготовка к письменной работе	2	Письменная работа
16.	Тема 16. ЗАКРЕПЛЕНИЕ навыков экстенсивного чтения по специальности	подготовка домашнего задания	2	домашнее задание
17.	Тема 17. АВТОМАТИЗАЦИЯ фонетических навыков	подготовка домашнего задания	3	домашнее задание
		Подготовка к	3	тестирование

		тестированию		
18	Тема 18. АВТОМАТИЗАЦИЯ лексических навыков	подготовка домашнего задания	1	домашнее задание
		подготовка к контрольной работе	1	контрольная работа
19	Тема 19. АВТОМАТИЗАЦИЯ навыков Коммуникативного аудирования	подготовка домашнего задания	1	домашнее задание
		Подготовка к тестированию	1	тестирование
20	Тема 20. АВТОМАТИЗАЦИЯ навыков говорения	подготовка к дискуссии	2	дискуссия
		подготовка к презентации	2	презентация
		подготовка к устному опросу	2	Устный опрос
21	Тема 21. АВТОМАТИЗАЦИЯ навыков коммуникативного чтения	подготовка домашнего задания	1	домашнее задание
		подготовка к тестированию	1	тестирование
22	Тема 22. АВТОМАТИЗАЦИЯ навыков письма	подготовка домашнего задания	1	домашнее задание
		подготовка к письменной работе	1	Письменная работа
23	Тема 23. АВТОМАТИЗАЦИЯ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский	подготовка домашнего задания	3	домашнее задание
		Подготовка к тестированию	3	тестирование
24	Тема 24. АВТОМАТИЗАЦИЯ навыков аудирования по специальности	подготовка домашнего задания	2	домашнее задание
25	Тема 25. АВТОМАТИЗАЦИЯ навыков говорения по специальности	подготовка домашнего задания	2	Домашнее задание
26	Тема 26. АВТОМАТИЗАЦИЯ навыков чтения текстов по специальности	подготовка домашнего задания	6	домашнее задание
27	Тема 27. СОВЕРШЕНСТВОВАНИЕ фонетических навыков	подготовка домашнего задания	0,5	домашнее задание
		Подготовка к тестированию	0,5	тестирование
28	Тема 28. СОВЕРШЕНСТВОВАНИЕ	подготовка домашнего	1	домашнее задание

	лексических навыков	задания		
		Подготовка к контрольной работе	1	Контрольная работа
29	Тема 29. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного аудирования	подготовка домашнего задания	1	домашнее задание
		Подготовка к тестированию	1	Тестирование
30	Тема 30. СОВЕРШЕНСТВОВАНИЕ навыков говорения	Подготовка к дискуссии	1	дискуссия
		Подготовка к презентации	0,5	презентация
		Подготовка к устному опросу	0,5	Устный опрос
31	Тема 31. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного чтения	подготовка домашнего задания	1	домашнее задание
		подготовка к тестированию	1	тестирование
32	Тема 32. СОВЕРШЕНСТВОВАНИЕ навыков письма	подготовка домашнего задания	1	домашнее задание
		подготовка к письменной работе	1	письменная работа
33	Тема 33. СОВЕРШЕНСТВОВАНИЕ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский	подготовка домашнего задания	1	домашнее задание
		Подготовка к тестированию	1	тестирование
34	Тема 34. СОВЕРШЕНСТВОВАНИЕ навыков аудирования по специальности	подготовка домашнего задания	1	домашнее задание
35	Тема 35. СОВЕРШЕНСТВОВАНИЕ навыков говорения по специальности	подготовка домашнего задания	2	домашнее задание
36	Тема 36. СОВЕРШЕНСТВОВАНИЕ навыков чтения текстов по специальности	подготовка домашнего задания	2	домашнее задание
	Итого		126	

5. Образовательные технологии

На практических занятиях:

- коммуникативные технологии;
- интерактивные технологии;

- информационные технологии.

6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы обучающихся.

Тема 1. РАЗВИТИЕ фонетических навыков

домашнее задание, примерные вопросы:

1. Listen and repeat these pairs of words [i:]- [ɪ]:
peach –pitch; sleep-slip; sheep-ship; beans-bins; cheap-chip; leek-lick
2. Practice reading these sentences aloud, paying attention to the pronunciation of v and w.
We never watch television.
Why would anyone live in caravan?
Wendy very obviously loves her work.
Have you travelled all over the world?
Twenty of four of our visitors want wine.
I'm wondering whether to have a shower.
3. Listen to be in the contracted form:
I'm, You're, He's, She's, It's, We're, They're
4. Write these -ed forms in the correct columns in the table below.
Created, suffered, laughed, decided, enjoyed, mixed, died, hated, refused, disappeared, introduced, disappointed

[t]	[d]	[ɪd]
promised	agreed	excepted

5. Listen and circle the word you hear
 - a) cot got what
 - b) cot got what
 - c) cot got what

 - d) could good wood
 - e) could good wood
 - f) could good wood

 - g) curl girl whirl
 - h) curl girl whirl
 - i) curl girl whirl
6. Listen to different foreign students making requests. Complete the sentences with Could or Would. If student uses a [g] sound, don't write anything in the gap.
 - a) _____ you tell me the time?
 - b) _____ you lend me a pen?
 - c) _____ you open the window?
 - d) _____ you lend me 50 p?
 - e) _____ you read this for me?
 - f) _____ you carry my bag for me?
7. Listen and decide whether the words you hear are verbs, nouns or adjectives. Complete the table below. Notice that there is not always a word for each column.
e.g. Verb: arrange
Adjective: -
Noun: arrangement

8. Look at the letters ng in the words below and cross out g if it is not pronounced.
Youngest, singer, ingredients, ringing, young, language, longer, finger, banging, England.
9. Look at the verbs below. Seven of them are 'exceptions'. They are not weak forms but h at the beginning of the syllable is not pronounced. Use a dictionary to find the seven words. Check the meaning of any new words.
Hole, how, hour, who, whole, vehicle, behind, ghost, childhood, exhibition, rehearse, dishonest, honest, heir, inherit
10. Listen and circle the word you hear
- Would you like a bet/vet?
 - I only want the best/vest.
 - Shal we take a boat/vote?
 - Hmmm, there is something with your bowels/vowels.
 - There are some bats/vats in the cellar.
- f) Listen this groups of words and circle the one that is not pronounced [ɜ:]
- girl, tired, beard, first
 - Worm, worn, world, work
 - Advertisement, university, reserved, western
 - Nurse, bury, suburb, disturb
 - Learn, earn, wear, early
12. Look at the words below. Mark them 1 if they are pronounced with [eɪ] and 2 if they are pronounced with [eɪ].
Cigarette, they, death, anyone, newspaper, chain, leather, days, already, racing.
13. The words below are all exceptions to the sounds [ʃ], [tʃ] and spelling rules sh, ch.
Listen and say how these underlined sounds are pronounced.
Christmas, explanation, Russian, machine
- What other words do you know that are exceptions like these? Use a dictionary to check the spelling.
14. Circle the correct example word for each double vowel or diphthong symbol.
- [ʊə] tour moan south
 - [eɪ] away night die
 - [ɔɪ] out bone enjoy
 - [aɪ] chair sky day
 - [aʊ] ocean moan now
 - [əʊ] now telephone south
 - [ɪə] fire here chair
 - [eə] near fire wear
15. Look at the words on the left and circle the correct short vowel symbol on the right.
- son [ɒ] [ʌ] [ʊ]
 - police [ɒ] [ʌ] [ə]
 - dog [ɒ] [ʌ] [ʊ]
 - black [e] [æ] [ə]
 - good [ʊ] [ʌ] [ə]
 - business [ʌ] [ʊ] [ɪ]
 - rest [e] [ə] [æ]

тестирование , примерные вопросы:

1. What four mechanisms does speech sound have?

- a) power, vibrator, resonator, spectrograph
 - b) obstruater, vibrator, resonator, experimental
 - c) power, vibrator, resonator, obstruater
 - d) power, vibrator, resonator, separator
2. Articulatory differences between vowels consonants and sonorants depend on:
- a) three articulatory criteria
 - b) four articulatory criteria
 - c) any articulatory criteria
 - d) one articulatory criteria
3. English voiceless consonants are
- a) p, b, k, t, z, h, j, w
 - b) p, k, t, s, f, h
 - c) d, b, z, dz, v, m,
 - d) p, d, k, g, t, b,
4. English voiced consonants are
- a) d, g, b, z, d, v, m, n, b, w, j
 - b) p, k, t, s, d, v, m, n
 - c) b, g, d, z, d
 - d) p, k, t, s, t, h, f
5. According to the stability of articulation vowels are divided into:
- a) monophthongs
 - b) diphthongs
 - c) diphtongoids
 - d) compound vowels
6. Which of them are diphthongs?
- a) ai, oi, ei
 - b) a:, u:, ɜ:, ai, v, ei
 - c) jua, u:
 - d) a:, u:, o:
7. Choose the word which is pronounced with other vowel sound:
- a) send
 - b) lamp
 - c) end
 - d) mess
8. Choose the word which has transcription [hed]:
- a) hid
 - b) had
 - c) heard
 - d) head
9. Choose the word where the ending of plural form is pronounced as [iz]:
- a) dentists
 - b) toes
 - c) beds
 - d) prices
10. choose the word which has transcription [hɜ:d]:
- a) hard
 - b) heart
 - c) hurt
 - d) heard
11. Choose the word where the ending of plural form is pronounced as [s]:
- a) A)cigarettes
 - b) B)lies

- c) C)zoos
 - d) D)ones
12. Choose the word with long:
- a) hot
 - b) watch
 - c) bread
 - d) team
13. Choose the word with long:
- e) brought
 - f) bad
 - g) bread
 - h) bring
14. Choose the verb where suffix -ed is pronounced as [-id]:
- a) grabbed
 - b) visited
 - c) rushed
 - d) slipped
15. Find the words with sound [ə]:
- a) other
 - b) thursday
 - c) warth
 - d) brother
16. Find the words with sound [æ]:
- a) said
 - b) bail
 - c) travel
 - d) dazzle
 - e) channel
17. Find correct transcription of the word few:
- a) [fjə:]
 - b) [fju]
 - c) [fju:]
 - d) [fu:]
18. Choose the word, where h is not pronounced:
- a) home
 - b) happy
 - c) hour
 - d) hill
19. Choose the word that ends in consonant sound:
- a) three
 - b) too
 - c) laugh
 - d) daughter
20. Find correct transcription of the word over:
- a) ['ɔvə]
 - b) [ˈʊvə]
 - c) [ˈəʊvə]
 - d) [ˈʌvə]
21. Find the words with the same vowel sound like in the word parched:
- a) pass

- b) cup
 - c) armory
 - d) hard
 - e) allow
22. Find correct transcription of the word phrase I feel vile:
- a) [aɪ fæl vi:l]
 - b) [aɪ fɪl vaɪl]
 - c) [aɪ fi:l veɪl]
 - d) [aɪ fi:l vaɪl]
23. Choose the word which is pronounced with other vowel sound:
- e) start
 - f) hurt
 - g) part
 - h) heart
24. Find the word with the sound [ʃ]:
- a) church
 - b) think
 - c) wish
 - d) vision
25. Find the word with the sound [ʒ]:
- a) shout
 - b) wish
 - c) change
 - d) leisure

Тема 2. РАЗВИТИЕ лексических навыков

домашнее задание, примерные вопросы:

1. Can you find 'general' word to describe each group of items below

Example: Fruits e.g. apples, oranges and peaches

1. e.g. shoes, a blouse, a jacket.
 2. E.g. A sofa, an armchair, a table
 3. E.g. A television, a washing machine, a food mixer
 4. E.g. Washing powder, soap, milk, toilet paper
 5. E.g. teddy bear, plastic gun, lego
 6. E.g. Writing paper, envelopes
2. What word or phrase is being defined in these sentences?
1. A shop where you can buy fashionable clothes.
 2. A place with many shops, either outside or indoors.
 3. A person who works in a shop.
 4. The place where you can try on clothes in a shop.
 5. The place where you pay for things in a shop.
 6. To look round the shops without planning to buy anything.
 7. The shop where you buy meat.
 8. The shop where you buy medicines, baby products, shampoo etc.

3. Answer the questions about yourself and your country.

What's your first name?

What's your surname?

Is that a common name in your country?

Do you have a middle name?

Are you an only child?

Who is your oldest friend?

Do you work? If so, how many of your work colleagues are also your friends?

Do you have any ex-boyfriends or ex-girlfriends who speak English very well?

Are single-parent families becoming more common in your country?

In your country, do more and more people live together without getting married?

4. Draw your own family tree. Are there any relationships you cannot describe in English? Can you also write a short summary of your family background.

5. Read these sentences spoken by university students. What is each person studying?

1. We have to know every bone in a person's body.
2. I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright.
3. The way we use fertilizers is much more precise than twenty years ago.
4. We're going to concentrate on Freud and Jung this term.
5. I've been reading some books on time management.
6. Expressionism was really a reaction to the work of the Impressionists.
7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.
8. You must know this case - it's one of the most famous in legal history.

6. Replace the underlined verbs with different verbs that have the same meaning in the context.

1. Who is giving the lecture today?
2. Did she receive a grant for her course?
3. Is it more difficult to obtain a place at university?
4. You have to pass the exams before you can enter university.
5. Tie's studying physics, I think.
6. I think they're carrying out some research into the cause of asthma.
7. I didn't take any notes in the lecture yesterday.
8. The course goes on for three years.

7. Complete these definitions.

1. An architect_____
2. A university lecturer_____
3. An accountant_____
4. A vet_____
5. A lawyer_____
6. An engineer_____
7. A bricklayer_____
8. A stock broker_____
9. A mechanic_____
10. A surgeon_____

8. Write a list of friends, relatives and neighbours (just choose people who have jobs). Can you write down what each person does? Use a bilingual dictionary to help you if necessary.

Example: My uncle Jim is an engineer.

9. Can you write down a vegetable and fruit:

beginning with the letter 'p'

beginning with the letter 'b'

beginning with the letter "m"

beginning with the letter 'c'
beginning with the letter 'a'

10. Which is the odd one out in each group, and why?

1. Pork veal salmon beef
2. Salmon shrimp oyster lobster
3. Lettuce aubergin tomato cucumber
4. Peach onion mushroom courgette
5. Chicken lamb beef mussels

11. Here are some people talking about their hobbies. Can you guess what the hobby is in each case?

1. I usually use colour, but sometimes you get a better effect with black and white. It really depends on the subject.
2. I really enjoy going round the shops and markets looking for a bargain.
3. I try to practise every day, but sometimes it's difficult because I don't like to disturb my neighbours too much. And one neighbour gets very angry if I play the same thing over and over again.
4. The great thing is you can do it when you like. I usually do it three or four times a week - either early in the morning, or after school. I only go for about 25 minutes but it really keeps me fit.
5. Obviously it saves me a lot of money; and in any case, I hate buying things in boutiques because so many things are badly made.
6. I joined a club because I wanted to get better, and I now play twice a week in the evenings. It has helped me a lot and I have a much better memory for all the different moves and strategies.
7. I think this is a very common hobby for people like me, who have a house but don't have much money. That's why I started, but now I think I do a better job than many professionals.

12. Complete these sentences with a suitable verb.

How often do you _____ jogging?

She _____ hiking because she wanted to get more exercise. Unfortunately, she didn't like it and she _____ it _____ about six months later.

She has always _____ her own clothes; it's much cheaper than buying them.

He _____ old coins.

I _____ quite a lot of rock climbing when I'm on holiday.

I learnt to _____ the piano when I was at school.

I wanted to improve my chess, so I _____ a chess club.

I don't really _____ anything in my spare time.

13. Write down:

five games where you can hit the ball (with various kinds of equipment).

four games where you can pass the ball.

three games where you can catch the ball.

two games where you can kick the ball.

one game where you can head the ball.

14. What could you say in these situations? (If it is an apology, give an explanation/excuse if you think it is necessary.)

1. You get on a bus at the same time as another person and he/she almost falls over.
2. You arrange to meet some friends in the centre of town but you are twenty minutes late.
3. You are pushing your car into a side road and a stranger offers to help you.
4. A friend borrows a pen from you and then loses it. When they apologise, you want to reassure them.

5. Some English friends invite you to dinner. How could you thank them as you leave their house at the end of the evening?
6. A colleague at work tells you that a number of files are in a mess: papers are all in the wrong order and he doesn't know what to do. When he apologises to you for this mess, how can you reassure him, and what offer can you make?
7. You are unable to go to a meeting you arranged with a client at their office, and now you must write to them to explain.
8. Your company promised to send some information about new products to a customer last week. You still haven't sent the information and must now write to explain.

контрольная работа , примерные вопросы:

1. Complete these dialogues with a suitable word or phrase.

A: Could you _____ open that window? It's very hot in here.

B: Yeah, _____.

A: Clive and Sally are here at the moment and we were _____ if you'd like to come over and join us for a meal this evening?

B: Yes, I'd _____.

A: What _____ we do this evening?

B: I don't know really. Any ideas?

A: Why _____ go to the cinema? We haven't been for ages.

B: Yeah, that's a _____.

A: OK. Where _____ we go on Saturday?

B: _____ going to the beach if the weather is good?

A: Yeah. Or we _____ try that new sports centre just outside town.

B: Mmm. I think I'd _____ go to the beach.

A: Yeah OK, if you _____.

A: What you like to do this weekend?

B: I don't _____. You decide.

2. Complete these dialogues in a suitable way.

A: I'm _____ sorry.

B: That's OK.

A: I'm sorry _____ late. I'm afraid I got _____ up.

B: That's OK. No _____.

A: Sorry to _____ you waiting.

B: That's OK. Never _____.

A: I'll carry your bags for you.

B: Oh, thank you. That's very _____ of you.

A: I must _____ for missing the meeting.

B: That's OK. It doesn't _____.

A: I'm busy right now but I won't be _____.

B: _____ mind. I'll come back later.

A: I _____ your pardon.

B: It's OK. Don't _____.

A: I think the boss has got a real problem.

B: Yes, but don't worry, he'll _____ it out.

3. Which sport is being described in each sentence? (The underlined words are key words and you can look them up to increase your vocabulary in different sports.)

The referee gave the try although many people thought it was a forward pass.

He scored the winner with a beautiful free kick from just outside the penalty area.

He served fifteen aces and not one double fault.

The coach called a time out with just 45 seconds left and two points between the teams. He crashed into the car in front with just two laps remaining. First he was booked (= the yellow card) for a bad tackle, and then he handled the ball inside the penalty area, so the referee had to send him off I- the red card). In the 200 metres freestyle, he overtook the Russian on the final length to win the race. She sprinted away from the rest of the field on the final lap and won easily.

Тема 3. РАЗВИТИЕ грамматических навыков

домашнее задание , примерные вопросы:

1. Complete these descriptions with a, an, the, or no article (-)

The Channel Islands are a group of islands in (1) the English Channel near (2) the north-western coast of (3) France. They have belonged to (4) Britain since (5) the Normans arrived in (6) the 11 th century, although they are not part of (7) the United Kingdom.

Charlie Chaplin was (8) an English film actor. He was (9) also director. He did most of his work in (10) the USA. Many people consider him (11) the greatest comic actor of (12) the silent cinema. He appeared in many films as (13) a poor man with (14) a small round hat, (15) a small moustache and (16) trousers and (17) shoes that were too big for him, causing him to walk in (18) a funny way.

2. Add these pronouns to the following sentences

Him, his, that, this, they, it, yours

1. Excuse me, Graham. Is this bag _____?
2. I think _____ should cut government spending rather than raise our taxes again.
3. We read a story about Winnie the Pooh and a friend of _____ called Christopher Robin.
4. John volunteered to take Ann and Bill's mail, so I gave _____ to _____.
5. I know we allowed you to go away for a whole month before and now we're asking you to take only a fortnight, but _____ was last year and _____ is now. Things have changed.

3. Complete each sentence with one pair of words or phrases plus at, in or on where necessary.

Christmas Day/ the past, four o'clock/ Friday afternoon, the fourth of July/1776, her birthday/next Saturday, ~~midnight/New Year's Eve~~, night/winter, six/the morning, sixty-five/2005, September/every year.

Example: We all held hands and sang together at midnight on New Year's Eve.

1. I hated the early shift at the factory because I had to start work _____.
2. We're going to have a big party for Rachel _____.
3. They harvest the grapes _____.
4. Because it was so cold in the bedroom, I often didn't sleep very well _____.
5. It wasn't as common for people to get a holiday from work _____.
6. I can't leave work early, because I have a meeting _____.
7. Although he didn't think of himself as old, Frank Jones Had to retire _____.
8. The American Declaration for Independence was signed _____.

тестирование, примерные вопросы:

1. Choose the word or phrase that best completes each sentence.

1. A demonstration is an act of showing by giving proof or _____ evidence.

- A) a
- B) An
- C) The
- D) -

2. What's in this book? Look at the _____ of page.

- A) Content
- B) Contents
- C) Content's
- D) Contents'

3. Dessert is any food eaten at _____ end of a meal.

- A)a
- B)An
- C)The
- D)-

4. The police have a new _____ in their search for the bank robbers.

- A) Assistance
- B) Clue
- C) Progress
- D) Information

5. She worked here for a while then _____ afternoon she just quit and left.

- A)An
- B)One
- C)The
- D)-

6. _____ a phone in here?

- A) Is
- B) Is it
- C) Is it's
- D) Is there

7. Billy's shoes look really dirty. Didn't he bring clean _____?

- A)One
- B)Ones
- C)Any
- D)Some

8. You can't carry all those boxes. I get someone else to _____ for you.

- A)Do
- B)Do it
- C)Do so
- D)Do these

9. He came with his parents and two friends of _____.

- A)Them
- B)Their
- C>Theirs
- D)Themselves

10. I asked Meg earlier if she thought it would rain and she said, 'I _____.

- A)Hope
- B)Hope it
- C)Hope not
- D)Hope so

11. I'm _____ a swimmer as my sister.

- A)Better
- B)Good as
- C)Not as good
- D)So good

12. Is St Paul's the oldest cathedral _____ Britain?

- A)From
- B)In

C)Of

D)To

13. When we heard the good news, we were_____.

A)Delight

B)Delighted

C)Delighting

D)Delightful

14. I'm waiting up here with Tony, but Sandra has _____gone.

A)Already

B)Downstairs

C)Once

D)Yet

15. I left the book on the table. _____, someone else has borrowed it.

A)Perfectly

B)Personally

C)Presumably

D)Properly

16. I know I don't look like everyone else, but I don't like it when people stare _____me.

A)At

B)On

C)To

D)-(no preposition)

17. Please, don't call me until _____ eight o'clock on Saturday morning.

A)After

B)At

C)By

D)To

18. I _____waiting for you since 8.30.

A)Am

B)Was

C)Have been

D)Will be

19. The United Nations is drawing up an economic plan aimed at _____ East Timor with a stronger economy based on coffee.

A)Provide

B)Provides

C)To provide

D)Providing

20. If you borrow something from someone, make sure you give_____.

A)them back to it

B)Back it to them

C)It back to them

D)It to them back

21. The house I grew up_____has been demolished and replaced by an office building/

A)In

B)In it

C)In that

D)In which

22. Fieldwork is practical work _____outside the school or office.

A)Doing

B)Done

C)Which do

D)That does

23. A letterbox is a narrow opening in a door through _____ mail is delivered.

A)it

B)That

C)Which

D)Where

24.I didn't recognize the man who she was talking to_____.

A)Him

B)Her

C)His wife

D)-

25.Could you ask those _____ outside to make less noise?

A)Wait

B)Waiting

C)Waited

D)To wait

Тема 4. РАЗВИТИЕ навыков аудирования

домашнее задание , примерные вопросы:

1. Passengers are discussing a problem with a flight attendant. Listen and circle the correct answer.

1.

A) The seat is uncomfortable.

B) The seat is too close to the TV screen.

C) The seat is too far away from the TV screen.

2.

A) There's nothing in the seat pocket.

B) There's no safety instruction card in the seat pocket.

C) There isn't a magazine in the seat pocket.

3.

A) There's no sound coming through the headphones.

B) The sound from the headphones isn't clear.

C) The passenger didn't get headphones.

4.

A) Two passengers have the same seat number.

B) The passenger should be in a different seat.

C) The passenger wants to move to a window seat.

тестирование , примерные вопросы:

1. Look at the pictures. For each picture you will hear a question and four statements. Choose the statement that best matches the picture

1. Picture 1 (p.98)

A) a b) b c) c d) d

2. Picture 2 (p.98)

A) a b) b c) c d) d

3. Picture 3 (p.98)

A) a b) b c) c d) d

4. Picture 4 (p.98)

A) a b) b c) c d) d

5. Picture 5 (p.98)

A) a b) b c) c d) d

6. Picture 6 (p.98)

A) a b)b c) c d)d

2. Listen to each question. Choose the correct response.

7.

- A. Oh, I met some friends and we went out for dinner.
- B. Yes, it's too bad the weekend is over.
- C. I worked all day on Monday.
- D. I think I'll stay home and relax

8.

- E. Yes, I think it was last night.
- F. I don't really like playing games.
- G. What time does it start
- H. No, I fell asleep on the sofa.

9.

- A. But I love classical music.
- B. Yes, it's the next station.
- C. We can take the bus from here.
- D. I think they already changed it.

10.

- A. It's a great game.
- B. It's just not my favorite.
- C. When I drive the car.
- D. It makes me want to dance.

11.

- A. He goes to the gym.
- B. I think he rented a movie.
- C. He said it's his last weekend.
- D. He's moving to a new house.

12.

- A. Yes, I had a really good time.
- B. You can bring a friend if you like.
- C. No, it;s not my birthday.
- D. Sure. What kind of party is it?

3. Listen to the following short conversations and answer the questions below.

13. What did the woman do on Saturday?

- A)She went bowling with her boyfriend.
- B)She had a boring weekend at home.
- C)She met her girlfriends in the evening.
- D)She stayed home and watched TV.

14. Who is the man?

- A) A hotel guest.
- B) A passenger.
- C) A cyclist.
- D) A taxi driver.

15. What does the woman say about the food?

- A) She likes the cheese.
- B) She made them herself.
- C) She's never had goat meat before.
- D) Her mother gave her the recipe.

4. Listen and circle the correct answer

16. The thing she hates the most _____.
A) taxis aren't air-conditioned.
B) Drivers drive too fast.
C) Drivers are rude
17. The thing he likes the most is _____.
A) the prices.
B) That the taxis are clean.
C) The drivers
18. The thing he hates the most is _____.
A) taxis are too expensive.
B) drivers don't speak English very well.
C) taxis are not very safe.
19. The thing she likes the most is that the _____.
A) taxis are comfortable.
B) Drivers speak English very well.
C) Drivers take credit cards.
5. Listen and circle the correct answer
20.
A) The cake is homemade.
B) The cake came from a store.
C) A friend brought the cake.
21.
A) He'll play now.
B) He might play later.
C) He doesn't play.
22.
A) He bought the game recently.
B) He played the game all day.
C) He doesn't like the game.
23.
A) She has brought the flowers for everyone.
B) She has brought the flowers for the woman's husband.
C) She has brought the flowers for the woman.
24.
A) He bought it.
B) It was a present.
C) He painted it himself.
25.
A) The cat isn't very friendly.
B) The cat is very friendly.
C) The cat is tired.

Тема 5. РАЗВИТИЕ навыков говорения

дискуссия, примерные темы:

1. Как правильно распределить время?
2. Востребованные профессии на сегодняшний день.
3. Женщина - добытчик, мужчина - хранитель очага?
4. Друзья познаются в беде.
5. Проблема отцов и детей в современном обществе.
6. Готовим дома или идем в ресторан?
7. Фастфуд.
8. К чему приводит диета?
9. Интроверты и экстраверты.
10. Как вытащить людей из виртуального мира?
11. Современные мультфильмы: можно ли их показывать детям?
12. Легко ли планировать будущее?
13. Поиск работы: с какими трудностями сталкивается

выпускник учебного заведения. 14. Новый век. Живем ли мы лучше? 15. Глобальные проблемы.

презентация, примерные темы:

1. Известные музеи мира. 2. Работы известных фотографов. 3. Самые красивые уголки нашей страны. 4. Тур по Европе/Азии и т.д., 5. История известных компаний (Zara, Apple, Nissan и т.д.) 6. 7 чудес света. 7. Гиппократ. 8. Талисманы олимпийских игр. 9. Известные композиторы в истории России. 10. Казанский федеральный университет. 11. Известные ученые Великобритании. 12. Русский национальные блюда. 13. Прогулка по Казани. 14. Англоговорящие страны. 15. Экстремальные виды спорта.

устный опрос, примерные вопросы:

1. Я глазами моей семьи и друзей.
2. Музыка, которую я слушаю.
3. Казань - лучший город земли.
4. Семейные конфликты.
5. Мое хобби.
6. Мой любимый писатель/поэт.
7. Моя будущая профессия.
8. Я за здоровое питание.
9. Места, где я был.
10. Здоровый образ жизни.
11. Как готовятся к Новому году в нашей семье.
12. Шопинг -это скучно/весело/приятно.
13. Друзья.
14. Как я представляю свое будущее.
15. Мои достижения.

Тема 6. РАЗВИТИЕ навыков коммуникативного чтения

домашнее задание, примеры:

a. Read the article and mark the sentences T (true), F (false) or DS (doesn't say).

1. Craig doesn't eat any protein.
2. He eats ten jam sandwiches a day.
3. The only other things he eats are chocolate cereal and cake.
4. When he was a baby he didn't like solid food.
5. His obsession with jam sandwiches started when he was eleven.
6. Craig doesn't want to try any other kinds of food.
7. Doctors have done a lot of tests on Craig.
8. They think Craig's diet will change when he gets older.
9. Craig's family eat out about once a month.
10. Craig also has jam sandwiches when his family eat out.

b Guess what the highlighted words and phrases mean. Check with your teacher or a dictionary.

Jam today, tomorrow, yesterday...

Craig Flatman is every nutritionist's nightmare - a fifteen-year-old who never eats anything except bread and jam but unbelievably, is perfectly healthy! Although his diet contains hardly any protein and is 60% sugar, he is 1,84m tall, weighs 69kg, and his parents say he has never been seriously ill apart from typical childhood illnesses,

Craig or 'Jam boy, as his friends have nicknamed him, rejects any form of meat, fish, fresh fruit or vegetables. The only time he doesn't eat bread and jam is for breakfast when he has chocolate cereal, and for tea, when he occasionally has a slice of chocolate cake. He also drinks two pints of semi-skimmed milk a day.

Craig's strange diet started when he was four years old. As a baby he had refused to eat solid food, and rejected everything until his fattier gave him a sugar sandwich when he was nine months

old. He also ate chocolate spread sandwiches, and this, with milk, was his diet until he was four when he asked to try jam, and started an eleven-year obsession.

Craig sometimes craves some variety, but every time he tries something else he gets ill. Doctors believe that his condition may have been caused by choking on solid food when he was a baby. They tell me I'll grow out of it, says Craig 'but I don't know if I'll ever change! Although Craig's parents eat a normal diet, their family meals are made more difficult by the fact that Craig's sister Amy, 13, is a vegetarian. And every time they go out for a meal together, they have to phone in advance - to check they can bring jam sandwiches for Craig!

Тестирование, примерные вопросы

Read the article and tick (/) A, B, or C.

1. Looking for love

Looking for Love is an agency that finds partners for single people of any age. Read about Lisa. My name's Lisa. I'm 25 years old and I'm from Manchester. I'm single and I'm looking for love. I'm a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I like my job, but I'd like to work on a national newspaper one day. That's because I want to have the opportunity to work abroad.

I have a small group of friends who I've known for years. I even went to school with some of them! I'm not really extrovert but I do like going out and having fun. We usually go out to parties, nightclubs, and restaurants. I also like cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies!

I'm not very sporty, but I like to keep fit. I stopped smoking last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea.

I prefer men who are interested in serious issues because I like talking about politics and what's happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance.

Please contact Looking for Love if you think you're the kind of person I'm looking for!

1. In her job, Lisa has to_____.

- A) travel to other countries
- B) write about politics
- C) interview politicians abroad

2. Lisa met all her friends_____.

- A) at school
- B) at work
- C) a long time ago

3. Lisa goes out_____.

- A) every night
- B) to quiet places
- C) with her friends

4. Lisa doesn't like_____.

- A) politics
- B) love stories
- C) Italian food

5. Lisa does exercise_____.

- A) every weekend
- B) more than once a week
- C) rarely

6. Lisa doesn't often have_____.

- A) vegetables
- B) red meat

C) tea

7. Lisa prefers _____ men.

A) good looking

B) hard-working

C) funny

8. Lisa often has to _____.

A) interview politicians in other countries

B) talk about politics

C) travel abroad

9. Lisa is _____.

A) extrovert

B) a good cook

C) very funny

10. Lisa _____ every week.

A) goes to the gym

B) goes jogging

C) plays sport

11. Lisa often has _____.

A) coffee

B) fruit

C) red meat

2. Airports are amazing mini-cities where there are hundreds of different jobs you can do. We spoke to three people who do very different things.

Sarah May, 34, terminal duty manager

'I started on the information desk and I did that for two years. Most of the time people were friendly, but occasionally I had to deal with some difficult questions and some very angry people. Last year, I became a terminal duty manager. Now I deal with all kinds of things, including passenger complaints, visits by the rich and famous, heating failures, cleaning contracts, and health issues. In fact, I spend a lot of time walking around and talking to people on my mobile.'

John Hammond, 23, baggage handler

'Doing this job means I'm very fit, because I have to carry bags and suitcases and put them onto the baggage trucks. The best thing about my job is the people I work with. We have a lot of fun at work. The worst thing is the shift work. I hate working at night and very early in the morning. I don't think I'm going to do this job for ever, but I'll probably look for something else in the airport because I think it's a really exciting place to work.'

Tessa Reed, 28, airport engineer

'I studied engineering at university and worked in an office for a few years. I was quite bored, so when I saw an advert for an engineer at Heathrow airport, I decided to apply. There are all kinds of things to deal with here - ventilation, heating, escalators, lifts - my job can be very busy sometimes. So many things can go wrong! I'm usually very tired when I get home, but I enjoy doing different things each day.'

12. Sarah started working at the airport _____.

A) last year

B) two years ago

C) more than two years ago

13. Sarah doesn't talk about _____.

A) security

B) dealing with passenger's problems

C) well-known passengers

14. In his job, John has to _____.

A) drive

- B) put bags onto trucks
 - C) ride on the trucks
15. John likes _____.
- A) working at different times of the day
 - B) carrying heavy things __
 - C) the people that he works with
16. Tessa's job at the airport is her _____.
- A) first job
 - B) second job
 - C) third job
17. Tessa enjoys her job because _____.
- A) there is always something different to do
 - B) she always has a lot to do
 - C) she likes working in a big place
18. In his job, John doesn't have to _____.
- A) start work early
 - B) drive the trucks
 - C) put suitcases onto trucks

3. How many ways are there to learn a language?

Do you want to learn a language? We interviewed three people who learned a language in very different ways.

June is 36 and a mother of two. She went to evening classes.

'I gave up working when I had my first child, but a year ago I joined a French evening class. At first, it was quite difficult. We had to speak French all the time in the classroom and I didn't understand anything. Also, when you only have one lesson a week, you have to do a lot at home. I studied when the children were in bed and I listened to French tapes in the car. At the end of the year I could speak French quite well.'

Tim is 23. He went to Italy to learn Italian.

'When I finished university, I wanted to travel and learn a language. I already knew a bit of Italian, so I decided to go there.

I didn't want to do formal lessons, so I bought some tapes and listened to them before I went. I travelled around the country for six months. It's the only way to learn! I didn't have much money, so I worked in bars. That meant I met a lot of people and learned a lot of Italian. I also had a great time. I'd definitely recommend it.'

Sasha is 29. She did an intensive course in London.

'I studied French and Spanish at university and got a job with computers. I missed learning a language, so I asked my boss for a month's holiday and enrolled on an intensive German course in London. We did six hours of lessons every day, so it was quite hard work. We all communicated in German. The problem was when I went home, I spoke English again. The course was fun and I learned a lot, but I'd like to do a course in Germany next time.'

19. June found learning a language _____.

- A) easy
- B) boring
- C) hard

20. She did a French class _____.

- A) once a week
- B) every evening
- C) during the day

21. She did extra studying when she was _____.

- A) looking after the children
- B) driving

- C) in bed
22. Tim went to Italy because he _____.
- A) could speak Italian very well
B) knew some Italian
C) studied Italian at university
23. Before he went, he _____.
- A) took some lessons
B) practised at home
C) bought a home-study book
24. When he was travelling he, _____.
- A) met a lot of English people
B) spent a lot of money
C) spoke a lot of Italian
25. Sasha learned German _____.
- A) at work
B) in Germany
C) at a language school
26. When she was in class, Sasha spoke _____.
- A) a lot of English
B) German all the time
C) in different languages

Тема 7. РАЗВИТИЕ навыков коммуникативного письма

домашнее задание, пример

1. Imagine you received Stephanie's e-mail asking about a friend of yours. Write an e-mail to answer it. Plan what you're going to write using the paragraph summaries below. Use the Useful language box and Vocabulary Bank p.146 Personality to help you. Paragraph1: age, family, work/study;

Paragraph2: personality (good side); Paragraph3: Hobbies and interests; Paragraph4: any negative things.

2. Imagine you have some British friends in the UK, and you stayed with them for a week last month. Write a letter to thank them. Plan what you're going to say. Use 1-7 above and the Useful language box to help you. Check the letter for mistakes (grammar, punctuation and spelling).

Письменная работа, примерные вопросы;

1. Неофициальное письмо
2. E-mail другу
3. Биография друга
- 4.

Тема 8. РАЗВИТИЕ навыков экстенсивного чтения по специальности

домашнее задание, примеры

1. Skeletal and Smooth Muscles

Muscles are the active part of the motor apparatus: their contractions are producing various movements, when they are active. Functionally we divide all muscles into two groups: voluntary and involuntary muscles.

Voluntary muscles consist of striated muscle tissue and contract by the will of the man. This group includes all the muscles of the head, trunk and extremities, i.e., the skeletal muscles, as well as those of some internal organs (tongue, larynx, etc.). The skeletal muscles are the organs of the muscular system. There are more than 400 skeletal muscles in the human organism: in adults they make up about two-fifths of the total body weight. Each skeletal muscle has an arterial, venous, lymphatic and nervous supply. Muscles must always act in groups.

Skeletal muscles are complex in structure. They consist of muscle fibres of different length (up to 12 cm); the fibres are usually parallel to each other and are united (соединены) in bundles. Each

muscle contains many such bundles. There are tendons at the ends of muscles by means of which they are bound (связаны) to bones.

Smooth muscles form the muscular coat of internal organs such as esophagus, stomach and intestines, bladder, uterus and so on. They also form a part of the capsule and the trabeculae of the spleen; they are present as single cells or as little cylindrical bundles of cells in the skin. They also form the walls of arteries, veins and some of the larger lymphatics. Smooth muscles are not rich in blood vessels, as are striated muscles. A smooth muscle is capable of spontaneous contraction and can contract in two ways. Firstly, individual cells may contract completely and secondly, a wave of contractions may pass from one end of the muscle to another. Smooth muscle cells are usually elongated cells. In the skin and intestines they are long and thin, but in the arteries they are short and thick. They vary in length from 12—15 mm in small blood vessels to 0,5 mm in the human uterus but their average length in an organ such as the intestine is about 200 m. These cells have an oval nucleus that encloses nucleoli, and when the cell is contracting the nucleus may become folded or twisted.

Muscles have both motor and sensory nerve fibres. Impulses (signals) about the state of the muscle reach the brain along the sensory fibres. The nerve impulses which cause the muscle to contract come from the brain along the motor fibres. Injury to the nerves which innervate muscles causes disturbances in voluntary movements (muscular paralysis).

2. Respiration

The term «respiration» means the exchange of gases (oxygen and carbon dioxide) which takes place between the living organism and the environment. One must consider that in higher organisms this exchange takes place at several different levels. An initial exchange must occur between the air in the lungs, from which the oxygen is being continually taken up and into which carbon dioxide is being continually poured, and the external air. This is the process of external respiration.

The composition of the air inside the lungs is different from that of the air which we inhale. The content of alveolar air is very constant, especially the one of carbon dioxide, the partial pressure of which is normally 40 mm of mercury. This constancy is the result of a self-regulating mechanism by which the respiratory activity is governed by the amount of carbon dioxide which has been eliminated from the organism.

The exchange of gases varies according to the size and activity of the organism. In man at rest the absorption of oxygen reaches about 0.25 litre a minute and the elimination of carbon dioxide 0.2 litre. At a time of maximum muscular activity, the consumption of oxygen and the production of carbon dioxide may both exceed 4 litres a minute.

The movement of air into the lungs is brought about by an increase in the volume of the thoracic cavity with the action of the respiratory muscles. The lungs follow this movement passively. Some of the inspiratory muscles have a fixed point on the ribs; when the ribs are being raised the muscles increase the anteroposterior and transverse diameters of the thoracic cavity (costal respiration).

Another important muscle is the diaphragm, a thin dome-shaped «sheet», which closes the lower part of the thorax and separates it from the abdomen. The diaphragm contracts and flattens; it contributes in this way to the extension of the vertical diameter of the thoracic cavity and raises the ribs (abdominal respiration). At the time of expiration, the thorax returns to its initial position, and air is expelled through the same tracts that had been used by fresh air during inspiration.

In an individual at rest the number of inspirations per minute is 10 to 15; the pulmonary ventilation, or the volume of air which passes through the respiratory system each minute, is about 6 litres per minute. During intense muscular activity the inspiration rate may rise to 50 and the ventilation to 150 litres or more per minute.

Тема 9. ЗАКРЕПЛЕНИЕ фонетических навыков

домашнее задание, примеры:

1. Listen to these two sentences. The words are the same, but A sounds polite and B sounds rude. Can you hear the difference?

P: A Could you close the door, please?

R: B Could you close the door, please?

Listen to some more sentences. Mark them P if they sound polite, and R if they sound rude.

Would you mind waiting a moment? Would you mind waiting a moment?

Do you think you could possibly help me? Do you think you could possibly help me?

Can you bring the manager here, please? Can you bring the manager here, please?

Would you mind keeping the noise down? Would you mind keeping the noise down?

Could you look after Rose a minute? Could you look after Rose a minute?

2. Here are some more things that Margaret says. Complete the sentences with didn't you? or haven't you?

A) You studied computer science at university, _____?

B) You finished your degree in 1987, _____?

C) You've worked for Banana Computers since then, _____?

D) You went to Canada in 1989, _____?

E) You've also worked in Australia, _____?

тестирование, примерные вопросы

1. Circle the word with a different vowel sound.

1. Black want mad had

2. Case lake name care

3. Soap hope sold soup

4. What hot most salt

5. Foot look blood push

6. Leave beach bread clean

7. Rude luck run but

2. Circle the word if one of the consonant letter is not pronounced

8. Lamb label cable cab

9. Recipe repeat receipt rope

10. Lesten winter eaten after

11. Hour hate home hill

12. Old pile half help

13. Cold calm colour film

14. Hurry hairy hungry here

3. Add the consonant sound to the word to make another word.

Example: [g]+eight=gate

15. [k]+aim=

16. [k]+ache=

17. [l]+eight=

18. [r]+owes=

19. [s]+eyes=

20. [h]+eye=

21. [b]+air=

22. [b]+earn=

4. Listen and circle the word you hear:

23. Have you got a pan/pin/pen I could borrow?

24. We should clean cut/cat/cot first.

25. You won't be able to fill/feel/fail this.
26. I think that's the west/worst/waist.
27. The cot/coat/court's too small.
28. I don't think it's far/fur/fair, you know.
29. What time did the woman/women arrive?
30. The officer's/office's here.
31. I used to have a bet/vet/pet.
32. I got a good price/prize for it.
33. They didn't suit/shoot him.
34. I think it's in the code/coat/coach.
35. That's a fine/wine/vine colour.
36. His back/bag was broken.
37. You can smell it in the air/hair.
38. You'll have to watch/wash baby.
39. They're singing/sinking.
40. I'll collect/correct/connect it tomorrow.
41. The glass/gas is green.
42. The tooth/ truth is out.
43. I can't sell/smell anything.
44. They need/needed more time.
45. I think they want/wanted to talk.
46. There are thirty/thirteen people in my class.
47. Alice is/was here.
48. The books are/were cheap.
49. I think there are some pears and/or grapes.
50. What does/did she say?
51. That smile/That's a mile.
52. We need more sport/support.
53. It's all in the past/pasta now.
54. Our guests/guest came late.

Тема 10. ЗАКРЕПЛЕНИЕ лексических навыков.

домашнее задание, примеры:

1. Fill in the blanks. Most of the words you need can be found opposite.

Yesterday John was supposed to take a _____(1) from London to Paris. He got up very early, put his luggage in the _____(2) of his car and tried to start the engine. It wouldn't start. John lifted the _____(3) but he couldn't see what the matter could be. He immediately called his local _____(4) to ask them to send a _____(5) at once. Fortunately, the garage had a man free and he was with John within ten minutes. He quickly saw what the matter was. 'You've _____(6) of petrol', he said. John felt very foolish. 'Why didn't I _____(7) everything last night?' he wondered. Despite all this, he got to the airport, checked in quite early and then went straight through to the _____(8) to read a newspaper while he waited. Soon he heard an announcement. 'Passengers on flight BA 282 to Paris are informed that all flights to and from Paris are _____(9) sick on the _____(11) across the Channel, it can be quite pleasant sitting in a (12) on the deck, watching the seagulls and the other because of a heavy snowfall last night.' 'If only I had decided to go by _____(10)', John thought. 'It would probably have been quicker in the end and even if I sometimes feel _____(13). The _____(14) on a ship seem to produce much better food than those on an aircraft too.'

2. Write sentences about a town of your choice, using the following expressions from the text.
 the second/third/fourth ...est within walking distance of built on the site cater for to overlook
 well worth a visit / visiting a working market/museum/steam railway/model

the main ... area of the town lies in the Victorian/Georgian/Classical/ Baroque/French Gothic style
tend to be
whether or not it merits those who enjoy on the outskirts to mount an exhibition to appreciate the
charm

контрольная работа, примеры:

1. Complete the idioms in these sentences.

1. Don't creep up behind me like that! You frightened the...
2. I don't need a doctor, I just feel a bit under...
3. As long as he has his car to work on, he's as happy...
4. Last year, when I won that medal, I really was on...
5. I wasn't expecting such a loud bang; I nearly jumped...
6. I've had nothing since lunch; I could...
7. I feel a bit down this week; last week I felt on top...

2. Fill the gaps with a suitable word.

- 1 I've got a darkroom in the..... where I develop films. It's perfect because there are no windows down there.
- 2 Is there a..... where I can plug in this radio?
- 3 You'd better have a..... under your drink in case you mark that side-table. It's an antique.
- 4 The waste-bin's full again. I'll empty it. Are there any more? Where are they?
- 5 We keep our skis up in the..... during the summer. They're out of the way up there.
- 6 You'll find the garden-chairs in the..... at the bottom of the garden. Bring them up and we'll have a drink on the..... and watch the sunset.
- 7 The light-switch for the stairs is on the as you come out of your bedroom.
- 8 I've moved to a now as I found I couldn't manage the stairs any more at my age.

Тема 11.ЗАКРЕПЛЕНИЕ грамматических НАВЫКОВ

Домашнее задание, примеры

1. Add one of these verbs to each of the sentences.

/does doesn't has have is isn't are aren't was wasn't won't
does

Example: Excuse me, but^this train stop at Croydon?

- 1 To get an A in every class be easy.
- 2 Lord of the Flies the name of the book we had to read last year?
- 3 My new pair of jeans pockets on the side of the legs.
- 4 What they're doing in Parliament interest me.
- 5 Being absent from class a lot going to improve his chances of passing.
- 6 Jan got really angry with us and screamed, 'None of you my friends any more!'
- 7 Never I had to listen to so many boring people!
- 8 I watched Dances with Wolves, which about dancing at all.
- 9 Statistics more difficult than Economics?
- 10 These new sunglasses made of glass or plastic or anything like that.

2. Complete this dialogue with these verbs in the present perfect or past simple.

ask be (x2) have make not call not eat not know not seem say tell

It's Monday afternoon. Ron is at home, phoning Sue at the office where they both work.

Ron: Hi Sue, it's me.

Sue: Well, hello! Where (1)___you___ all day? The boss (2)___me this morning where you (3)___, but he (4)___to be looking for you or anything.

Ron: What (5)___you ?

Sue: I (6)___him that I (7)___Are you okay?

Ron: I'm sorry I (8)___you this morning. I (9)___the flu since Saturday. I (10)___anything for two days and it (11)___me feel really weak. But I'll probably be there tomorrow.

3. Rewrite each sentence with the verbs in the passive, where possible

1. Someone saw Erin outside the theatre as she was waiting to go in. She had a new hairstyle.
2. Karen feels sad because they didn't promote her and she has to carry on as if nothing happened.
3. He throws the ball to Evans. Evans tries to go past Jennings, but Jennings stops him. It's a foul.

тестирование, примерные вопросы:

1. Choose the word or phrase that best completes each sentence.

1. He couldn't rest or sleep because _____ too much coffee.

- A) drinking
- B) been drinking
- C) had been drinking
- D) he had been drinking

2. My brother, together with his friends, always _____ round collecting wood for bonfire night.

- A) go
- B) goes
- C) going
- D) gone

3. Some of the girls in my group tease me because I don't wear makeup, but I don't _____.

- A) wear
- B) care
- C) do
- D) like

4. The team all wanted coffee so I made _____.

- A) it them
- B) some it
- C) some them
- D) them some

5. The director _____ to us that there had been financial problems earlier in the year.

- A) Concluded
- B) offered
- C) revealed
- D) Told

6. I think Mr Wilson _____ in this school since 1990 or maybe earlier.

- A) teaches
- B) is teaching
- C) has taught
- D) taught

7. I stopped watching the game before the end, but I thought we _____.

- A) had won
- B) have won
- C) have been winning

- D) will have won.
8. That's very sad news. If _____ sooner, I would have tried to help.
- A) I know
B) I'll know
C) I knew
D) I'd known
9. My sister _____ to me once or twice since she's been living in Athens.
- A) was writing
B) has written
C) has been writing
D) had written
10. According to the memo, we're _____ the meeting at noon tomorrow.
- A) having
B) have
C) going have
D) will have
11. You're 18! You're _____ to be able to look after yourself by now.
- A) have
B) ought
C) should
D) supposed
12. A permit is a document which states that you _____ to do something.
- A) are allowed
B) cannot
C) may
D) shall
13. He _____ have helped us if he'd really wanted to.
- A) could
B) may
C) must
D) will
14. My computer _____ be old, but it still works really well.
- A) Can
B) could
C) may
D) would
15. _____ someone please tell me where the library is?
- A) Can
B) May
C) Must
D) Should
16. What do you think _____ me?
- A) told
B) they told
C) didn't tell
D) did he tel
17. Why not _____ the meeting for Monday morning?
- A) schedule
B) scheduling
C) you schedule
D) do you schedule
18. They explained that she couldn't take the course, _____ ?

- A) could she
- B) couldn't she
- C) did she
- D) didn't they

19. _____ real work was done in the office while the boss was away.

- A) Not a
- B) Not any
- C) No
- D) None

20. Good morning, gentlemen. _____ of you is first in line?

- A) Which
- B) Whose
- C) Who
- D) Whom

21. We were told to put it where it was usually _____ .

- A) belonged
- B) fit
- C) had
- D) stored

22. It wasn't the first time they had been _____ how it worked.

- A) taught
- B) reported
- C) explained
- D) described

23. DNA tests _____ accepted in court cases.

- A) are known
- B) were used
- C) have been
- D) will have

24. Something _____ happened or they would be here by now.

- A) must
- B) must be
- C) must have
- D) must have been

25. There _____ to be serious flaws in the design.

- A) claimed
- B) reported
- C) were said
- D) were told

Тема 12. ЗАКРЕПЛЕНИЕ навыков аудирования

домашнее задание, примеры:

1. What does each person have? Listen and circle the correct answer.

1.
 - A) baker
 - B) manager
2.
 - A) Manager
 - B) Bellhop
3.
 - A) TV producer

- B) Chauffeur
- 4.
- A) Technician
- B) Administrative assistant
- 5.
- A) Reporter
- B) Photographer
- 6.
- A) Cashier
- B) server

тестирование, примерные вопросы

A. Listen to four short dialogues. Listen again and choose the correct answer.

1. Dialogue 1

The boy...

- A) is surprised to hear about the photographs.
- B) doesn't believe what the girl says.
- C) thinks that hunting yetis is wrong.

2. Dialogue 2

Amy is going to ...

- A) read more about The Lost City of Atlantis.
- B) meet Jackie for a coffee later in the evening.
- C) see The Lost City of Atlantis with her other friends.

3. Dialogue 3

The girl doesn't...

- A) understand the boy's explanation.
- B) have any idea how these things were built.
- C) think there's anything mysterious about the buildings.

4. Dialogue 4

When the Marie Celeste was discovered ...

- A) the food had mysteriously disappeared.
- B) the crew had left unfinished meals.
- C) the people were dying of starvation.

B. Listen to the dialogue and circle True or False.

5. Simon hasn't heard of the Bermuda Triangle before.

- A) True
- B) False

6. The Bermuda Triangle is a group of islands.

- A) True
- B) False

7. The mystery is that ships and planes disappear there.

- A) True
- B) False

8. Nobody has any idea what causes the mystery.

- A) True
- B) False

9. Luke thinks aliens might be the cause.

- A) True
- B) False

10. The mysterious events don't happen now.

- A) True
- B) False

C. You are going to listen to a talk about a well-known writer.

11. Listen to the first part of the talk. Then try to predict what the speaker is going to talk about next.

In the next part, the speaker is probably going to talk about...

- A) what life at Harry Potter's school is like.
- B) some of the characters in the Harry Potter stories.
- C) the early life of J.K. Rowling.

12. Listen to the second part of the talk. As you listen, check your answer to Exercise B. Then try to predict what the speaker is going to talk about next. In the next part, the speaker is probably going to talk about...

- A) Rowlings first success with Harry Potter.
- B) what Rowlings life is like now.
- C) what Rowling was like as a teenager.

13. Listen to the third part of the talk. As you listen, check your answer to Exercise C. Then try to predict what the speaker is going to talk about next.

In the next part, the speaker is probably going to talk about...

- A) what Rowling's life is like now.
- B) how much Rowling enjoyed lessons at school.
- C) what happens in the latest Harry Potter book.

D. Listen to a girl, Katy, talking about people she knows and choose the correct word.

14. Katy says that Sam is_____.

- A) Friendly
- B) Funny
- C) Surprising

15. Katy says that her twin brother is_____.

- A) Annoying
- B) Depressing
- C) unkind

16. Katy says that Mrs Wilkins is_____.

- A) Popular
- B) Strict
- C) hard-working

17. Katy says that Terry is_____.

- A) Intelligent
- B) Shy
- C) Kind

E. Listen to these messages that people have left on Katy's mobile phone. Decide why each person is calling.

18. Speaker 1 is calling to ...

- A) suggest a film.
- B) cancel a plan.
- C) ask for advice.

19. Speaker 2 is calling to ...

- A) accuse Katy of something.
- B) ask Katy to do something.
- C) apologize to Katy.

20. Speaker 3 is calling to ...

A) remind Katy about something.

B) change an arrangement.

C) cancel a lesson.

21. Speaker 4 is calling to ...

A) ask Katy to do something.

B) give Katy some advice.

C) thank Katy for doing something.

F. Listen to this conversation between two friends, Jack and Zoe. They are talking about a personality test. Circle True or False.

22. Zoe got the article from one of her teachers.

A) True

B) False

23. Zoe thinks that boys prefer friends who are funny. Jack says he is usually on time.

A) True

B) False

24. Jack and his best friend are both in the same class.

A) True

B) False

25. Jack says people who worry are unusual.

A) True

B) False

Тема 13. ЗАКРЕПЛЕНИЕ навыков говорения

дискуссия, примерные темы:

Темы: 1. Мы едим менее здоровую пищу сегодня, чем 10 лет назад. 2.

Спорт без допинга - возможно ли это? 3. Можно ли прожить целый год без денег? 4.

Реформа образования в России, за и против. 5. Возможна ли дружба в современном мире? 6. Полезна ли реклама для общества? 7. Путешествовать за рубежом или по России? 8. Незаменимых нет? 9. Проблема жилья в нашей стране. 10. Найдите работу по душе, и Вам не придется работать ни одного дня. 11. Чем привлекает туристов Казань? 12. Верите ли Вы в судьбу? 13. Идеальное путешествие: какое оно? 14. Три вещи, без которых нельзя жить. 15. Собеседование при трудоустройстве: как показать себя с лучшей стороны?

презентация, примерные темы:

Темы презентаций: 1. Мой любимый спорт (история, правила, известные спортсмены) 2. Тур по Европе\Азии\и т.д. 3. Дом моей мечты 4. Казань - лучший город Земли. 5. Самый красивый город мира. 6. Необычные места на нашей планете. 7. Мой родной город. 8. Самые востребованные профессии. 9. Места, где бы я хотел побывать. 10. Виды транспорта в России. 11. Отличие правил дорожного движения в России и за рубежом. 12. Архитектура Казани. 13. Природа России в картинах известных художников. 14. Москва и Санкт-Петербург. 15. Евротур: какие страны обязательно должны быть в этом списке?

Устный опрос, примерные вопросы:

Устное сообщение по теме урока - 2 минуты монологической речи

Пример: 1. Мое питание 2. Деньги в нашей жизни 3. Мои успехи и неудачи 4. Социальные Сети. 5. Мои правила жизни. 6. Субкультуры. 7. Критерии поиска работы. 8. Идеальный вид транспорта для путешествия. 9. Театр или кино? 10. Заветная мечта. 11. Почему я выбрал эту профессию? 12. Ваши достоинства, которых оценит работодатель. 13. Городская суэта или тихая загородная жизнь. 14. Вредные привычки. 15. Работа за рубежом или в России? Достоинства и недостатки.

Тема 14. ЗАКРЕПЛЕНИЕ навыков коммуникативного чтения

Домашнее задание, примерные вопросы:

1. A) Talk to a partner.

How often do you get colds? What do you do when you have one?

Tick (/) which of these are normal symptoms of a cold.

you feel dizzy

you sneeze

you have a headache

you have a blocked nose

you cough

your nose runs

you have a sore throat

you feel sick

your back aches

B) Before you read, do you know the answers to any of these questions?

A Are colds caused by being cold?

B How do we catch colds?

C How often do we get colds?

D Why do we sneeze?

E What causes colds?

F What can you do to relieve the symptoms?

G Why do we cough?

H Why does our voice deepen when we have a cold?

I Will there ever be a cure?

J Is there anything we can do when our nose is blocked?

C) Read the text quickly. Match questions A-J with the answers.

D) Choose four questions that you find interesting. Read the answers in more detail.

Underline the words you don't know. Try and guess the meaning from context or check in the glossary.

E) Tell a partner which questions you chose and what the answers were. Was there any information you found interesting or difficult to believe?

F) Choose five words or phrases to remember from this text. Compare with a partner.

10 things you probably never knew about the common cold and how a tennis ball can unblock your nose...

1.

Any one of more than 200 types of virus. One, called rhinovirus, is the most active. Under a microscope, the virus looks like a 20-sided golf ball, but it is tiny. 50,000 of them could be put on the head of a pin.

2.

During the average lifetime (75 years) we'll suffer about 210 colds, each lasting five or six days. On any one day, 50 million people worldwide have a cold, and on average we each spend three years of our lives coughing and sneezing. Children have more colds than adults, as many as eight a year.

3.

People traditionally link colds with cool temperatures, but although colds are more common in winter than in summer, it's really because in the winter we spend more time together indoors, making crossinfection more likely. Or it may be because we are more depressed in winter and this affects the performance of the immune system. However one thing that definitely does make us catch more colds is being stressed.

4.

No one is sure. It may be directly from people coughing or sneezing, or by picking a virus up

on your hand from a contaminated surface, e.g. a door handle, and then wiping your nose or touching your eye.

5.

Inflammation of the throat makes the vocal chords thicker and, like the strings on a guitar, the thicker they are, the deeper the sound.

6.

When we have a cold, one side of the nose is normally more blocked than the other. When we fall asleep, our body always makes sure that one nostril stays open. Apparently it does this by a sophisticated reflex system activated by pressure on our arm as we lie on our side, keeping the nostril on the upper side open. If you squeeze a tennis ball under your arm, you can trick the brain into thinking you're asleep, so opening up the other nostril.

7.

It's a reaction to the irritation in the throat caused by colds, and is affected by personality. People who are obsessive cough much more than others.

It is a reflex action controlled by sensitive nerves which detect the 'invaders' (the viruses) and get the lungs to blow air through the nose and mouth. When the weather is cold we sneeze more often. We close our eyes when we sneeze, in fact it's almost impossible to keep them open. This means that if you sneeze while you're driving at 80kph, you'll be driving blind for 50m.

8.

There already is one: our immune system. If it wasn't working, a cold would kill us. There is unlikely to be a vaccine, because there are so many different viruses and each vaccination would work only against one type.

9.

Reduce your daily consumption of dairy products such as milk and cheese and drink plenty of hot drinks. Eat spicy food such as curry because it makes your nose run and helps to clean out the virus. For headaches you can take painkillers. Above all, be positive and don't worry as this tends to make your symptoms worse.

тестирование, примерные вопросы:

1. Read this review and circle the best heading for each paragraph.

1. The Good Guys Always Win is a missed opportunity. Starring John Devon and written by Carol West, all the ingredients were there for a great movie, but, alas, this one proves that the good guys sometimes lose. With their work together in the past, I was looking forward to seeing what they had been working on. The answer is a film that lets them down.

A) The wrong title

B) A disappointing result

C) A good past record

2. The story is the same old plot of boy meets girl, boy loses girl, boy gets girl back. We've seen it a thousand times before. With women playing strong characters on our screens these days, we've had enough of the gentle heroine who just waits for the boy to fall in love with her. Patty LeBelle, who plays Wendy, cries and sighs but does little else, and those who saw her in *Climbers* will wonder what's happened to her.

A) An old-fashioned story

B) A fight for love

C) A new acting style

3. The dialogue is slow and too much of the film is people pausing and looking at each other. Donna Short, the director, must take most of the blame since it's her job to guide the actors. It's difficult to see exactly why she was given this film when her last two efforts, *Catch Me, I'm Falling* and *The Man Next Door*, were so unexciting. Let's hope that John Devon's career can recover.

A) A terrible script

B) Poor leadership

C) Future possibilities

4. 'I can't imagine being in any other profession. This job is my life. I do do a little TV work, but I'm mainly based in the theatre. Every night, Monday to Saturday, and twice on Thursdays. At the moment, I'm in a production of King Lear. I'm playing Cordelia. It's a great role, and I've been lucky to have some very good reviews. The rest of the cast are so supportive - we're like a family - and John, the director, is marvellous. I just can't wait to get on the stage every night. And the audiences are so appreciative, too. We got a standing ovation last night.'

- A) An actor's life for me
- B) Luck is so important
- C) The same every night

5. 'You actually feel a real sense of achievement once a house is finished. You know, you've seen it grow from just a hole in the ground to somewhere for someone to live in. And you've made it happen. You've dug the foundations, laid the brickwork, put the roof on, put in the windows and the doors. It's actually very creative. Of course, it's hard work too, with all the carrying and lifting you have to do. You have to be prepared to get dirty, and work outside in all weathers, but that's a small price to pay, if you ask me.'

- A) Low cost housing
- B) Building a building
- C) I'd rather be inside

2.

6. What does the writer enjoy most about the job?

'I spend about half of my time in my office, and the other half in court. I don't have customers. I have clients. They come to me with legal problems and I represent them. It's a very demanding job, because you feel responsible for what happens to your clients, but it's also very satisfying. One of my clients was recently arrested for a crime he hadn't committed, and I was able to persuade the police they'd made a mistake. It's a great feeling helping people when they're in trouble.'

- A) working in two places
- B) having a lot of responsibility
- C) being able to help clients
- D) arguing with the police

7. What does the writer dislike most about the job?

'Many people think that this is an easy job, but in fact it can get very tiring and lonely. You're often away from your family for long periods of time - maybe two or three weeks, if you have to go to Germany or somewhere. That can be difficult. I do love it, though. I like being on the road behind the wheel, and being able to look down on all the cars. But it's a pain when you have to unload all the boxes and stuff at the end of the journey. Still, it's all part of the job.'

- A) being on the road for so long
- B) the fact that the work is so easy
- C) driving through foreign countries
- D) the fact that the work is physical

8. According to the writer, one of the skills required to do this job well is....

'Well, I used to work for a tabloid, but now I work for a more serious paper.'

I generally write two or three pieces a day. You really have to keep up with current affairs in this job, though. I'm often going to press conferences and interviewing politicians and famous people, so I have to know what questions to ask. The most satisfying thing is seeing my name in print above a story. I look at it and think, 'I wrote that yesterday, and today millions of people are reading it.' Amazing!

- A) being able to write quickly and accurately.
- B) knowing what is happening in the world,
- C) making sure your questions are answered,
- D) getting your name printed in the newspaper

3. You are going to read an extract from an autobiography. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

Although I left university with a good degree, I suddenly found that it was actually quite hard to find a job. After being unemployed for a few months, I realised I had to take the first thing that came along or I'd be in serious financial difficulties. And so, for six very long months, I became a market research telephone interviewer.

I knew it wasn't the best company in the world when they told me that I'd have to undergo three days of training before starting work, and that I wouldn't get paid for any of it. Still, I knew that the hourly rate when I actually did start full time would be a lot better than unemployment benefit, and I could work up to twelve hours a day, seven days a week if I wanted. So, I thought of the money I'd earn and put up with three days of unpaid training. Whatever those three days taught me — and I can't really remember anything about them today - I wasn't prepared for the way I would be treated by the supervisors.

It was worse than being at school. There were about twenty interviewers like myself, each sitting in a small, dark booth with an ancient computer and a dirty telephone. The booths were around the walls of the fifth floor of a concrete office block, and the supervisors sat in the middle of the room, listening in to all of our telephone interviews. We weren't allowed to talk to each other, and if we took more than about two seconds from ending one phone call and starting another, they would shout at us to hurry up and get on with our jobs. We even had to ask permission to go to the toilet. I was amazed how slowly the day went. Our first break of the day came at eleven o'clock, two hours after we started. I'll always remember that feeling of despair when I would look at my watch thinking, 'It must be nearly time for the break', only to find that it was quarter to ten and that there was another hour and a quarter to go. My next thought was always, 'I can't believe I'm going to be here until nine o'clock tonight.'

It wouldn't have been so bad if what we were doing had been useful. But it wasn't. Most of our interviews were for a major telecommunications company. We'd have to ring up businesses and ask them things like, 'Is your telecoms budget more than three million pounds a year?' The chances are we'd get the reply, 'Oh, I don't think so. I'll ask my husband. This is a corner shop. We've only got one phone.' And so the day went on.

The most frightening aspect of the job was that I was actually quite good at it. 'Oh no!' I thought. 'Maybe I'm destined to be a market researcher for the rest of my life.' My boss certainly seemed to think so. One day - during a break, of course — she ordered me into her office. 'Simon,' she said, 'I'm promoting you. From tomorrow, you're off telecoms and onto credit card complaints. I'm sure you can handle it. There's no extra pay, but it is a very responsible position.'

Three weeks later I quit. It was one of the best decisions I've ever made.

9. Why did the writer become a market research telephone interviewer?

- A. He had completely run out of money.
- B. He had the right university degree for the job.
- C. It was the first job he was offered.
- D. He knew it was only for six months.

10. The writer had doubts about the company when

- A they only offered him three days of training.
- B they told him he wouldn't receive payment for his training.
- C they told him he had to be trained first.
- D he was told what the hourly rate would be.

11. His workplace could best be described as

- A large and noisy.
- B silent and dirty.
- C untidy and crowded.
- D old-fashioned and uncomfortable.

12. How did he feel when he realised it wasn't time for the break yet?

- A He felt that he would have to go home early.
- B He felt that he wouldn't survive to the end of the day.
- C He felt that the end of the day seemed so long away.
- D He felt that he must have made a mistake.

13. What would have made the job more bearable?

- A knowing that he was carrying out a valuable service
- B being able to phone much larger companies
- C not having to talk to shopkeepers
- D not having to ring up businesses

14. What was unusual about Simon's promotion?

- A It showed how good he was at his job.
- B It meant he would be phoning different people.
- C It involved greater responsibility.
- D There was no increase in salary.

15. What would be the most suitable title for this extract?

- A Typical Office Life
- B Unpleasant Employment
- C How To Earn a Decent Salary
- D You Get What You Deserve

4. Read these extracts from descriptions of different journeys. Decide what the writer is implying by circling the correct answer.

16. Mary, weather quite hot and Tom is brown already. Very handsome! Had a wonderful journey here. Got to the airport on time and no delays to the flight, thank God. Decent food on the plane for a change. Hotel is marvellous just like in a brochure. We're off to a restaurant this evening. Hope everything is fine at home. Love, Alison.

Alison implies that

- A) Tom is not usually very attractive,
- B) she has often travelled by plane,
- C) hotels are usually a little disappointing.

17. And Leaving the mountains and travelling by tram to the coast, you realise why these are called the Salt Plains. Vast flat areas have been created where the sea water slowly disappears in the baking sun, leaving the salt behind. This is what provides local people with their only source of income. Even the children are involved in collecting the salt, which is then driven to factories in the north.

The writer implies that

- A) the people are damaging the environment,
- B) the people dislike working in the heat,
- C) we might not expect children to be working

18. March 12th. We covered 20 kilometres today, which everybody says is not bad in this weather. We are all well and looking forward to tomorrow when we should be able to see the mountain for the first time. We went through our plans for crossing the river Dinka and everybody seems to know what they are doing. I only hope I can do my bit.

The writer implies that

- A) he is not very experienced,
- B) they are experts at crossing rivers,
- C) he has made mistakes in the past.

19. You'd love it here, Mike. The nightlife is great. I've made some friends already and they've been showing me the sights. Tonight we're meeting at the cafe and then, who knows? The family I'm staying with are really friendly and even gave me my own key to the front door so I can come in when I like. A good example for Mum and Dad, eh?

The writer implies that

- A) he usually finds it difficult to make new friends,
- B) he wasn't expecting the family to be so friendly,
- C) his parents don't give him as much freedom as he'd like.

5. You are going to read a magazine article about going on holiday. For Questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

Getting Away From It All

Somewhere around February it begins. The drizzle is coming down outside and the kids are bored on a Saturday afternoon. It's usually then that my husband decides it is time to plan our summer holiday. Out come the brochures and the discussion begins.

It's not that we're an argumentative family, but it seems that where we are to spend two weeks in the summer relaxing brings out the worst in us. Before too long, we're all insisting on places and refusing others, the volume steadily increasing. My daughter discovers a lifelong ambition to go to India. Funny how she never mentioned it before. My son isn't going anywhere unless he can bring his dog and my husband doesn't mind where he goes as long as it's within five miles of a golf course.

As usual, it's left to someone, and guess who, to find somewhere that everybody is willing to accept (the dog goes to the neighbours, though). This can take some weeks of persuading, reminding and convincing on my part, but usually there's a solution. Then it's time to plan the packing. It seems that everybody else believes that it can be done half an hour before we leave for the airport. My husband lays out things he wants to take and I put them back when he's not looking and get out the real holiday clothes. My daughter wants to take everything she owns. Each item she has to put back is the subject of another argument.

Finally the day arrives and we get to the airport in plenty of time. This happens because I start to shout five hours earlier that we are going in five minutes, ready or not. Once at the airport, we check in. It sounds simple enough, but the thing is that airports are full of people running around who don't know where to go. Not surprising since we only do it once a year and we've forgotten where we went last time. We finally find the right desk, get rid of the bags and go through to the departure lounge.

Somewhere around here I can finally think about relaxing. Not for me the cold sweats, shaking, and nervous wondering about the plane. Everything is somebody else's problem. If there's something wrong with the plane, the pilot can worry about it. If a passenger has a heart attack, the stewards can worry about it.

And so begin two weeks of relaxation. I learned long ago that the only way to do it is to stop being called 'Mum'. For those two weeks, whenever I hear the word I look around as if it refers to someone else. I ignore any question that begins with 'Where's my...'. The funny thing is that they always find it anyway. The only thing I worry about is which book I'm going to take to the pool. My husband follows a ball around a course, my kids do whatever kids do these days and I become myself again for a short while.

20. The writer implies that her family

- A find it hard to agree on anything.
- B all have very different personalities.
- C don't usually fight over things.
- D don't care about each other's feelings.

21. The writer thinks her daughter's ambition to go to India is

- A not as strong as she claims.
- B amusing in a girl her age.
- C strange for someone like her.
- D a secret she should have shared.

22. The writer implies that

- A her son refuses to go with them.
- B the others try to make her agree.

- C nobody is really happy with the idea.
 D she gets the others to agree.
23. Why does the writer put back the clothes her husband chooses?
 A She doesn't like what he wears.
 B He forgets to choose things for her.
 C He can't decide what to take.
 D The clothes aren't suitable.
24. The writer implies that
 A it's not far from her house to the airport.
 B they would be late if she didn't make a fuss.
 C airports are usually badly designed.
 D people should go on holiday more often.
25. The writer thinks she is different from some other people because she
 A finds flying an enjoyable experience.
 B doesn't worry about problems.
 C understands what pilots face.
 D doesn't care about other passengers

Тема 15. ЗАКРЕПЛЕНИЕ навыков коммуникативного письма

домашнее задание, примеры:

1. Imagine you have some British friends in the UK, and you stayed with them for a week last month. Write a letter to thank them. Plan what you're going to say. Use 1-7 above and the Useful language box to help you. (p. 49, NEF intermediate). Check the letter for mistakes (grammar, punctuation and spelling).

2. Write a film review about a film you would recommend people to buy on DVD. Plan what you're going to write in the four paragraphs:

Paragraph 1: The plot

Paragraph 2: The name of the film, the director, the stars and any prizes it won

Paragraph 3: Why you recommend this film

Paragraph 4: Where and when it was set

Use the Useful language box and Vocabulary Bank Cinema p.154 to help you (p. 97, NEF intermediate). Check the letter for mistakes (grammar, punctuation and spelling).

Письменная работа, примерные вопросы:

1. Write your CV and a covering letter to apply for a job in the Olympics. Plan what you're going to write. Use the Useful language box and Vocabulary Bank Work p.152 to help you. Check the letter for mistakes (grammar, punctuation and spelling).

Тема 16. ЗАКРЕПЛЕНИЕ навыков экстенсивного чтения по специальности

домашнее задание, примеры:

1. The Digestive System

The digestive system consists of the digestive tract and digestive glands.

The digestive tract is some 8—10 m long and is divided into the following parts: oral cavity, pharynx, oesophagus, stomach, small intestine and large intestine. The structures of the different parts of the tract have some special features.

The wall of the greater part of the digestive tract consists of three coats: internal - mucous, middle — muscular, and the external — serous. The mucous coat is lined with the epithelium outside which is a connective tissue with a thin layer of smooth muscle fibres. The mucous coat is pink in colour because it has many blood vessels. The numerous small glands in this coat secrete a viscous coat of the digestive tract. It facilitates the movement of food and protects the mucous coat from the damage by solid particles of food and various chemical substances. One must remember that the mucous coat of the digestive tract begins with the esophagus, contains lymph nodules which also have a protective function.

The greater part of the muscular coat of the digestive tract consists of two layers: an internal

layer with circular muscle fibres and an external layer with longitudinal muscle fibres. The wall of the pharynx and the superior part of the esophagus, and the tongue and the soft palate all contain striated muscle tissue. It is the muscular coat of the other parts of the digestive tract that consists of smooth muscle tissue. Contractions of the muscular coat move food along the digestive tract.

The serous coat that covers the digestive organs in the abdominal cavity is called the peritoneum. The peritoneum has two layers, visceral and parietal. In the esophagus the serous layer is lacking and the outer coat is fibrous in nature. , , ,

The digestive glands secrete digestive juices that contain enzymes and some other substances which take part in the chemical processes of digestion.

In addition to the small glands in the mucous coat of the digestive tract, there are also large glands: the salivary glands, the liver and the pancreas. Though these glands are situated outside the digestive tract, they communicate with it through ducts.

Any part of the digestive tract and the digestive glands are equipped with nerve fibres and their endings. The nerves of the digestive glands regulate the secretion of digestive juices. It is known that the nervous system not only regulates the activity of each organ, but also coordinates their activities.

2. The Kidneys

Kidneys are a pair of glands which are situated close to the spine in the upper part of the abdomen. They are on a level with the last dorsal and upper two lumbar vertebrae. They are kept in this position by a quantity of fat, loose connective tissue, in which they are embedded, and the large vessels which have to supply them with blood.

Structure. In size each kidney is about 4 inches long, 2 and 1/2 inches wide, 1 and 1/2 inches thick, and weighs over 4 ounces. The size, however, may vary a good deal. The left kidney is slightly longer and narrower, and lies a little higher in the abdomen than the right.

Since the outer margin of the kidney is convex, the inner is concave. It presents a deep depression, which is known as the hilus, where the vessels enter its substance. At the hilus the renal vein lies in front of the renal artery, the former joins the inferior vena cava, and the latter springs from the aorta almost at a right angle.

Vertical section through a kidney allows to disclose three concentric zones. The outer light-coloured zone is the renal cortex, within this is the darker renal medulla and within this again is a space — the renal sinus which is normally occupied by fibrous sac, the renal pelvis. The cortex extends inward in a series of renal columns which divide the medulla into a number of renal pyramids. ^

Within the cortex each minute artery presents a vascular knot, a glomerulus. Each glomerulus projects into the end of its corresponding renal tubule, which is separated by a thin layer of cells, glomerular (Bowman's) capsule;

Glomerulus plus capsule forms a renal (Malpighian) corpuscle. A renal corpuscle with tubules and blood vessels is called a renal unit, or nephron.

Function. One chief function of the kidneys is to separate fluid and certain solids from the blood. The glomeruli are to filter from the blood the non-protein portion of the plasma. It is estimated that in 24 hours the total human glomeruli will be able to filter between 150 and 200 litres, 99 per cent of which is reabsorbed by tubules.

The kidneys are to be regarded as filters through which the whole blood of the body passes and which remove from the blood a substance, urea, together with other impurities, which together constitute the urine. The cleansed blood passes on in its vessels, and the urine drains into the ureters and finally into the bladder. If the kidneys cease to work the blood will become poisonous because of the accumulation of the waste matters.

Тема 17. АВТОМАТИЗАЦИЯ фонетических навыков

домашнее задание, примеры:

1. Fill the gaps with a word from the box which has the stress pattern given. Then listen and check

Biology mathematics history geography sociology chemistry

My favorite subjects at school were sciences, especially Ooo_____ and oOoo_____. I've always been good at numbers, so I was good at oOo_____. I didn't really like social science subjects like ooOoo_____ and Oo_____, and that's strange because when I went to University I did Ooo_____.

2. Add pronouns to these words to make sentences with the pattern oOoO. Do not use the same pronoun twice. Then say your sentences aloud, making the rhythm clear.

Example drove/car She drove her car.

read/book 3 drank/milk

sang/song 4 ate/lunch

Тестирование, примерные вопросы:

1. Which word has a different number of syllables from the others? Circle it.

1. Likes wants talks washes
2. Wanted walked saved brushed
3. Chicken chocolate afternoon different
4. About around asleep asked
5. Fourteen forty fortieth hundred
6. Builds rebuild builder building
7. Supermarket waterfall holiday hairdresser
8. School texts over sports

2. All the words or expressions in each group have the same number of syllables. Circle the one with stress in a different place.

9. Saturday holiday tomorrow yesterday
10. Morning fifteen fifty August
11. He told me. I like it. She finished. Close the door.
12. Go to bed! Don't worry! What's the time? Fish and chips.
13. Table tourist tunnel today
14. Mistake famous become remove
15. Playground shoe shop first class handbag
16. Economics economy education scientific
17. It isn't true. I'll see you soon. No it isn't. He's not at home.

3. Listen. Are the two expressions pronounced exactly the same on the recording, or is there a difference? Write S for same or D for different

Example: some of each - summer beach - D

18. some of you - summer view
19. stopped aching - stop taking
20. Mary knows - Mary's nose _____
21. Alaska - I'll ask her
22. burnt a cake - burnt the cake
23. greet guests - Greek guests
24. want to talk - wanted to talk
25. I've locked it - I blocked it
26. what's past - what's passed
27. a bitter fruit - a bit of fruit

Тема 18. АВТОМАТИЗАЦИЯ лексических навыков

Домашнее задание, примеры:

И.Ю. Марковина, З.К. Максимова, М.Б. Вайнштейн Английский язык, стр. 46, 47, 49, 51,52

1. Translate the next derived words

1. bone, bony, backbone, breastbone; 2. to divide into, division, to subdivide, subdivision, divisible; 3. to include, to exclude, to conclude, included, exclusively, conclusion; 4. a joint, to join, joined, jointly; 5. to place, to replace, replacement, to be placed; 6. firm, firmly, to reaffirm; 7. frame, framework, frameless

2. Find the synonyms:

vertebral column, injury, cage, damage, harm, box, backbone

3. Find English equivalents of the Latin words:

Mandible, limb, extremity, lower jaw, maxillar, collar-bone, clavicle, upper jaw

4. Find the antonyms:

to include, inside, immovable, in front of, lower, behind, invertebrate, to exclude, movable, vertebrate, outside, upper, higher

Контрольная работа, примерные вопросы:

1. Read and translate next cognate words:

1. muscle, muscular, musculature, musculation; 2. to close, to enclose, close, closely, closed, closing; 3. to contract, contracted, contracting, contractile, contraction; 4. to vary, variant, various, variable, variation, variety; 5. to connect, connecting, connection, connective

2. Translate next word combinations:

1. On the one side, on the other side, on the opposite side; 2. Due to, in due time, with due respect;

3. According to the rule.

3. Find the synonyms:

substance, to supply, to nourish, because of, because, minute, tiny, to provide, to obtain, due to, fine, as, matter, to feed

4. Translate the words below:

blood circulation, one-way valve, cone-shaped organ, striated muscle tissue, smooth muscle cells, heart valves action, heart beat rate, tissue oxygen supply, heart blood output

5. Make the sentences with the words from ex.4

6. Translate nest family of words:

1. to respire, respiration, expiration, inspiration, respiratory, inspiratory; 2. to produce, product, production, productive, producing; 3. to inhale, inhalation, to exhale, exhaled, exhaling; 4. breath, to breathe, breathing, breathless, breathlessness; 5. to pass, passage, passing, passage-way.

7. Form the pair of antonyms by using prefix -ex and translate them

to inhale, inspiration, to include

Тема 19. АВТОМАТИЗАЦИЯ навыков коммуникативного аудирования

Домашнее задание, примерные вопросы:

1. You're going to listen to Martin Cinert from Prague talking about the night the River Vltava flooded. Mark the sentences T (true) or F (false).

His office wasn't at risk, but his flat was.

He took his wife and child to his parents' house.

He went back to the flat because he was excited by the situation.

Martin went to a place near his flat to watch the water level rising. 6

He looked out of the window and saw that his car park was starting to flood.

He was the last person to leave his block of flats.

Ah of the roads he tried were flooded now.

He decided to follow another car through the water.
Martin's car broke down as he drove through the water.
10 Ah the flats in his building were seriously damaged.
Listen again. Then in pairs, correct the false sentences.
What do you think you would have done in Martin's

2. You will hear five people talking about teenage crime. Match each speaker with the people A-F.
There is one person you don't need.

A a journalist D a police officer
B a lawyer E a teacher
C a parent Fa victim of teenage crime

3. You will hear part of an interview with two mountain climbers. Write D next to what Dan says, M next to what Marion says, and N next to what neither of them says.

1. Climbing is safer than driving.
2. I try to control the element of risk when I climb.
3. Avalanches are a climber's worst enemy.
4. Climbing helps me do my job better.
5. My job is quite boring.
6. My partner is not happy that I go climbing.
7. People with young children shouldn't go climbing.
8. Accidents are usually a climber's own fault.

тестирование, примерные вопросы:

Listen to two friends talking about a class they are going to join. Circle the correct answer.

1. Jack feels his photography skills are **beginner** / **intermediate** / **advanced** level.
- 2 Emma says she is **comfortable with** / **unsure about** / **interested in** cooking simple dishes.
- 3 Emma says that **she's not good at dancing** / **she'd prefer to go to a dance class with friends** / **she'd rather not take a dance class**.
- 4 Emma thinks she would prefer painting **places** / **objects** / **people**.
- 5 Jack offers to **lend Emma money for the class** / **send Emma information about the class** / **take Emma to the class**.

Listen to a young business man talking about job interviews. Underline the correct answer.

6. For Graeme the hardest thing about the interview was finding **examples of his successes** / **finding ways to keep his answers short** / **finding time to get ready**.
7. Graeme says the people who interviewed him were **serious** / **friendly** / **clever**.
8. Graeme thinks he answered **a few** / **most** / **all of** the questions well.
9. After the interview, Graeme thought someone with **a different background** / **better qualifications** / **more experience** would be chosen.
10. According to Graeme, on the day of the interview the most important thing is to be **on time** / **as you usually are** / **well-dressed**.

Listen to an interview with a snowboarder. Underline the correct answer.

11. Helen started snowboarding because she wanted to **join a local team** / **keep up with other family members** / **have an opportunity to excel in a sport**.
12. To learn new snowboarding tricks, Helen recommends **consulting an expert** / **watching video clips on the internet** / **making variations to moves you already know**.
13. The aspect of snowboarding Helen particularly likes is **perfecting a new move** / **putting in the physical effort required** / **pushing herself to a higher level**.
14. What does Helen say about the course she went on?
She did it as part of a special local project. / **She was offered it while doing a holiday**

job at a nearby resort. / She was promised a job assisting the instructors if she completed it.

15. In the immediate future, Helen plans to **pursue both academic study and professional snowboarding / focus on snowboarding at an international level / keep up her snowboarding by instructing others.**

Listen to a young woman talking about setting up a fashion company and underline the correct answer.

16. Anna decided to set up an online fashion company selling **children's / women's / men's clothes.**
17. Anna used **money borrowed from her family / her own money / money borrowed from a friend** to set up her business.
18. Nowadays, Anna runs the company from **her bedroom / the garage / an office.**
19. The speaker says the main reason for Anna's success is because of **the people she knows in the fashion industry / the support she had from her family / the long hours she spent working.**
20. Anna's best piece of advice for someone who wants to go into business is **to get some experience / to get a qualification / to do some research**

Listen to a woman talking about an adventure holiday she has been on and underline the correct answer.

21. Kim decided to go on an adventure holiday because she wanted to **spend some time apart from her friends / learn to do some new activities / get plenty of sunshine.**
22. Kim's adventure holiday was in **Ireland / the USA / Canada.**
23. Kim most enjoyed learning how to **surf / sail / ride a horse** on her holiday.
24. Kim's holiday ended by visiting **some caves / the coast / the mountains.**
25. People on the holiday were put in groups based on their **abilities / interests / age.**

Тема 20. АВТОМАТИЗАЦИЯ навыков говорения

дискуссия, примерные темы:

1. How much do you know about first aid? 2. The dangers of stress. 3. What does the future hold? 4. National stereotypes: truth or myth? 5. Generation gap. 6. How conquer the fears. 7. Climate change. 8. How can music affect the way we feel? 9. Your taste in music can reveal a lot about you. 10. Problems of big cities. 11. How advertisers win our hearts and minds? 12. The cost of brand. 13. Do we see ourselves as we really are? 14. Teenagers and bad habits. 15. Early marriage.

презентация, примерные темы: 1. Horoscopes. 2. How the fashion of clothes was changing from 1900 till 2015. 3. How your nationality dresses 4. Different countries - different weather. 5. Red List of Threatened Species. 6. The icons of pop / rock music. 7. Suffering for science (scientists who have risked their health and their lives in their search for the truth). 8. Great Cities. 9. Hero cities of our country. 10. True heroes of World War II. 11. Great inventors. 12. History of Art in Russia. 13. Medical myths. 14. Music festivals. 15. Worthless inventions.

Устный опрос, примерные темы:

1. Good travelling companion. 2. The most important event in your life. 3. A few days ago the weather was..., and I feel...and it has affected... 4. Are you sportsmanlike? 5. What would you do if you found yourself in jungle? 6. Certain characters in certain situation. 7. The music in my life. 8. Healthy sleep. 9. An interesting person in your family. 10. Are you a creative thinker? 11. Things that really annoy you. 12. Learning to drive. 13. The hidden dangers of rock music. 14. Big city life. 15. Everyone makes mistakes.

Тема 21. АВТОМАТИЗАЦИЯ навыков коммуникативного чтения

Домашнее задание, примеры домашнего задания

1.

A) What symptoms do people have when they feel stressed?

B) Which three of these things do you think are the most stressful? Number them 1-3 (1 = the most stressful) and compare with a partner.

- Packing for a trip at the last minute.
- Being stuck in a traffic jam when you have an appointment
- Writing a report for your boss when you don't have much time to finish it.
- Running for a bus or train.
- Looking after a family member who has a chronic illness.
- Shopping in your lunch break.
- Programming a DVD player using the instruction manual.

C) Read the article once quite quickly and then tick (✓) the activities that are bad for your health. What does the article say about the others?

D) Read the article again more slowly. Circle the correct main idea for each paragraph.

1.

- a Being in traffic jams is bad for our health.
- b Some people think that not all kinds of stress are bad for us.
- c Doctors don't agree how we can reduce our levels of stress.

2.

- a Young people suffer more from stress than older people.
- b Alzheimer's is one of the illnesses many old people suffer from,
- c Good stress stops us from getting ill.

3.

- a Situations which produce good stress are always short term,
- b Some stress can make our cells stronger.
- c Too much protein can make us ill.

4.

- a We need some stress to exercise our cells' self-repair mechanism,
- b Doing physical exercise makes us feel less stressed.
- c Packing your suitcase in a hurry is an example of good stress.

E) Complete the sentences using words from the article.

1. When we try to do less of something, we try to c_____ d_____ (paragraph 1).
2. An illness that you have for a very long time is called a c_____ illness (1).
3. Something which is good for us is b_____ (2).
4. The verb to make something stronger is s_____ (2).
5. Our body is made up of millions of c_____ (2).
6. When we treat our body badly we d_____ (3).
7. Another word for illness is d_____ (3).
8. Something which is bad for us is h_____ (3).
9. Doing exercise helps to make our m_____ stronger (4).

F) Use your dictionary to check the pronunciation of the words in e

G) Discuss these questions with a partner.

1. Do you agree with what you have read in this article? Why (not)?
2. What kinds of 'good stress' do you have in your life?
3. What other health stories have you heard about recently?

4. Do you pay much attention to them? Do you believe them?

Get stressed, stay young

1. For decades doctors have warned us about the dangers of stress and have given us advice about how to cut down our stress levels. Everyone agrees that long-term stress, for example having to look after someone who has a chronic illness, or stressful situations where there is nothing we can do, for example being stuck in a traffic jam, is bad for our health and should be avoided whenever possible. However, some medical experts now believe that certain kinds of stress may actually be good for us.

2. Dr Marios Kyriazis, an anti-ageing expert, claims that what he calls 'good stress' is beneficial to our health and may, in fact, help us stay young and attractive and even live longer. Dr Kyriazis says that 'good stress' can strengthen our natural defences which protect us from illnesses common among older people, such as Alzheimer's, arthritis, and heart problems. He believes that 'good stress' can increase the production of the proteins that help to repair the body's cells, including brain cells.

3. According to Dr Kyriazis, running for a bus or having to work to a deadline are examples of 'good stress', that is situations with short-term, low or moderate stress. The stress usually makes us react quickly and efficiently, and gives us a sense of achievement - we did it! However, in both these situations, the stress damages the cells in our body or brain and they start to break down. But then the cells' own repair mechanism 'switches on' and it produces proteins which repair the damaged cells and remove harmful chemicals that can gradually cause disease. In fact, the body's response is greater than is needed to repair the damage, so it actually makes the cells stronger than they were before.

4. 'As the body gets older, this self-repair mechanism of the cells starts to slow down,' says Dr Kyriazis. 'The best way to keep the process working efficiently is to 'exercise' it, in the same way you would exercise your muscles to keep them strong. This means having a certain amount of stress in our lives.' Other stressful activities that Kyriazis recommends as being good stress include redecorating a room in your house over a weekend, packing your suitcase in a hurry to reach the airport on time, shopping for a dinner party during your lunch break or programming your DVD or video recorder by following the instruction manual.

So next time your boss tells you that she wants to see that report finished and on her desk in 45 minutes, don't panic; just think of it as 'good stress' which will have benefits for your long-term health!

тестирование, примерные вопросы:

1. Read the article. For questions 1-5, choose the correct answer (A, B, C, or D).

A Step In The Right Direction

It was once famously said that some things in life – like paying taxes and death – are inevitable. And leaving education trying to find employment is something that young people everywhere have to face. But despite the large amount of research that has been undertaken on young people in the job market, relatively little is known about what happens once young people start their first job. A team of researchers from Leeds Metropolitan University looked into this aspect. The survey focused on 30 people and 39 employers, and addressed a range of issues in relation to recruitment, employment, and particularly young people into the workplace.

It is clear from the interviews with young people that, for the vast majority, the idea of a 'job for life' no longer exists. While some had clear career ambitions, the majority appeared to be unclear on what they wanted to do. One consequence of this is that many young people saw their early work experiences as temporary – a 'stop gap' until their ideas on what they wanted to do had developed, or simply a way of earning money to pursue other ambitions such as travel.

This tendency has also been noted by many employers, and is particularly disappointing to smaller businesses looking for long-term loyalty in their staff. However, some employers – for example in areas such as financial services and call centres – had adjusted to the new situation, and

appeared to accept that they cannot expect young people to be loyal and see a long-term future with one employer.

Like a number of other studies, the findings confirm that employers tend to focus on 'softer' skills and behavioural qualities in the recruitment process, with a less prominent role played by formal qualifications. The opinions of this sample of young people were remarkably consistent with those of the employers. Most of the young people seemed to have understood the message that formal qualifications are often a necessary but not sufficient condition for obtaining the types of jobs which they hope to do in the future. They recognized that skills like communication, team-working, organization, and customer service are all important. There was evidence that many young people had clearly worked on developing such skills.

Where there does appear to be a significant difference of opinion between the views of young people and employers related to the extent to which young people actually possess the necessary 'employability' skills. By and large, the young people interviewed were confident in their ability to demonstrate these skills and qualities. Employers, on the whole, were much less positive about this, often feeling that educational institutions were focusing too strongly on academic skills and qualifications, at the expense of employability.

Another area where employers' and young peoples' views differed is in relation to Information Technology (IT) skills. When asked about the things they value most about young recruits, many employers mentioned their ability with computers. On the other hand, few young people mentioned this explicitly. The probable explanation is that young people simply take their IT skills for granted, often not realizing how valuable they might be to some employers. Encouraging young people to be more positive about this aspect might help some to improve the way they are viewed by potential employers.

In terms of the inductions provided for their young recruits, the results of this study confirmed both expectations and the findings of earlier research – that employers vary widely in the nature of the training they provide. Differences included the length of time the inductions ran, how formal the training was, what topics were covered, and how often training occurred. The reaction of most young people to the induction they had experienced was positive, or at least neutral. There is clearly a tension between the need for new recruits to become good at their jobs, and their understandable desire to get involved as quickly as possible.

From the point of view of the employer, much depended upon the nature of the job, the type of employer (particularly size and sector), and the frequency with which they recruit young people. In general, the more regularly young people were recruited and the larger the employer, the more formal the induction process.

In uncertain economic times, it seems that young people more than ever are having to do all they can to find employment.

- 1 The survey revealed that, in general, young people ...
 - A do not value the early work experience they gain in any way.
 - B are unconvinced they will do the same job until they retire.
 - C would prefer to have a gap year before starting higher education.
 - D are unsure about which jobs they want to do when they leave school.
- 2 What do employers think about formal qualifications?
 - A They are less important than behavioural qualities.
 - B They are more important than behavioural qualities.
 - C They are equally as important as behavioural qualities.
 - D They are more important than behavioural qualities for certain jobs only.
- 3 What can we learn from the survey about young people and IT skills?
 - A Employers do not assume that all young employees have good IT skills.
 - B Young people need to perfect their IT skills before starting work for an employer.
 - C Young people should promote their IT skills to employers more than they do currently.
 - D Employers do not enjoy feeling inadequate as young people's IT skills are often superior to theirs.

- 4 The survey suggests that young people themselves value skills such as being able to...
- A get the job done faster than others.
 - B get new business for the company.
 - C get better results than colleagues.
 - D get on with other people in the workplace.
- 5 Induction processes vary in terms of ...
- A where they are carried out.
 - B who they are reviewed by.
 - C when they take place.
 - D what they focus on.

Mudlarking in London

Few hobbies combine collecting Roman artefacts, medieval coins, and discovering bodies. But the very British hobby of mudlarking is making a comeback.

Mudlarking is a pastime that has become more popular in the last few years in London. It involves going to the River Thames at low tide and digging in the mud for valuable objects. A person who goes mudlarking is called a mudlark.

Mudlarking has its origins in 18th-century London. But in those days, it wasn't a hobby at all. It was actually a way for many children – and those too old to be employed – to survive. This was at a time when there were hardly any bridges crossing the river, so most people caught boats across. Getting on and off the boats, people dropped things. These were then found by mudlarks, the poorest level of society, who sold them to earn money, which would hopefully be just enough for a meal.

Steve Brooker is a modern-day mudlark and he's had this unusual hobby for 30 years. He's found everything from glass bottles and clay pots, to coins dating from Roman times right up to the present day. He says he has found many extraordinary things, but finding a human skeleton was particularly terrifying. He later found out the bones were 300 years old, but even so, it's an experience he is happy he hasn't repeated.

Steve often goes to the river near where he lives, but on the day I met him, he accompanied me in my boat to the east of the city. Steve was excited because he hadn't had a boat for a few years, and this meant he could reach an area where he hadn't been for some time. 'Getting caught out by the tide is a real danger,' Steve explains. He advises us, as he does with anyone he has guided on the river, to watch for the water level and always have an escape route. We appear to be ok and our boat is our way on and off the Blackwall foreshore.

Apart from a permit, the only tools required for mudlarking are a bucket and something to dig with. At 25°C, we are lucky with the weather, but even on rainy days, keen mudlarks can be found by the water's edge. 'Every day, as the water level rises and falls it moves objects in the mud,' explains Steve. 'So it's possible to find really good things any time of the year.' Steve quickly fills his bucket with coins, Victorian pipes, old keys, and even a jar that he says came from an old food factory that used to be nearby. He knows exactly where to look and hardly digs down at all. After an hour, his top object is a metal toy from the 1800s. Much of what he finds goes to local museums. 'That's what anyone who goes mudlarking usually does,' says Steve.

Steve explains why the river mud holds such treasure. 'It is anaerobic, which means it doesn't hold air. Therefore, anything in it stays in great condition,' he says. 'Once they are opened up to the air, however, their condition starts to break down, so mudlarking is all about keeping things that would otherwise fall to pieces'.

- 6 In 18th-century London, mudlarking...
- A was mainly done by the elderly.
 - B was a popular hobby for boat owners.
 - C was often practised by restaurant staff.

- D was a way for some young people to stay alive.
- 7 What does the author say about Steve Brooker?
- A He has uncovered coins used in different periods of history.
B He has discovered an animal's bones while mudlarking.
C He hopes to continue this hobby for many more years.
D He hopes he will find more bones soon.
- 8 What advice does Steve offer other mudlarks?
- A They should buy a boat.
B They should have a plan in case of an emergency.
C They should travel up the river whenever they want to.
D They should practise their hobby on all parts of the river.
- 9 Steve says that for mudlarks, finding the best objects depends on ...
- A the tools.
B the location.
C the river.
D the time of day.
- 10 Most modern mudlarks ...
- A hold on to what they find.
B clean what they find and then sell it.
C hand over what they find to someone else.
D keep what they find for ages and sell it at a later stage.
- 11 In 18th-century London, mudlarking ...
- A was popular with restaurant staff.
B was normally done by boat owners.
C was a common hobby for young people.
D was a way for some elderly people to get money.
- 12 What does the author say about Steve Brooker?
- A He plans to give up this hobby soon.
B He hopes he will find more coins soon.
C He found coins used in only one period of history.
D He discovered a person's bones while mudlarking.
- 13 What advice does Steve offer other mudlarks?
- A It's a good idea to get a boat.
B It's best to go mudlarking on all parts of the river.
C They need to have a plan for when things go wrong.
D They should travel up the river at different times of day.
- 14 Steve says that success at mudlarking is linked to ...
- A the length of time you spend doing it.
B the weather on the day you do it.
C the tools you use to do it.
D the location you do it in.
- 15 Most modern mudlarks ...
- A keep what they find.
B wash what they find and then sell it.
C give what they find to somebody else.
D hold on to what they find for some time and sell it later on.

Beach heroes

There is no more welcome sight on beaches all over the world than a lifeguard.

You can spot the lifeguards a mile off – which is, of course, half the point. Not only do they wear highly conspicuous red-and-yellow uniforms, but somehow they manage to look better

than the rest of us too.

‘Last year, we only had to make five rescues,’ says head lifeguard Rod Terry, 22. ‘Another year, we helped 29 people in the space of three hours. You never know what you’re going to be called upon to do, which is why you need lifeguards who can cope with any situation.’ You’d think, of course, they’d all be keen to perform some public heroics, but Rod is quick to rebuff any such suggestions.

‘As far as we’re concerned, we’d far rather stop someone getting into trouble than have to get them out of it.’ One of the lifeguards in Rod’s team is 24-year-old Rebecca Surridge. She says, ‘One minute you can find yourself dealing with minor cuts and grazes, and the next with a situation where one group of people on the beach is annoying another group. You have to handle things sensitively too.’ Even if they do talk tough, the lifeguards have no legal authority with which to back up their words. ‘We can only advise,’ adds Rod. ‘If someone wants to ignore a red flag, they’re free to do so.’ A red flag is what the lifeguards put out when the sea’s too rough for swimming. Exactly when that moment is reached is something that Rod alone decides. A lifeguard since the age of 14, first as a volunteer, he’s now a paid member of the town council’s leisure services department. ‘You take into account a variety of things: you listen to the weather reports and forecasts and you assess the strength of the wind.’ Other factors to be considered, depending on location, of course, are the dangers that may be lurking in the water.

The vast majority of swimmers take notice of a red flag, but there are always those who don’t, and long before they start really getting into trouble, lifeguards will be on their way out to them, dragging with them a ‘torpedo’ buoy, which is a long sausage-shaped inflatable on the end of a rope. This can help them bring in swimmers suffering from cramp, brought on by swimming too soon after a meal, or fatigue caused by swimming out too far. ‘Then you get the silly ones who jump off the harbour wall,’ sighs Rod. ‘Mostly, though, swimmers stick within our exclusion zone.’

This is a 100 m x 100 m patch of sea. The prime rule of the exclusion zone is that boats are forbidden to enter it – and humans forbidden to leave it. Even a rubber ring is pursued and retrieved. If found floating out at sea, it could set off a coastal-wide emergency search.

At any one time, there are eight lifeguards on duty, either scanning the waves or patrolling the beach (lifebelts need checking, telephones need to be kept working in case of emergency calls). The team works five days a week, and constantly has to rotate tasks as this facilitates maximum degrees of attention. The other thing that keeps the lifeguards alert is the fact that they all get on well together. ‘It’s not as if we’re all sitting there in silence,’ says Lisa. ‘We’re always talking to each other, either in person or down the two-way radio.’

In fact, each summer season is something of an old friend’s reunion; this is the seventh year Pete has worked here, while it’s the fifth for Rebecca. Come wintertime, they go off round the world – Pete’s been surfing in Mexico and Rebecca’s just back from Bali, Hawaii and New Zealand. It’s a case of not yet wanting to give up their seasonal, sunlit round of beaches. ‘There’s plenty of time for a proper job later,’ says Rebecca.

16 According to Rod Terry, lifeguards need to be ...

- A athletic.
- B flexible.
- C attentive.
- D hardworking.

17 Rebecca Surridge says that lifeguards ...

- A operate in limited areas.
- B have limited powers over people.
- C are trained to deal with limited injuries.
- D watch over a limited number of people.

18 According to the text, which factor affects a lifeguard’s decision to put up a red flag?

- A the presence of something dangerous in the sea
 B the quality of the water in the sea
 C the environmental conditions
 D the number of swimmers
- 19 In order to maintain their concentration levels, lifeguards ...
 A sometimes ask their colleagues for feedback.
 B regularly change the duties they perform.
 C usually take several days off each week.
 D often take long breaks during the day.
- 20 It's common for a group of lifeguards ...
 A to have another job at the same time.
 B to meet up when they're not working.
 C to work together in the same location.
 D to go travelling together when the summer is over.
- 21 Rod Terry says that lifeguards need to be able to ...
 A do all sorts of athletic moves.
 B pay attention to detail.
 C work very hard.
 D adapt easily.
- 22 According to Rebecca Surridge, lifeguards ...
 A have restricted control over people.
 B work in a restricted number of areas.
 C are qualified to treat restricted injuries.
 D look after a restricted number of people.
- 23 The ... influences a lifeguard's decision to put up a red flag.
 A quality of the sea water
 B weather condition
 C presence of a threat in the sea
 D number of people on the beach
- 24 How do lifeguards maintain their levels of concentration?
 A They take a long break each day.
 B They work no more than four days a week.
 C They ask other lifeguards' opinions on their work.
 D They switch among the duties involved in their job.
- 25 Lifeguards typically ...
 A take holidays together during the quieter months.
 B do a few different jobs simultaneously.
 C get employment in the same place.
 D socialize together in their free time.

Тема 22. АВТОМАТИЗАЦИЯ НАВЫКОВ ПИСЬМА

Домашнее задание, примеры:

1. You're going to write a composition titled There is nothing that we as individuals can do to prevent climate change. Look at the Useful language expressions and make sure you know how to use them.

Useful language

Ways of giving your opinion

(Personally) I think / I believe...

In my opinion...

Ways of giving examples

There are several things we can do, for example / for instance / such as...

Another thing we can do is...

We can also...

PLAN the content.

Think about the introduction. This should state what the current situation is and why it is important. Decide what the effects of climate change are now in the world and in your country.

Decide whether you agree or disagree with the title. Try to think of at least two or three good reasons to support your opinion, including examples of why you think the alternative point of view is wrong.

Think of how to express your conclusion (a summary of your opinion). This should follow logically from the examples you have given.

WRITE 120-180 words, organized in four or five paragraphs (introduction, reasons, and conclusion). Use a formal style (no contractions or colloquial expressions). Use the phrases in b and in Useful Language. (p. 49, NEF Upper-Intermediate)

CHECK your composition for mistakes (grammar, punctuation, and spelling).

2. You're going to write an article for a school magazine about how to be safe if you go walking in the country or the mountains. Look at the Useful language expressions and make sure you know how to use them.

PLAN the content in pairs or small groups.

Think of a good title, and one or two introductory sentences.

Write down a few tips, e.g what to take with you (see picture below for ideas). Then divide the tips into two or three groups and put them into a logical order.

WRITE 120-180 words. Use a neutral or informal style.

CHECK your article for mistakes (grammar, punctuation, and spelling).

Useful language

Giving advice

Don't forget to.. Remember to...

Make sure you

You should...

Never...

Reasons

...in case ...so (that)

...because it might...

письменная работа, примерные вопросы:

1. You have been asked to write a report on either entertainment or sports facilities in your town for an English language magazine. With a partner, decide what kind of information would be most useful for visitors to your town.

PLAN the content.

Decide which report you are going to write.

Decide what headings you can use to divide up your report.

Decide what information to include under each heading.

WRITE 120-180 words, organized in three or four paragraphs with a heading. Use a neutral style (no contractions or colloquial expressions).

CHECK your report for mistakes (grammar, punctuation , and spelling).

Useful language

Talking in general

Most / _____(cinemas in my town...) (paragraph 1)

(Cinemas) are usually / _____ to be (quite cheap.) (2)

In general / _____(2)

Almost always / _____(3)

Тема 23. АВТОМАТИЗАЦИЯ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский

Домашнее задание, примеры:

1. Прочитайте текст. Выпишите все незнакомые слова и ключевые термины и переведите их.
2. Кратко изложите основное содержание текста.
3. Переведите на русский язык следующие предложения:
 1. Muscle tissue does not have a "memory" of past exercise training, new research suggests.
 2. On the one hand, studies have demonstrated that immediately after exercise, the body ramps up the action of many genes
 3. The findings suggest that people's muscles don't hang on to the metabolic changes associated with exercise for very long.
 4. In fact, in times when food was scarce, keeping bulky muscles that weren't needed might have led people to starve, she said.
 5. But the same is not true for the muscle power needed to execute a perfect jump or a serve
4. Переведите текст..
5. Переведите заголовок текста.

Muscle Memory' May Not Really Exist

Muscle tissue does not have a "memory" of past exercise training, new research suggests.

Muscles that have trained hard in the past and those that have not trained show similar changes in the genes that they turn on or off in response to exercise, the research found.

That may be both good news and bad news for people, said study co-author Malene Lindholm, a molecular exercise physiologist at the Karolinska Institute in Stockholm.

"It's encouraging for people who haven't trained when they're young because you don't have a disadvantage," Lindholm told Live Science. When you start exercising, "you can adapt just as well as people who have trained," she said.

On the flip side, the findings also suggest that being a past tennis pro is no guarantee that you could quickly pick up the sport again at the same elite level, she added. [Exercise and Weight Loss: The Science of Preserving Muscle Mass]

Muscle memory

Exactly how long exercise training lasts has been up for debate. On the one hand, studies have demonstrated that immediately after exercise, the body ramps up the action of many genes. These effects persist for hours to a day after exercise.

And, over the longer term, if people continue to work out, the body starts making more proteins and that leads to more long-term adaptations.

But on the other hand, it's also pretty clear that these adaptations tend to dissipate quickly if a person stops exercising regularly.

"As soon as you stop training — especially if you do something as dramatic as breaking a leg, so you stop moving completely — you lose muscle mass and endurance-training effects very quickly," Lindholm said.

To see whether any adaptations at the genetic level lingered once people stopped exercising, Lindholm and her colleagues asked 23 very sedentary people to come into the lab and kick one leg 60 times a minute for 45 minutes. The participants repeated this exercise four times a week over three months.

They took nine months off, then returned to repeat the training, but this time with both legs.

The team took muscle biopsies (which involves anesthetizing the skin and using a needle to extract muscle cells) both before and after both exercise training periods, and analyzed which genes were active in the muscle tissue in each leg. (They alternated whether people initially trained their dominant or non-dominant leg to remove the effects of handedness from the study.)

Results showed that gene expression between the two legs did not differ, even though one leg had

previously trained hard for three months, the researchers reported today (Sept. 22) in the journal PLOS Genetics.

A few hints suggested that training may have induced some lasting epigenetic changes, or changes in chemical markers on the genes that affect how they are expressed, but the results were too tentative to say for sure.

The findings suggest that people's muscles don't hang on to the metabolic changes associated with exercise for very long.

That makes sense from an evolutionary perspective, Lindholm said. Maintaining muscles takes a lot of calories.

"It's a cost to keep up really metabolically active muscles or a big muscle mass, and there is no reason for the body to expend energy on that if we don't need to use the muscle," Lindholm said.

In fact, in times when food was scarce, keeping bulky muscles that weren't needed might have led people to starve, she said.

True muscle memory

Although new results suggest that the muscle cells themselves do not retain a "memory" from exercise, the same is not true for the nerves that thread through the muscles, or the brain regions that control movement, Lindholm said.

"Your nerves have learned in which order to activate your muscles in order to perform a certain movement," she said.

Riding a bike, serving a tennis ball and learning how to walk when you're a really small child, are things that you can't really forget, Lindholm said.

So tennis player Venus Williams or gymnast Simone Biles likely retain an almost instinctive memory of how to activate their muscles just right for a killer serve or a double-twisting double backflip.

But the same is not true for the muscle power needed to execute a perfect jump or a serve, Lindholm said.

"If you don't train your muscles won't be able to produce the force necessary to do it, even though your nerves know exactly which order to activate," Lindholm said.

Тестирование, примерные вопросы

1. Choose the word or phrase that best completes each sentence.

1. He couldn't rest or sleep because _____ too much coffee.

a drinking

b been drinking

c had been drinking

d he had been drinking

2. My brother, together with his friends, always _____ round collecting wood for bonfire night.

a go

b goes

c going

d gone

3. Some of the girls in my group tease me because I don't wear makeup, but I don't _____.

a wear

b care

c do

d like

4. The team all wanted coffee so I made _____.

a it them

b some it

c some them

d them some

5. The director _____ to us that there had been financial problems earlier in the year.
a concluded
b offered
c revealed
d told
6. We were told to put it where it was usually _____.
a belonged
b fit
c had
d stored
7. It wasn't the first time they had been _____ how it worked.
a taught
b reported
c explained
d described
8. DNA tests _____ accepted in court cases.
a are known
b were used
c have been
d will have
9. Something _____ happened or they would be here by now.
a must
b must be
c must have
d must have been
10. There _____ to be serious flaws in the design.
a claimed
b reported
c were said
d were told
11. You know they don't allow _____ in here.
a eat and drink
b you eat and drink
c to eat and drink
d eating and drinking
12. He never _____ doing that.
a agreed
b concentrated
c mentioned
d persuaded
13. Flights kept _____ because of bad weather.
a delaying
b being delayed
c having delayed
d having been delayed
14. In my dream, Brad Pitt offered me a ride on his motorbike and I told him I'd rather _____.
a walk
b walking
c walked
d to walk
15. Mrs Jacobson reminded us of the importance _____ our passports in a safe place.
a keep

b keeping

c to keep

d of keeping

2. Choose the correct word or phrase.

16. The prime minister was / has criticised for his recent actions.

17. When I walked past the Wilsons' house, their new sofa was / has being delivered.

18. Our teacher was / has told us to take our favourite book to school tomorrow.

19. I think my mobile was / has been stolen!

20. Jonathan was / has chosen to play the lead role in the school play.

21. I'm sleeping downstairs because my bedroom is being painted / has been painting.

22. This picture was / has probably taken during the winter.

23. Your essays must be / have handed in on Friday morning.

24. Someone was / has left their wallet on the floor.

25. Did you hear about the bank being / having robbed?

26. Treasure Island was / has written by Robert Louis Stevenson.

27. It was a real shock when my dad was / has fired from his job.

28. The Vikings had visited America before it was / has discovered by Columbus.

29. When we got to the airport, we learned that our flight was / had been delayed.

30. Was / Has your ticket for the concert tomorrow paid for by you or your parents?

Тема 24. АВТОМАТИЗАЦИЯ навыков аудирования по специальности

Домашнее задание, примеры:

1. Benefits and side effects

A) The sentences below are from an explanation of the benefits and side effects of aspirin to a patient.

Mr Johnson, who is being discharged after an uncomplicated MI. Work in pairs. In your own words, complete the blank spaces in the doctor's sentences.

1. I've got some good news for you. You've made _____ and we're going to _____.

2. First, I'd just like to have a brief chat with you _____.

3. If at any time you want to stop me and ask questions, _____. There's a lot of information to take in at one time.

4. We're going to give you a very small dose of 75 mg. It's a much smaller dose than you'd normally buy over the counter. You take it _____.

5. The aspirin will help you a lot, as _____ and so _____.

6. And I emphasize the word possible, _____. But I just have to point them out, so that you are aware of them and can do something about it if anything happens.

7. Sometimes, people get _____. Or aspirin can make _____. Or it can cause _____.

B) Listen and make notes for each blank space in 1. Do not try to write down every word

C) Listen again and check your answers.

D) Look at the listening script and see how close your answers were,

E) Work in pairs. Take turns explaining the benefits and side effects of aspirin

2. Being sympathetic

A) Look at these statements. What are the doctor and patient talking about? Then listen and decide which statements are true. Check your answers with a partner.

1. The patient has tried to diet before.

2. The patient has tried to stop eating crisps and other junk foods in the past.

3. The doctor suggests a gradual approach.

4. The doctor is sympathetic to the patient's situation

5. The patient is reluctant to try the approach suggested by the doctor,

6. The doctor suggests taking up yoga as an exercise.
 7. The patient's excuse is to do with injury.
 B) How would you describe the doctor's approach: sensitive or annoying?
 C) Would the doctor's suggestions work in all cases?

3. Listen and circle the most appropriate response to the patient in each case

1. a What kind of pain is it?
 b What's your appetite like?
 c And has it been getting worse?
 2. a Have you taken anything for it?
 b How long have you had the runny nose for?
 c If it's not a cold, what do you think it might be?
 3. a It's the nature of life these days. We just have to get on with it
 b It sounds as if you don't need any help
 c It sounds as if you are under a lot of pressure and need some help
 4. a When did it start?
 b So you've started smoking again recently?
 c Have you taken anything to relieve it?
 5. a Have you had a headache like this before?
 b So you have had a headache like this before?
 c I'll just get you a few painkillers.

4. A) Listen to seven statements by medical professionals and decide what is happening, for example interrupting a colleague. There may be more than one activity happening in each conversation.

B) Listen again and decide which of these is a more polite response in each case

6. a I'm a bit tied up at the moment
 b Yeah, sure. No problem
 7. a Yes. by all means.
 B Mm. Haven't you got your own?
 8. a Oh, it happens to us all I was late myself
 b I know, and I wanted to get away on time. I've heard that one before,
 9. a What do you think I am, a machine?
 b I can do it in a few moments. if that's OK
 10. a Busy, but I am enjoying it, thank you
 b It's horrible.
 11. a Oh, thank you. That's very kind of you
 b Yeah, here, take that
 12. a I was trying to have a rest
 b That's OK. It's not a problem. How can I help?

5. A GP's job

Listen to a GP talking about her work in an inner city area. Decide whether these statements about her work are true (T) or false (F)

13. The GP works in the centre of London
 A) True
 B) False
 14. High crime rates do not affect the people working at the GP practice.
 A) True
 B) False
 15. The workload is lighter than in rural areas
 A) True

B) False

16. Patients move from one GP practice to another

A) True

B) False

17. GPs receive no extra payment for working in deprived areas

A) True

B) False

6. Explaining gastroscopy (endoscopy)

Listen to Dr Quinn explaining the endoscopy to a patient, Mr Beacon.

Which words does the doctor use for the following?

18. oesophagus.

19. anaesthetize

20. pharynx

21. flexible

22. biopsy

23. sedative

24. examine

25. eructate

7. Listen and list the complications of a gastroscopy the doctor mentions

8. To help patients change their lifestyles it is important to know something about their family and social history. Otherwise, any encouragement to change may not fit in with the patient's lifestyle.

Listen. Decide whether the doctor is asking about the family history (F) or social history (S).

1 _____ 2 _____ 3 _____

Тема 25. АВТОМАТИЗАЦИЯ навыков говорения по специальности

Домашнее задание, примеры:

1. Describe the kidney diseases:

Paragraph 1. The kidney. Paragraph 2. Types of kidney diseases. Paragraph 3. How they proceed.

Paragraph 3. The ways of detection. Paragraph 4. The ways of treatment.

Тема 26. АВТОМАТИЗАЦИЯ навыков чтения текстов по специальности

Домашнее задание, примеры:

1. Nature of the Heart Beat

The fact that the heart, completely removed from the body, will go on to beat for a time shows that its beat is «automatic», i.e., does not require nerve impulses.

The beat is rhythmic: it is not jerky; the ventricles relax fully before the next contraction. This is explained by a special property of cardiac muscle tissue. The period of time during which the muscle is not responsive to a stimulus is called the refractory period. It is characteristic of the heart muscle to have a long refractory period. When the heart muscle is stimulated, it will contract but will not respond again to that stimulus (though it may respond to a stronger one) until it has relaxed. This rest period is occupied by the heart filling with blood, in preparation for the next beat. Even the heart forced to beat rapidly maintains a perfectly rhythmic beat; although the beats come closer together, there is always that little rest period in between.

The heart is a pump, but a double pump; the volume expelled by the right ventricle is the same as that expelled by the left. When exercise is suddenly undertaken, the «venous return», i.e. the blood returned to the heart through the veins, is suddenly increased. For a few beats the right ventricle does put out more blood than the left, but soon the additional blood has passed through the lungs and is entering the left ventricle. From then on, both put out the same amount.

The Cardiac Output

Cardiac output refers to the volume of blood which the left ventricle forces into the aorta per minute of time. It must be noted that this term refers to the output of the left ventricle only, and that the total output is twice as much. The reason that the output of the left ventricle is given this special name is that it supplies the entire body (except the lungs) with the blood. Another reason is that it does a much greater amount of work than does the right, and consequently is more likely to fail. Cardiac output is the product of two factors: heart rate (the number of beats per minute) and stroke volume (the volume expelled per beat).

The heart rate is normally controlled by a balance between impulses reaching it over the vagus and over the sympathetics. Thus, inhibition of the vagus centre speeds up the heart. And inhibition of the sympathetic centre slows down the heart. It seems that in the human most of the effect is achieved by inhibition of the vagal centre of the sympathetic region.

The second factor affecting cardiac output is the stroke volume, that is, the amount of blood which the left ventricle ejects per beat. The stroke volume depends upon the «venous return». The normal heart is capable of a considerable degree of enlargement; after the venous return is increased - as it is in exercise — the chambers of the heart are able to supply the additional blood. The walls of right atrium and the great veins are thin and stretch readily; therefore the heart rate is increased.

The increased venous return in exercise is brought about in the following manner: 1) after muscles contract, they exert a «milking» effect on the blood vessels which they contain. With each contraction, blood is squeezed out into the veins; it cannot be squeezed back into the arteries because the arterial pressure is high - and with each relaxation the blood vessels of the muscle again fill up with blood; 2) in exercise, breathing becomes deeper. The heart lies within the thorax; when the thorax expands, blood is «sucked² into» the heart.

The two factors, working together, lead to the increase of the blood amount returned. First the right side of the heart, and within a few beats the left, are dilated and take bigger «bites» of blood. Thus the stroke volume is increased.

2. Regulation of Respiration.

Nervous Control of Breathing

The mechanism of regulation of respiration is very complex. Schematically it is as follows. In the medulla oblongata there is the respiratory centre. In the respiratory centre both excitation and inhibition continuously alternate. When excited it transmits impulses to the spinal cord and hence along nerves to the respiratory muscles; the latter contract and an inhalation takes place. When the respiratory centre is in a state of inhibition the transmission of impulses to the respiratory muscles ceases, the muscles relax and an exhalation results.

The specific stimulus of the respiratory centre is carbon dioxide. As soon as the blood accumulates a certain amount of carbon dioxide, the respiratory centre becomes excited and an inhalation takes place. During inhalation the lungs expand, which stimulates the endings of the vagus nerve embedded in the tissue of the lungs. While arising in the receptors the excitation is transmitted along the vagus nerve to the respiratory centre and inhibits it, and an exhalation results. Thus respiration is automatically regulated; an inhalation stimulates an exhalation, and the exhalation brings about an accumulation of carbon dioxide which stimulates an inhalation.

Respiration is subjected to the control of the cerebral cortex; this being demonstrated by the fact that a person can voluntarily hold his breath for a very short time or change both the rate and depth of respiration. Cortical regulation of respiration is also evident in the acceleration of respiration during emotional states. Protective acts, such as coughing and sneezing, are associated with respiration. Both of them are performed reflexly; the centres of the reflexes are situated in the medulla oblongata.

Nervous control of breathing. The muscles of breathing have no independent or automatic rhythm, they contract only responding to impulses from the brain down the spinal cord. These impulses arise and are coordinated in a specialised area in the brain, the respiratory centre, which is in the medulla. The medulla is at the base of the brain and is a bulbous continuation of the spinal cord within the skull. The respiratory centre has to adjust the volume of air breathed and to maintain a uniform alkalinity of the blood; the centre effects the reciprocal alteration both of inspiration and

expiration.

Тема 27. СОВЕРШЕНСТВОВАНИЕ фонетических навыков

Домашнее задание, примеры:

1. Listen to these sentences. If they are said as news, write Oh. If they are said as check questions, write Yes.

Examples: You know Bradford won? - Oh. You know Sylvia's had a baby? - Yes.

1. You know I'm a photographer?
2. You know Danny's got flu?
3. You know she's gone?
4. You know he broke his arm?
5. You know the war's finished?
6. You know the meeting is cancelled?

2. Listen. Are these speakers' real opinions, or can you hear a 'but'? Write a (.) or (, but...) after each line. Example: I like tennis, but...

1. It's nice _____
2. We're quite good _____
3. Yes, it is _____
4. I don't know _____
5. Yes _____
6. He does _____
7. She likes you _____
8. They're friendly _____
10. Not bad _____

Тестирование, примерные вопросы

1. Listen. Which sentence do you hear? Tick (/) a or b.

1. a We walked carefully downstairs. It was dark,
b We walked carefully. Downstairs it was dark.

2. a I saw her clearly. She was hungry,
b I saw her. Clearly, she was hungry.

3. a The word he said was right,
b The word he said was 'right'.

4. a It was cold last night. The roads were icy.
b It was cold. Last night, the roads were icy.

5. a 'Who?' said Martin,
b Who said 'Martin'?

6. a What she said was good.
b What she said was, 'Good'.

7. a Let's go home later. We can have a pizza,
b Let's go home. Later we can have a pizza.

2. Listen. You will only hear the response. Which one is it? Tick (/) a or b.

8. a - Where are you from? - North Africa.

- b - Which part of Africa are you from? - North Africa.

9. a - Do you have any brothers or sisters? - Yes, two brothers.

- b - You have some brothers, don't you? - Yes, two brothers.

10. a - Would you like anything to drink? - I'd like red wine, please.

- b - Would you like red or white? - I'd like red wine, please.

11. a - Malaga's in the south of Italy.

- No it isn't, it's in the south of Spain.
- b - Malaga's in the north of Spain.
- No it isn't, it's in the south of Spain
- 12. a - Let's go tomorrow.
- It's closed tomorrow.
- b - When is it closed?
- It's closed tomorrow.
- 13. a - What's upstairs?
- Menswear is upstairs.
- b - Where's menswear?
- Menswear is upstairs.
- 14. a - We had to stay in a five-star hotel. - How awful for you!
- b - We spent two days in the airport. - How awful for you!
- 15. a - I got an A in the exam! - Well done!
- b - I've crashed the car again. - Well done!

3. Listen. How does the speaker sound? Circle the best alternative. Note that the punctuation is not written, so you must decide just from the pronunciation

Example:

Nice day isn't it - The speaker sounds as if he/she...

... is /isn't asking a question

- 16. She plays a lot of instruments piano guitar
- 17. Well that is truly amazing
- 18. You're coming here tomorrow
- 19. Oh, thank you very much
- 20. Next to the supermarket
- 21. I got up had a shower and got dressed
- 22. Oh really how interesting
- 23. You're from Brazil aren't you
- 24. I think that's my bag
- 25. Yes it's quite good

Тема 28. СОВЕРШЕНСТВОВАНИЕ лексических навыков

домашнее задание, примеры:

1. Complete the verbs in these sentences.

She was here a minute ago, but then she dis_____ I'm afraid I don't know where she is now.

We normally have similar opinions but I dis_____ with him totally on the subject of drugs.

My homework was so bad that I'll have to re_____ it.

Apparently her alarm clock didn't ring and she over_____.

She finally managed to un_____ the door and we were able to go inside.

I dis_____ the film, but the others enjoyed it.

I don't think I'll pass the exam, but I can always re_____ it in September.

The post office shuts for lunch but it should re_____ at 2.00 p.m.

She's over_____ at the moment. She really needs a holiday and a complete break from her job.

My sister wrapped up my present so well that it took me about five minutes to un_____ it.

2. Combine the suffixes on the right with the verbs or adjectives on the left, and then complete the text below. (Remember you may need to make a small spelling change.)

Improve -ment -ation -ness -ity -ion

Educate
Govern
Televisе
Weak
Stupid
Elect
manage

In his first broadcast on _____ since he won the _____ last month, the Prime Minister promised to make health and _____ two of his top priorities. And in a strong attack on the previous _____, he said that the present _____ of the British economy was caused entirely by their _____ and bad _____». He said he would act immediately and he hoped the British people would be able to see clear signs of an _____ in the economy by the end of the year.

3. Organise the words in the box into three groups: crimes, people, and places.

Murder, thief, prison, barrister, robbery, burglar, cell, criminal, court, judge, court, prisoner, rape, jury, shoplifting, police station.

Контрольная работа, примерные вопросы:

1. Now rewrite these sentences using the underlined verbs as nouns. The meaning must stay the same.

I'll ring him this evening.

I diet if I put on weight.

It was very hot, so we rested for a while after lunch.

I braked but I still couldn't stop in time.

He pushed me.

Did you look in the paper?

2. Take one word (the first part or the second part) from each compound and create a new compound. Use a dictionary to help you if necessary.

Examples: brother-in-law - mother in law

table tennis - table leg.

dining room traffic lights

film star sunglasses

credit card post office

toothpaste hairdryer

Now mark the main stress on each of the compound nouns you have created.

3. Fill the gaps with suitable words.

1. I have never _____ the law and _____ a crime.

2. In Britain it is _____ the law to drive a car without insurance.

3. If you park illegally you will have to pay a _____.

4. The police were fairly sure the man committed the crime, but they knew it would be

5. difficult to _____ it in court.

6. The jury must decide if the accused is innocent or _____.

7. In order to reach their decision, the jury must listen carefully to the _____.

8. If the accused is _____ of murder, the _____ may be at least ten years in

9. prison.

10. He has been in trouble with the police once before, but it was only a minor _____.

Тема 29. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного аудирования

Домашнее задание, примеры:

Clive Oxenden, Christina Latham-Koenig New English File Advanced
Unit 1, стр.6, 10, 14; Unit 2, стр.22, 26, 30; Unit 3, стр.37, 47, 55, 58.

1. A) Listen to five people talking about their earliest memory. Match the speakers to the emotion they felt at the time.

surprise sadnessfear disappointment happiness

B) Listen again. How old was each person? What was e
their memory?

C) Now you're going to hear about some research which has been done into first memories. Before you listen, discuss the following questions with a partner.

How far back in our lives can we usually remember?

a To when we were a baby (0-2 years old)

b To when we were a toddler (2-4 years)

c To when we were a small child (5+)

2. Listen to Julian Treasure, an acoustician, talking on the BBC Radio 4 Today programme about noise pollution. Tick the best summary of what he says.

a Companies need to pay attention not only to how they look, but also to how they sound.

b Businesses and organizations should stop playing background music. Silence is much more relaxing.

c It's more important for restaurants and shops to have the right background noise than it is for offices.

Тестирование, примерные вопросы:

1. You are going to listen to an interview with Beverley Johnson, a professional translator working in Spain. Choose a, b, or c.

1. One of the reasons why Beverley decided to become a translator was because...

a she thought teaching English was boring,

b she really enjoyed the postgraduate course that she did.

c she wanted to be self-employed.

2. Most people who translate novels into English...

a don't do any other kind of translation work.

b prefer translating authors who are no longer alive,

c often only ever translate one particular writer.

3. She mentions the advertising slogan for Coke" as an example of...

a how difficult it is to convey humour in another language.

b how you cannot always translate something word for word.

c how different cultures may not have the same attitude to advertising.

4. The Sound of Musk was translated into German as...

a 'All dreaming together'

b 'Tears and dreams'

c 'My songs, my dreams'

5. Which of these is not mentioned as a problem when translating film scripts?

a Having enough room on the screen,

b Conveying the personality of the speaker,

c Misunderstanding the actors' words.

6. The problem with translating swear words in a film script is that...

a they may not have the same strength in both languages.

b they may not be translatable,

c you can't use taboo words in some countries.

7. Which of these is mentioned as one of the downsides of being a freelance translator?

a A low' salary,

b No paid holidays,

c Time pressure.

8. Beverley's advice to would-be translators is to...

a specialize.

b study abroad,

c do a translation course

2. Listen and mark the sentences T (True) or

F (False).

9. Tina tries to keep her distance emotionally from her clients.

A) True

B) False

10. The first piece of advice she gives clients is not to take too many quick decisions.

A) True

B) False

11. Some clients who give up work feel they don't belong anywhere.

A) True

B) False

12. The stress of winning causes many couples to break up.

A) True

B) False

13. Tina remembers a couple who gave all of their winnings away.

A) True

B) False

14. Tina is not allowed to buy lottery tickets in the UK.

A) True

B) False

3. Listen and mark the sentences T (True) or F (False).

15. The street artist Banksy has made people take graffiti seriously as an art form.

A) True

B) False

16. Bristol citizens will be sent photos of all new graffiti so they can give their opinion.

A) True

B) False

17. Only a minority of people who took part in the online poll wanted the graffiti to stay.

A) True

B) False

18. In 2007 council workers painted over a very valuable piece of graffiti.

A) True

B) False

19. An exhibition in Bristol of Banksy's works was on for six months.

A) True

B) False

20. The exhibition was extremely popular.

A) True

B) False

21. The exhibition had a lot of advance publicity.

A) True

B) False

22. The opening hours of the exhibition had to be extended.

A) True

B) False

4. Listen to a radio interview with a restaurant critic about a meal he has eaten recently. Choose a, b, or c

23. Why was James able to get a table?

- a He had made a reservation six months previously,
- b He was in the right place at the right time,
- c He knew the head chef personally.

24. In what way do the chefs 'push the boundaries of food and cooking'?

- a They have developed new cooking techniques,
- b They have imported new ingredients,
- c They have experimented with new flavours.

25. What did the meal consist of?

- a a small number of substantial dishes
- b a large number of small dishes
- c a large number of substantial dishes

26. What didn't James like about two of the dishes?

- a the texture
- b the ingredients
- c the flavour

Тема 30. СОВЕРШЕНСТВОВАНИЕ навыков говорения

Дискуссия, примерные темы: 1. Learning from past mistakes. 2. What makes people happy at work? 3. The great myth of multitasking. 4. Films about historical events. 5. Do psychological books really help to solve the problems? 6. How were people living without mobile phones? 7. Smoking in the street should be banned. 8. Zoos nowadays serve no useful purpose and should be banned. 9. Hunting as a sport should be banned. 10. Pros and cons living in a city which is not your own. 11. People who risk for the sake of selfie. 12. The older, the wiser? 13. Is it good to have a sibling or to be a singleton. 14. Children no longer play games outside because they get a bigger thrill from computer games. 15. Google is my doctor.

Презентация, примерные темы: 1. Russian idioms and their English equivalents. 2. The games of your childhood. 3. The time bandits. 4. Food and cooking. 5. The most interesting hand made. 6. Alternative medicine. 7. The most famous pets of the world. 8. The recipe of the most delicious food from you. 9. Time and technology. 10. Four famous film festivals. 11. Russian traditions of marriage. 12. Novels that you should definitely read. 13. Dangerous places of the world. 14. New technologies in medicine. 15. Fatal diseases today.

Устный опрос, примерные вопросы: 1. What motivates you? 2. A job you would hate to do. 3. What's your personality type? 4. Once upon a time. 5. Are you decisive person? 6. Internet addiction. 7. Shopaholic. 8. My 25 wonders of the world. 9. What kind of traveller are you? 10. Who is the best cook in your family? 11. The most popular comedy serials. 12. Are you good at telling jokes. 13. Learning foreign languages. 14. Changing lifestyle. 15.

Тема 31. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного чтения

Домашнее задание, примеры:

a Do you think these statements are probably true or false?

1. 40% of the world's population can communicate in English reasonably well.
2. Most conversations in English today are between non-native speakers.
3. In business meetings and international conferences conducted in English, non-native speakers prefer it when there is no native speaker present.

b Read the first part of the article *Whose language?* and check your answers to a

c Before you read the second part of the article, with a partner correct the mistakes in

sentences 1-6 below. Do you ever make any of these mistakes? How important do you think they are?

1. 'I think the film start at 8.00.'
2. 'Is there restaurant in the hotel?'
3. 'I think the women normally talk faster than the men.'
4. 'My friend gave me some very good advices.'
5. 'I phoned to my brother but his mobile was switched off.'
6. 'We discussed about global warming in class yesterday.'

d Now read the second part of the article and answer the questions.

Which of the mistakes in sentences 1-6 above are mentioned in the text?

Does the writer of the article think that grammatical correctness matters a) in written English b) in spoken English?

Whose language?

How many people can speak English? Some experts estimate that 1.5 billion people - around one-quarter of the world's population - can communicate reasonably well in English. Never in recorded history has a language been as widely spoken as English is today. The reason why millions are learning it is simple: it is the language of international business and therefore the key to prosperity. It is not just that multinational companies such as Microsoft, Google, and Vodafone conduct their business in English; it is the language in which the Chinese speak to Brazilians and Germans to Indonesians.

David Graddol, the author of *English Next*, says it is tempting to view the story of English simply as a triumph for its native speakers in North America, Britain and Ireland, and Australasia - but that would be a mistake. Global English has entered a more complex phase, changing in ways that the English-speaking countries cannot control and might not like.

An important question one might ask is: whose English will it be in the future? Non-native speakers now outnumber native English speakers by three to one. The majority of encounters in English today take place between non-native speakers. According to David Graddol, many business meetings held in English appear to run more smoothly when there are no native English speakers present. This is because native speakers are often poor at ensuring that they are understood in international discussions. They tend to think they need to avoid longer Latin-based words, but in fact comprehension problems are more often caused by their use of colloquial English, especially idioms, metaphors, and phrasal verbs. On one occasion, at an international student conference in Amsterdam, conducted in English, the only British representative was asked to be 'less English' so that the others could understand her.

Professor Barbara Seidlhofer, Professor of English and

Applied Linguistics at the University of Vienna, records and transcribes spoken English interactions between speakers of the language around the world. She says her team has noticed that non-native speakers are varying standard English grammar in several ways. Even the most competent speakers sometimes omit the 's' in the third person singular. Many omit definite and indefinite articles where they are required in standard English, or put them in where standard English does not use them.

Nouns that are not plural in native-speaker English are used as plurals by non-native speakers (e.g. 'informations', 'knowledges', 'advices'). Other variations include 'make a discussion', 'discuss about something' or 'phone to somebody'.

Many native English speakers will insist that these are not variations, they are mistakes. 'Knowledges' and 'phone to somebody' are simply wrong. Many non-native speakers who teach English around the world would agree. But language changes, and so do notions of grammatical correctness.

Those who insist on standard English grammar remain in a powerful position. Academics who want their work published in international journals have to adhere to the grammatical rules

followed by native English-speaking elites.

But spoken English is another matter. Why should non-native speakers bother with what native speakers regard as correct? Their main aim, after all, is to be understood by one another, and in most cases there is no native speaker present.

Professor Seidlhofer says, 'I think that what we are looking at is the emergence of a new international attitude, the recognition and awareness that in many international contexts non-native speakers do not need to speak like native speakers, to compare themselves to them thus always feel 'less good.'

Тестирование, примерные вопросы:

1. Read the text again and choose a, b, c, or d.

Christian Arno: the story of his success

It was at the tender age of seven that Christian Arno, founder of the online translation service Lingo24.com, put his first plan for making money into practice. His scheme was to buy penny chews and resell them to his schoolmates at 2p per sweet. However, the venture came to an abrupt end when one of the mothers found out about it and deemed it 'inappropriate'. Arno had to shut down immediately.

His next opportunity came during the year he spent abroad as part of his French and Italian course at Oxford. Despite lasting only two weeks as a language assistant in Pavia, northern Italy, Arno was allowed to stay on with full board and lodging. This meant he had a lot of free time on his hands, so he set up a website offering translation services with a friend, Jos Shepherd. Although they didn't make much money, the business gave them both an insight into working online. That same year, Arno became financially more solvent when he sold some shares he had purchased for a huge profit of £15,000.

Back in Oxford, Arno finished his degree and decided to have another go at his online translation idea.

He asked Shepherd to design a new website in return for a 20% stake in the business and went on to launch Lingo24.com from his own bedroom.

The business was not an instant success due to Arno's inexperience in Internet marketing. However, he worked hard and learnt fast, earning himself a reputation for speed and accuracy. After 18 months he had enough business to set up an office in New Zealand so that he could offer clients a proper 24-hour service. Soon after that Arno had another stroke of luck. One of his larger clients started spending hundreds of thousands of pounds on translations, so he was able to invest in more sophisticated technology. This brought in even more business and led to him opening yet more offices in China, Romania, and Panama.

Lingo24.com now translates into and out of more than 100 languages, and turnover this year is expected to reach £4 million. It has 100 full-time employees and more than 3,000 freelance translators. The company nowadays is a far cry from the rudimentary website Arno and Shepherd created in Italy, but that experience was invaluable in showing them the potential of their idea.

Arno's advice for others is: 'Seek out people you respect, who have done it before and have got experience and give you advice - but go with your instincts.'

1. Arno's first business venture closed down because

a his friends couldn't afford his products.

b the teachers found out about it.

c the parents didn't approve of it.

d the chews had passed their expiry date.

2. Arno went to Italy for a year

a to fulfil the requirements of his degree,

b to set up a translation company,

c to learn how to be a teacher,

d to do a course at an Italian university.

3. Arno obtained a large sum of money during his year abroad

- a by translating financial documents.
- b by investing in the stock market,
- c by working as a language assistant,
- d by designing websites for a fee.

4. Arno launched Lingo24.com

- a while he was still in Italy,
- b before he left university.
- c from an office in Oxford,
- d after he graduated.

5. At first Lingo24 struggled to survive because Arno

- a didn't invest enough money in new technology,
- b didn't offer clients a 24-hour service.
- c didn't know how to attract clients online,
- d didn't speak any foreign languages.

6. The website Arno and Shepherd created in Italy

- a introduced them to a number of translators,
- b proved to them what they could achieve.
- c was far too basic to be useful in any way.
- d cost a lot of money for them to set it up.

Is Johnny coming out to play?

Whatever happened to the familiar scene from the past of children playing 'tag' in the streets while their parents chatted amicably with the neighbours over the garden fence? This idyllic picture is fading fast today, as the descendants of those same children are deserting the cul-de-sac in favour of a screen. Several organizations are attempting to reverse this trend, with varying degrees of success.

One of these organizations is Play England, which aims to improve opportunities for children to play outside. A leading figure in the campaign is 50-year-old Adrian Voce, who has happy childhood memories of days spent in the 'Big Woods' near his house with his older brothers. 'We were given a packed lunch and told not to talk to strangers. I can remember vividly wandering in and out of each other's houses,' he says.

However, it is not only the children that Mr Voce and his organization have to convince. In many cases the parents themselves block his efforts, if unwittingly, by their lack of cooperation. A survey in 2004 found that 85 per cent of adults agreed that it was important for children to be able to play safely in the road or street where they live. However, a high proportion of them were not prepared to park their cars an extra 50 metres away to make the street safer.

Mr Voce's attempts to entice children outside to play include the organization of campaigns like National Playday. Hundreds of communities all over the country take part in this effort, yet it can take a lot of people to give children a taste of what it is like to play in the streets. On one street in Aldershot last year there were five policemen, three community support officers, a traffic management crew, a closed-circuit television van, and a team of 'play workers'.

Society today has changed to such an extent that children do not feel safe on the streets and their parents no longer feel comfortable about letting them play there. It is not only the appeal of computers and video games that has driven children inside, but also the presence of traffic, crime, and violent gangs of young people. However, thanks to the efforts of people like Adrian Voce, it may not be too late to turn back the clock.

7. The article says that streets have changed because

- a children today are noisier than they used to be.
- b TV appeals more to kids than playing outside,
- c everybody lives in flats these days.
- d people don't talk to their neighbours any more.

8. Adrian Voce looks back on his childhood

a with horror.

b with sadness,

c with frustration,

d with nostalgia.

9. Mr Voce has found that many parents

a are not willing to make sacrifices.

b do not want their children to be outside,

c have nowhere to park their cars,

d drive too fast along their street.

10. One concern about National Playday is that

a it is too expensive to run.

b a lot of people are needed to make it work,

c there are too many adults,

d the children don't really enjoy it.

11. The writer believes that

a today's parents are overprotective of their children,

b new technology is solely responsible for the situation,

c there is some hope that children will be able to play outside again.

d more should be done to reduce street crime.

Can noise pollution affect wildlife?

There's no getting away from noise pollution, even if you're out in the middle of the country. The roar of the cars on the motorway or the sound of a plane flying overhead can penetrate the deepest forest, yet it is not only humans that are bothered by the noise.

Bioacoustician Bernie Krause has been studying the effect of noise pollution on wildlife, and has come across some interesting behaviour, especially among animals that communicate by vocalization, like humans. Birds, frogs, and insects use sound to attract mates, defend territory, and alert their kin to danger, but in noisy places, these animals have to shout over the natural din to be heard.

Krause cites a study of nightingales carried out in Berlin in 2002 to illustrate what he means. The birds responded to traffic noise by singing louder and louder until they actually exceeded noise pollution standards in the city. To belt out their songs, they increased their lung pressure fivefold, but scientists maintain that this is not dangerous for the birds themselves.

Studies show that sudden noise can cause certain bird species to leave their nests, exposing the young to predators. One study also showed that songbirds that nested closer to busy motorways were much less productive than those that nested farther away. Mammals too are affected.

A 1992 study showed that nursing caribou respond to airplane noise by not producing enough milk to nourish their young.

Some animals are affected by underwater noise, for example whales and dolphins. Sonar from ships, motors from boats, and machine sounds from oil exploration create so much noise underwater that breeding whales try to make more noise to compensate so they can communicate with their offspring.

In some cases noise pollution can actually help some animals while harming others. Toads and frogs are known to vocalize in synchrony so that no predator can zero in on them. Krause found that when planes flew overhead and masked the toads' songs, they lost their synchronicity, and it took them 45 minutes to get it back again. That gave Great Horned Owls and coyotes plenty of time to locate individual toads by sound.

A hundred years ago noise pollution was a truly urban problem, but with the advent of the internal combustion engine it has spread. According to Krause, 'Not only will noise pollution in natural habitats bother wildlife, but it won't help our lives either.'

12. According to the article, the main source of noise pollution is
a road traffic,

- b tourists and tourism,
 - c different types of transport,
 - d roadworks and machinery.
13. Birds, frogs, and insects do not use their voices
- a to warn similar species of danger.
 - b to trap possible prey,
 - c to keep predators away,
 - d in mating rituals.
14. The Berlin nightingales sang louder
- a by imitating the noise of the cars,
 - b by synchronizing their singing.
 - c by standing on higher perches,
 - d by using their organs to a greater capacity.
15. Young caribou suffer from aircraft noise because
- a they receive less food.
 - b they can't communicate with their mothers,
 - c they can't sleep at night,
 - d their mothers often abandon them.
16. Whales and dolphins deal with underwater noise
- a by communicating less with each other.
 - b by keeping away from boats and ships,
 - c by emitting louder sounds,
 - d by producing more offspring.
17. Toads and frogs become more vulnerable when
- a they sing louder than usual.
 - b they fail to sing in unison,
 - c they sing at a different pitch,
 - d they sing for a longer period of time.

Dealing with obsessive-compulsive disorder

Less than a year ago marketing director, David Smith, 33 was behaving like a secret agent. He used to secretly tape all his conversations, he refused to sign his name, and he would ask his secretary to check all his emails. Anything he wrote was photocopied and kept as 'evidence'. But David isn't mad, or even mildly eccentric. He suffers from 'responsibility OCD', one of the more common forms of obsessive-compulsive disorder, or OCD, as it is usually known.

OCD is now recognized as the second most prevalent mental- health problem, after depression - and the number of reported cases is soaring. Experts estimate that 2%-3% of the population suffer from the full-blown syndrome, with as many as one in five suffering from a milder form.

OCD sufferers are tortured by obsessional thoughts, such as worrying that their hands are contaminated by germs. The terrible anxiety is only relieved by performing a particular set of behaviours. Unfortunately, any sense of relief is short-lived, which is why the behaviour must be repeated again and again. OCD sufferers know their behaviour is irrational, yet feel powerless to stop.

Common treatments are either antidepressants or behavioural therapy with a psychologist, but only 60% of patients show some improvement. However a new treatment from America is bringing fresh hope to sufferers.

OCD guru and neuropsychiatrist Jeffrey Schwartz has designed the Four Steps programme which employs meditation techniques with the aim of teaching sufferers to manage their symptoms by themselves. 'The goal is to learn to override false brain messages,' explains Schwartz.

There are different theories about what causes the disorder. Most experts recognize a genetic element that can be triggered by a stressful event. Schwartz believes that the OCD 'worry circuit' is a direct result of faulty brain chemistry. 'When someone experiences an OCD thought, one part

of the brain knows quite clearly that the hands are not dirty,' explains Schwartz. 'Some part of the brain is standing apart from the symptoms, reflecting on the sheer bizarreness of it all. The objective is to harness this impartial spectator so that patients can use this healthy part of their brain to resist the compulsions.'

David Smith for one is delighted with the results of Schwartz's treatment. 'Now I can sign cheques without a problem,' he says brightly. 'And I don't photocopy them either. OCD used to feel like a huge stigma, but I don't feel handicapped by it any more. You just deal with it.'

18. According to the text, David Smith

- a used to work for the secret service,
- b felt he had too much responsibility at work,
- c was displaying abnormal behaviour,
- d was suffering from depression.

19. Experts say about OCD that

- a a third of the population suffers from it.
- b it has become more common than depression,
- c there are more cases now than ever before,
- d the treatment doesn't seem to be working.

20. OCD sufferers repeatedly perform the same action

- a to alleviate their anxiety.
- b to keep their hands clean,
- c to take their mind off their problems,
- d to get long-term relief from their obsession.

21. Jeffrey Schwartz's new treatment aims to

- a stop sufferers taking drugs.
- b help sufferers control their thoughts,
- c teach sufferers how to meditate,
- d encourage sufferers to visit a psychologist.

22. Jeffrey Schwartz believes that OCD is caused by

- a a biochemical malfunction.
- b a genetic imbalance,
- c a stressful event,
- d a malformation of the brain.

23. The healthy part of an OCD sufferer's brain

- a is tricked into believing that there is a problem,
- b recognizes that the person's behaviour is strange,
- c cannot resist the person's compulsions,
- d needs to be protected.

Tracey Emin was one of the contenders for the coveted 1999 Turner Prize for contemporary art. Because of all the controversy around her entry 'My Bed', the installation was a tremendous draw for the Tate Gallery where it was shown. People talked about it, wrote about it and flocked to see it, together with the other Turner Prize entries, to the tune of a thousand visitors a day, 2,000 on weekends. That made the 1999 Turner Prize show at least the 10th most popular exhibition ever recorded at the Tate.

Art curator Simon Wilson explains that the Turner Prize was established to promote discussion on contemporary British art, and that is exactly what happened with Emin's bed.

When the installation showed in Japan in 1998, a noose hung over the bed. This did not feature in the Tate showing because Emin said she did not 'feel like the noose anymore' and partly for health and safety regulations - concern that some deranged student would try to go out with a bang at the Tate, Emin explained.

It was not an unfounded fear given the high incidence of visitor interference with the heavily guarded exhibit.

In one case, housewife Chris de Ville of Swansea rushed the bed with a bottle of disinfectant to mop up what she considered to be filth.

'Tracey is setting a bad example to young women.' De Ville told the Daily Mail newspaper. 'It was my duty to clean up the mess.'

On another occasion, two Chinese performance artists decided the piece was too static. They stripped, jumped on the bed and started a pillow fight before being hauled away by police. The pair were released without charges, 'criminal damage to a heap of rubbish being hard to prove in court,' smirked a Times journalist.

The high visibility of 'My Bed' in the tabloid press prompted culture secretary Chris Smith to criticize the jury of the Turner Prize for deliberately selecting 'shock' installations that gave the country a bad name abroad.

Surprisingly for all concerned, 'My Bed' was not awarded the 1999 Turner Prize in the end. Instead it went to internationally acclaimed artist Steve McQueen, 33, for his film and video works. However, Emin, who made no secret of her desire to win, was able to console herself with the fact that the media circus her entry had sparked gained her more publicity than the £21,000 prize money would ever have bought.

24. 'My Bed' attracted large crowds to the Tate because of
a the importance of the Turner prize.

b a review written by art critics,

c the controversy surrounding it.

d the fame of the artist.

25. Emin removed the noose from her installation because
a her state of mind had changed.

b it had caused some problems in Japan,

c she felt like making some changes,

d she wanted to improve the work.

26. Security around 'My Bed' was strict because of
a the high number of viewers visiting it.

b attempts by members of the public to touch it.

c health and safety regulations at the gallery,

d the importance of the installation to the artist.

27. The two Chinese performance artists who entered the installation
a were found 'not guilty' by the jury,

b were detained in police custody overnight,

c were questioned by police about their action,

d were not accused of committing a crime.

28. The culture secretary criticized the jury of the Turner Prize for
a ridiculing contemporary art.

b choosing the most controversial entries,

c favouring foreign artists,

d leaking information to the press.

29. The scandal surrounding 'My Bed'

a reduced the price of the installation,

b robbed Tracey Emin of the Turner Prize,

c increased the artists popularity in Britain,

d spread Emin's name around the world.

Тема 32. СОВЕРШЕНСТВОВАНИЕ навыков письма

Домашнее задание, примеры:

1. A student magazine has asked for reviews of recent books and films. You are going to write a

complete review.

DRAFT your review, using the same paragraph structure as the model. It should be approximately 250 words.

Paragraph 1: The title of the book or film, and the author or director. Where and when it is set.

Paragraph 2: The plot, including information about the main characters.

Paragraph 3: What you liked about the book / film, and any criticisms you may have.

Paragraph 4: A summary of your opinion and a recommendation.

the review, making sure you've covered all the main points and making sure it is the right length.

the review for mistakes in grammar, spelling, punctuation and register.

2. You are going to write the report. It should be approximately 250 words.

DRAFT your report, using the headings and suggestions you worked on in the planning stage.

EDIT the report, deciding if there is any information that should be left out and making sure the report is the right length.

CHECK the report for mistakes in grammar, spelling, punctuation and register.

Письменная работа, примерные вопросы:

1. You are going to write the article in approximately 250 words.

DRAFT your article, with

a brief introduction, which refers to the changes and asks a question.

two or three main paragraphs saying what the situation used to be like, and howf it has changed.

a conclusion, which refers back to the question in the introduction, and says whether you think the changes are positive or negative.

EDIT the article, cutting any irrelevant information and making sure it is the right length.

CHECK the article for mistakes in grammar, spelling, punctuation and register.

Тема 33. СОВЕРШЕНСТВОВАНИЕ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский

Домашнее задание, примеры:

Прочитайте текст. Выпишите все незнакомые слова и ключевые термины и переведите их

Кратко изложите основное содержание текста.

Найдите в словарях все возможные словосочетания со словом therapy. Выпишите и переведите их.

Переведите текст

People Can Consciously Control Mental Activity Using Brain Scans

People who can "see" their brain activity can change it, after just one or two neurofeedback sessions, new research shows.

People in the study were able to quiet activity in the amygdala — an almond-shaped brain region that processes emotions such as fear — after seeing simple visual or auditory cues that corresponded to the activity level there, according to a new study published in the Sept. 15 issue of the journal Biological Psychiatry. The findings reveal the incredible plasticity of the brain, the researchers said.

The new technique could one day be used as an inexpensive treatment for people with anxiety, traumatic stress or other mental health conditions, said study co-author Dr. Talma Hendler, a psychiatrist and neuroscientist at the Tel Aviv Center for Brain Functions in Israel.

"I see it as a very good tool for children and for people who we don't want to give medication," Hendler told Live Science.

Healing the brain

Past studies have shown that people have tremendous power to shape their brain activity. For

instance, mindfulness meditation, a type of meditation in which people focus on sensations from the body, can help with symptoms of depression, anxiety and even low back pain. And studies show that Buddhist monks who have practiced meditating a lot are much better at "clearing the mind" than the average person. In other words, control over one's own mind can be learned. [Mind Games: 7 Reasons You Should Meditate]

However, most of these attempts to control brain activity are indirect, and they often alter activity across the entire brain.

Hendler and her colleagues wondered whether targeting the specific brain regions tied to specific conditions could be a more effective way of helping people with specific symptoms.

In a series of four different experiments with several dozen healthy people, Hendler and her colleagues asked the volunteers to sit inside a functional magnetic resonance imaging (fMRI) machine while simultaneously wearing an electroencephalogram (EEG) hat. The fMRI provided detailed information about which brain regions were active, and the EEG measured activity in the amygdala; together, they allowed the team to pinpoint the precise EEG signature that corresponded to amygdala activation.

Participants were then treated with neurofeedback, in one of two ways: In one condition, they listened to a sound, and in the other, they were shown a movie of a person riding a skateboard. But what they didn't know was that the loudness of the sound they were hearing, or the speed of the person on the skateboard, was actually determined by the electrical activity going on in their own amygdala. The researchers channeled the measurements coming from the fMRI and EEG into an audible sound or a moving image.

The participants were asked to use "mental strategies" to make either the sound grow quieter, or the skateboarder go faster. If they succeeded, what they were really doing was tamping down the activity in their amygdala. [10 Things You Didn't Know About the Brain]

In a control group, participants were asked to do the same thing, but were treated with a fake neurofeedback. Unlike the true treatment group, the speed of the skateboard and the level of the sound were unrelated to the amygdala's activity, meaning that when the participants observed a change in the skateboarder's speed or the sound's volume, they were not altering their brain activity levels directly.

Next, people in both groups were asked to look at the faces of happy and sad people with either similar or discordant words above them. Past studies have shown that people who are better able to regulate their emotions are quicker to identify a person's facial expression when the word above that person's picture conflicts with the picture, than can people who have had traumatic stress, the researchers wrote in the article.

The results showed that, compared to those who received the sham treatment, people who were given cues based on activity in the amygdala were better able to reduce activity in that region of the brain

"It's actually quite amazing that this plasticity takes place after one session or two sessions," Hendler said. Other psychotherapy techniques aimed at treating PTSD or anxiety often take six, eight or 10 sessions, she said. However, she noted that the participants were all healthy. People with traumatic stress could require more sessions to master the method of controlling their mental activity, Hendler said.

What's more, in follow-up experiments, the participants showed a better ability to regulate emotions as measured by the facial-expression-recognition task.

At-home therapy

The findings suggest that this type of neurofeedback technique could one day become a cheap and relatively simple way for patients to be treated for anxiety, PTSD or other psychological conditions that are tied to amygdala hyperactivation, Hendler said.

Right now, the treatment requires an EEG cap that calls for gel and wiring, making it unsuitable for home use. But in the future, the team envisions using a wireless, miniature sensor that a patient could use at home, after an initial instructional session with a physician, Hendler said.

However, follow-up studies need to show that this method of targeted brain training works as well as techniques like mindfulness meditation or cognitive behavioral therapy, Hendler said.

"We hope this is a better way to actually modulate specific areas, and bring on some plasticity that is necessary to cure the brain," Hendler said.

Тестирование, примерные вопросы:

Choose the word or phrase that best completes each sentence.

1. Can you understand_____?

- a she is saying
- b what is saying
- c what she is saying
- d what is she saying

2. _____you wait or come back later is up to you.

- a If
- b That
- c When
- d Whether

3. They will recommend that she_____soon.

- a leave
- b is leaving
- c left
- d will leave

4. Elizabeth explained during the meeting that it was a_____of what should have priority.

- a belief
- b fact
- c possibility
- d question

5. The regulations_____that a lawyer always be present during any interrogations.

- a assure
- b require
- c seem
- d state

6. The house I grew up_____has been demolished and replaced by an office building.

- a in
- b in it
- c in that
- d in which

7. Fieldwork is practical work_____outside the school or office.

- a doing
- b done
- c which do
- d that does

8. A letterbox is a narrow opening in a door through_____mail is delivered.

- a it
- b that
- c which
- d where

9. I didn't recognize the man who she was talking to_____.

- a him
- b her
- c his wife

d -

10. Could you ask those _____ outside to make less noise?

- a wait
- b waiting
- c waited
- d to wait

11. What's a miracle? Well, popcorn's a miracle if you _____ know how it's made.

- a didn't
- b don't
- c won't
- d wouldn't

12. Some of you may have already completed section one. _____, you can go on to section two.

- a If so
- b If you do
- c If you may
- d If not

13. In summer, if my dad finished work early, he _____ sometimes take us swimming.

- a is
- b was
- c will
- d would

14. If you don't mind, I _____ finish my coffee before we leave.

- a would
- b would have
- c would like
- d would rather

15. If they'd _____ Justin more time, he'd have been able to do a better job.

- a give
- b giving
- c given
- d gave

16. These plants usually flower in spring _____, won't if there is frost.

- a but
- b however
- c nevertheless
- d otherwise

17. I enjoyed reading the story. It was rather sad, _____.

- a also
- b but
- c so
- d though

18. Jasmine is working as a dental assistant. What she does is _____ people's teeth.

- a clean
- b cleans
- c cleaning
- d to clean

19. Tickets are required for admission. _____, those who don't have a ticket won't get in.

- a Consequently
- b Rather
- c Similarly

d Subsequently

20. Desert flowers can be invisible for years _____ appear suddenly after heavy rain.

a actually, but

b alternatively or

c consequently and

d nevertheless, so

21. They recommended that the windows _____ opened.

a had to

b not be

c ought not to

d should not

22. He _____ to take part.

a advised not them

b invited not them

c offered them not

d ordered them not

23. She _____ that she liked cold coffee.

a described

b replied

c spoke

d talked

24. The teachers were talking about a trip to see castles and the students were wondering _____.

a why to go.

b where they go?

c when it was.

d what were they?

25. Her father _____ that Ellen had been to Prague before.

a mentioned

b persuaded

c reminded

d told

Тема 34. СОВЕРШЕНСТВОВАНИЕ навыков аудирования по специальности

Домашнее задание, примеры домашнего задания

1. Talking about oneself

Listen to Dr Ahmed talking about herself and answer these questions.

1. Why was it difficult for Dr Ahmed to talk about herself?

2. What does she describe as a weakness in herself?

3. Does she have the weakness now?

4. What example does she use to explain her weakness? Describe how and when she used the example.

5. What does she now feel about recording and analysing her weaknesses?

2. Reassuring an anxious parent

Listen to an extract from a conversation between Dr Thompson in A&E who is reassuring a mother Mrs Allen, who is anxious that her child has meningitis.

Complete the sentences below using no more than four words.

1. _____ I think he's actually got_____.
2. Well, if you use steam, it _____ the cough.
3. If it were, I'd _____ him to be very unwell.
4. ... and he _____ a rash and shy away from the light more.
5. That's what _____ in the circumstances, and you're very right to be cautious.
6. Keep an _____, and don't hesitate to contact your GP immediately, or...
7. ...come and see us if there are_____.

3. Informing a relative about a death

Listen to Dr Masood talking about how he informed Mrs Mann about the death of her husband who had been brought into the hospital after a road traffic accident.

Listen again and complete what the doctor said from his description.

1. Mrs Mann? Good afternoon. My name is Dr Masood and I have just come from the theatre.
2. Could _____ here for a moment ?
3. I am afraid so. _____ is not good.
4. I am _____ we were not _____ your husband.
5. And I am very sorry that he has _____.
6. Would you like _____ to get you something?
7. Are there any relatives you would _____ or would you _____ yourself?
8. It is not _____ with this. I just want again to say I am very sorry

Тема 35. СОВЕРШЕНСТВОВАНИЕ навыков говорения по специальности

Домашнее задание, примеры:

1. List the different diseases of cardiovascular, respiratory, digestive, urinary, nervous, endocrine systems.
2. The causes of proceeding of these diseases.

Тема 36. СОВЕРШЕНСТВОВАНИЕ навыков чтения текстов по специальности

Домашнее задание, примеры:

3-D models of neuronal networks reveal organizational principles of sensory cortex

Researchers at the Max Planck Institute for Biological Cybernetics (Germany), VU University Amsterdam (Netherlands) and Max Planck Florida Institute for Neuroscience (USA) succeed in reconstructing the neuronal networks that interconnect the elementary units of sensory cortex - cortical columns.

Top: Exemplary neuron reconstructions for each of the 10 major cell types of the vibrissal part of rat sensory cortex (dendrites, the part of a neuron that receives information from other neurons, are shown in red; axons are colored according to the respective cell type). Bottom: Superposition of all reconstructed axons (colored according to the respective cell type) located within a single cortical column (horizontal white lines in the center represent the edges of this column). The axons from all cell type project beyond the dimensions of the column, interconnecting multiple columns (white open circles) via highly specialized horizontal pathways. Credit: Max Planck Institute Biological Cybernetics, Max Planck Florida Institute for Neuroscience

A key challenge in neuroscience research is identifying organizational principles of how the brain integrates sensory information from its environment to generate behavior. One of the major determinants of these principles is the structural organization of the highly complex, interconnected networks of neurons in the brain. Dr. Oberlaender and his collaborators have developed novel techniques to reconstruct anatomically-realistic 3D models of such neuronal networks in the rodent brain. The resultant model has now provided unprecedented insight into how neurons within and across the elementary functional units of the sensory cortex - cortical

columns - are interconnected. The researchers found that, in contrast to the decade-long focus of describing neuronal pathways within a cortical column, the majority of the cortical circuitry interconnects neurons across cortical columns. Moreover, these 'trans-columnar' networks are not uniformly structured. Instead, 'trans-columnar' pathways follow multiple highly specialized principles, which for example mirror the layout of the sensory receptors at the periphery. Consequently, the concept of cortical columns, as the primary entity of cortical processing, can now be extended to the next level of organization, where groups of multiple, specifically interconnected cortical columns form 'intracortical units'. The researchers suggest that these higher-order units are the primary cortical entity for integrating signals from multiple sensory receptors, for example to provide anticipatory information about future stimuli.

3D model for studying cortex organization

Rodents are nocturnal animals that use facial whiskers as their primary sensory receptors to orient themselves in their environment. For example, to determine the position, size and texture of objects, they rhythmically move the whiskers back and forth, thereby exploring and touching objects within their immediate surroundings. Such tactile sensory information is then relayed from the periphery to the sensory cortex via whisker-specific neuronal pathways, where each individual whisker activates neurons located within a dedicated cortical column. The one-to-one correspondence between a facial whisker and a cortical column renders the rodent vibrissal system as an ideal model to investigate the structural and functional organization of cortical columns.

In their recent publication in *Cerebral Cortex*, Dr. Marcel Oberlaender, Dr. Bert Sakmann and collaborators describe how their research sheds light on the organization of cortical columns in the rodent brain through the systematic reconstruction of more than 150 individual neurons from all cell types (image [top] shows examples for each of the 10 cell types in cortex) of the somatosensory cortex's vibrissal domain (the area of the cortex involved in interpreting sensory information from the rodent's whiskers).

In particular, the researchers combined neuronal labeling in the living animal, with custom-designed high-resolution 3D reconstruction technologies and integration of morphologies into an accurate model of the cortical circuitry. The resultant dataset can be regarded as the most comprehensive investigation of the cortical circuitry to date, and revealed surprising principles of cortex organization. First, neurons of all cell types projected the majority of their axon - the part of the neuron that transmits information to other neurons - far beyond the borders of the cortical column they were located in. Thus, information from a single whisker will spread into multiple cortical columns (image [bottom] shows how axons of neurons located in one cortical column project to all surrounding columns [white circles]). Second, these trans-columnar pathways were not uniformly structured. Instead, each cell type showed specific and asymmetric axon projection patterns, for example interconnecting columns that represent whiskers with similar distance to the bottom of the snout. Finally, the researchers showed that the observed principles of trans-columnar pathways could be advantageous, compared to any previously postulated cortex model, for encoding complex sensory information.

According to Dr. Oberlaender, neuroscientist at the Max Planck Institute for Biological Cybernetics and guest-scientist at the Max Planck Florida Institute for Neuroscience, "There has been evidence for decades that cortical columns are connected horizontally to neighboring columns. However, because of the dominance of the columnar concept as the elementary functional unit of the cortex, and methodological limitations that prevented from reconstructing complete 3D neuron morphologies, previous descriptions of the cortical circuitry have largely focused on vertical pathways within an individual cortical column."

The present study thus marks a major step forward to advance the understanding of the organizational principles of the neocortex and sets the stage for future studies that will provide extraordinary insight into how sensory information is represented, processed and encoded within the cortical circuitry. "Our novel approach of studying cortex organization can serve as a roadmap to reconstructing complete 3D circuit diagrams for other sensory systems and species, which will help to uncover generalizable, and thus fundamental aspects of brain circuitry and organization,"

explained Dr. Oberlaender

2. 'Smart thread' enables 3-D tissue embedding for medical diagnostics

Written by Catharine Paddock PhD

Published: Thursday 21 July 2016

By integrating microfluidic networks, nano-scale sensors, and electronics, researchers have created implantable, thread-like devices that can be sutured through several layers of tissue in 3-D to gather and send diagnostic data wirelessly as it happens. <http://www.medicalnewstoday.com/articles/311753.php>

Writing the journal *Microsystems & Nanoengineering*, the team - led by engineers from Tufts University in Medford, MA - says the new "smart thread" diagnostic platform could form the basis of a new generation of implantable medical diagnostics and smart wearable devices.

The paper describes the creation of microfluidic threads that can be sutured through several layers of tissue to sample fluid. The network of microfluidic circuits "interface intimately with biological tissues in three dimensions," note the authors.

Having collected the tiny samples of tissue fluid, the microfluidic threads convey them to sensing threads that measure various properties - such as pH and glucose - and send the data along electrically conductive threads to a flexible wireless transmitter that can be sited on top of skin.

Microfluidics is a relatively new technology that applies ideas from physics, chemistry, biochemistry, engineering, nanotechnology, and biotechnology to the control of tiny amounts of fluid along microchannels.

The team showed how the smart thread can collect and transmit medical data - such as pH and glucose levels, plus tissue pressure, stress, strain, and temperature - in live rats, as well as cultured tissue. The data was transmitted to a cell phone and computer.

Being able to measure such properties in three dimensions in live tissue in real time could be useful for a range of medical applications, such as monitoring wound healing, emerging infections, or just whether the body's chemistry is out of balance.

Ability to suture 3-D diagnostics into organs is unique

The 3-D platform can conform to complex tissue structures, such as those found in organs, wounds, and even orthopedic implants.

Corresponding author Sameer Sonkusale, an associate professor and director of the NanoLab in the electrical and computer engineering department at Tufts School of Engineering, says:

"The ability to suture a thread-based diagnostic device intimately in a tissue or organ environment in three dimensions adds a unique feature that is not available with other flexible diagnostic platforms."

The idea of smart devices capable of medical monitoring - and even intervention - is not new. For instance, researchers are developing smart insulin patches that sense high blood sugar and discharge the right amount of insulin, and smart wound dressings that sense bacterial infections.

However, the structure of these and other implantable devices has essentially been 2-D, and while still useful, is limited to flat tissue such as skin, note the authors.

Another drawback is that, in many cases, the materials in the 2-D substrates are expensive and require specialized processing.

In contrast, the material used to make smart thread is thin, flexible, inexpensive, and easy to form into complex shapes.

The authors note that the thread also has natural wicking properties. This could be used to convey analytes - substances that assist with chemical analysis of the tissue.

"We think thread-based devices could potentially be used as smart sutures for surgical implants, smart bandages to monitor wound healing, or integrated with textile or fabric as personalized health monitors and point-of-care diagnostics."

Prof. Sameer Sonkusale

The researchers say while more work needs to be done - for instance, they need to assess the long-term biocompatibility of the smart thread - the results they have achieved so far point to the possibility of optimizing treatments to suit individual patients.

3. 3DS Anatomical Models

3D Systems has been instrumental in establishing this industry segment, which focuses on taking medical images from the computer screen to the 3D world. Different additive manufacturing processes and materials are used to produce physical anatomical models used in surgeries such as reconstruction of the cranium and the hip.

Applications for Anatomical Models

Craniofacial Reconstruction:

Cases for reconstruction of congenital disease in pediatric patients have been a good indication for the use of models. Procedures such as cranial vault remodeling, resection/reconstruction of fibrous dysplasia and mid-face advancement all benefit from the use of a model preoperatively for surgical time savings and enhancement of outcomes.

Cranio-Maxillofacial Distraction Osteogenesis:

Use of a model in planning distraction osteogenesis procedures has proven to help answer questions relating to the type of distraction device used, the size of the device and intraoral versus external device type. Additionally, the model can save operating time by allowing precise pre-bending before surgery, taking into account the vectors of distraction and vital structures such as teeth buds and the inferior alveolar nerve.

Mandibular/Maxillofacial Reconstruction:

Cases of reconstruction following trauma or congenital disease can be planned using models. Issues such as symmetry, projection and volume can be better visualized using a model. Implants and reconstruction plates can be pre-bent before surgery, allowing for a better contour and shorter surgical time.

TMJ Reconstruction:

Three-dimensional analysis of the temporomandibular joint using anatomical modeling has proven an invaluable aid for surgeons treating TMJ. For cases of severe joint degeneration, stereolithography models can be used for creation of custom total joint replacement components.

Spinal Fracture and Degenerative Disease:

Assessment of the facet joints can be visualized and intervertebral measurements can be accurately accomplished using the model preoperatively. Surgical techniques and determination of osteotomy placement can be visualized and planned using models.

Patient-Specific Complex Cardiac and Vascular Anatomy:

Models are suitable for use as pre-surgical planning tools, educational resources and benchtop fixtures for testing of instruments and implants.

Контрольная работа. 1 семестр

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: I've never read (read) a book in English.

- 1 My brother _____ (study) really hard at the moment.
- 2 Let's eat Thai food. I _____ never _____ (try) it.
- 3 We _____ (fly) to Bermuda at 10 o'clock next Saturday.
- 4 When they got to the hotel they _____ (have) a meal.
- 5 I _____ (not be) late tonight. That's a promise.

VOCABULARY

2 Complete the sentences with one word.

Example: *Slim* is the opposite of *fat*.

- 1 Students, please work in _____. Tell your partner about a famous photo.
- 2 When we're on holiday we _____ an apartment because we don't like hotels.
- 3 They got married _____ Valentine's Day.
- 4 Why do you always use my dictionary? Give it _____; I need it.
- 5 Did you _____ any souvenirs while you were abroad?

5

READING

3 Read the article and tick (✓) A, B, or C.

I have often thought about moving from my country town to a big city like London. Life in a country town is quiet and I've always found the bright lights and crowded streets of a city very exciting. However, after a recent visit to London to do some Christmas shopping and see the Christmas lights, I was very happy to get back home!

There are more people in London than ever before! It was crowded everywhere I went. The streets, the pavements, the shops, the cafés and the Underground. Everyone was trying to get somewhere quickly.

I travelled to London by train and the train was so full that I had to stand for the whole journey. Then I wanted to go on the Underground. That was a big mistake! There were hundreds of people on the platform and when the train arrived it was full! But the people on the platform just pushed and pushed and got into the train! I didn't. I went back into the street and walked to Oxford Street. It was raining and freezing cold but it was better than the crowded Underground.

After an expensive coffee I did my shopping. Well, I tried to do my shopping. There were so many people on the pavements I had to walk in the road and everyone was in a hurry. They were pushing and knocking each other with their bags. No one talked or smiled. Then, of course, it was time to go home! My feet were hurting and it was raining again so I decided not to walk. I got a taxi but it took forty-five minutes because there was so much traffic. I can't remember the train journey home. I slept.

Now I know why I live in the country. Life may not be as exciting or as fast as in the city, but there's more room on our buses and in our shops, and the people talk to you. But the Christmas lights in London were beautiful!

Example: The writer went to London to buy some things for Christmas.

A True B False C Doesn't say

- 1 The place she lives in isn't very quiet.
A True B False C Doesn't say
- 2 She went to London a short time ago.
A True B False C Doesn't say

- 3 She bought a lot of things.
A True B False C Doesn't say
- 4 It was busy in London.
A True B False C Doesn't say
- 5 The people in London were very friendly.
A True B False C Doesn't say
- 6 She liked the Christmas lights.
A True B False C Doesn't say

	3
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WRITING

4 Choose a topic. Write 25–35 words.

- 1 Describe a town or city in your country.
- 2 What plans or arrangements have you made for next week?
- 3 Describe an interesting person you have met.

	2
--	---

PRONUNCIATION

5 Match the words with the same sound.

arm lazy funny cloudy sightseeing boring

Example: page lazy

- 1 polite _____
- 2 stomach _____
- 3 heart _____
- 4 talkative _____
- 5 crowded _____

LISTENING

6 Listen to Jim's story. Tick (✓) A, B, or C.

- 1 Jim has been to _____.
A Taiwan B Brazil C Mexico
- 2 Karen was sitting _____.
A under a tree B in a café C at a table with friends
- 3 Karen was wearing _____.
A a shirt B shoes C sunglasses
- 4 Jim ordered _____.
A coffee and cake B beer and cake C only coffee
- 5 At the club, Jim and Karen _____.
A drank B sang C kissed

	5
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Grammar and Vocabulary, Reading and Writing Pronunciation and Listening total	
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15

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: If I had (have) a lot of money, I'd buy a new car.

- 1 I got to the school at 12.00 but Maria's lesson _____ (not finish yet).
- 2 This hotel _____ (build) a hundred years ago.
- 3 He told her he _____ (want) to see her again.
- 4 If Jack really loved Sue, he _____ (ask) her to marry him.
- 5 What would you do if you _____ (lose) your mobile phone?

VOCABULARY

2 Complete the sentences with one word.

Example: I woke up very early this morning.

- 1 The student _____ me he had been in the school for a month.
- 2 I'm looking _____ Ben. Have you seen him?
- 3 I get on very _____ with Jackie. She's like a sister to me.
- 4 I do the same thing every day. It is so _____. I want to do something different and more exciting.
- 5 I cooked the meal and my wife _____ the washing up.

READING

3 Read the article and tick (✓) A, B, or C.

Young at heart and in body!

Today people are living a lot longer than they used to and their lives are much healthier, too. Older people used to say that they were 'young at heart' when they looked old but felt young. Now, people want to look as young as they feel and they are prepared to spend a lot of money on surgery. If an operation can give people a younger face or body then they will have it and not worry about the dangers or the cost. People have always looked for eternal youth and maybe they have now found it.

As well as trying to look younger, people can have a lot of other operations. They can become bigger or smaller. They can have a different nose or more hair. They can even become taller or shorter! In fact doctors can probably change any part of the body that you are unhappy with – for the right money! The number of people who have these operations is continuing to go up. Last year in the UK there was an increase of 22%! And it is not only women who want a perfect body. More and more men are choosing to have surgery, too. The most popular operations for men include changing their nose or ears, and fat reduction. It is also worrying that many young people are having surgery. It is becoming so popular and cheap that some eighteen-year-olds are getting operations as presents for their birthdays!

However, these operations can be dangerous and they can also cause a lot of pain. Sometimes the operations go wrong and the person may look worse than before. There are some terrible stories and there have been some frightening programmes on television. Although there are problems, people continue to take the risks.

In the past, only the rich and famous had enough money to pay for these operations but today the prices are much lower. Many more people today have the opportunity to look younger or to look like their favourite celebrity. Although it costs money and is dangerous, millions of men and women still have surgery because they want a perfect body.

Example: People today can change the way they look.

- A True ✓ B False C Doesn't say
- 1 People live much shorter lives today than before.
A True B False C Doesn't say
 - 2 People look younger because their diets have improved.
A True B False C Doesn't say
 - 3 Some operations can make people thinner.
A True B False C Doesn't say
 - 4 More people had surgery last year than ever before.
A True B False C Doesn't say
 - 5 Some men want to change their ears.
A True B False C Doesn't say
 - 6 These operations are extremely expensive.
A True B False C Doesn't say

WRITING

4. Choose a topic. Write 25–35 words.

- 1 Describe your ideal house.
- 2 What were you frightened of when you were a child?
- 3 Describe your perfect day.

Pronunciation

5 Match the words with the same sound.

turn send discover wear finish forget

Example: remember send

- 1 promise _____
- 2 mosquito _____
- 3 whale _____
- 4 elephant _____
- 5 earn _____

LISTENING

6 Listen to the conversation. Tick (✓) A, B, or C.

- 1 Mrs Rogers lives at _____.
A number 23 B number 23A C number 23B
- 2 Mrs Rogers has lived in her present house for _____.
A four years B five years C six years
- 3 Mrs Rogers has lived in the area since _____.
A she was born B she got married C she was a girl
- 4 Mrs Rogers's husband is from _____.
A England B Scotland C Wales
- 5 Mrs Rogers thinks _____.
A there isn't enough parking B it's too dark at night
C the street isn't clean enough

Grammar and Vocabulary, Reading and Writing Pronunciation and Listening total	5
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Контрольная работа. 3 семестр.

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: How many cups of tea do you have (have) every day?

- 1 _____ you _____ (finish) that book already? That was quick!
- 2 I _____ (finish) lunch and was having coffee when Joe arrived with an enormous cake.
- 3 Sorry I'm late. _____ you _____ (wait) long?
- 4 I _____ (not pay) yet at work. Can you lend me some money?
- 5 _____ we _____ (try) the new Japanese restaurant in town?

VOCABULARY

2 Complete the words in the sentences.

Example: He's very clever. He always knows the answers!

- 1 I think Chris is on the phone because the line's e_____.
- 2 My new school has a great new football p_____.
- 3 When his grandfather died Jeff i_____ his house.
- 4 I'm so tired. The f_____ back from the USA was ten hours.
- 5 I don't want to cook tonight. Shall we get a t_____?

READING

3 Read the article and tick (✓) A, B, or C.

Keep it in the family

Wouldn't it be good to make your own money? Or would it? Well, a family in East London did just that and found out that they had to pay a high price for it! It sounds like a dream – printing millions of £20 and €50 notes. No need to ever go to a bank again! Unfortunately, for this particular family the dream has ended in prison sentences for all of them.

This illegal operation was the biggest that the police have ever seen in the UK. Over 14 million pounds' worth of fake bank notes have been recovered and they think that this 'family business' was producing over 66% of all fake bank notes in the UK. There could be many, many more. Only the family know how many notes are still out there and they're not going to tell anyone. It was a very large, complicated, and successful business!

The public have become interested in this story because of the family aspect. Four generations of the same family were part of the operation. The ages ranged from 23 to 85 and included grandchildren, parents, grandparents and even a great-grandmother! The great-grandmother, who was 85, lived in special accommodation for older people and the police found £22,000 of notes in a plastic bag on top of her kitchen cupboard, ready to be distributed!

This forgery business was very well organized. It was run like a real business and each person had his / her place. They used very high-tech equipment to print and cut the fake notes and they had 20 different sites to keep the money, such as the great-grandmother's kitchen. The police watched the operation secretly for over four months before they arrested the gang.

At the trial the judge told the public that they shouldn't feel sorry for people like this. They are organized criminals and they are stealing from everyone and hurting the economy. However, a lot of people have a secret admiration for the family. Is this a

worrying fact or is it human nature? I wonder.

Example: The family had international connections.

A True B False C Doesn't say ✓

1 The family is from just outside London.

A True B False C Doesn't say

2 More than half the fake money in the UK was made by this family.

A True B False C Doesn't say

3 The youngest member of the family is a teenager.

A True B False C Doesn't say

4 The money was all hidden in her house.

A True B False C Doesn't say

5 They are all going to prison for the same number of months.

A True B False C Doesn't say

6 The judge felt sorry for the family.

A True B False C Doesn't say

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WRITING

4 Answer one of the questions and write 75–100 words.

1 Describe an exciting sporting event you have seen or been to.

2 What advice would you give to someone coming to your country on holiday?

3 What is your favourite way of travelling and why?

--	--

Pronunciation

5 Underline the stressed syllable.

Example: competitive

1 referee

2 circuit

3 independent

4 pedestrian

5 afford

LISTENING

6 Listen to Emily. Tick (✓) A or B.

1 Emily has been to Mexico.

A True B False

2 Emily's grandparents only ever went abroad once.

A True B False

3 Emily learnt about planes and pollution while she was watching the news.

A True B False

4 In the opinion of the reporter, fuel prices are too high.

A True B False

5 Emily thinks that the price of flying will go up in the future.

A True B False

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Grammar and Vocabulary, Reading and Writing Pronunciation and Listening total	5
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Контрольная работа. 4 семестр.

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: The house was built (build) in 1906.

1 If he _____ (answer) all the questions, he would have passed the exam.

2 The teacher told us that the exam results _____ (not arrive) yet.

3 She said that she _____ back later (call).

5 When we _____ (check in) I'll ask for a window seat.

6 Celebrities _____ often _____ (see) at the best London restaurants.

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VOCABULARY

2 Underline the odd word out.

Example: soundtrack plot special effects comedy

- 1 city centre cottage suburbs village
- 2 luckily fortunately carelessly comfortable
- 3 department store baker's supermarket shopping centre
- 4 full-time permanent part-time retire
- 5 patience fortunate lucky careful



READING

3 Read the article and tick (✓) A, B, or C.

The new Hollywood?

What is Bollywood?

'Bollywood' is the name of the enormous Hindi-language film industry based in Mumbai, India. The name is a mix of 'Bombay' (now known as Mumbai) and 'Hollywood'. Bollywood's output makes it the largest national film industry in the world in terms both of the number of films produced and the number of tickets sold – though not in terms of profit. In 2006 Bollywood films sold 3.8 billion tickets worldwide and had total revenues (from cinema tickets, DVDs, and television licensing) of \$1.6 billion. In the same year films made in Hollywood sold 2.7 billion tickets but generated \$51 billion.

Bollywood attracts thousands of aspiring actors, all hoping for a lucky break. As in Hollywood, very few succeed. Only a tiny number of non-Indian actors make a mark in Bollywood, though many have tried.

History

The first silent film was made in India in 1913. By the 1930s the industry was producing over 200 films a year. The first film with dialogue, *Alam Ara*, was a huge hit. At first romantic musicals were the commonest types of film, but in the 1960s action films began to appear, and these became increasingly popular. However, in the early 1990s the trend went back to family-friendly musicals. Bollywood is now a strong part of modern culture not only in India, but also in the rest of south Asia, the Middle East, and parts of Africa. It also has a large audience in the UK, Canada, and the US.

Money and challenges

Bollywood budgets can be low by Hollywood standards, and sets and special effects can be limited by this. As Western films and TV programmes gain popularity in India, however, there is more pressure for Bollywood films to have higher production values. Film crews from Mumbai now often film abroad, as audiences enjoy scenes shot overseas.

The biggest challenges facing Bollywood in India are from satellite TV, television, and foreign films, which are all having a massive impact on the domestic entertainment scene. In the past, most Bollywood films could make money – now fewer do, but it is still a successful and increasingly international industry.

Example: Mumbai used to be known as Bombay.

- A True ✓ B False C Doesn't say
- 1 The name 'Bollywood' is a combination of two words.
A True B False C Doesn't say
 - 2 Bollywood sells more tickets than any other film industry.
A True B False C Doesn't say
 - 3 Bollywood's total revenue was higher in 2006 than in 2005.
A True B False C Doesn't say
 - 4 There are no non-Indian actors in Bollywood.
A True B False C Doesn't say
 - 5 All Bollywood films are set in India.
A True B False C Doesn't say
 - 6 There are more Bollywood fans in the UK than in the US.
A True B False C Doesn't say



4 WRITING

Answer one of the questions and write 75–100 words.

- 1 What did you like or dislike about your first school?
- 2 What is your favourite television programme and why?
- 3 Do you usually discuss your problems with friends or family? Why?



Pronunciation

5 Underline the stressed syllable.

Example: location

- 1 electrician
- 2 temporary
- 3 qualifications
- 4 newsagent's
- 5 residential

LISTENING

1 Listen to Jason. Tick (✓) A or B.

1 Fernando and Jason are good friends.

A True B False

2 Fernando drives racing cars for a living.

A True B False

3 Fernando was born in Spain.

A True B False

4 Jason isn't as old as Fernando.

A True B False

5 Fernando is self-confident, and afraid of nothing.

A True B False



Вопросы к зачету (2 семестр).

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БИЛЕТ № 1

1. Перевести текст общенаучного содержания (со словарем):

Neighbours.

Neighbours play a very important role in our life. Our everyday life is always connected in some way or another with the life of our neighbours. Some people have good relations with those living next door or nearby. Some don't care much about their neighbours. There are even such people, whose disagreements may end in violence. In particular cases some are ready to move because of those who live next door. But in general, now it's really difficult to imagine life without neighbours.

Neighbours make an integral part of our life, that's why we continue to remember them having moved to another place. But it's not only good that remains in our memory. Some neighbours are unfriendly and unhelpful. Certainly it must be bothering for people living nearby, but, in my opinion, the worst thing is when neighbours are inconsiderate. This may even become a cause of friction. Furthermore, such people do not care much, if they bother their neighbours and don't try to find any agreement, which both they and their neighbours can agree to. The result is long-running disputes among neighbours.

However, when neighbours become friends they often help each other, but the survey showed that most of neighbours never shared a meal and some had never even offered each other a cup of coffee. The major cause of friction is noise. The walls of our flats are still not equipped to handle 60-watt stereos or the noise of household appliances.

Barking dogs and other pets also cause much trouble, as well as young children, who are not controlled by adults and do everything they want. Another disagreement may be the result of the argument about the parking space (for divided houses) of place in

the apartments for mutual use (in the case of multi-storey buildings).

In conclusion, I'd like to say that if a person wants his neighbours to be considerate and thoughtful, he should first of all look at himself. Nobody is perfect. Perhaps he also isn't. Providing he tries to find out what his neighbour dislikes in his way of life and change something, the situation would probably become better. One more solution to long-running disputes is to get the neighbours into a room with mediators who talk the problem through, and if necessary, negotiate a formal agreement, which both sides agree to. (Unfortunately it's practiced nowadays in Europe and America but not, as far as I know, yet in Russia). Certainly there are some people whom it's really impossible to find an agreement with, but I really hope that such people do not live in every second flat.

2. Реферировать общенаучный текст:

The Red Cross

The International Committee of the Red Cross (also called "ICRC" for short) is an organization that helps people around the world. The roots of the ICRC go back to 1859, when a Swiss businessman named Henry Dunant watched a battle while traveling in Italy. After the battle ended, Mr. Dunant was shocked to see the wounded and dying soldiers left on the battlefield. Almost no one could help the dying soldiers. The suffering was terrible and tragic. Mr. Dunant tried to organize some assistance. He asked the local people to care for the wounded and dying soldiers.

After he returned home to Switzerland, Mr. Dunant wrote to the leaders of Europe. He told them what he had seen in Italy. He urged them to create an organization that could help the wounded in times of war. Mr. Dunant also formed a committee of friends, doctors, and lawyers. They organized a conference in October, 1863. Governments from around Europe sent their representatives to the conference. By the end of it, they all agreed to help provide for better care to those wounded in wars. People who would help the wounded would also be protected. They would wear a white armband with a red cross to clearly show that they were neutral.

In 1864, Mr. Dunant and his committee held another conference. This time, representatives of governments outside of Europe came too. They signed an agreement that listed 10 rules (called "articles"). This guaranteed that all wounded soldiers would be treated with respect and dignity, even in times of war. This list of articles later became known as The Geneva Convention. Eventually, Mr. Dunant's organization became known as The International Committee of the Red Cross. It still exists today and it has helped millions of people around the world.

3. Беседа по теме: *Scientific societies*

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1 курс, 2 семестр

БИЛЕТ № 2

1. Перевести текст общенаучного содержания (со словарем):

D.I. Mendeleev.

Dmitry Ivanovich Mendeleev, the greatest Russian scientist, the father of the Periodic Table of Elements, was born in Tobolsk in 1834 in the family of director of the town gymnasium. He received a secondary education at Tobolsk gymnasium. At the age of 16 he finished school and went to Petersburg where he entered the Pedagogical Institute and graduated from it with gold medal in 1855. After graduation Mendeleev worked as a teacher for two years, first in Simferopol and Odessa gymnasiums. In 1859 Mendeleev received his Master's Degree and went abroad on two-year scientific commission.

In 1860 he took part in the World Chemical Congress in Karlsruhe, Germany. When Mendeleev returned to Russia he was elected professor of the Petersburg University, where he carried on scientific and pedagogical activities, for twenty years. His lectures on chemistry were always interesting and the students of that time listened to them with great interest and attention. Besides lectures Mendeleev made a lot of experiments and later analyzed them.

Mendeleev described more than 60 elements and found that all the elements could be divided into nine groups. Each of these groups may be divided into five rows. The elements of one group possess more or less similar properties. In 1869 Mendeleev published his Periodic Table of Elements which began a new era in chemical thought. Mendeleev paid much attention to many other objects. He was the first to put forward the idea of studying the upper layers of the atmosphere.

Mendeleev always combined theory and practice. He gave a great deal of attention throughout his life to the development of the industry in Russia. He wrote: "Science and industry – there lie my dreams!" In 1893 Mendeleev was appointed director of the Bureau of Weights and Measures. He was elected member of many academies abroad. He died in 1907.

2. Реферировать общенаучный текст:

News Channels

In 1980, Ted Turner started a cable television news channel named Cable News Network, more commonly called CNN. It was one of the first channels dedicated to reporting the news all the time. It continually showed only the news to viewers. Some of this news was even reported live as it happened. At first, CNN was not very popular. Few understood why people would need to have so much news all the time. Soon, however, CNN suddenly became very well-known around the world.

In January of 1991, the United States and many other countries fought a war against Iraq. It was called The Gulf War. Events happened so quickly that news organizations could not keep up with the fast pace. CNN, however, was able to broadcast live information about the war's events throughout the day and night. In many countries, CNN was the main source of information about it. By the time the Gulf War ended in February of 1991, CNN was one of the most watched channels in the world.

Since then, many other news channels have been launched. The BBC, for example, began broadcasting its own 24-hour TV news channel in late 1997. It has an estimated 76 million viewers per week around the world. Al Jazeera is another famous news organization that reports and broadcasts news on television all the time. Started in 1996, Al Jazeera first began reporting news only 6 hours a day. By 1999, however, it too was broadcasting news around the clock.

News channels have changed the way that news is reported. There is greater pressure now to report information as soon as it is available. As a result, there is less time to check it for accuracy. This has led to some mistakes in reporting. There is also less time to analyze important issues or how an event is part of a larger situation. The rush for each news channel to be the first one to report about something may actually decrease the quality of journalism.

3. Беседа по теме: *Carrying on research*

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БИЛЕТ № 3

1. Перевести текст общенаучного содержания (со словарем):

The path to Popov's great discovery was marked by the investigations of many scientists in different countries. Popov's scientific accomplishment was the culmination of the efforts of several generations of scientists, whose works make up the early history of radio which began with the investigations of Faraday. Faraday's discovery of electromagnetic rotation and electromagnetic induction laid the foundation of present-day electrical engineering. His natural-scientific conceptions created a revolution in the understanding of electrical phenomena, and are extremely important because they directed all attention to the medium surrounding the electrified body. Faraday's theory of magnetic and electric lines of force proved to be exceedingly fruitful, and served as a starting point for J. C. Maxwell to deduce mathematically (and Hertz to detect experimentally) the existence of free electric waves. Later it was found that as early as 1832 Faraday himself was close to what triumphed in science more than half a century later. Faraday's scientific views were developed by his successor Maxwell, who worked in many fields of physics, mechanics, and even astronomy. However, his chief works are investigations in electromagnetism and in the kinetic theory of gases. Continuing Faraday's work, Maxwell subjected his ideas to mathematical treatment and arrived at far-reaching conclusions when he advanced the electromagnetic theory of light, one of the greatest achievements of science of the 19th century. Maxwell considered light to be an electromagnetic phenomenon; he predicted mathematically that electric waves ought to propagate at a velocity equal to the ratio of electromagnetic and electrostatic units; as we know, this value coincides with the velocity of light

(approximately 300,000 km. a second).

Of extraordinary value to radio was Maxwell's conception of free electromagnetic waves, whose real existence was proved to the scientific world by the experimental investigations of Hertz. But this was a whole decade after the death of J. Clerk Maxwell who did not live to see his views accepted. Deeply convinced of the truth of the Faraday-Maxwell theory, Hertz set himself the task of proving experimentally the existence of free electromagnetic waves; he established the fact that they are governed by the same laws (reflection, refraction and polarization) as light waves. One of the most brilliant experimenters in the history of natural science (let us not forget that he had not yet reached the age of 37 when he died), Hertz made experiments that served as a basis for the invention of wireless telegraphy. These experiments had to do with the Hertz vibrator and resonator described in his first work entitled 'Concerning Extremely Rapid Electric Oscillations'.

2. Реферировать общенаучный текст:

Prague

Prague is the capital city of the Czech Republic in Eastern Europe. It has a very long and interesting history. For many years, traveling to Prague was quite hard. The Czech Republic was part of the Iron Curtain. This was a group of countries under the strict control of the former Soviet Union. Since 1989, however, it is much easier to travel to Prague. The number of tourists who visit Prague has increased every year since then. It is now one of the most popular places to visit in the world. There are many reasons to visit this beautiful and fascinating city.

The Charles Bridge is one of the most popular places to visit in Prague. It is very old and beautiful. The bridge took over 40 years to build. People started constructing it in 1357. It was finished in 1402. For many years, this bridge was the only way to traverse the Vlatva River. It was used as the main way to travel between Eastern and Western Europe. There are three beautiful large towers on the bridge. There are many statues that decorate it too. It is a great place for tourists because cars cannot travel on the bridge. You can walk across it slowly and enjoy the great view of Prague.

Another wonderful place to visit is Prague Castle. It was built in 970. Inside the castle are many old churches, towers, and palaces. It is almost like a town within Prague. The building styles are very elegant. There are interesting decorations, statues, and designs. The Vladislav Hall, for example, has a staircase that is big enough to ride a horse down. You can understand a little about life in old Europe.

3. Беседа по теме: *Important problems of modern science*

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БИЛЕТ № 4

1. Перевести текст общенаучного содержания (со словарем):

Tula.

Situated south of Moscow in the central part of the East European plain on the Middle Russian Hills, the Tula region covers an area of 25,700km² (1.5% of Russia's territory). The region's territory embraces 21 cities and towns and 50 urban settlements. Total population is 1,840,000, out of which urban population accounts for 81,4%. The center of the region is the city of Tula with the population over half a million. Tula, which is first mentioned in the chronicles in 1146, was founded on the banks of the Upa River. In the middle Ages, it was the central strategic point in the defense of Moscow. This had a decisive influence on the specifics of the region's industrial development. Tula has long been famous for its blacksmiths and gunsmiths. The trade of the blacksmiths began to develop in Tula in the 16th century. Tula blacksmiths specialized in making rifles. The whole families and even streets were engaged in making this or that part of the rifle. That is why many streets of Tula are still called after the parts of the rifle – Zamochnaya, Kurkovaya, Stvolnaya, etc.

By the 16th –17th century, Tula had grown into a developed center of weapon making crafts and metal treatment. In 1712 following a decree issued by Peter the Great a state gun-making plant was founded in Tula.

Tula was the first place in Russia to develop ferrous metallurgy and metal processing industry. In metal-processing Tula craftsmen acquired great skill. But most of the enterprises were handicraft artels and small plants producing samovars and different handmade goods.

With the development of capitalism in Russia industrial enterprises in Tula increased in number. By the end of the 19th century, Tula had about 200 enterprises

with 13 thousand workers.

At present, there are many plants and factories in Tula. Being part of the Central Economic Region, the Tula region has close economic ties with other regions of the Russian Federation.

The basic industries are machine-building, chemical, ferrous metallurgy, building materials industry, coal mining, light and food industries, power engineering and electronics. Machine building and metal-working account for 21.9% of the total industrial output, chemistry and petro chemistry 20.8%, metallurgy 17.1%, electric power generation 11.9%, food industry 13%, and light industry 3.9%. The machine-building branch is represented by large enterprises manufacturing agricultural machinery, machine tools, equipment for the light and food industries, units and parts for gas pipelines, pumps, cranes, construction and transportation machinery, domestic gas fittings, scooters etc.

2. Реферировать общенаучный текст:

University Life

All university students in England want great teaching and facilities. What else is important to them? *The Times* newspaper asked students in England what makes for a happy university life. They responded that relationships with teachers, a good library, and not too many classes were important. They also think that a good social life is just as essential. The study showed that having things to do outside of classes is a big part of a happy university life.

Students voted Loughborough University, located in the East Midlands of England, as the best university for a good social life. There are many possible reasons. One reason might be that the university has 56 different sports clubs for students. There are 61 different activity circles. Students can try skydiving, hot air ballooning and ballroom dancing. The university also has 45 volunteer projects. Students can raise funds for charities by participating in different events. Finally, Loughborough University has a media center where students can make TV and radio shows. This shows that a good university life is more than getting good grades.

Many universities seem to be working hard to improve student satisfaction. A 2014 survey showed that students in the UK showed record levels of happiness with their university lives. From 2009 to 2014, student satisfaction has been increasing each year. One thing that has helped is that students are taking the initiative. They have gotten together and formed unions to tell their universities what they want. It seems that many universities have been willing to listen.

3. Беседа по теме: *Students scientific conferences*

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БИЛЕТ № 5

1. Перевести текст общенаучного содержания (со словарем):

WHO WATCHES TV THESE DAYS?

For years, experts have been predicting that people will watch less and less TV. However, recent research shows that it is actually more popular than it was ten years ago. But why?

Some of the facts are truly surprising. They show that American teenagers actually watch 5% more TV now than they did five years ago. Also surprising is the fact that US adults watch far more online video than their teenage children. Teenagers spend about three hours a month watching online TV compared to the five and a half hours spent by young adults (18 to 24-year-olds).

Interestingly, Americans are using their televisions to watch live TV rather than DVDs or online programming. In fact, 92% of American TV viewing is for live programmes (particularly news shows). While 32% of US homes own a DVD recorder, only about half of them use it to record programmes.

There were some interesting results on advertising, too. They found that teenagers are 31% less likely to remember an ad than an adult. However, teenagers appear to like advertising more. In fact, once an ad has caught their attention, they're 44% more likely to remember it than an older person.

So, how much television are they watching? American teenagers sit in front of the TV for about three hours and 20 minutes a day, which is quite a lot but less than their equivalents in Italy, Poland, Lebanon, Ireland, Indonesia and Venezuela ... and considerably less than the world's leading teen couch potatoes: the South Africans, who spend over five hours a day in front of the box!

And what are people watching on TV? Research suggests that teenagers and adults like a lot of the same shows, which include dramas such as House, and talent contest shows such as American Idol. However, teenagers don't watch as much sport or

current affairs programmes (such as the news) as their parents.

Over in the UK, the most popular shows include *Britain's Got Talent* and *The X Factor*. In fact, the final of *The X Factor* attracted the most viewers for a single show in 2010, with over 17 million people watching it. Reality shows such as *I am a Celebrity - Get Me Out of Here* are often in the top 10, as are dramas such as the long-running soap operas *EastEnders* and *Coronation Street*. Finally, sport pulls in a big crowd. Apparently, 17 million people watched England get beaten by Germany in the 2010 World Cup. More than those who watched the final!

So, it looks as if the future of television is safe. However, although there are more channels than ever, the question remains: why is it so hard to find anything worth watching?

2. Реферировать общенаучный текст:

Walking Benefits

Scientists have known for years that people who exercise tend to live longer than those who do not. Perhaps one of the best things we can do for our bodies is to simply take a walk. Some people might think that walking is not intense enough to offer any health benefits. They may say that playing sports or running hard would be much better because they tend to use more energy.

When you stop and think about it, however, walking is one of the things that almost anyone can do at any time. Unlike many sports, you can enjoy doing it alone and you don't need any special equipment. Walking also has many hidden benefits that we are just starting to understand.

One of the best things about walking is that it can strengthen your heart. Even slowly walking will make your heart work harder. It will pump blood faster and give your circulatory system a workout. This also helps to manage blood pressure. As a result, you can lower the chance of having a stroke by up to 27 percent.

Walking can also help with weight loss. Even a short 30-minute walk at 3 kilometers per hour can burn off 75 calories for a person who weighs 60 kilograms. A daily walking routine can be a good part of an overall weight loss plan. A walking routine also seems easier to keep than other exercise routines aimed at weight loss. Studies show that about 75 per cent of people who try to lose weight by jogging will quit within six months. On the other hand, only 25% of walkers quit in the same time frame.

Finally, walking can make you a much happier person! Walking causes the brain to release endorphins throughout the body. These help to raise your mood levels. They also make you feel relaxed, more alert, and happier. Walking is an excellent way to reduce stress and anger.

3. Беседа по теме: *Facilities for doing research*

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БИЛЕТ № 6

1. Перевести текст общенаучного содержания (со словарем):

How to Think?

What's the best way to think? What's the best way to solve problems? A study was done to see if geniuses shared any characteristics or habits. Was there something they had in common with each other that wasn't common in the general population? One of the things the researchers found was that geniuses all used a methodical, orderly approach when they tried to solve a problem. The following method is just such an orderly approach to problem solving. Follow these three steps:

1. Define the problem well. Be specific. Take your time on this. Come up lots of possible ways to define it and then select and refine the best one. The defining of the problem should take up a good portion of time. Do this task on paper. Do all your thinking on paper.

2. Come up with possible solutions. The task of thinking consists of asking a good question, writing it at the top of a piece of paper and then sitting there trying to think of answers to that question, and every time you think of another answer, write it down and keep thinking.

Force yourself to come up with a set amount. Set a goal to come up with 100 ideas. Sit and think and write down your ideas. Go on about your day. Tomorrow, sit and think some more.

Thinking is hard work. Most people don't do much thinking, but that is the MOST-needed work right now. Don't think of problem-solving as something you'll do in a half-hour. One of the best ways to get great ideas is to stick with the same problem for many weeks. Keep turning your mind to the task and you'll find new sources of genius within yourself.

After the discipline of sitting and trying to come up with solutions, your mind starts

getting accustomed to the purpose and starts working on the problem on its own. Ideas will come to you in the night, while idly daydreaming, while taking a shower, while driving, because you have continued asking your mind for possible solutions.

3. Select the best ideas. Go through your list and organize them. Put them in order from the very best one down to the worst one. As you do this, ideas will mix and ferment and new combinations will come to mind. Add those to your list and keep arranging their order. Take your very best ones and put them into action. Or share the ideas with people who can utilize them.

To put an idea into action, you need a plan. Go through the same sequence to make a plan of action. What do you need to do? Make a list of all the tasks that need to be done to bring your idea into existence. Keep thinking. Then put those tasks in order. What needs to be done first? What would be second, and so on. Then start in on the first item on your list. Get into action.

If you thought of many solutions and want to narrow down your choices, add parameters.

Using this method, your action is not random or desperate. It is planned, methodical, and effective.

2. Реферировать общенаучный текст:

Saving Money at University

Being a student can be difficult sometimes. Professors can be demanding and living away from home for the first time can be stressful. To make things even more difficult, students are usually on a tight budget and can't afford to buy much. So what are the best ways for new students to save some money?

The first piece of advice is to look into getting a scholarship. There are thousands of scholarships available from different organizations. Having a scholarship that you don't need to pay back not only helps you during your studies. It also means less stress for you after graduating. Universities often have advisors who can sit down and work with you to help find scholarships that might apply to you. You can also find many scholarships online with a quick web search.

Another way to save some money is to plan your courses very carefully. To do this, you need a firm understanding of which courses you need to graduate on time. If you don't carefully plan the path of your courses, you may need to spend an extra year in university to get your degree. This means paying another year's worth of tuition fees. That can be really expensive!

Buying used textbooks and selling your old ones can also help you save loads of cash. Buying new textbooks for all your courses can cost more than \$500. Before buying new ones, make sure to check out the used bookstores. Even if your university doesn't have a used bookstore, you can probably find the same textbook online for much cheaper.

3. Беседа по теме: *Work after graduation*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных

ФГАОУ ВО «КАЗАНСКИЙ
(ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ
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языков для естественно-научного
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И.Г. Кондратьева

ИНСТИТУТ МЕЖДУНАРОДНЫХ
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Название дисциплины

1 курс, 2 семестр

БИЛЕТ № 7

1. Перевести текст общенаучного содержания (со словарем):

Globalization

Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world.

Globalization is not new, though. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. Likewise, for centuries, people and corporations have invested in enterprises in other countries. In fact, many of the features of the current wave of globalization are similar to those prevailing before the outbreak of the First World War in 1914.

But policy and technological developments of the past few decades have increased cross-border trade, investment, and migration so large that many observers believe the world has entered a qualitatively new phase in its economic development.

In the years since the Second World War many governments have adopted free-market economic systems, vastly increasing their own productive potential and creating new opportunities for international trade and investment. Governments also have negotiated dramatic reductions in barriers to commerce and have established international agreements to promote trade in goods, services, and investment. Taking advantage of new opportunities in foreign markets, corporations have built foreign factories and established production and marketing arrangements with foreign partners. A defining feature of globalization, therefore, is an international industrial and financial business structure.

Technology has been the other principal driver of globalization. Advances in information technology, in particular, have dramatically transformed economic life.

Globalization is deeply controversial, however. Proponents of globalization

argue that it allows poor countries and their citizens to develop economically and raise their standards of living, while opponents of globalization claim that the creation of an unfettered international free market has benefited multinational corporations in the Western world at the expense of local enterprises, local cultures, and common people. Resistance to globalization has therefore taken shape both at a popular and at a governmental level as people and governments try to manage the flow of capital, labor, goods, and ideas that constitute the current wave of globalization. To find the right balance between benefits and costs associated with globalization, citizens of all nations need to understand how globalization works and the policy choices facing them and their societies.

2. Реферировать общенаучный текст:

Presidents Day

Presidents Day is celebrated in the United States on the third Monday of February. The holiday started in 1879. It was intended to celebrate George Washington's birthday on February 22nd. George Washington was one of the key leaders of the American Revolution. He was also the first president of the United States. In 1874, Americans also began celebrating Lincoln's Birthday on February 12. Abraham Lincoln was the 16th president of the United States. He led the northern states in a war against the southern states.

Nowadays, some states honor Washington while others celebrate Lincoln on Presidents Day. Some celebrate Lincoln, Washington, and Thomas Jefferson. There is no consensus among American states about who should be celebrated on this day. The holiday is also sometimes called "Washington's Birthday" in some states while others call it "Presidents Day" and still others use "President's Day".

The day is an official holiday in every state. Although almost all American companies used to give their employees the day off, this is no longer the case. Many stores are now open on Presidents Day. There are many sales. Electronics and cars are cheaper to buy because they are sold at a discount. Schools and universities also used to close for Presidents Day. Now, however, many of them remain open and regular classes are held.

3. Беседа по теме: *Further training after graduation*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных

ФГАОУ ВО «КАЗАНСКИЙ
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Название дисциплины

1 курс, 2 семестр

БИЛЕТ № 8

1. Перевести текст общенаучного содержания (со словарем):

English as a Global Language

Because English is so widely spoken, it has been referred to as a «global language». While English is not an official language in many countries, it is the language most often taught as a second language around the world. It is also, by international treaty, the official language for aircraft/airport communication. Its widespread acceptance as a first or second language is the main indication of its worldwide status.

There are numerous arguments for and against English as a global language. On one hand, having a global language aids in communication and in pooling information (for example, in the scientific community). On the other hand, it leaves out those who, for one reason or another, are not fluent in the global language. It can also lead to a cultural hegemony of the populations speaking the global language as a first language.

A secondary concern with respect to the spread of global languages (including major languages other than English such as Spanish, Chinese, Arabic, etc.) is the resulting disappearance of minority languages, often along with the cultures and religions that are primarily transmitted in those languages. Language death caused by English has been particularly pronounced in areas such as Australia and North America where speakers of indigenous languages have been displaced or absorbed by speakers of English in the process of colonization. The expansiveness of the British and the Americans has spread English throughout the globe.

The major varieties of English in most cases contain several sub varieties, such as Cockney slang within British English, Newfoundland English, and the English spoken by Anglo-Quebecers within Canadian English, and African American English within American English. English is considered a language with no variety being clearly considered the only standard. Because of English's wide use as a second language, English speakers can have many different accents, which may identify the speaker's native dialect or language.

Just as English itself has borrowed words from many different languages over its history, English words now appear in a great many languages around the world, indicative of the technological and cultural influence of English speakers. Several languages have formed on an English base – Tok Pisin was originally one such example. There are a number of words in English coined to describe forms of particular non-English languages that contain a very high proportion of English words – Franglais, for example, is used to describe French with a very high English content (spoken mostly in the border bilingual regions of Quebec)

2. Реферировать общенаучный текст:

Headaches

A headache is the feeling you get when your head hurts. Headaches can range from very mild to incredibly powerful. They can last anywhere from 10 minutes to hours. Very bad headaches are called migraines. People who suffer from migraine headaches often need to take the day off from school or work and lie in bed all day.

Why do people get headaches? There are many possible causes. People who drink too much caffeine (in coffee or soft drinks, for example) or alcohol can end up with headaches. This is because these kinds of drinks take water away from the body. If the brain doesn't have enough water, it gets smaller and pulls away from the skull. This can be extremely painful. The best way to get rid of this kind of headache is just to drink lots of water.

Tension headaches happen when the body's muscles are too tight. When people feel stress, it is common for the muscles near the head to become tense. Tension headaches might also be caused by a lack of sleep. Some people suffer from tension headaches for only short times but for other people, these kinds of headaches are a chronic problem that happens again and again. A massage might help to stop a tension headache. If that doesn't help, you might need to see a doctor.

Headaches can also be caused by much bigger health problems. For example, a head or neck injury can cause them. Headaches can also be a warning sign of a heart attack.

3. Беседа по теме: *Higher education in Russia*

УТВЕРЖДАЮ:

ФГАОУ ВО «КАЗАНСКИЙ
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Название дисциплины

1 курс, 2 семестр

БИЛЕТ № 9

1. Перевести текст общенаучного содержания (со словарем):

About the Bologna Process

A European reform process aimed at creating the European Higher Education Area

The aim of the Bologna Process is to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive to European students and staff as well as to students and staff from other parts of the world.

The envisaged European Higher Education Area will

- facilitate mobility of students, graduates and higher education staff;
- prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development;
- offer broad access to high-quality higher education, based on democratic principles and academic freedom.

Why is it called Bologna Process and who participates?

The Bologna Process is named after the Bologna Declaration, which was signed in the Italian city of Bologna on 19 June 1999 by ministers in charge of higher education from 29 European countries. Today, the Process unites 46 countries - all party to the European Cultural Convention and committed to the goals of the European Higher Education Area. An important characteristic of the Bologna Process - and key to its success - is that it also involves European Commission, Council of Europe and UNESCO-CEPES, as well as representatives of higher education institutions, students, staff, employers and quality assurance agencies.

What are the reforms all about?

- Easily readable and comparable degrees organised in a three-cycle structure (e.g. bachelor-master-doctorate): Countries are currently setting up national qualifications frameworks that are compatible with the overarching framework of qualifications for the European Higher Education Area and define learning outcomes for each of the three cycles.

- Quality assurance in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
- Fair recognition of foreign degrees and other higher education qualifications in accordance with the Council of Europe/UNESCO Recognition Convention.
- Work is also undertaken in areas of broader societal relevance, such as the links between higher education, research and innovation; equitable participation and lifelong learning.

The ongoing reforms will have a strong impact on how European higher education relates to higher education in other parts of the world, which is why Ministers have adopted a Strategy for the European Higher Education Area in a Global Setting.

2. Реферировать общенаучный текст:

Structure of Preschool Physical Education

The preschool child is different than the elementary or even the kindergarten child. These young children have different physical, social, and cognitive needs. To teach preschool children using the same class structure used with elementary physical education classes is not suggested.

It is recommended that the preschool class be no longer than thirty minutes in length and have no more than 12 to 14 children in a class at one time. Children at this age are best taught when the activities presented are changed frequently. For example, during a 30 minute class children might participate in 4 or 5 different activities. Each activity 5 to 6 minutes in length. These activities would then be repeated several times throughout the school year.

One suggested structure for a preschool class includes beginning the class with a locomotor/space awareness activity, then move to a manipulative activity (working on throwing, catching, striking, or kicking), a non-manipulative activity (such as balancing, stretching, jumping), and conclude the class with some type of rhythm activity. This is only one example of a class structure that is being used by teachers throughout the country.

Whatever the structure, the key to being successful in teaching preschool is to provide a number of developmentally appropriate activities during each class and then to repeat those activities frequently during the school year.

3. Беседа по теме: *Higher education in the USA*

УТВЕРЖДАЮ:

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Название дисциплины

1 курс, 2 семестр

БИЛЕТ № 10

1. Перевести текст общенаучного содержания (со словарем):

The End of the Colonial Era of the United States

The first Europeans to reach North America were Icelandic Vikings, led by Leif Ericson, about the year 1000. Traces of their visit have been found in the Canadian province of Newfoundland, but the Vikings failed to establish a permanent settlement and soon lost contact with the new continent.

Five centuries later, the demand for Asian spices, textiles, and dyes spurred [побуждать] European navigators to dream of shorter routes between East and West. Acting on behalf of the Spanish crown, in 1492 the Italian navigator Christopher Columbus sailed west from Europe and landed on one of the Bahama Islands in the Caribbean Sea. Within 40 years, Spanish adventurers had carved out [создавать в результате упорного труда] a huge empire in Central and South America.

The first successful English colony was founded at Jamestown, Virginia, in 1607. A few years later, English Puritans came to America to escape religious persecution for their opposition to the Church of England. In 1620, the Puritans founded Plymouth Colony in what later became Massachusetts. Plymouth was the second permanent British settlement in North America and the first in New England.

In New England the Puritans hoped to build a "city upon a hill" - an ideal community. Ever since, Americans have viewed their country as a great experiment, a model for other nations to follow. The Puritans believed that government should enforce God's morality, and they strictly punished heretics, adulterers and drunks. In 1636 an English clergyman named Roger Williams left Massachusetts and founded the colony of Rhode Island, based on the principles of religious freedom and separation of church and state, two ideals that were later adopted by framers of the U.S. Constitution.

Colonists arrived from other European countries, but the English were far better established in America. By 1733 English settlers had founded 13 colonies along the Atlantic Coast, from New Hampshire in the North to Georgia in the South.

Elsewhere in North America, the French controlled Canada and Louisiana, which included the vast Mississippi River watershed [бассейн реки]. France and England fought several wars during the 18th century, with North America being drawn into every one. The end of the Seven Years' War in 1763 left England in control of Canada and all of North America east of the Mississippi.

Soon afterwards England and its colonies were in conflict. The mother country imposed new taxes, in part to defray [оплачивать] the cost of fighting the Seven Years' War, and expected Americans to lodge [обеспечивать временным жильем] British soldiers in their homes. The colonists resented [возмущаться] the taxes and resisted the quartering [квартировать] of soldiers. Insisting that they could be taxed only by their own colonial assemblies, the colonists rallied [собираются] behind the slogan "no taxation without representation."

2. Реферировать общенаучный текст:

Unusual University

Some universities offer some very unusual study programs. In Canada, for example, Humber College lets students study about comedy. For four years, students in the program learn to write and perform it. They learn about different kinds of comedy such as stand-up comedy on a stage. They also learn how to write humorous scripts for movies and television. Humber's comedy students can also learn about the business of comedy. For example, they can study about managing other comedians. Students need to perform on stage at a local comedy club to graduate the program.

Liverpool Hope University in England has another unusual university program. It offers a degree in the very famous rock band, The Beatles. This program gives students the chance to analyze the band's history, music, and lyrics. They can also learn about how popular music can change culture. It takes one year of full-time study to complete the degree. 12 students signed up for the program when it began in 2009 and a Canadian woman was the first to graduate.

Students who want to study about puppets can go to the University of Connecticut in America. Since 1964, it has offered courses in Puppet Arts. Students in the program can learn about designing and performing with puppets. Graduates of this program often find employment as designers and performers in puppet plays around the world. The course has become so popular that the university needed to limit the number of students who could join the program.

3. Беседа по теме: *Higher education in Great Britain*

УТВЕРЖДАЮ:

ФГАОУ ВО «КАЗАНСКИЙ
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_____ И.Г. Кондратьева

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Название дисциплины

1 курс, 2 семестр

БИЛЕТ № 11

1. Перевести текст общенаучного содержания (со словарем):

Social and Business Visits in the USA

Americans often plan social gatherings on short notice, so don't be surprised if you get invited to someone's home or to see a movie or baseball game without much warning. If the time is convenient for you, by all means accept their invitation. But if you are busy, do not be afraid to decline the invitation, perhaps suggesting a time that would be better. Your host will not be insulted. If a friend has invited you to drop by anytime, it is best to call before visiting to make sure it is convenient for them. Do not stay too long, since you do not want to overstay your welcome.

Invitations are usually issued in person or over the telephone. The main exception is for receptions and other formal occasions, in which case a written invitation will be mailed.

For a casual dinner invitation, do not arrive more than 5 minutes early, because your host may still be preparing for your visit. Arriving more than 10 minutes late is considered rude if very few people were invited. If many people were invited, it is ok to arrive a little late, even as much as half an hour late. For example, it is ok to arrive late for a party, for a potluck dinner or for a social gathering involving a large group of people. The main consideration is whether there are enough people in the group so that your late arrival will not be noticed.

At a party, don't be surprised if you are asked what you do for a living. This is a normal opening line of conversation, and not an insult.

If you are invited for dinner, it is appropriate to bring the host a bottle of wine, a gift basket of fruit, a box of candy, or a small potted plant or bouquet of flowers. Do not bring roses, as they have a more intimate connotation; men often give roses to women on a date. If you wish to thank the host for his or her hospitality, it is appropriate to call or send a brief written thank you note the next day.

Business visits, on the other hand, tend to be extremely punctual. If you arrive late to a business appointment, it will reflect badly on you. So try to arrive on time,

or even a little early. If you know that you will be arriving late, you should telephone ahead to let them know of the delay.

If a business meeting takes place over a meal, expect the business discussions to begin after everyone has ordered their meal, sometimes as soon as everyone is seated. Socializing tends to occur after the business is concluded, not before. This is in contrast with the practice in many other countries, where the purpose of the meal is to socialize with and get to know each other before any business is discussed.

Many American companies have women in management positions. So don't be surprised if the person who meets you is a woman, not a man. When businessmen or businesswomen meet, they usually introduce themselves by shaking right hands. When you shake hands, don't crush their fingers, but also don't hold their hand too lightly. A firm handshake is best.

Business cards are not normally exchanged upon meeting. If you need a colleague's contact information, it is ok to ask them for their card. It is also ok to offer someone your card. But there is not an elaborate ritual of exchanging cards as in other cultures.

2. Реферировать общенаучный текст:

National Days

Many countries have a special day each year when they celebrate a “national day”. This day is dedicated to the country’s founding or independence or even a special day for the ruler. Usually these days are a national public holiday where everyone takes the day off from work.

America’s national day is called “Independence Day” and it is held every year on July 4. This marks the signing of the famous document, The Declaration of Independence in 1776. In France, the national day is on July 14. This is the anniversary for the storming of the Bastille. It is considered the start of the French Revolution. The French fly their red, blue, and white flag throughout the country. There is a big military parade in Paris. Japan’s National Foundation Day is on February 11. This is to honor the crowning of Jimmu, the first emperor long ago in 660 AD. However, there are few celebrations on this day in Japan.

Some countries have several national days. In Spain, for example, there are four national holidays. However, a few countries do not have any national day. This includes Denmark and the United Kingdom. Recently, politicians in the United Kingdom hope for the establishment of a national day. Strangely, however, a British national day has been held for many years in early September in Germany. This is because a part of the British royal family in the 18th century had a German family background.

3. Беседа по теме: *Academic achievements*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных
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Название дисциплины

1 курс, 2 семестр

БИЛЕТ № 12

1. Перевести текст общенаучного содержания (со словарем):

UFO (НЛО)

A UFO is an Unidentified Flying Object which has been identified as a possible or actual alien spacecraft. Such objects include meteors, disintegrating satellites, flocks of birds, aircraft, lights, weather balloons, and just about anything moving within the visible band of electromagnetism.

There are as many photographs of UFOs and they are of equal quality: blurs and forgeries. Other physical evidence, such as alleged debris from alien crashes, or burn marks on the ground from alien landings, or implants in bodies of alien abductees, have turned out to be quite terrestrial, including forgeries. The main reasons for believing in UFOs are the testimony of many people, the inability to distinguish science fiction from science, the willingness to trust men telling fantastic stories, the ability to distrust all contrary sources as being part of a conspiracy to withhold the truth, and a desire for contact with the world above. Belief in aliens in UFOs is akin to belief in supernatural beings.

UFOlogy is the mythology of the space age. Rather than angels... we now have... extraterrestrials. It seeks to give man deeper roots and bearings in the universe. It is an expression of our hunger for mystery... our hope for transcendental meaning. The ancient gods have been transformed into space voyagers.

It seems reasonable to believe that the only reason we cannot explain these sightings by conventional means is because we do not have all the evidence – not because these sightings are probably due to alien visitations. If we had all the evidence, we would probably be able to explain the sightings by some conventional means.

It is assumed by UFOlogists that the government, especially the CIA, is lying and covering up alien landings and communication. However, there is no evidence for this other than a general distrust of the government and the fact that many government officials have lied, distorted the truth and been mistaken when reporting to the general public.

Most unidentified flying objects are eventually identified as hoaxes or astronomical events, aircraft, satellites, weather balloons, or other natural

phenomena. In studies done by the Air Force, less than 2 % of UFO sightings remain unidentifiable. It is more probable that with more information those 2 % would be identified as meteors, aircraft, etc., than that they are alien spacecraft.

2. Реферировать общенаучный текст:

Genealogy

Genealogy is the exploration of a family's background over a long period of time. The people who do this are called genealogists. There are professional genealogists who help people do this for a fee. Many genealogists are hobbyists who also trace their own family's history. This takes a long time and usually involves plenty of research.

Genealogists might access government or company archives to find out more information about ancestors. Birth certificates, marriage licenses, and adoption records can show when events happened in the family. Genealogists might also examine military service forms, criminal *records*, and newspaper articles to find details about a person's life. A government census can also give clues about a family's history.

Current technology also plays an important part in genealogy work. Genealogists commonly use special software that can store huge amounts of information about family histories. *It* can display different *graphics* that show various relationships, such as national origin, religion, and birth order. This can help genealogists understand better where a family comes from and how people in the family were related. *It* can also *provoke* some questions about changes in a family. Why, for example, would a family's religion suddenly *alter* over the course of a generation? This would strongly hint that a major event occurred in the family. What was the event? These kinds of questions create more questions and genealogists are always working to find the answers.

3. Беседа по теме: *Training of would-be health care specialists*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных
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ИНСТИТУТ МЕЖДУНАРОДНЫХ
ОТНОШЕНИЙ, ИСТОРИИ И

И.Г. Кондратьева

ВОСТОКОВЕДЕНИЯ
Отделение «Высшая школа
иностранных языков и
Кафедра иностранных языков для
естественно-научного направления

Название дисциплины

1 курс, 2 семестр

БИЛЕТ № 13

1. Перевести текст общенаучного содержания (со словарем):

Where to Find a Good Job?

The job search may take a while, but with the simple steps you will find that job that suits you. Getting a job is one of the most stressful situations a man or a woman can go through. The main thing to remember about finding a job is to not let it stress you out.

When looking for a job, make sure that you are confident. If you show that you can do the job, you most likely will. Do not limit yourself to only one field of jobs, but try out for many jobs, and fill out as many applications as you can. Again, do not limit yourself.

Finding the job is the most important part, and we will all come to face this fact eventually. A few things to help you find a job is this: Go through the local newspapers, go through all of the adds, circle the ones that interest you and then fax in your resume, or give them a call as soon as possible. Do not delay this, for if you do, you may miss out on the chance of a lifetime. A few places to find a job are on the Internet, also known as the world wide web. Go on the world wide web and type in jobs in any major search engine, or the specific job that you are looking for, and you will come up with many results.

Some jobs are also not right in front of your face either. You will have to do some searching. Also, keep in mind that if you know of a friend who works in a field that you are interested in, talk to him. He can usually help you out in your search, and possibly get you a job, or a career that you will love and enjoy.

Remember to try and choose a job that you will enjoy. If you enjoy the area of work that you work in, you will actually never work a day in your life.

Check out mystery shopping, or other fields like that if you are having trouble finding work, seek unemployment for the times that you can. Check out the money online programs.

If you are going to college, many campuses have a work on site job that you can work while going to the college or campus. Also check out Grants and Student Aid for while you are attending school.

When you are applying for a job in the paper, or the sign in the window, there

are a few simple guidelines to remember.

Keep your resume short and neat [четкий, ясный, точный], a one page resume is more than enough. If they look too long and gaudy [цветистый, витиеватый] looking, the employers will not give it their full attention. Again, be confident, be confident that you can and will do the job. List as many references that you have, attach them as well to your resume.

Dress for Success. Yes, I know you have heard that before, but it is the truth. Dress nicely and appropriately for the job. Always smile. At the end of an interview, shake hands firmly.

When seeking for a job remember to follow your interests and do not limit yourself. The job search may take a while, sometimes a few months, if not more, but never stop until you find that career that suits you. Always be in control of your life.

2. Реферировать общенаучный текст:

The Broken Window Theory

In the 1980s and 90s, many people considered New York City to be one of the most dangerous cities in the world. New York City had one of the highest violent crime rates. Gangs *roamed* the city streets at night looking to rob people of their wallets. Many New Yorkers did not feel that riding the subway at night was safe.

New York City has changed a lot over the decades. Now, it has one of the lowest violent crime rates compared to other large cities. People feel much safer walking the streets after sunset. The murder rate in New York City these days is only 18 per cent of what it was in the 1980s. This *significant* drop in crime shocked even the experts. But why did this happen?

The reasons for New York City's lower crime rates are not so clear. Some experts believe that "The Broken Window Theory" explains this change. The Broken Window Theory was created in 1982 by two social scientists named James Wilson and George Kelling. They believed that people look for even the smallest signals about how they should behave in *their* environment. For example, if someone sees a broken window somewhere, it may hint that breaking other windows or other things are permitted and even encouraged. On the other hand, when an environment is clean, this signals to other people that they should behave respectfully and not commit offenses.

During the 1980s and 1990s, New York City authorities hired George Kelling and *they* put his theory to use. Under Kelling's advice, the mayor of New York City ordered the police to crack down on *petty* crimes such as jaywalking and public drinking. The crime rate in New York began to fall drastically. Not everyone agrees that this decrease was due to The Broken Window Theory but it may have been one cause.

3. Беседа по теме: *Theoretical and clinical department*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных
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БИЛЕТ № 14

1. Перевести текст общенаучного содержания (со словарем):

Terrorism

The word «terrorism» is controversial. Definitions of «terrorism» generally involve some or all of the following: 1) a terrorist act is generally unlawful; 2) it is violent and may be life threatening; 3) the violence is politically motivated; 4) the direct targets are civilians; 5) the direct targets may not be the main targets; 6) the main targets may be one or more nation-states, governments, or societies; or a political, ethnic, or religious group, or an industry or commercial operation, within those societies; 7) the objective is usually to frighten the main targets; 8) there may or may not be a claim of responsibility.

Terrorism expert A. P. Schmid of the United Nations Office for Drug Control and Crime Prevention has proposed a short legal definition for use by the UN, namely that an act of terrorism is «the peacetime equivalent of a war crime». The words «terrorism» and «terror» originally referred to methods employed by regimes to control their own populations through fear, a tactic seen in totalitarian regimes such as Nazi Germany and Soviet Russia. The current use of the term relies more on the example of the 19th-century revolutionaries who used the technique of assassination, particularly the anarchists and Narodniks (populists) in Tsarist Russia, whose most notable action was the assassination of Alexander II.

In response to the September 11, 2001 attacks, political leaders from Europe, North America, Asia, and the Middle East have placed the phenomenon of terrorism within the context of a global struggle against systems of government perceived by those accused of using terrorist tactics as harmful to their interests. Acts of terrorism can be carried out by individuals or groups. The most common image of terrorism is that it is carried out by small and secretive cells, highly motivated to serve a particular cause. Terrorists often seek to demoralize and paralyze their enemy with fear, using their acts as a form of blackmail to apply pressure on governments to achieve goals the terrorists could not achieve by other means.

Recent developments have seen a divergence in social and political responses to terrorism between the United States and Western Europe. The September 11, 2001 attacks were carried out by foreigners who entered the country for that purpose, on behalf of a foreign organization, operating from bases in a remote country. Western European countries, on the other hand, are now confronted with a domestic terrorism based within a domestic religious minority, some recent

immigrants, but many native-born citizens.

2. Реферировать общенаучный текст:

Higher Education in Great Britain

Pupils going on to higher education or professional training usually take "A" level examinations in two or three subjects. Universities accept students mainly on the basis of their "A" level results, although they may interview them as well. In 1971 the Open University was started, where these formal qualifications are not necessary. Nearly a quarter of all adult part-time students follow its degree courses on radio and television.

There are forty-seven universities in Britain and thirty former polytechnics (now also universities), plus 350 colleges and institutes of higher education (some of which train teachers).

Undergraduate courses normally take three years of full-time study, although a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to a Bachelor's degree in Arts or Science. There are various postgraduate degrees, including Master and Doctor of Philosophy. The last two are awarded for research in arts or sciences.

Degrees are awarded either by the institution itself, or by the Council for National Academic Awards, particularly in vocational areas. Students of law, architecture and some other professions can take qualifications awarded by their own professional bodies instead of degrees.

At present, students who have been accepted by universities or other institutions of higher education receive a grant from their local authority, which covers the cost of the course, and may cover living expenses. Parents with higher incomes are expected to make a contribution. Until 1990 the grant did not have to be paid back, but now a system of loans has been introduced.

The most famous universities are Oxford and Cambridge, called "Oxbridge". They are famous for their academic excellence of higher education.

3. Беседа по теме: *Challenges of modern medicine*

УТВЕРЖДАЮ:

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БИЛЕТ № 15

1. Перевести текст общенаучного содержания (со словарем):

United Nations

The United Nations, or UN, is an international organization established in 1945 and now made up of 192 states.

UN membership is open to all "peace-loving states" that accept the obligations of the UN Charter and, in the judgment of the organization, are able and willing to fulfill these obligations. The General Assembly determines admission upon recommendation of the Security Council.

The United Nations System is based on six principal organs: 1) UN General Assembly; 2) UN Security Council; 3) UN Economic and Social Council; 4) UN Trusteeship Council; 5) UN Secretariat; 6) International Court of Justice.

The UN came into existence on October 24, 1945, after the Charter had been ratified by the five permanent members of the Security Council — Republic of China, France, the Soviet Union, United Kingdom, and the United States — and by a majority of the other 46 signatories.

The United Nations headquarters building was constructed in New York City in 1949 and 1950 beside the East River on land purchased by an 8.5 million dollar donation from John D. Rockefeller, Jr., and designed by architect Oscar Niemeyer. UN headquarters officially opened on January 9, 1951. While the principal headquarters of the UN are in New York, there are major agencies located in Geneva, the Hague, Vienna, and elsewhere.

UN peacekeepers are sent to various regions where armed conflict has recently stopped, in order to enforce the terms of peace agreements. These forces are provided by member states of the UN; the UN does not maintain any independent military. All UN peacekeeping operations must be approved by the Security Council.

In conjunction with other organizations, such as the Red Cross, the UN provides food, drinking water, shelter and other humanitarian services to inhabitants suffering from famine, displaced by war, or suffering from some other disaster.

The six official languages of the United Nations include those of the founding nations: Chinese, English, French, Russian as well as Spanish. In addition, Arabic was added in 1982. All formal meetings are interpreted in these official languages. Additionally, all official documents, in print or online, are translated in all six languages.

2. Реферировать общенаучный текст:

Spam

Spam is a kind of meat sold in a can. It has a very interesting history. From the mid-20th century, Spam spread throughout the world.

Spam was developed in America by Hormel Foods Corporation in 1937. Its name may have come from combining the words “Spiced Pork and Ham”. During World War II, the US military gave Spam to its soldiers fighting in the Pacific. This is because canned meat did not spoil as quickly as other kinds of meat. It was also cheaper and easier to transport over long distances. Soldiers often gave their Spam to local people in the Pacific Islands and it became part of their diet.

Spam was also sent to Europe during the war. It was introduced to the United Kingdom in 1941. Spam helped to make up for the food shortage in places like Britain and the Soviet Union. After the war ended, many Germans were starving and the American military tried to help by giving them Spam. During the Korean War from 1950 to 1953, the United Nations gave out Spam to help feed hungry Koreans, who used it to make a new dish. They mixed it with rice and vegetables and wrapped it all in seaweed to make a Spam kimbaap.

Today, Spam is sold in 41 countries around the world. It is still very popular. In fact, Hormel Foods celebrated selling its seven billionth can of Spam in 2007. In America, people eat about 122 million cans of Spam every year. It is very popular in China, where it is often used for sandwiches. In Japan, Spam is a part of a common stir-fry dish in Okinawa called chanpuru.

3. Беседа по теме: *Branches of medical science*

Вопросы к зачету (3 семестр).

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БИЛЕТ № 1

1. Письменно перевести текст по специальности (со словарем):

Systems of the body.

There are several main systems of the body: the skeletal, the muscular, the nervous, the digestive, the respiratory, the urinary, the endocrine and the reproductive systems.

The skeletal system consists of the bones of the body and ligaments and cartilages, which join them. The chief function of the skeletal system is structural.

The muscular system consists of the skeletal muscles and their associated structures. The main function of this system is to move us about.

The nervous system consists of the brain and spinal cord, nerves, ganglia and receptors. It is a complex information system with all the necessary means for receiving, processing and communicating information.

The circulatory system consists of the heart and blood vessels and the blood, which is pumped through the blood vessels by the heart. Its function is mainly that of transportation system: the nutrients, oxygen, special substances which are required by cells are carried by the blood stream; and the cellular wastes and sometimes other materials produced by the cells are carried away by the blood stream.

The digestive system consists of the alimentary canal and a number of associated glands.

The respiratory system consists of the lungs, the air passages leading to them and associated structures. Its main function is to convey oxygen to the lungs, where it can enter the blood stream and to remove carbon dioxide, which escapes from the blood into the lung spaces.

The urinary system consists of the kidneys which produce urine by removing nitrogenous and other wastes from the blood: the two ureters, which convey the urine away from the kidneys; the urinary bladder, where the urine is stored until it is discharged; and the urethra through which the urine is discharged.

The endocrine system consists of a number of glands throughout the body, which produce regulatory substances called hormones. The endocrine system serves to regulate a large number of activities.

2. Реферировать текст по специальности:

Immunity.

Immunity means resistance to disease. It is provided by certain white blood cells, which release antibodies and antitoxins into the blood plasma. Many causative factors can stimulate white cells to produce antibodies antitoxins; for example, microorganisms; bacterial, plant and animals toxins; foreign bodies; transplants; transfusion of incompatible blood cells. All such factors are called antigens.

When infection occurs, inflammation results, and part of this defensive reaction involves antibodies and antitoxins. They are present in the blood and help overcome the microorganisms concerned. Some of these antibodies and antitoxins can remain in the blood for life and prevent any repetition of the same infection. Such life-long protection is called acquired immunity; but unfortunately it does not occur for every type of microorganism.

However, where immunity is possible it can be reproduced artificially in people who have never been infected by a particular microorganism.

If an infection is too virulent, or the body resistance too weak, the white cells are unable to contain the infection and it can spread throughout the body. Before the discovery of antibiotics, such spread was usually fatal. If the balance between infection and body resistance us equal, a condition of stalemate may supervene, often leading to a persistent state of chronic infection.

During the battle between invading bacteria and white cells in the inflamed area, many casualties occur. These dead white cells and bacteria form the creamy liquid known as pus. A localized collection of pus is called an abscess. Abscess of the skin are called boils. Sometimes pus formation spreads diffusely instead of forming an abscess. This is called cellulites. In the absence of infection, pus formation does not occur and any damage done by the causal irritant is repaired.

3. Беседа по теме: *Environmental medicine*

УТВЕРЖДАЮ:

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БИЛЕТ № 2

1. Письменно перевести текст по специальности (со словарем):

Blood.

Blood contains a fluid called plasma plus microscopical cellular elements: erythrocytes, leucocytes, and thrombocytes.

Erythrocytes are red blood cells of which 4.5 – 5 million are found in each cubic millimeter. These cells are made in the bone marrow and are important in transporting oxygen from the lungs through the blood stream to the cells all over the body. The oxygen is then used up by body cells in the process of converting food to energy (catabolism). Hemoglobin, containing iron, is an important protein in erythrocytes, which helps in carrying the oxygen as it travels through the blood stream. Erythrocytes also carry away carbon dioxide (CO₂), a waste product of catabolism of food in cells, from the body cells to the lungs. On arriving there it is expelled in the process of breathing.

Leucocytes are white blood cells from 4.000 to 10.000 per cubic millimeter existing in several types: granulocytes and agranulocytes, which are also subdivided into different types.

Granulocytes are cells with granules in their cytoplasm formed in the bone marrow. There are three types of granulocytes: eosinophils, basophils, neutrophils.

Agranulocytes are produced in lymph nodes and spleen. There are two types of agranulocytes: lymphocytes and monocytes.

Thrombocytes or platelets are tiny cells formed in the bone marrow. They are necessary for blood clotting. Their number is 400.000 per cubic millimeter. The plasma is the fluid portion before clotting has occurred. The serum is the fluid portion of blood remaining after the coagulation process is completed.

The body contains about five liters of blood kept at a constant temperature of 37°C. Blood consists of three different types of cell floating in a liquid called plasma. The blood cells are known as red cells, white cells and platelets. Red cells and platelets are unique among body cells in having no nucleus. Blood cells are so small that one cubic millimeter of blood (the size of a pin head) contains about five million red cells, 7.000 white cells and 250.000 platelets.

2. Реферировать текст по специальности:

Therapy Dogs

Therapy dogs are dogs that are trained to give affection and comfort to people in unfortunate situations. They are often used to help people in hospitals, retirement homes, schools, and people with learning disabilities. Whether or not a dog is suitable for this line of work is based on personality rather than breed. Because therapy dogs must work with many kinds of people, such as young children or the elderly, *they* must have patience and sensitivity.

The story of the first therapy dog is very interesting. During World War II, a soldier named William Wynne found a Yorkshire Terrier dog abandoned on the battlefield. He became friends with the dog and named it Smoky. When Corporal Wynne became very ill and entered a hospital, his friends brought Smoky for a visit. Smoky became so popular with the other sick soldiers in the hospital that he was allowed to stay. The doctors in the hospital used Smoky to help cheer up the patients. After the war ended, he continued to work as a therapy dog in the United States.

In the 1970s, an American nurse named Elaine Smith started a program to train therapy dogs. Smith noticed how patients in hospitals seemed to recover faster when they had been around dogs. Many other doctors and nurses noticed that having animals regularly visit hospitals helped lower stress and blood pressure among patients. In the 1980s and 1990s, other animals also started to help the sick. Cats, birds, and rabbits have become “therapy pets” and they are now used in many hospitals around the world.

3. Беседа по теме: *WHO (World Health Organization)*

УТВЕРЖДАЮ:

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БИЛЕТ № 3

1. Письменно перевести текст по специальности (со словарем):

Drugs.

The metric system is used exclusively when ordering and prescribing drugs. The metric unit of weight is the gram (g) and this is divided into thousandths called milligrams (mg).

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

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

Drugs may be administered externally or internally.

Drugs are classified into groups which have a specific action, such as antibacterial drugs, which are used for the treatment of infections, or local anesthetics, which abolish pain. Some drugs belong to more than one group. For example, lignocaine, which is local and surface anesthetic. Let's take antibacterial drugs as an example.

They are administered internally to kill bacteria.

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

There are strict legal requirements for the purchase, storage, use, identification, dispensing and prescription of drugs.

Many drugs are poisonous if taken accidentally or in excess; others caustic and may cause painful burns. Some common sense precautions in storing drugs are to keep them well away from food and drinks; keep poisons locked up in a special poisons cabinet; and to keep caustics on the lowest shelf where accidental spillage cannot affect the eyes or burn the face.

Stocks of drugs must be stored in accordance with manufacturers' instructions and not kept beyond their expiry date. Records of their purchase, supply and expiry date must be kept for at least 11 years. Any drugs which have passed their expiry date should be discarded, together with any solutions which have become discolored or cloudy.

Certain drugs, such as adrenaline, halothane and hydrogen peroxide must be stored in dark bottles to prevent premature deterioration, while poisons bottles are ribbed to indicate by touch that their contents are dangerous.

2. Реферировать текст по специальности:

Vitamins

Vitamins are substances that the body needs to survive. Different kinds of vitamins provide the body with different benefits. For example, vitamin B helps the skin stay healthy. Teeth and bones need vitamin D. Vitamin K assists with making new blood.

Luckily for us, vitamins are commonly found in nature and in the food we eat. For example, milk and fish have large amounts of vitamin B12. Fruit and vegetables usually have some amount of vitamin C. Many people don't have the time or energy to eat healthy foods all the time. As a result, *they* need to take pills called multivitamins or vitamin supplements.

Multivitamin companies make a lot of money from selling these pills. Their annual global revenue is around \$68 billion. Many consumers think that multivitamins can help maintain a healthy lifestyle. But is it dangerous to take too many vitamins?

Several scientists and organizations are worried that people are taking too many vitamins. The World Health Organization (WHO) has told consumers that excessive vitamin A might cause birth defects. The National Cancer Institute found that people who took too much vitamin E had an increased risk of cancer. Some doctors have cautioned patients that taking excessive vitamin C can make people very sick. Scientists and health professionals have started to understand the reason for these problems. Bodies that are too full of one vitamin have no room for other vitamins.

3. Беседа по теме: *Specialized medical care in Russia*

УТВЕРЖДАЮ:

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БИЛЕТ № 4

1. Письменно перевести текст по специальности (со словарем):

Abdomen.

The abdomen is a cavity containing the main organs of digestion. It is immediately below the chest but separated from it by the diaphragm.

The stomach lies just below the diaphragm and receives all the food which has passed down the oesophagus after being swallowed. Food stays in the stomach for a few hours while the stomach enzymes begin the first stages of digestion.

After leaving the stomach, the partially digested food enters the small intestine. This is a long coiled tube about six metres long in which digestion is completed. It manufactures its own enzymes for this purpose but also receives some help from the pancreas. This gland lies in the loop of the duodenum, which is the first part of the small intestine after the stomach. The pancreas produces some enzymes which pass into the duodenum.

When the food has been completely digested in the small intestine, the indigestible residue passes into the large intestine. This is a wider tube, nearly two meters long, leading from the small intestine to the rectum. The large intestine absorbs water and minerals from waste food remnants. The rectum carries this waste to the external orifice or anus where it is eliminated from the body. The whole system of tubes through which the food passes on its way from mouth to anus is called the alimentary canal.

After digestion has been completed in the intestines, the digested food, which is now in a state the body can use, passes through the walls of the intestines into capillaries where the blood carries it to the liver.

The liver lies just below the diaphragm to the right of the stomach. It is a storehouse for digested food and distributes it to those parts of the body requiring it. It also produces a digestive juice known as bile. This is stored in the gall – bladder, which lies underneath the liver. Bile passes into the duodenum at the same point as the digestive juice from the pancreas.

The next stage of digestion occurs in the stomach, which produces a mixture of acid

and enzymes called gastric juice. The acid kills germs and extracts any iron from the food – for hemoglobin formation. The enzymes initiate digestion of proteins and fat. Food is churned up in the gastric juice for up to five hours before being released into the duodenum. That is why patients must not eat for at least four hours before receiving a general anesthetic. If such precautions were not taken, the stomach might still contain food which could be vomited during anesthesia and cause blockage of the airway. It must be remembered that the protective mechanism of swallowing, which prevents food entering the airway, may be paralyzed during general anesthesia.

2. Реферировать текст по специальности:

Family Therapy

Family therapy is a profession concerned with how to work through problems in a family. It is a special form of therapy that is very different from treating individuals with problems. Family therapists attempt to understand how family members relate to each other.

Family therapy began in the 1950s. It was a radically different way of helping people. In the past, psychologists saw therapy as a way of learning about a patient's thoughts and emotions. *They* were mostly concerned with causes and effects. Family therapy focuses instead on personal relationships. This is because family therapists believed that the family was a special social group. To these professionals, the family was an organism with its own life. The way family members interact with each other can be a sign of whether or not a family is sick or healthy.

Family therapists try to understand how communication works in a family. *This* often involves watching family members work as a team. For example, therapists may ask family members to play together or create some art together. They take note of who makes decisions and how family members disagree with each other. They might also visit a family at home and observe their daily interactions.

Family therapists also see how and why people in the family take on certain roles. For example a father may be too nice to his children. This may cause the mother to become excessively strict. By assuming these roles, family members try to provide balance to the family. Often, these people are unhappy with their roles and family therapists give them a hand so they can have a healthy role.

3. Беседа по теме: *Medical insurance*

УТВЕРЖДАЮ:

ФГАОУ ВО «КАЗАНСКИЙ
(ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ
УНИВЕРСИТЕТ»

Заведующий кафедрой иностранных
языков для естественно-научного
направления

_____ И.Г. Кондратьева

ИНСТИТУТ МЕЖДУНАРОДНЫХ
ОТНОШЕНИЙ, ИСТОРИИ И
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Название дисциплины

2_ курс, 3_ семестр

БИЛЕТ № 5

1. Письменно перевести текст по специальности (со словарем):

Respiration.

Respiration means breathing. Its function is to provide the means whereby oxygen enters the blood and carbon dioxide leaves. This interchange of gases occurs in the lungs which are situated in the chest, one on each side of the heart.

The chest forms a protective cage for the heart and lungs. The bars of the cage are formed by the ribs – which are joined to the breast bone in front and spine behind. The spaces between the ribs are filled by the rib muscles. The floor of the cage is formed by the diaphragm, which is a sheet of muscle separating the chest from the abdomen.

In order to reach the lungs, the air we breathe enters the throat through the nose or mouth and passes into the larynx. Below the larynx the air passes along a tube called the trachea, which runs down the neck to the chest where it divides into two. These two branches are known as the right and left bronchi and they enter their respective lungs. Just as arteries divide up into smaller arteries and finally into thin – walled capillaries, so do the bronchi divide inside the lungs. Each bronchus divides into many smaller and smaller tubes until eventually ends up as a huge number of tiny air sacs, which comprise each lung. A network of capillaries originating from the pulmonary artery passes round each air sac.

Air breathed in through the nose passes via the throat, larynx, trachea and bronchi to the air sacs of the lungs. This passage from nose to lungs is known as the airway. In the lungs, oxygen from the air passes through the thin walls of each air sac and its surrounding capillary to reach the blood. In the same way carbon dioxide passes simultaneously out of the blood into the air sacs. This gaseous exchange for replenishing the blood with oxygen and eliminating the waste product, carbon dioxide, is the sole purpose of respiration.

Oxygen enters the blood by combining with hemoglobin in the red cells; where as carbon dioxide is carried by the plasma.

2. Реферировать текст по специальности:

Womb Transplants in the UK

The first set of womb transplants will happen in the UK starting in 2016. Doctors have approved 10 transplants as part of a clinical trial. The transplants will be led by Dr. Richard Smith at the Queen Charlotte's and Chelsea Hospital in London.

Who will receive the wombs?

Some women who don't have wombs or have non-functioning wombs could be offered the transplant. Of course, not all women will want a womb transplant, but those who do will have to meet some requirements.

For example, they must be under 38 years of age, have a healthy weight and be in a long-term relationship. They also need to have healthy and functional ovaries.

Who will give the wombs?

This procedure has already taken place in Sweden, where live donors volunteer to give their wombs.

However, because of the risks involved in taking out the womb, the UK will only be accepting wombs from donors who are "brain-dead" but whose hearts are still beating. They have not yet given details about how donors will be picked.

So, what exactly are the risks?

Women receiving wombs will have to undergo complex surgery and be placed under anesthetics. They will also need to take immunosuppressants which can lead to infections and osteoporosis.

People have also questioned how safe the procedure is to the fetus that will later develop in that womb. Doctors seem to think that this should not be a problem. All safety information will be studied carefully during the clinical trial.

This procedure was first attempted in Saudi Arabia, but it did not go well. Four months after the transplant, the organ had to be taken out.

3. Беседа по теме: *Private medical and health care institutions*

УТВЕРЖДАЮ:

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БИЛЕТ № 6

1. Письменно перевести текст по специальности (со словарем):

Nutrition 1

All living things need food to survive. It gives us energy for everything that we do. It also gives the body what it needs to repair muscles, organs and skin. Food helps us fight off dangerous diseases.

It is important to eat a wide range of food in order to stay healthy. Nutrition is the science that deals with food and how the body uses it.

How the body uses food

Food has nutrients in it— substances that give our body many important things that we need. They provide us with energy and also help control the way our body grows.

Before nutrients can go to work food must be broken down so that they can pass into our body. This is called digestion. It starts when we chew the food that we eat. When we swallow it it travels on to the stomach where it is mixed together with water and other fluids. Then the food is passed on to the intestine. Nutrients escape through the walls of the intestine into our blood. From there they are carried to all parts of the body.

Most food leaves waste that the body cannot use. Some of it goes to the kidneys and turns into urine. The liver also filters out waste. What is left over passes through the large intestine and leaves our body.

Nutrients

There are six main groups of nutrients: proteins, carbohydrates, fats, vitamins, minerals and water. The energy that food gives us is measured in kilocalories, or one thousand calories. A calorie is the energy that is needed to raise the temperature of water by one degree Celsius.

Water

Although water does not give us energy it is the most important nutrient. We may be able to live on without the others for weeks, but we cannot go on without

water for more than a few days.

Water has many functions in our body. It helps break down food. It also cools the body down when it becomes too hot. The body carries away waste products in a watery solution.

Our body needs about 2 –3 litres of water a day. We get it from the water and liquids we drink but also from fruits, vegetables and other food.

Carbohydrates

Carbohydrates are the main source of energy for our body. Sugars and starches have carbohydrates in them.

Sugar is a simple carbohydrate. It gives us energy very quickly. This form of energy can be found in dairy products, honey, syrup, jams and jelly.

Starches must be broken down into sugars before our body can use them. They are found in beans, bread, potatoes, cereals, corn, pasta, peas and potatoes. They provide our body with a constant supply of energy.

2. Реферировать текст по специальности:

How Long Can a Human Survive Without Water and Food?

People do not need food as much as they do water. In fact, they can survive quite a long time without it depending on many factors. History has shown that people can go on for weeks without eating anything. Indian leader Gandhi once fasted for three weeks. According to medical experts people can survive without food for up to two months, as long as they have enough to drink. If you are strong and in good physical shape you are likely to survive longer, because the body stores fat, carbohydrates and other forms of energy. That is why fatter people can survive longer.

Surviving without food also depends on how fast a person burns food. Those who use up food energy faster will probably not survive as long as those who burn food more slowly. Climate also plays an important role in survival. Cold weather makes you use up more energy. A hot climate allows you to go on longer without replacing food.

Eating too little for a long time causes your body to react in some special ways. It may lead to physical weakness or confusion. After many weeks without food your body organs can fail one after the other.

Living without water is a very different story. We constantly lose water through sweat, urine, breathing and other activities. If it is very hot your body can dehydrate within a matter of hours. The water and minerals the body loses must be replaced so that our organs can work as they should. Water helps us cool down in the heat; otherwise we would suffer from a heat stroke. Doctors also tell us to drink a lot when we are ill and have fever.

Dehydration can lead to many illnesses, from too little urine to a dry mouth, a fast heartbeat or even vomiting. Shock comes at the end of dehydration. The body becomes cool and blood pressure goes down rapidly.

3. Беседа по теме: *Problems facing medical science in our country*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных

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БИЛЕТ № 7

1. Письменно перевести текст по специальности (со словарем):

Nutrition 2.

Fats

Our body needs fat in small amounts. Fats are made up of carbon, oxygen and hydrogen. They store vitamins and produce fatty acids. We need these acids to produce cell membranes.

Fats can come from animals or plants. They are in meat and dairy products, like butter and cheese. Other types of fats are in vegetable oils, nuts or seeds.

Too many saturated fats produce a high level of cholesterol, a waxy material made by the body. It starts building up in the walls of blood vessels and may block blood as it flows through our body.

Proteins

Proteins are among the most important building blocks of our body. Muscles, skin and hair, for example, are made up of proteins.

Proteins are complex molecules made up of amino acids. The body can produce some of them itself, but we must get the others from food. Proteins are in cheese, eggs, fish, meat, milk, as well as in nuts, peas and beans.

Minerals

Minerals are needed for growth. They are inorganic, not made up of living things. Our body needs different amounts of various minerals. Calcium and magnesium, for example, are important for bones and teeth. We also need small amounts of iron. It is a component of haemoglobin, which carries oxygen to red blood cells. Fluorine or zinc are other minerals we need in very small amounts. They are called trace elements.

Vitamins

Our body needs a variety of vitamins to stay healthy. Each of them does a different job. Vitamin A, for example, helps skin and hair grow. Vitamin C is needed to fight off infections. Vitamin D helps the growth of bones and teeth

The right diet

The key to staying healthy is eating the right food. Nutritionists suggest eating according to the food guide pyramid. It has five sections. You should eat a lot of the bottom parts, but only a little of the upper parts.

Nutrition and diseases

All over the world people suffer from illnesses that are caused by eating the wrong food or not having enough to eat.

In developing countries deficiency diseases arise when people do not get the right nutrients. Kwashiorkor is a disease that occurs if your body doesn't get enough proteins. Marasmus occurs in young children who don't get enough calories every day. They become weak, underweight and often die.

Diseases often occur if you suffer from a lack of vitamins. Not enough vitamin D, for example, may lead to bone illnesses.

In industrialized countries people often suffer from eating too much. Too much fat and cholesterol in your body can lead to heart diseases, obesity and cancer. High cholesterol levels may make your arteries narrow. The result may be high blood pressure, a heart attack or a stroke.

The lack of certain minerals may also lead to illnesses. Not enough iron in your food reduces the blood's ability to make red blood cells, which are needed to transport oxygen through our body.

2. Реферировать текст по специальности:

World AIDS Day

December 1 is World AIDS Day. It is dedicated to make people more aware of the AIDS disease around the world. Celebrities who died of AIDS are remembered on this day. Government officials and celebrities hold speeches and organize special events on this day. World AIDS Day has become the best known health day in the world.

In the past few years AIDS awareness has gone down. People no longer talk about it as much as they had done in previous years. But, still, HIV remains a threat to men and women and children around the world. World AIDS Day is supposed to make sure that we don't forget AIDS. Politicians must keep it on their agenda, even though there are many other global crises to deal with.

World AIDS Day was first organized by two WHO officials in 1988. Since then it has been held every year with a new topic chosen every few years. The current theme is "Stop AIDS, Keep the Promise".

AIDS has killed over 25 million people since 1981. About 40 million people around the world are infected with HIV. There are 2.7 million new victims every year. Africa south of the Sahara desert is the region that is most affected by AIDS. Almost 70% of the world's AIDS victims live here.

HIV is a virus that attacks the immune system of the body and weakens or destroys it. Then a person is too weak to fight off infections. Up to now modern medicine has not yet come up with a vaccine against AIDS but there is medicine that can slow down the infection. In some cases people can live up to ten

years longer with the disease.

The virus can be transmitted in different ways. Couples who have sexual intercourse can get HIV from each other. Drug addicts can pass the virus to those who use the same needle. AIDS can be transmitted by infected blood after transfusions . The virus can also be passed to an unborn baby from its mother.

3. Беседа по теме: *Types of medical institutions in our country*

УТВЕРЖДАЮ:

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БИЛЕТ № 8

1. Письменно перевести текст по специальности (со словарем):

Headache

A headache is a pain in the head which almost everyone feels at one time or another. Almost half of all people have a headache at least once a year. Most headaches are not dangerous but they get in the way of your work and disturb your life. Although many people see a doctor when they have a headache, physicians normally cannot see any causes in their offices

Types of headaches

There are two main types of headaches- tension headaches and migraines.

Tension headaches cause a mild to strong pain in the head. Many people describe such headaches as a tightening feeling. Some headaches cause a dull pain that can last for hours. They occur anywhere from the front to the back of your head. Other people feel a sharp, throbbing pain in their head.

About 20% of all headaches are migraines. They are strong headaches that can cause extreme pain. They can last as long as a couple of days. Warning signs like nausea, vomiting and seeing flashes of light sometimes occur shortly before migraines attack. Such a forewarning is called an aura. Migraines are often passed down to you from your parents and grandparents.

Causes of headaches

Headaches are a disorder of the nervous system. Even though the exact causes of a headache are not clear most of them are caused by the widening of blood vessels combined with chemicals that are set free around them. Nerves send pain messages to your brain.

There are many factors that can lead to a headache. Here are some of them:

- not enough sleep
- not enough water
- stress

- watching TV or looking at a computer screen for a long time
- smoking
- alcohol
- coffee, tea and certain foods

Sometimes headaches can be caused by injuries and infections. Emotional factors like depression, sadness, being afraid of something can also lead to pain in the head.

How to fight off headaches

Pain relievers and other drugs are often used to combat headaches. Many people take aspirin when they have a headache. Doctors also suggest that patients should relax when they experience a headache. In some cases, changing your diet may result in relieving pain and weakening headaches.

In any case, you should exercise regularly and get a lot of fresh air. This may not make headaches disappear completely but it can help make you feel better.

2. Реферировать текст по специальности:

Anaesthesia is Causing More Deaths

Deaths caused by anaesthesia are increasing. A German study published in a medical journal states that more people are dying after operations because of anaesthesia than before. The reason for this is that, because of modern medicine, more and more older patients undergo operations.

More than 70 years ago, for every one million patients that were operated on, about 640 died during or shortly after an operation. By the end of the 1980s that rate was down to four per one million operations, thanks to modern medicine and new forms of anaesthesia. A recent study however shows that this rate is up again to seven anaesthesia-related deaths per one million operations.

The study states that, on average, patients who undergo operations have become older. Performing an operation, for example, on an eighty-year old is riskier than one on a twenty-year old. Anaesthesia can be especially risky if patients have heart problems or high blood pressure. In certain circumstances it can lead to death.

During an operation anaesthetists watch the patient's breathing, heart rate and blood pressure. It is up to them to decide the amount of drugs that a patient should get. In rare situations a patient is allergic to certain anaesthetics. When complications due to anaesthesia arise, the whole operating team must react quickly to get the situation under control.

Methods of anaesthesia have changed over the ages. Ancient civilizations gave patients plants like poppy or alcohol to stop pain. In the 1800s laughing gas was discovered as a means of anaesthesia.

3. Беседа по теме: *The selection of students to a medical school*

УТВЕРЖДАЮ:

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БИЛЕТ № 9

1. Письменно перевести текст по специальности (со словарем):

First Aid 1.

First aid is the help that you give someone quickly after they have hurt themselves or have had an accident . It can stop a person from becoming more ill. In some cases, it can even save a person's life.

Only someone who knows first aid well should try to treat an injured or sick person. Usually, you give first aid until a doctor or an ambulance arrives. Never try to give someone first aid unless you know what to do. The wrong actions can do more harm than good.

Call for help

When someone has been hurt or has had an accident, the first thing to do is get help. If you don't know the phone number of the local doctor or hospital dial an emergency number: 144 for an ambulance , 133 for the fire department and 122 for the police.

When you call for help you should be able to give correct information. An ambulance needs to know where the injured person is located and what exactly has happened. In some cases, you will be given instructions on what to do until a doctor or ambulance arrives.

Immediate help

Sometimes you cannot wait until help arrives. You must begin helping a person at once, especially if the victim is bleeding strongly, has been poisoned or if breathing has stopped. Even if you wait for a short time this can be fatal . Here are some important rules for immediate help

- Do not move a person who may have a broken bone , internal injuries or an injured spine unless you really have to.
- If the victim is lying down, keep the person in that position. Do not allow them to walk or stand up.
- Never give food or liquid to a person who may need an operation.
- If the victim is unconscious turn the head to one side to keep the person from choking . But do not move the head of a person who may have a spinal injury

- Never give water to a person who is unconscious .
- Make sure that the victim has an open airway . The nose, mouth and throat should be clear in order for them to breathe .
- Make the victim comfortable, but touch a person only if you have to.
- If necessary move the victim away from the sun or put them into the shade .
- Remain calm and talk to the injured person. Explain what is being done and say that help is on its way.

Shock treatment

If the blood in your body does not circulate properly it may result in shock. Any serious injury or illness may lead to shock. When a person is in shock blood does not carry enough oxygen and food to the brain and other organs.

A victim who suffers from shock may look afraid, confused , weak and be extremely thirsty . The skin appears pale and feels cold. Pulse and breathing are fast .

To treat shock, place the victim on his or her back and raise the legs a little. Warm the victim by putting blankets around them.

2. Реферировать текст по специальности:

New Vaccine to Fight Polio

Scientists have created a new polio vaccine that may help wipe out the disease altogether.

A research study has shown that the new vaccine already produces better results at protecting children than the common polio vaccine. It has already been tested in Afghanistan, India and Nigeria.

Polio is an infectious disease which can deform bodies and paralyze children. It mostly hits children under the age of 5 and can spread quickly in overcrowded areas with poor sanitation. There is no cure for polio. Polio is especially hard to combat because about 90% of those infected have no symptoms at all. The disease was first discovered in 1840. Throughout the 19th century and the first half of the twentieth century polio was the most widespread disease among children. After mass vaccination programs started in the 1950s polio vanished in developed countries but it has all but disappeared in poor countries of Asia and Africa.

The number of polio cases has been going down constantly in the last 20 years. In 1988 there were still 350,000 polio cases in about 125 countries around the world. In 2009 the number has dropped to 1600 cases in four countries.

Recently , researchers have carried out experiments on new born babies in India. According to the results, the new drug is about 30% more effective than the older one. Besides the new vaccine, immunization programs in Third World countries have also contributed to the significant decrease in polio. Pharmaceutical companies play an important part in the fight against polio because they offer the new vaccine at the same price as the older one.

3. Беседа по теме: *Pre-medical and medical subjects studied at medical schools*

УТВЕРЖДАЮ:

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БИЛЕТ № 10

1. Письменно перевести текст по специальности (со словарем):

First Aid 2

Bleeding

Strong bleeding can cause death in minutes. Bleeding from small wounds usually stops after a short time because the blood clots . But clotting cannot stop the flow of blood when a wound is big.

The best way to stop bleeding is to press on the wound itself. If possible let the person lie down and raise the bleeding part of the body. Then put a sterile handkerchief , cloth or towel on the wound and press it down with your hand. Do with for 10 to 20 minutes until help arrives.

Sometimes direct pressure cannot stop strong bleeding . If the leg or arm is hurt you can try to stop bleeding by putting pressure on the artery that carries blood to the injured body part.

Poisoning

There are four ways in which a victim may be poisoned . Poison may be swallowed , inhaled, injected or absorbed through the skin. If a poison victim becomes unconscious or has difficulty breathing call for an ambulance immediately .

A person who has swallowed something poisonous may die within minutes if they are not treated . The first step is to find out what kind of poison the person has swallowed. Call a doctor or a poison control centre immediately and follow the instructions that you are given carefully.

If a person has inhaled a poison like carbon monoxide or chlorine gas move him or her to fresh air at once. Open all doors and windows .

Injected poisons are those that come from insect stings or bites. If you are stung by a bee the stinger remains in the wound . Remove it carefully and put ice on the sting or run cold water over it. If a person is bitten by a tick pull out the remaining part carefully and slowly . Use a glove or something else but not your bare hands. Do not try to burn it off or put oil on it. If a rash or flulike symptoms develop in the following weeks contact a doctor.

Sometimes a victim may have an allergy towards bite or stings . In such a case either call a doctor , an ambulance or take the person to the nearest hospital .

Poisons can also be absorbed through the skin if you get in contact with poisonous plants or chemical substances . In such a case remove all the clothes that someone is wearing and flush the skin with water for about 10 minutes.

Artificial respiration

Begin with artificial respiration as soon as possible if a person has stopped breathing. Two or three minutes without breathing can cause brain damage and six minutes can be fatal . The most efficient way is mouth-to mouth resuscitation. Put the victim on their back . Kneel down , press the nose together and place your mouth over the mouth of the victim . Take a deep breath and blow hard enough to make the chest rise . Then remove your mouth and listen for the air to come out . Then repeat the procedure . Do this until the victim starts breathing again or until help has arrived.

2. Реферировать текст по специальности:

Digestion

For life to continue, the body requires fuel in the form of oxygen and food. Respiration provides the oxygen. Our food, however, cannot be utilized by the body in the form in which it is eaten. It must be specially processed by the body before it can be of any use. This special processing is known as digestion. It is brought about by the action on the food of certain substances called enzymes which are made by the body and mixed with the food during its passage through the body.

The food we eat consists of protein, carbohydrate and fat. It also contains small quantities of vitamins and minerals.

Proteins are found in meat, fish, eggs, milk and cheese. They are broken down into amino – acids during digestion. Protein is necessary for cell growth and repair.

Carbohydrates are found in sweet and starchy foods such as sugar, flour and potatoes.

They are broken down into glucose during digestion. Carbohydrates provide body cells with the energy required to perform their functions.

Fats are found in meat, fish, dairy products and vegetable oils. The digestive process breaks them down to fatty acids. Fats provide energy and body fat, which is stored in a layer beneath the skin. It acts as a reserve source of energy when needed, and also as insulation which helps maintain body temperature in cold weather.

The body required water for the production of blood, digestive juices, urine and sweat. Many foods contain a large quantity of water but it is still necessary to drink more than a liter of fluid daily.

3. Беседа по теме: *Levels of health care in USA*

УТВЕРЖДАЮ:

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(ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ
УНИВЕРСИТЕТ»

ИНСТИТУТ МЕЖДУНАРОДНЫХ
ОТНОШЕНИЙ, ИСТОРИИ И
ВОСТОКОВЕДЕНИЯ

Отделение «Высшая школа
иностраных языков и
Кафедра иностранных языков для
естественно-научного направления

Название дисциплины

1. Письменно перевести текст по специальности (со словарем):

Asthma

Every year in spring millions of people around the world suffer from asthma. It is a time when flowers blossom and grass is cut.

Asthma is an illness that narrows the breathing passages. As a result, not enough air can enter and leave your lungs. According to the World Health Organisation over 230 million people around the world are suffering from asthma. Among children it is the most chronic disease. While asthma occurs in almost all countries, asthma-related deaths happen mainly in the poorer countries of the Third World.

In America over 25 million people and 7 million children develop asthma every year. The disease is more common among African Americans. The death rate among this group is five times as high as among whites.

The WHO warns that asthma rates are increasing by 50 % every ten years. Asthma also causes a loss of business and does damage to the economy because many people stay at home when they are ill.

Asthma occurs when tissue in your throat begins to expand or swell. Muscles in these passages become tighter and cells begin to produce some sticky substance, which makes airways even smaller. This makes it difficult for air to flow into your lungs.

When this happens we call it an asthma attack. Victims fight to get enough air into their lungs, sometimes they have to cough and they breathe heavily. Sometimes asthma victims have a pain in the chest. Such an illness can deeply influence a person's health and may even lead to death.

Doctors are not sure what causes asthma. Some argue that environmental influences are the main factors; however, some doctors claim that genes are also responsible for asthma. Almost half of the parents who suffer from asthma will also pass it on to their children. 70% of all people who have asthma also suffer from allergies, when the body reacts in an unusual way towards mostly harmless substances.

Many things can trigger asthma attacks, sometimes pollen that fly through the air, at other times dust, animal hair, mold or dampness. Air pollution from motor vehicles, factories, smoking, household sprays and other chemicals can lead to asthma. Exercising in cold weather can also trigger an asthma attack.

Many doctors prescribe asthma patients albuterol. Asthma victims often use a machine that turns this medicine into a fog-like spray that is connected to a mask that fits over your nose and mouth. It helps reduce the swelling of the airways.

There are some things that individuals can do to reduce the suffering caused by

asthma. They should know when and how to take their medicine and how to treat asthma attacks when they occur.

There are also new methods that have been tried out. Researchers have tested a new vaccine that protects people from dust. It produces dust particles of its own and makes the human body immune to dust.

2. Реферировать текст по специальности:

Microbiology

The body provides a home for a great number of the smallest organisms – microorganisms. Most of them are harmless but some take part in dental diseases. There are three different groups of microorganisms: fungi, bacteria and viruses. They may be of different kinds, both harmless and more or less dangerous.

Bacteria are subdivided into groups according to their shape bacilli, cocci, spirochetes, spores. Bacilli are rod – shaped bacteria. For example, lactobacillus is found in decayed teeth. Cocci are round bacteria.

Streptococci are berry – shaped bacteria which grow in twisted chains. They are associated with different diseases. Hemolytic streptococci (called hemolytic because bacteria cause hemolysis) are responsible for such conditions as “strep” throat, tonsillitis.

Streptococci viridians (viridians means “green” and these bacteria produce a green color on the growth medium) are less virulent (poisonous) than the hemolytic form and cause infections in teeth.

Staphylococci are bacteria which grow in small clusters like grapes. One strain of staphylococcus may be found in gumboils.

There are also spiral bacteria (spirochetes) found in acute necrotizing ulcerative gingivitis.

Some bacteria can exist in the form of spores. Spores can survive extremes of temperature and live for years until conditions become more favorable again. They are highly resistant to destruction.

3. Беседа по теме: *The work of the family doctor*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных языков для естественно-научного направления

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Название дисциплины

2_ курс, 3_ семестр

БИЛЕТ № 12

1. Письменно перевести текст по специальности (со словарем):

Childhood Obesity

Studies have shown that about 30% of all children in America aged 6 to 19 are either overweight or obese. That is almost one out of three young Americans. The situation in the countries of the European Union is similar.

The body mass index (BMI) is a formula to measure obesity. It uses a combination of height and weight. A BMI score of 25 or higher shows that you are overweight and a BMI of over 30 indicates obesity.

Who is at risk?

If you are gaining weight it does not always mean that you are becoming obese. Children and young adults need nutrients in order to grow, so they gain weight as time goes on. However, if you consume more than you need and begin putting on extra weight you may be on the road to obesity - combined with all kinds of health problems.

Here are some signs that tell you if you are at risk:

- Children who have obese parents or grandparents are in greater danger of becoming obese than others.
- If diseases like high blood pressure, high cholesterol, type 2 diabetes or heart illnesses run in your family you might be at risk too.
- Bowed legs at an early age can be a warning signal for obesity.
- Depression and a lack of confidence have also been connected to obesity.
- People who don't get enough exercise and sit around and do nothing all day long are definitely more at risk than others.

What causes childhood obesity?

The explanation is really simple: if you take in more energy in the form of food than you use up you will gain weight. There are, however, many factors that can influence this.

Genes determine how your body stores food and how well it turns food into energy. Our bodies are built to store energy in fat cells for times when food is scarce. But not all bodies are the same. Your genes come from your parents, so overweight parents are more likely to have overweight children.

Although you may have good genes you still can become obese. One of the main causes of obesity is the lack of physical exercise. An average child spends less time exercising than children did ten or twenty years ago. Our free time activities have changed. Instead of going outside and doing something physical children sit still for hours in front of computers, TV and video

games.

Snacks and fast food

Many of us eat up to four meals a day thanks to excessive snacking. And when we have a snack we don't eat a carrot or an apple. Instead we reach for junk food. But this is not always the children's fault. Schools are full of vending machines that offer high calorie snacks and sugary soft drinks. To make things worse they are bombarded with TV ads and commercials for unhealthy food. An average American eight-year old watches more than four thousand food ads a year. About 35% of these ads are for candy and snacks, another 10% for fast food. Fast food is another reason for obesity. While some fast food chains offer healthy alternatives, these aren't what people order. Today's families also eat out a lot more than earlier generations.

Eating habits at home

If you develop healthy eating habits you'll be more likely to keep a healthy weight. And it's at home where we form such habits.

If your parents are overweight or obese chances are that you may have seen wrong eating habits your whole life. Children who observe their parents eat a cookie instead of a piece of fruit, take their meals in front of the TV set or eat too quickly are more likely to do the same. This increases their chances of becoming overweight children and, later on, adults.

2. Реферировать текст по специальности:

Cancer - A Killer Disease - Introduction and Types

Cancer is a dangerous disease in which certain cells in our body grow in an uncontrolled way. It is one of the world's most serious illnesses. Together with heart attacks it kills more people than any other disease in the world.

The human body has billions of cells. They are tiny elements of living material. Cells always reproduce themselves. Normally our body controls this process. It tells cells to divide themselves when we need it and to stop when we don't. Sometimes, however, cell growth gets out of control and the production of cells doesn't stop.

These cells that produce new tissue are called tumours. They can be benign or good tumours or malignant or bad tumours. A benign tumour usually stays in the same area in which it starts growing. It is often harmless. A malignant tumour however is dangerous. It can grow and spread to healthy cells and destroy them. Cells from malignant tumours can also spread to other parts of the body and produce more tumours. These malignant tumours are the ones that cause cancer and may even lead to death. Sometimes they enter the blood and lymphatic system. When this happens cancer metastasizes.

Types of cancer

There are over a hundred different types of cancer. Although it can strike people of all ages older people get cancer more often than younger ones. Cancer is not one single illness. It can attack all parts of the body and spread to other areas.

3. Беседа по теме: *The system of Medicaid*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных
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Types of cancer

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Among the most common types of cancer are:

- Bone cancer – most cases are caused by cancer somewhere else in the body
- Brain tumours – there are over a hundred different types, depending on the cells of your brain
- Breast cancer – the most common form of cancer in women around the world
- Bowel cancer – this form of cancer can be best treated if you detect it early
- Leukaemia – Blood cancer affects people of all ages groups
- Lung cancer – is one of the deadliest forms of cancer
- Prostate cancer – one of the most common forms of cancer that affect men of 50 and older
- Skin Cancer – can be avoided if you protect yourself from the sun's harmful rays.

Unlike infectious diseases like AIDS or the flu cancer is not contagious – it does not spread from one person to another.

2. Реферировать текст по специальности:

Stress - Signs, Symptoms and How to Manage Stress

Stress is a feeling we have when we react to events that don't make us feel very good. Such events can happen at school, like a test or examination, at your office, like getting a new boss or in your private life, like preparing for a divorce.

Our body has certain hormones that it releases during times of stress. In this period more adrenalin gets into your blood. The hormones make your heartbeat go up and change your blood pressure and the way you breathe. Blood vessels become wider and let more blood pass through. Our body heats up and produces sweat to cool it down.

Stress response is what your body does to fight stress. It makes you handle stress and do well during such situations. Stress response happens, for example, when you are in a car and step on the brakes to avoid an accident. Or when you are the one chosen to shoot a penalty in a football game that may decide if you win or lose. Stress can also be long term, like preparing for a difficult exam or having private problems with your parents, teachers or friends. Stress happens when you work too much and don't have the time to relax. This long-term stress keeps your body alert and pumps hormones into your bloodstream for a longer time. This can hurt your body, make you tired and weaken your immune system.

Although the right amount of stress can be good, too much stress isn't. A little stress can motivate you to study hard. But if stress lasts too long your body can't cope with it any more. Some people overreact to stress and even make small problems seem difficult to solve. They feel worried, upset and anxious all the time.

3. Беседа по теме: *The system of Medicare*

УТВЕРЖДАЮ:

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Название дисциплины
2_ курс, 3_ семестр

БИЛЕТ № 14

1. Письменно перевести текст по специальности (со словарем):

AIDS - Causes and Growth of a Killer Disease

In the middle of the 1970s a new disease emerged. It was called AIDS, or acquired immune deficiency syndrome. Scientists and doctors didn't know anything about it at first but until today AIDS has killed 25 million people and about 50 million may be infected. AIDS occurs all over the world, but southern Africa, Asia and the United States have had more AIDS victims than other countries.

Causes of AIDS

AIDS is caused by a virus called HIV (human immunodeficiency virus). It enters the body when you get into contact with infected blood or other body fluids. Coughing, sneezing or handshaking do not spread AIDS. And you don't have to be afraid of being in the same room with an infected person either.

HIV kills white blood cells, part of the body's immune system, which fight off diseases. Over many years the body gets weaker and weaker. Diseases that normally do not hurt you may kill you. The AIDS virus attacks the nervous system and can cause eye or brain damage. People with AIDS often get pneumonia and die. At first you may not know that you are infected because you don't feel anything. But even then you may pass on AIDS to other people.

Although doctors and scientists have been working on a cure for a long time, no vaccine has been found yet. With the right treatment you can live with HIV for many years. However people can prevent HIV infection by keeping out of contact with bodies that may be infected.

In the 1980s AIDS also spread through blood transfusions. Today, doctors make blood tests before giving it to those who need it.

History of AIDS

AIDS probably started in Africa, where people didn't know that it existed. American doctors first identified the virus in 1981. It came from a chimpanzee in western Africa. The virus entered humans when people who hunted animals got in touch with infected blood. In the early 1980s homosexual men, mostly in the United States were infected. Other early AIDS patients were drug users who got the disease from dirty needles.

Freddie Mercury - A Famous AIDS Victim

Within ten years after the first case, the disease spread all over the world. It was clear that all kinds of people could get the disease. Patients were infected by blood transfusions; women by their male sexual partners, children by their mothers before they were born. The public was alarmed when famous people, like tennis star Arthur Ashe or Queen lead singer Freddie Mercury became AIDS victims.

Today two thirds of all HIV infected are in central and southern Africa. Another 20% are in Asia and the Pacific. Experts say about 14,000 people are infected every

day.

2. Реферировать текст по специальности:

Breaking a Bone

The medical term for a broken bone is a fracture. But there are different kinds of fractures. A single fracture is when a bone is broken in just one place. You may have heard the term hairline fracture. This is a single fracture that is very small, like the width of a hair. A complete fracture is when the bone comes apart. Sometimes bones get broken in more than one place.

Still another condition is called a bowing fracture. This happens with a bone that bends but does not break. It happens mostly in children. Ever heard of a greenstick fracture? This is when a bone is bent and breaks along only one side, like a young stick of wood.

Another kind of break is an open or compound fracture. This is when the bone breaks the skin. This is very serious. Along with the bone damage there is a risk of infection in the open wound.

A lot of things happen as the body reacts to an injury like a broken bone. You might suddenly feel sick to your stomach. People who are seriously injured can go into shock. They might feel cold, dizzy and unable to think clearly. Shock needs medical attention at once.

But while broken bones can be painful, they are normally not life-threatening. Still, broken bones should be treated quickly because they can stop blood flow or cause nerve damage. Also, the break will start to repair itself, so you want to make sure that the bone is in its right place.

Then, a hard cast may be put around the area of the break to hold the bone in place while it heals. Casts are usually worn for one to two months. In some cases, instead of a cast, a splint made of plastic or metal will be fastened over the area so that you can't move it more than you should.

3. Беседа по теме: *The Medical Units at American hospitals*

УТВЕРЖДАЮ:

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Название дисциплины

2_ курс, 3_ семестр

БИЛЕТ № 15

1. Письменно перевести текст по специальности (со словарем):

Euthanasia -Pros and Cons of Mercy Killing

Euthanasia comes from the Greek language and means „good death“. Another word for euthanasia is “mercy killing”. It is the end of an ill person’s life in a painless way.

In the past years there has been much discussion about euthanasia all over the world. In some countries, like Switzerland, Belgium or the Netherlands certain types of euthanasia are legal. In other countries where euthanasia is illegal courts do not punish people who practice it.

There are two main types of euthanasia.

- Active euthanasia – A doctor or a nurse gives an ill patient medicine that will kill them.
- Passive euthanasia – A patient does not get the medicine or treatment that they need in order to stay alive.

In some cases life supporting machines are turned off and patients die. Sometimes it is decided not to give patients food any more. In other cases antibiotics, chemotherapy or giving person morphine may lead to their death. The main problem is who decides if and when euthanasia should be carried out. Sometimes the relatives of an incurably ill person make the decision, based on what they think the patient wants. In other cases a patient may have written down a will that says they want to have machines turned off if there is no hope.

Euthanasia has become a much-discussed issue today because medicine has become much better. People live longer and doctors can sometimes keep people alive for a long time with the help of machines.

Euthanasia groups appeared for the first time in England and America in the early 20 th century. During the Second World War the Nazis in Germany had their own euthanasia program. They let people die who were not worthy and healthy enough to survive, especially children and older people. Many groups that promote the right to die have emerged in the second part of the 20 th century.

In the recent case of Terri Schiavo, a woman from Florida who suffered from brain damage and had been in a kind of coma since 1990, her husband succeeded in getting her feeding tube removed. The parents fought a legal battle in court to make the doctors put the tube back in again but they lost. In 2005 Schiavo died, two weeks after the feeding tube had been removed.

Reasons for Euthanasia

- Everyone has a right to decide when their life should end.
- If the quality of life has become so bad, a person may feel too much physical or emotional pain.
- Today’s hospitals are overcrowded and have too many patients.

Some argue that they should let those die that do not have a chance of living on. In that way there could be more room for patients with diseases that can be cured.

Reasons against Euthanasia

- Doctors have a problem with euthanasia because they have sworn an oath that does not allow them to take part in the killing of people.
- Sometimes it is not clear if an ill person really wants to die. Euthanasia should only take place if someone really wants it or if they understand how ill they are.

Euthanasia and Religion

Many religions think that euthanasia is immoral. Some religions regard it as a type of murder.

- The official Roman Catholic Church is against euthanasia and says it is a crime. Protestants, on the other side, take a more liberal view.
- Hindus think that, even though helping a person end a painful life may be good, it interferes with the cycle of death and rebirth.
- In Islam all forms of euthanasia are forbidden.
- In Japan more than half of all Shintoists think that you should be allowed to help a person die if they ask for it.

2. Реферировать текст по специальности:

Teeth - How To Keep Them Healthy

As long as parents care for the health of their children's teeth they will make sure that they are checked every six months but as children get older it is up to them to look after their teeth. Here are some easy suggestions on how to keep your teeth in good shape.

- Use an electric toothbrush. It can remove food and other things better than a toothbrush.
- Use fluoride toothpaste and brush your teeth especially where they meet the gum.
- After that use dental floss and go around each tooth. This will get rid of any food that is still left between your teeth.
- Use a mouthwash and gargle for about 30 seconds, or you could use salty water to clean your mouth.
- Be careful about the food you eat. Don't overdo it with chocolate, energy bars or candy. Eat more vegetables and fruit.
- Red wine, fruit juices and vinegar on salad can harm your teeth and destroy tooth enamel.
- Do not crack nuts, chew pencils or open bottle caps with your teeth. Visit the dentist regularly. They have everything they need to check out your teeth and find holes or other problem spots.

There are connections between bad teeth and heart disease or strokes. If you find or feel something unusual go to the dentist right away.

3. Беседа по теме: *Problems of American Medicine*

Вопросы к экзамену
УТВЕРЖДАЮ:

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1. Письменно перевести текст по специальности (со словарем):

Mouse study shows antibody can soothe raging, nerve-driven poison ivy itch

The team found that by blocking an immune system protein in the skin with an antibody, they could halt the processes that tell the brain the skin is itchy. The research was done in mice and is described in the Nov. 7 Proceedings of the National Academy of Sciences. They hope their model could lead to potential treatments for people who are allergic to poison ivy -- an estimated 80 percent of the population. For most people, contact with poisonous plants is painful but not life-threatening. Still, there are significant health care costs associated with more than 10 million people in the U.S. affected each year, said senior author Sven-Eric Jordt, Ph.D., associate professor of anesthesiology at Duke.

"Poison ivy rash is the most common allergic reaction in the U.S., and studies have shown that higher levels of carbon dioxide in the atmosphere are creating a proliferation of poison ivy throughout the U.S. -- even in places where it wasn't growing before," Jordt said. "When you consider doctor visits, the costs of the drugs that are prescribed and the lost time at work or at school, the societal costs are quite large."

Some symptoms of the fiery, blistering rash can be alleviated with antihistamines and steroids. But in recent years, scientists have determined that the most severe itching doesn't go away with antihistamines, because it arises from a different source, Jordt said.

Jordt and collaborators determined the itch is triggered by interleukin 33 (IL-33), a protein in the skin involved in immune response.

All people have IL-33 in their skin, but the protein is elevated in people who have eczema and psoriasis, Jordt said. The protein is known for inducing inflammation, but these new experiments show the protein also acts directly on the nerve fibers in the skin, exciting them and telling the brain that the skin is severely itchy.

The researchers used an antibody to block IL-33 and found that it not only reduced inflammation, but also cut down scratching in mice with poison ivy rashes. An antibody that counteracts human IL-33 is currently being evaluated in humans through a Phase 1 clinical trial to determine its safety and potential side effects.

In an additional approach tested in the mouse experiments, the researchers also found they could also alleviate itch by blocking a receptor for IL-33, called ST2.

"There could be translational significance here," Jordt said. "So our next step will be to look at human skin to see if we see the same activity and the same pathways. We will also look at anti-inflammatory drugs that are already approved to see if they have the potential to alleviate itch."

2. Реферировать текст по специальности:

Ibogaine's promise is that it works better than standard drug addiction treatments, though it has serious dangers and is illegal in many countries, including the United States. There are more orthodox treatments that have been better studied. The U.S. National Institute of Drug Abuse (NIDA) has collected evidence for the effectiveness of various treatments in an online publication. Some treatments are pharmacological and some are behavioral. Medications used include naltrexone, methadone, and buprenorphine, which are given for addiction to opioids such as heroin and cocaine. They are often combined with behavioral therapy. For tobacco addiction, there are nicotine replacement medications and drugs that act to dampen the brain's reaction to nicotine stimulation. For alcohol addiction there is a different set of medications. The guidelines also review the evidence for proper use of behavioral treatments such as cognitive-behavioral therapy. There is also a useful "frequently asked questions" section that covers reasons for addiction and physical mechanisms behind it.

3. Беседа на тему: *The character of health service in Great Britain*

УТВЕРЖДАЮ:

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Название дисциплины

_2 курс, _4 семестр

БИЛЕТ № 2

1. Письменно перевести текст по специальности (со словарем):

Vaccination of newborn mice with bacteria suppresses asthma as adults

In a third publication relating to allergic lung responses, University of Alabama at Birmingham researchers have used an asthma model that lends support to the hygiene hypothesis. They report that asthma caused by adult exposure to cockroach detritus is blocked in mice that were vaccinated as newborns with a particular bacteria.

In this latest study published in *The Journal of Immunology*, the John Kearney, Ph.D., team has shown that neonatal vaccination using *Enterobacter* bacteria that express alpha-1,3-glucan molecules on their surface prevents German cockroach-induced asthma as adults. Neonatal vaccination with purified alpha-1,3-glucan was also protective, but vaccination using a strain of *Enterobacter* that does not express alpha-1,3-glucan was not protective.

Kearney's previous studies, published in 2012 and 2015, showed that neonatal vaccination of mice with *Streptococcus pyogenes* and *Streptococcus pneumoniae* bacteria prevented adult asthma after exposure to the fungal allergen *Aspergillus fumigatus* and house dust mites, respectively.

"It's pretty amazing," said Kearney, a Distinguished Professor in Microbiology in the UAB School of Medicine. "We started doing neonatal immunizations in all three asthma models, and we found that all three were protected against asthma-like symptoms."

The window to achieve protection remains open for only a short time after birth.

"We do not see protection if we immunize the adults," Kearney said. "The exposure has to happen early -- in human equivalents, probably within the first two years. The kinds of immune cells that appear early in life appear to change later in life."

Asthma affects more than 25 million people in the United States, including about 7 million children. Exposure to cockroach-derived allergens is associated with severe asthma.

The protective effect of neonatal immunization with *Enterobacter* appears to be due to selection of a distinct set of immune system B cells that produce IgA antibodies.

"The B cells are in the lungs of the adult mice, waiting and ready," said graduate student and first author Preeyam Patel. "We think that the IgA binds and inhibits the alpha-1,3-glucan on the cockroach allergen before it can trigger asthma."

The protective effect of neonatal immunization in the models for *A. fumigatus* and house dust mite-induced asthma appears to be due to selection of distinct sets of immune system B cells that produce IgM antibodies.

"All three models are B cell-mediated," Kearney said.

"Based on our understanding of the neonatal mouse B cell response to alpha-1,3-glucan," the authors write in their paper, "we suggest that therapeutic

prophylaxis in the form of a vaccine or probiotic containing alpha-1,3-glucans during early life could be used to modulate neonatal B cells, with the potential for long-lived suppression of asthma development to cockroach sensitization."

2. Реферировать текст по специальности:

Parkinson's is a disease of the central nervous system. It is a progressive disorder, meaning it gets worse over time. The disease affects a small area of cells in the middle of the brain. This area is called the substantia nigra. The cells slowly lose their ability to produce a chemical called dopamine.

The decrease in the amount of dopamine can result in one or more general signs of Parkinson's disease. These include shaking of the hands, arms and legs. They also include difficulty moving or keeping balanced while walking or standing. Also, there may be emotional changes, like feeling depressed or worried. The symptoms of Parkinson's differ from person to person. They also differ in their intensity.

The disease is named after James Parkinson. He was a British doctor who first described this condition in eighteen seventeen.

During the nineteen sixties, researchers discovered changes in the brains of people with the disease. These discoveries led to medicines to treat the effects of the disease. There is no cure for Parkinson's and no way to prevent it. And doctors still are not sure about the cause.

Parkinson's appears most often in people over the age of fifty. Some researchers believe that almost everyone would develop Parkinson's eventually if they lived long enough.

3. Беседа на тему: *Differences of medical education in Great Britain and the USA*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных языков для естественно-научного направления

_____ И.Г. Кондратьева

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Название дисциплины

_2 курс, _4 семестр

БИЛЕТ № 3

1. Письменно перевести текст по специальности (со словарем):

Skin patch to treat peanut allergy shows benefit in children

The ongoing trial is sponsored by the National Institute of Allergy and Infectious Diseases (NIAID), part of the National Institutes of Health, and conducted by the NIAID-funded Consortium of Food Allergy Research (CoFAR), which is led by Hugh Sampson, M.D., of Icahn School of Medicine at Mount Sinai in New York. Stacie Jones, M.D., of the University of Arkansas for Medical Sciences and Arkansas Children's Hospital, chairs the study. One-year outcomes are published online on October 26 in the *Journal of Allergy and Clinical Immunology*.

"To avoid potentially life-threatening allergic reactions, people with peanut allergy must be vigilant about the foods they eat and the environments they enter, which can be very stressful," said NIAID Director Anthony S. Fauci, M.D. "One goal of experimental approaches such as epicutaneous immunotherapy is to reduce this burden by training the immune system to tolerate enough peanut to protect against accidental ingestion or exposure."

CoFAR researchers at five study sites randomly assigned 74 peanut-allergic volunteers aged 4 to 25 years to treatment with either a high-dose (250 micrograms peanut protein), low-dose (100 micrograms peanut protein), or placebo patch. The investigators assessed peanut allergy at the beginning of the study with a supervised, oral food challenge with peanut-containing food. The patches were developed and provided by the biopharmaceutical company DBV Technologies under the trade name Viaskin. Each day, study participants applied a new patch to their arm or between their shoulder blades.

After one year, researchers assessed each participant's ability to consume at least 10 times more peanut protein than he or she was able to consume before starting EPIT. The low-dose and high-dose regimens offered similar benefits, with 46 percent of the low-dose group and 48 percent of the high-dose group achieving treatment success, compared with 12 percent of the placebo group. In addition, the peanut patches induced immune responses similar to those seen with other investigational forms of immunotherapy for food allergy. Investigators observed greater treatment effects among children aged 4 to 11 years, with significantly less effect in participants aged 12 years and older.

Nearly all of the study participants followed the EPIT regimen as directed. None reported serious reactions to the patch, although most experienced mild skin reactions, such as itching or rash, at the site of patch application.

2. Реферировать текст по специальности:

Epilepsy is a medical condition that produces seizures. A seizure happens when a sudden increase of electrical activity interferes with normal operations in the brain. Nerve cells use electrical particles to communicate with each other. Millions of

electrical particles pass between nerve cells in the brain. When the brain has a sudden burst of electricity, the body experiences physical changes called epileptic seizures. Victims can shake uncontrollably for brief periods. They also can temporarily lose the ability to communicate or think clearly.

New research is helping to explain how cells communicate to cause conditions like epilepsy. Researcher Doug Fields works at America's National Institutes of Health. He showed that a chemical called ATP could have links to brain disorders like epilepsy and chronic pain.

Most seizures can last anywhere between thirty seconds and two minutes. These seizures do not cause permanent damage. However, a seizure is considered a medical emergency if it lasts more than five minutes. One in ten adults will have a seizure during their life.

3. Беседа на тему: *Differences of medical education in Great Britain and Russia*

УТВЕРЖДАЮ:

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БИЛЕТ № 4

1. Письменно перевести текст по специальности (со словарем):

Immune cells may facilitate tumor growth by forming primitive vascular channels

The research reveals that macrophages can "drill" through tumors to create new vessel-like structures for delivering oxygen and nutrients as tumors grow.

"This may represent a whole new therapeutic target for treating tumors," said TSRI Professor Martin Friedlander, senior author of the new study, which was published November 11 in the journal *Scientific Reports*.

A Different Kind of Vessel

Blood vessels are normally built by endothelial cells. In cancer, tumor cells can induce endothelial cells to build new vessels to bring in blood rich with oxygen and nutrients, a process called angiogenesis.

Recent research has revealed that not all vessels are lined by endothelial cells. In cancer, vessel-like structures can be created by a non-endothelial cell type. This phenomenon, called "vascular mimicry," has been observed in several types of solid tumors, including glioblastoma, breast cancer and melanoma, and has been attributed to a sub-population of cells within the tumor called cancer stem cells.

Yet the scientists in this study found that macrophages can form vascular mimicry channels in tumors, as well as in other low-oxygen environments. Although macrophages are key cells of the immune system that recognize and attack foreign invaders and cancer cells, macrophages can be re-programmed within the tumor environment to promote tumor growth.

The scientists in the new study presented a new and unrecognized structural role for macrophages in the formation of a vascular mimicry network connected to the systemic circulation.

"These conduits have an architecture distinct from that of traditional blood vessels," said Faith H. Barnett, a cancer researcher and neurosurgeon at Scripps Clinic who served as co-first author of the study with Mauricio Rosenfeld.

Using an intravenously injected dye to delineate the established vasculature as well as the newly formed vascular mimicry conduits, the researchers found that macrophages quickly migrate to oxygen-deprived environments and form these vessel-like channels. Experiments spearheaded by Barnett and Rosenfeld showed that these tubular structures are lined with cells that express macrophage cell surface markers.

"Macrophages are capable of forming a three-dimensional network," said Rosenfeld.

These vessel-like channels appeared too small to carry red blood cells, but the researchers believe that the low oxygen concentrations within tumors drive macrophages to form this network of channels to transport dissolved oxygen and glucose.

2. Реферировать текст по специальности:

Asthma is a serious disorder that makes breathing difficult. The World Health Organization says asthma affects about three hundred million people worldwide. An estimated two hundred fifty thousand people die from the disease every year. And more than five hundred thousand others are treated in hospitals.

Asthma happens when tissue that lines the airways to the lungs begins to expand or swell. This swelling makes the airways smaller. The muscles in the airways tighten. Cells in the airways begin to produce a lot of mucous. This thick, sticky substance causes the airways to close even more.

This makes it difficult for air to flow in and out of the lungs.

This series of events is called an asthma attack. As asthma sufferers struggle to get air into their lungs, they may begin to cough a lot. They may also make a whistling or breathy sound called wheezing.

Some asthma sufferers have tightness or pain in the chest. They say it feels as if someone is sitting on them.

When asthma is most severe, the person may have extreme difficulty breathing. The disease can severely limit a person's activity, and even lead to death.

3. Беседа на тему: *Health care differences in the USA and Russia*

УТВЕРЖДАЮ:

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БИЛЕТ № 5

1. Письменно перевести текст по специальности (со словарем):

Presurgical endocrine therapy less toxic than chemotherapy for ER-positive breast cancer

"Estrogen-receptor-positive tumors are generally highly receptive to endocrine therapy with drugs such as tamoxifen and aromatase inhibitors. But while endocrine therapy is the most important component of adjuvant or postsurgical therapy, use of neoadjuvant endocrine therapy has been low in the U.S.," says Aditya Bardia, MD, MPH, of the MGH Cancer Center, an assistant professor of Medicine at Harvard Medical School and senior author of the study. "Since the chemotherapy more commonly used in this situation might not be the best option for patients with these tumors, we conducted a comprehensive, systematic review and meta-analysis to evaluate rigorously the existing scientific evidence."

The authors note that previous studies of neoadjuvant endocrine therapy have been small and as a result had limited statistical power. Their search for prospective, randomized clinical trials of neoadjuvant therapy for ER-positive breast cancer turned up 20 studies involving almost 3,500 patients. In addition to comparing the results of neoadjuvant endocrine and chemotherapy, the researchers also analyzed whether the different types of endocrine therapy -- drugs like tamoxifen, which block signaling at the estrogen receptor, or aromatase inhibitors, which inhibit estrogen production -- changed treatment results.

Overall, treatment outcomes were similar in patients treated with neoadjuvant chemotherapy and those receiving neoadjuvant endocrine therapy, but patients receiving chemotherapy had significantly greater toxic side effects. Comparing the results of different endocrine therapies revealed that neoadjuvant treatment with aromatase inhibitors was significantly more effective than treatment with tamoxifen-like drugs.

"Endocrine therapy is an approved option for neoadjuvant treatment of localized estrogen-receptor-positive breast cancer, so there's no reason our findings cannot be applied to treatment right now," says Laura Spring, MD, the lead author and a senior oncology fellow at the MGH Cancer Center. "With the spurt in development of new targeted therapies, particularly CDK4/6 inhibitors, more research is needed to look at combining endocrine therapy with those drugs for neoadjuvant treatment."

2. Реферировать текст по специальности:

Bone biologist John Callaci led a team studying the effects of alcohol on young rats. He teaches and leads a research laboratory at Loyola University's medical school in the state of Illinois. His team's findings appear in "Alcohol and Alcoholism," a publication of Oxford University Press.

Binge drinkers swallow large amounts of alcohol over a short period. One definition says binge drinking happens when a woman has at least four alcoholic drinks in a

hurry. For men, binge drinking can mean five drinks in a short time. America's Substance Abuse and Mental Health Services Administration says binge drinking can begin when a person is about thirteen years old. It says binge drinking generally worsens in young adulthood, and slowly decreases after that. Professor Callaci's team studied adolescent laboratory rats to learn the effects of binge drinking on their genes. The team injected alcohol into the animals. The injections resulted in a blood alcohol level of zero-point-two-eight. In many American states, a person is legally drunk when the level of alcohol in the blood reaches zero-point-zero-eight.

3. Беседа на тему: *Medical education differences in the USA and Russia*

УТВЕРЖДАЮ:

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БИЛЕТ № 6

1. Письменно перевести текст по специальности (со словарем):

How a common virus triggers blood cancer

The research team led by Professor Michelle West, set out to determine how the virus controls two genes; MYC, a gene known to drive cancer development when it is altered or switched on at high level and BCL2L11, a gene which normally triggers cell death to prevent cancer, but can be turned off by the virus.

With thanks to funding from the charity Bloodwise, the scientists discovered that the virus controls the MYC and BCL2L11 genes by hijacking 'enhancer' DNA regions which are situated far away from the genes. These enhancers act as 'control centres' and are able to contact and control genes from long distances by the looping out of the intervening stretches of DNA.

Professor West's team, who are based in the University's School of Life Sciences, found that Epstein-Barr virus turns on the MYC gene by increasing contacts between a specific set of enhancers and the gene. The scientists believe this may explain how the virus causes the changes to the MYC gene that are found in Burkitt's lymphoma.

The team also discovered new enhancers which control the BCL2L11 gene. In this case, they found that Epstein-Barr virus stops these control centres from contacting the gene. Encouragingly the team have discovered that this blocking effect can be reversed by using a specific drug -- paving the way for new treatments.

Professor Michelle West, from the University of Sussex, said: "This is a key step towards uncovering how this common virus which, affects thousands of people every year, causes blood cancer.

"It is now important to carry out further studies to determine how the Epstein-Barr virus controls other genes that are associated with lymphoma. This will tell us more about how the virus drives lymphoma development and will help to identify new ways of targeting Epstein-Barr virus-infected cancer cells with specific drugs."

Dr Alasdair Rankin, Research Director at Bloodwise, said: "We have known for many years that the Epstein-Barr virus causes various types of lymphoma, but we were never sure of the exact mechanisms. These new findings have shed light on how the virus is able to drive blood cancer development by altering the behaviour of genes that control cancer growth.

"By mapping out the complex genetic interactions that help lymphoma cells grow and survive, this research can guide the design of new treatments to target the disease. It may also help to identify those drugs currently used to treat other diseases that could be effective in treating these types of lymphoma."

Professor West has been granted £460,000 by the blood cancer charity Bloodwise for two research projects that are helping to uncover how a number of common types of leukemia and lymphoma arise in children and adults and to find new ways to treat them. The research team are studying how the common Epstein-Barr virus can sometimes trigger the development of blood cancers including Burkitt and Hodgkin lymphomas.

2. Реферировать текст по специальности:

The immune system normally protects the body against foreign materials, such as viruses and bacteria. Autoimmune diseases result from a failure of the body's own defenses against disease. The immune system loses its ability to tell the difference between foreign materials and its own cells. So the body starts attacking its own organs and tissues.

There are three kinds of lupus. Discoid lupus affects only the skin and can be identified by red marks on the face or neck. These marks on the skin can also be a sign of another form of lupus called systemic lupus. Systemic lupus can affect almost any organ or organ system in the body. When people talk about lupus, they usually mean the systemic form of the disease.

Some medicines can cause what is called drug-induced lupus. This form of lupus usually goes away when the patient stops using the medicines.

High body temperature and pain in the elbows or knees are often signs of lupus. Other signs are red marks on the skin and lack of iron in the body. The person may also feel extremely tired.

At different times, the effects of lupus can be either mild or serious. The signs of the disease can come and go. This makes identifying the disease difficult. There is no single test to tell if someone has lupus. Many people with lupus also suffer from depression.

3. Беседа на тему: *Medical education in Russia*

УТВЕРЖДАЮ:

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Название дисциплины
_2 курс, _4 семестр

БИЛЕТ № 7

1. Письменно перевести текст по специальности (со словарем):

Cancer cells hijack DNA repair networks to stay alive

The moment a cell is formed, a countdown clock starts ticking that determines how long the cell can live. The clock is the telomere, a series of repeating DNA letters at the ends of each chromosome in the cell.

However, cancer cells cleverly hijack this telomere clock, resetting it and lengthening the telomere every time it shortens. This leads the cell into thinking that it is still young and can divide, spreading the tumor.

Most cancers do this by increasing the activity of an enzyme called telomerase which lengthens telomeres. But approximately 15 percent of cancers use a different mechanism for resetting the clock, called alternative lengthening of telomeres (ALT).

Growing evidence also suggests that tumors that activate the ALT pathway are aggressive and more resistant to treatment. Although ALT was identified close to two decades ago, identifying how this mechanism works has proved elusive.

"Identifying the parts that the cancer cell tweaks to reset the countdown timer could provide targets for developing new cancer drugs or making existing ones more effective," said senior author Roderick O'Sullivan, Ph.D., assistant professor of pharmacology and chemical biology at Pitt's School of Medicine and a member of UPCI.

O'Sullivan and his team tackled this problem by using a recently developed technique called proximity dependent biotinylation (BioID), which allowed them to quickly identify proteins that were physically close to, and hence potentially associated with, telomere lengthening in cancer cells.

When comparing cancer cells in which either telomerase or ALT were active, the BioID technique identified 139 proteins that were unique to ALT-activated cells. As the research team took a closer look, one enzyme, DNA polymerase η (Pol η), took them by surprise.

"We expected to see DNA repair proteins, but seeing Pol η was really unexpected as it was known to be activated only in cells that were damaged by UV light, which we did not use in our experiments. Its role in the ALT pathway is completely independent of how we think of it normally," said O'Sullivan. Knowing the molecular players in the ALT pathway opens up a whole new area of research and many potential drug targets, according to O'Sullivan.

2. Реферировать текст по специальности:

Rheumatoid arthritis is a painful disease that can destroy joints. Women are three times more likely to get it than men.

Rheumatoid arthritis is considered an autoimmune disease, a disease where the body attacks healthy cells. The exact cause is unknown. But in a recent study, an experimental drug showed signs of halting the disorder in laboratory mice.

Harris Perlman is a medical researcher at Northwestern University in Illinois. He says normally a protein in healthy immune cells causes the cells to die after they

attack an invading virus or bacteria. But in rheumatoid arthritis, that protein is missing in some immune cells. Instead, the protein builds up in the joints and attacks cartilage and bone.

Professor Perlman developed what he calls a suicide molecule. It acts like the protein that directs cells to self-destruct. He says the suicide molecule halted and even reduced rheumatoid arthritis in seventy-five percent of the mice in the study. He believes the treatment could also work in people.

Current treatments for rheumatoid arthritis can reduce pain, but they do not work for everyone. They also have side effects such as an increased risk of infection. Harris Perlman says the new treatment produced no major side effects in the mice.

3. Беседа на тему: *Medical education in the USA*

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БИЛЕТ № 8

1. Письменно перевести текст по специальности (со словарем):

New regulator in glucose metabolism discovered

Diabetes mellitus is a chronic disease that has become increasingly prevalent in the population: More than six million people are affected by the disease alone in Germany. It is characterized by a disruption of the glucose metabolism and (except for type 1 diabetes) an impaired response of the body to the hormone insulin. Scientists are currently seeking to find the cause and possible regulators of the disease in order to intervene therapeutically.

A team led by the metabolism expert Professor Stephan Herzig, director of the Institute for Diabetes and Cancer at Helmholtz Zentrum München (IDC), has discovered a new mechanism that is responsible for the regulation of the glucose metabolism. The transforming growth factor beta 1-stimulated clone 22 D4, abbreviated TSC22D4, acts as a molecular switch in the liver and from there regulates genes that can influence the metabolism throughout the body.

Approach from Cancer Research

"The current study is a successful continuation of our research activities with colleagues from the Internal Medicine at Heidelberg University Hospital," said study leader Herzig, who left Heidelberg in 2015 to become director of the Institute for Diabetes and Cancer at Helmholtz Zentrum München. Already in 2013 the researchers showed that increased production of TSC22D4 in the liver of mice with cancer leads to severe weight loss (cachexia). In the present study, they investigated the role of this gene regulator in connection with diabetes.

"The strong influence of TSC22D4 on the metabolism in tumor diseases suggested that it could also play a role in metabolic diseases," said first author Dr. Bilgen Ekim Üstünel of the IDC. In the current study, the researchers showed in diabetic mice that inactivation of TSC22D4 led to an improvement of the insulin action and glucose metabolism. Further analyses revealed that TSC22D4 in particular inhibits the production of the lipocalin13 protein, which is released as a messenger substance from the liver and can regulate the glucose metabolism in other organs.

To check the relevance of the new mechanism in the clinic, the researchers examined liver tissue specimens of 66 patients with and without type 2 diabetes. They found that in the liver of the diabetes patients compared to people with normal glucose metabolism, the TSC22D4 gene was expressed significantly more often and lipocalin13 was produced correspondingly less often. "For the treatment of diabetes there is only a very limited number of therapeutic targets," said Herzig. "Next, we want to investigate whether our findings can lead to the development of a new therapeutic approach to treat diabetes and insulin resistance."

2. Реферировать текст по специальности:

The scientists said the results would be thirteen percent fewer heart attacks, eight percent fewer strokes, four percent fewer deaths and eleven percent fewer new cases of heart disease. And two hundred forty billion dollars in health care savings. Researchers said it could prevent one hundred thousand heart attacks and ninety-two

thousand deaths every year.

The researchers were from the University of California, San Francisco, Stanford University and Columbia University.

They and public health professionals in the United States are interested in a national campaign to persuade people to eat less salt. Such campaigns are already in place in Britain, Japan and Finland.

However, some scientists say such a campaign is an experiment with the health of millions of people.

Michael Alderman is among the critics. He is a high blood pressure expert and professor at Albert Einstein College of Medicine in New York. Doctor Alderman says that eating less salt results in lower blood pressure. But he says studies have not clearly shown that lowering salt means fewer heart attacks or strokes.

And he says salt has other biological effects. He says calling for reductions in the national diet could have good effects, but it could also have harmful results. He says there is not enough evidence either way.

3. Беседа на тему: *Medical education in Great Britain*

УТВЕРЖДАЮ:

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БИЛЕТ № 9

1. Письменно перевести текст по специальности (со словарем):

Mobile health interventions: No silver bullet for diabetes patients, says study

Dr van Olmen and colleagues studied how health care systems in low-income countries can improve care for people with chronic diseases and support the self-management of patients, through the use of new features such as mobile technologies. They investigated how diabetes care programmes have developed in three countries: the Democratic Republic of Congo, Cambodia and the Philippines. The researchers also looked at the effects of a new mobile health (mHealth) intervention in all three countries.

This multi-country study involved almost 1500 diabetes patients, who were followed-up multiple times during the course of two years. The patients received text messages several times a week that highlighted the importance of healthy eating habits, doing more physical exercise or wearing shoes to avoid foot ulcers, a common effect of long-term diabetes.

"These people make day-to-day decisions about behaviours that potentially influence the course of their illness," said Josefien van Olmen, "so it is essential that they are well-informed. Our intervention was designed to change their lifestyle, their behaviour, which was an ambitious goal."

"Our study was different from other mHealth studies in terms of its the duration, the variation of patient characteristics and the scope of the intervention. We also faced many unforeseen difficulties along the way, ranging from technical issues such as filled inboxes or lost phones to challenges at programme level."

The researchers found that the intervention via text messages did not lead to more people with controlled diabetes after two years, showing that more is needed to improve the fate of diabetes patients in low-income countries. At the end of the study, 34% of the patients receiving SMS had well-controlled levels of blood glucose, which was, statistically, not more than the patients who received routine care.

"However, there were some improvements for all patients in the study which illustrate the influence of the overall programme in which the patient participated. For instance, their knowledge and attitude of their own illness showed considerable improvement. In addition, there were improvements in the pharmacological management of hypertension and diabetes, with an increase of more than 10% of people receiving medication for hypertension, added van Olmen. "Mobile health is not a game changer in itself. Its integration into the overall programme and the quality of the overall programme are far more crucial."

The lessons learnt are relevant for other chronic diseases as well. According to van Olmen's study, tackling chronic diseases in low-income countries requires interventions focusing on health care providers, patients and their families alike.

2. Реферировать текст по специальности:

The Lancet, a leading British medical journal, has withdrawn a study that scared many parents and angered many experts. The study, published twelve years ago, suggested a link between autism and the vaccine against mumps, measles and rubella.

A British doctor led that study. Andrew Wakefield studied twelve children. He said eight of them showed signs of autism shortly after receiving the vaccine. Autism disorders involve problems with social and communication skills and repeated behaviors.

Other studies since then have failed to show such a link. In January, Britain's General Medical Council found that the Wakefield report was dishonest and misleading.

In other vaccine news, scientists in Britain say they have found a simple, low-cost way to store vaccines at high temperatures. Currently, most vaccines must be kept between two and eight degrees Celsius. This is a big problem in poor countries. Scientists at Oxford University tested a new method developed by Nova Bio-Pharma Technologies. Oxford's technology transfer company is working with the inventors to market the idea.

3. Беседа на тему: *Health care in Russia*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных
языков для естественно-научного
направления

_____ И.Г. Кондратьева

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Название дисциплины

_2 курс, _4 семестр

БИЛЕТ № 10

1. Письменно перевести текст по специальности (со словарем):

Berry wine, minus the alcohol, may offer help for those with diabetes

Recent research at the U of I includes the development of an alcohol-free blueberry-blackberry "wine" that those suffering from diabetes -- who typically must avoid alcohol -- can enjoy, while potentially reducing the effects of Type 2 diabetes.

"Unfortunately the number of people with diabetes is increasing astronomically around the world," says Elvira de Mejia, a food chemist in the Department of Food Science and Human Nutrition at U of I. "There are 100 million people around the world who have diabetes and that is increasing, without counting the ones who may be pre-diabetic and not know it."

Previous research has shown that dietary blueberries may play a role in reducing hyperglycemia in obese mice, therefore de Mejia and colleagues wanted to determine if a fermented, dealcoholized blueberry-blackberry beverage would enhance the potential of the phenolic compounds in the berries that are responsible for reducing diabetic markers.

A new study shows that the fermented berry beverage did reduce the development of obesity and blood glucose levels in mice on a high-fat diet.

The researchers had already determined that the berries, when fermented at low temperatures, resulted in an improved and higher concentration of anthocyanins. Anthocyanins, found in the pigments of fruits such as blueberries, grapes, and apples, have been shown to promote insulin sensitivity, decrease blood glucose levels in the blood, and enhance insulin secretion.

"We know that fruits, vegetables, cereals, legumes, and berries are good, but here we explain that after fermentation we improve and increase the concentration of these pigments [anthocyanins] and they are very high antioxidant components that benefit the body," de Mejia says.

A previous cell culture study with the alcohol-free blueberry-blackberry wine, showed good results toward inhibiting enzymes related to glucose absorption

"In this in vivo study, as we increased the concentration of these anthocyanin-enriched extractions from blueberries and blackberries we saw an improvement in the uptake of glucose, meaning that the animals with the increased concentration were not as much in a state of hyperglycemia as the other animals."

The beverage included a ratio of 70 percent fermented blackberries to 30 percent fermented blueberries. The berries were collected from varieties grown at U of I's Dixon Springs Agricultural Research Station in southern Illinois. Alcohol was removed from the beverage by rotoevaporation and was replaced with water. Some of the sugars left over after fermentation were also removed in the process.

"We optimized the best ratio between blueberries and blackberries. Blackberries are very unique and I think that's one of the reasons why we selected a high concentration of them in this study. Blackberries have a very specific profile of

anthocyanins, and that was amazing at lowering the absorption of glucose in this case," de Mejia says.

2. Реферировать текст по специальности:

A condition called atrial fibrillation produces an abnormal heartbeat. People feel their heart race and they lose their breath. It may last a few seconds, but it can get worse and worse with age, leading to a heart attack or stroke.

Doctors generally treat atrial fibrillation with drugs. But a new study shows that another treatment may have better results for patients who were not helped by drug therapy.

The treatment is called catheter ablation. Doctors place a long thin tube called a catheter into the heart. Then they use radio frequency energy to heat the tissue around the catheter. The heat burns off a small amount of heart muscle. The goal is to block abnormal electrical activity in the heart.

Researchers studied more than one hundred fifty patients who had failed to respond to at least one drug in the past. In the study, about one hundred of them had catheter ablation. The others were treated with more drugs. There was a nine-month follow-up period to compare the effectiveness.

3. Беседа на тему: *Health care in the USA*

УТВЕРЖДАЮ:

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Название дисциплины

_2 курс, _4 семестр

1. Письменно перевести текст по специальности (со словарем):

Probiotics improve cognition in Alzheimer's patients

Probiotics are known to give partial protection against certain infectious diarrheas, irritable bowel syndrome, inflammatory bowel disease, eczema, allergies, colds, tooth decay, and periodontal disease. But scientists have long hypothesized that probiotics might also boost cognition, as there is continuous two-way communication between the intestinal microflora, the gastrointestinal tract, and the brain through the nervous system, the immune system, and hormones (along the so-called "microbiota-gut-brain axis"). In mice, probiotics have indeed been shown to improve learning and memory, and reduce anxiety and depression- and OCD-like symptoms. But prior to the present study there was very limited evidence of any cognitive benefits in humans.

Here, the researchers, from Kashan University of Medical Sciences, Kashan, and Islamic Azad University, Tehran, Iran, present results from a randomized, double-blind, controlled clinical trial on a total of 52 women and men with Alzheimer's between 60 and 95 years of age. Half of the patients daily received 200 ml milk enriched with four probiotic bacteria *Lactobacillus acidophilus*, *L. casei*, *L. fermentum*, and *Bifidobacterium bifidum* (approximately 400 billion bacteria per species), while the other half received untreated milk.

At the beginning and the end of the 12-week experimental period, the scientists took blood samples for biochemical analyses and tested the cognitive function of the subjects with the MMSE questionnaire, which includes tasks like giving the current date, counting backwards from 100 by sevens, naming objects, repeating a phrase, and copying a picture.

Over the course of the study, the average score on the MMSE questionnaire significantly increased (from 8.7 to 10.6, out of a maximum of 30) in the group receiving probiotics, but not in the control group (from 8.5 to 8.0). Even though this increase is moderate, and all patients remained severely cognitively impaired, these results are important because they are the first to show that probiotics can improve human cognition. Future research, on more patients and over longer time-scales, is necessary to test if the beneficial effects of probiotics become stronger after longer treatment.

"In a previous study, we showed that probiotic treatment improves the impaired spatial learning and memory in diabetic rats, but this is the first time that probiotic supplementation has been shown to benefit cognition in cognitively impaired humans," says Professor Mahmoud Salami from Kashan University, the senior author of the study.

2. Реферировать текст по специальности:

Even a small reduction in salt in the diet can be a big help to the heart. A new study used a computer model to predict how just three grams less a day would affect heart disease in the United States.

The result: thirteen percent fewer heart attacks. Eight percent fewer strokes. Four percent fewer deaths. Eleven percent fewer new cases of heart disease. And two hundred forty billion dollars in health care savings.

Researchers found it could prevent one hundred thousand heart attacks and ninety-two thousand deaths every year.

The study is in the New England Journal of Medicine. Kirsten Bibbins-Domingo at the University of California San Francisco, was the lead author. She says people would not even notice a difference in taste with three grams, or one-half teaspoon, less salt per day. The team also included researchers at Stanford and Columbia University.

Each gram of salt contains four hundred milligrams of sodium, which is how foods may list their salt content.

3. Беседа на тему: *Health service in Great Britain*

УТВЕРЖДАЮ:

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Название дисциплины

_2 курс, _4 семестр

1. Письменно перевести текст по специальности (со словарем):

Huperzine A provides seizure protection in genetic epilepsy models

In particular, huperzine A shows potential for protecting against febrile seizures, which are a feature of both Dravet syndrome, a severe form of childhood epilepsy, and a related condition, GEFS+ (genetic epilepsy with febrile seizures plus).

The findings were recently published in *Frontiers in Pharmacology*.

Huperzine A comes from the club moss *Huperzia serrata* and has been used in traditional Chinese medicine. The compound has been tested for the treatment of inflammation and neurological disorders, including Alzheimer's disease and schizophrenia.

Children with Dravet syndrome experience early-life seizures due to high fever as well as other types of seizures and developmental delays. Although the condition can be controlled with some antiepileptic drugs, most patients do not achieve adequate seizure control.

Most cases of Dravet syndrome are caused by "de novo" (not inherited) mutations in a sodium channel gene called *SCN1A*. The channel allows sodium to quickly enter into the cell, and forms part of the molecular machinery that is critical for how an electrical signal forms and travels along a neuron. In Dravet syndrome, the mutations often inactivate the gene, while *SCN1A* mutations in GEFS+ change properties of the sodium channel without inactivating it completely. Both types of mutations lead to increased neuron excitability.

"We think that huperzine A could normalize the balance between neuronal inhibition and excitation in patients with *SCN1A* mutations, thereby protecting against seizure generation," says senior author Andrew Escayg, PhD, associate professor of human genetics at Emory University School of Medicine.

At Emory, Escayg and his colleagues have developed mice in which one copy of the *SCN1A* gene has been modified as mouse models for the study of Dravet syndrome and GEFS+. Co-first authors of the paper are postdoctoral fellow Jennifer Wong, PhD and Stacey Dutton, PhD, now an assistant professor of biology at Agnes Scott College.

SCN1A mutant mice exhibit increased susceptibility to seizures induced by hyperthermia, which serves as a model of human febrile seizures. In the *Frontiers* paper, almost all *SCN1A* mutant mice exhibited a seizure when their core body temperature reached 40°C. In contrast, when the mice were pre-treated with huperzine A, they only experienced a seizure at significantly higher temperatures. Escayg's team also found that huperzine A can reduce the frequency and severity of electrically and chemically induced seizures, both in normal mice and in *SCN1A*-mutant mice.

In these experiments, the scientists observed that the protective effect against

electricity-induced seizures in normal mice diminishes after 12 days of daily huperzine A administration, but "complete protection" is maintained in the *SCN1A*-mutant mice.

2. Реферировать текст по специальности:

The World Health Organization has begun to use a new vaccine against polio. Officials say it will become a major tool in the campaign to end a disease that mainly affects children under age five.

The new formulation is known as B.O.P.V. , or bivalent oral polio vaccine. It was used for the first time in December in a polio immunization campaign in Afghanistan.

Carol Pandak is with the PolioPlus program of the service organization Rotary International. She explains that health workers have been using what are called trivalent vaccines in some places. These are areas like Afghanistan where more than one kind of polio virus exists.

There are three types of polio virus. The trivalent vaccine is least effective against type three, more effective against type one and highly effective against type two. As a result, few new cases of type two have been reported since nineteen ninety-nine. This has led to greater use of monovalent vaccines to protect against either type one or type three polio. But Carol Pandak says the monovalent vaccine is not enough in areas with both.

3. Беседа на тему: *Health centers in Great Britain*

УТВЕРЖДАЮ:

Заведующий кафедрой иностранных языков для естественно-научного направления

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Название дисциплины
_2 курс, _4 семестр

БИЛЕТ № 13

1. Письменно перевести текст по специальности (со словарем):

Die another day: How the immune system keeps 'traitor cells' in lockdown

Our immune system is charged with the crucial task of keeping us safe from overwhelming infection. Time and again, our immune cells must decide very quickly whether they are looking at an invading microbe, which poses a threat, or a part of the body, which should be protected. Getting it wrong -- and attacking 'self' -- can lead to devastating autoimmune disorders such as rheumatoid arthritis or lupus. The researchers have shown how the immune system can stop 'traitor' cells -- which could otherwise make damaging antibodies against the body's own tissues (auto-antibodies) -- in their tracks.

They show that a type of antibody called Immunoglobulin D or 'IgD' - which sits on the surface of immune cells termed B cells -- is responsible for stopping the 'traitor' cells from producing auto-antibodies. IgD keeps the cells in 'lockdown' -- unresponsive to the body's tissues, yet still capable of producing antibodies against invaders.

The findings solve a longstanding mystery surrounding the function of IgD, whose role in the immune system has been unclear since it was first observed 50 years ago. Professor Christopher Goodnow, Deputy Director of Garvan and Head of the Immunogenomics laboratory, co-led the research with Dr Anselm Enders (who leads John Curtin's Immunisation Genomics group) and Dr Joanne Reed (Garvan). Prof Goodnow says, "We have known for some time that more than half of the immune system's B cells are capable of producing damaging antibodies against the body's own tissues -- yet they don't do this.

"What we haven't understood before is why and how the immune system keeps these potential 'traitor cells' alive, instead of getting rid of them completely.

"Our new research shows that the antibody IgD is the key player in locking down the traitor cells, so that the immune system can hedge its bets between discarding these cells and drawing upon them to fight an infection. By placing the cells that bear autoantibodies in lockdown, IgD dials down their capacity to produce antibodies against the body's own tissues -- but keeps them alive in case they are needed to fight invasion by a microbe."

The researchers carried out a detailed study of gene expression across the whole genome in locked down (or anergic) B cells from mice, comparing mice with or without functional IgD. The studies revealed a core set of over 200 genes, one third of which are controlled by IgD, that together keep the cells unresponsive to the body's own tissues.

Importantly, however, the cells in lockdown are not removed from the immune system. On the contrary, the researchers found that IgD supports the cells to accumulate in the spleen and lymph nodes (just as other B cells do) and, if necessary,

to take part in "target training" to make antibodies against invaders.

2. Реферировать текст по специальности:

The World Health Organization is using a new combination of drugs to treat human African trypanosomiasis disease, also known as sleeping sickness. The drugs nifurtimox and eflornithine will be given out in Uganda and the Democratic Republic of Congo.

Officials from the Drugs for Neglected Diseases Initiative say the new treatment has fewer side effects. It is also more effective and less costly than the drugs traditionally used. In addition, the new treatment reduces the number of injections needed. And it shortens the amount of time patients must spend in the hospital. Sleeping sickness threatens millions of people in thirty-six countries in Africa. Most live in poor rural areas. The disease is caused by the trypanosoma parasite. It is spread to humans through the bite of infected tsetse flies. Common signs of sleeping sickness include fever, headaches, extreme tiredness and pain in the muscles and joints. Early identification of the disease may be difficult because many infected people do not show any immediate symptoms.

3. Беседа на тему: *Private hospitals in Great Britain*

УТВЕРЖДАЮ:

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Название дисциплины

_2 курс, _4 семестр

БИЛЕТ № 14

1. Письменно перевести текст по специальности (со словарем):

Skipping breakfast and not enough sleep can make children overweight

Mothers smoking in pregnancy, children skipping breakfast and not having a regular bedtime or sufficient sleep all appear to be important factors in predicting whether a child will become overweight or obese, according to new research led by UCL. Being overweight or obese is linked to a child having poorer mental health, which can extend into adolescence and adulthood. This poorer psychosocial well-being includes low self-esteem, unhappiness as well as risky behaviours such as cigarette smoking and alcohol consumption.

The research is based on the Millennium Cohort Study, a study of children born into 19,244 families in the UK between September 2000 and January 2002. Data on weight and height was collected when the children were 3, 5, 7 and 11.

This research used observational information which does not allow firm cause and effect conclusions to be drawn. However the results are based on data from thousands of children and the researchers were able to take account of many of the influences on the development of a child's weight.

"It is well known that children of overweight or obese mothers are more likely to be overweight themselves, probably reflecting the 'obesogenic' environment and perhaps a genetic predisposition to gain weight," said Professor Yvonne Kelly (UCL Epidemiology and Public Health), who led the research.

"This study shows that disrupted routines, exemplified by irregular sleeping patterns and skipping breakfast, could influence weight gain through increased appetite and the consumption of energy-dense foods. These findings support the need for intervention strategies aimed at multiple spheres of influence on BMI growth."

Smoking in pregnancy has been linked to a higher risk of a child being overweight, possibly due to a link between fetal tobacco exposure and infant motor co-ordination which could be a developmental pathway to BMI growth.

The study identified four patterns of weight development. The large majority of children, 83.3%, had a stable non-overweight BMI, while 13.1% had moderate increasing BMIs while 2.5% had steeply increasing BMIs. The smallest group, 0.6%, had BMIs in the obese range at the age of 3 but were similar to the stable group by the age of 7.

Girls were more likely to be in the "moderately increasing" group while Pakistani, Black Caribbean and Black African children were more likely to belong to the "high increasing" group.

The research also looked at other factors to see what influence, if any, they had on children's weight.

After taking account of background factors, breastfeeding and the early introduction of solid food were not associated with children's weight. Likewise, sugary drink

consumption, fruit intake, TV viewing and sports participation were not strong predictors of unhealthy weight gain.

2. Реферировать текст по специальности:

September twenty-first is World Alzheimer's Day. The theme for the observance this year is "Diagnosing Dementia: See It Sooner." The goal is early identification of the disease so those affected get the treatment they need.

Around the world, there will be walks to raise money for medical research. Training courses and educational meetings also are planned.

In the United States, for example, more than twenty thousand teams are preparing for what organizers call memory walks. Singapore will hold public events in at least three languages: English, Malay and Mandarin. And, Barbados will mark World Alzheimer's Day with events like a religious service, a health fair and performances by musicians.

An estimated thirty million people around the world have Alzheimer's disease. In the United States alone, more than five million people are said to suffer from this slowly increasing brain disorder.

Alzheimer's affects memory and personality -- those qualities that make a person an individual. There is no known cure. Victims slowly lose their abilities to deal with everyday life.

3. Беседа на тему: *The role of the family doctor in National Health Service*

УТВЕРЖДАЮ:

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_2 курс, _4 семестр

1. Письменно перевести текст по специальности (со словарем):

Getting a pacemaker soon after heart valve replacement linked with worse outcomes

Patients who undergo minimally invasive heart valve replacement, known as TAVR, sometimes develop heart rhythm problems that necessitate placement of a permanent pacemaker. However, when a pacemaker is needed soon after TAVR, patients often have worse outcomes than those who did not need a pacemaker, according to a study published in *JACC: Cardiovascular Interventions*. The study shows that the risks are both short- and long-term and include lengthier hospital and intensive care unit stays as well as a greater risk of death.

"While pacemakers can and do help save lives, what our study shows is that when they are placed within a month post-TAVR, they may be associated with worsened outcomes as compared to those who did not need pacemakers," said the study's lead researcher, Opeyemi Fadahunsi, M.B.B.S., M.P.H., a cardiology fellow at Dalhousie University in Halifax, Nova Scotia. At the time the study was conducted, Fadahunsi served at Reading Health System in West Reading, Pennsylvania.

Transcatheter aortic valve replacement, or TAVR, is a relatively new, minimally invasive surgical procedure that repairs the aortic heart valve without needing to remove the old valve. Often a patient spends less time recovering and avoids some of the risks associated with open-heart valve replacement. It is typically recommended for patients who are not able to undergo a traditional open-heart procedure -- many times, these are people in their 80s or 90s who have other medical conditions that make an open-heart surgery a less preferred option.

Using data from the STS/ACC TVT Registry, researchers analyzed patients undergoing TAVR in the United States at 229 sites between November 2011 and September 2014 to see how permanent pacemaker implantation after having TAVR affected them.

Of the 9,785 study participants, 651 needed a permanent pacemaker within 30 days of the TAVR procedure. Those who needed a permanent pacemaker had a slightly longer hospital stay as well as longer reported hours in the intensive care unit. They also had an increased risk of death from any cause at one year. In addition, they found that the combination of death from any cause or heart failure hospitalizations was increased at one year.

In an accompanying editorial, Marina Urena, M.D., Ph.D., and Josep Rodés-Cabau, M.D., said the findings provide new insight into the conundrum of conduction abnormalities in TAVR. If confirmed, these results urge engineers, device manufacturers and physicians to work even harder to find ways to reduce the rate of permanent pacemaker placement after TAVR.

2. Реферировать текст по специальности:

Human genes are normally organized along forty-six chromosomes in our cells, twenty-three from each parent.

But some people are born with an extra copy of the twenty-first chromosome. This third copy is a result of a mistake in cell division. The name for this condition is Down syndrome.

A British doctor named John Langdon Down first described it in the eighteen sixties. An estimated three hundred fifty thousand people in the United States have Down syndrome.

Many babies with Down syndrome have low muscle tone, so they need extra support when they are held. Their heads are smaller than average and they can have unusually shaped ears. Also, their eyes often angle upward.

People with Down syndrome often have other conditions. These include problems with their heart and with their breathing and hearing. A lot of these conditions, though, are treatable.

About one in every one hundred people with Down syndrome will develop leukemia, a cancer of the blood. But the National Down Syndrome Society says many of these cases are curable as well.

3. Беседа на тему: *The types of patients receiving medical treatment and care in Great Britain*

7. Регламент дисциплины

Суммарно по дисциплине можно получить максимум 100 баллов, из них текущий контроль в течение семестра оценивается в 50 баллов, итоговый контроль зачет/экзамен - в 50 баллов.

Баллы за работу в течение семестра распределяются следующим образом:

3 балла - посещение занятий. Если нет ни одного пропуска, ставится 4 балла. Если занятие пропущено по уважительной причине (по болезни, подтвержденной документально, официальное освобождение деканата для участия в различных мероприятиях) и задания раздела выполнены, то баллы не вычитаются.

2 балла – составление и устное представление презентаций по изученным темам в каждом модуле.

2 балла – письменная работа.

2 балла – выполнение текущей контрольной работы.

8 баллов – выполнение теста (всего 4 теста в семестре, по 2 балла за каждый тест)

15 баллов - за выполнение итоговой контрольной работы.

18 баллов – за работу на занятиях.

Итого: 3+2+2+2+8+15+18=50 баллов

8. Таблица соответствия компетенций, критериев оценки их освоения и оценочных средств.

Индекс компетенции	Расшифровка компетенции	Показатель формирования компетенции для данной дисциплины	Оценочные средства
ОК-5	готовностью к саморазвитию, самореализации, самообразованию, использованию творческого потенциала	Владение учебными стратегиями для организации своей учебной деятельности когнитивными стратегиями для автономного изучения иностранного языка стратегиями рефлексии и самооценки в целях совершенствования личных качеств и достижений презентационными технологиями для предъявления информации. Демонстрация способности и готовности использовать иностранный язык в ситуациях профессионального общения	Домашнее задание к разделам 1-36, Тестирование разделов 1-36. Составление и устное представление презентаций по изученным разделам. Устные темы к зачету и экзамену
ОК- 8	готовностью к работе в коллективе, толерантно воспринимать социальные, этнические, конфессиональные и культурные различия	Выстраивание стратегии общения: управлять диалогом, слушать и слышать собеседника, отстаивать свою точку зрения, конструктивно критиковать, управлять конфликтом	Домашнее задание к разделам 1-36, Тестирование разделов 1-36. Составление и устное представление презентаций по изученным разделам.
ОПК-1	готовностью решать стандартные задачи профессиональной деятельности с использованием информационных, библиографических ресурсов, медико-биологической терминологии, информационно-коммуникационных технологий и учетом основных требований информационной безопасности	Знать: этические и деонтологические принципы. Уметь: реализовывать этические и деонтологические принципы в профессиональной деятельности справочно-информационного характера;	Домашнее задание к разделам 1-36, Тестирование разделов 1-36. Составление и устное представление презентаций по изученным разделам. Устные темы к зачету и экзамену
ОПК-2	готовностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач профессиональной деятельности	умение начинать, вести/поддерживать и заканчивать диалог-расспрос об увиденном, прочитанном, диалог-обмен мнениями и диалог-интервью/ собеседование при приеме на работу, соблюдая нормы речевого этикета, при необходимости используя стратегии восстановления себя в процессе коммуникации (переспрос, перефразирование и др.); расспрашивать собеседника, задавать вопросы и отвечать на них, высказывать свое мнение, просьбу, отвечать на предложение собеседника (принятие предложения или	Домашнее задание к разделам 1-36, Тестирование разделов 1-36. Составление и устное представление презентаций по изученным разделам. Устные темы к зачету и экзамену

		отказ); делать сообщения и выстраивать монолог-описание, монолог-повествование и монолог-рассуждение; заполнять формуляры и бланки прагматического характера; вести запись основных мыслей и фактов (из аудиотекстов и текстов для чтения), а также запись тезисов устного выступления/ письменного доклада по изучаемой проблематике; поддерживать контакты при помощи электронной почты (писать электронные письма личного характера); оформлять CV/ Resume и сопроводительное письмо, необходимые при приеме на работу, выполнять письменные проектные задания (письменное оформление презентаций, информационных буклетов, рекламных листовок и т.д.); Демонстрирование способности и готовности использовать иностранный язык в ситуациях профессионального общения.	
ПК-20	готовностью к анализу и публичному представлению медицинской информации на основе доказательной медицины	проявление познавательной потребности ,обеспечивающей профессиональную направленность личности на осознание целей профессиональной деятельности и тем самым способствующей ориентировке,ознакомлению с новыми фактами,более полному и глубокому отражению действительности.	Домашнее задание к разделам 1-36, Тестирование разделов 1-36. Составление и устное представление презентаций по изученным разделам. Устные темы к зачету и экзамену
ПК-21	способностью к участию в проведении научных исследований	Дискурсивные способы выражения фактуальной, концептуальной и фоновой информации в русском и иноязычном тексте в соответствии с функциональным стилем. Вести письменное общение на русском и иностранном (преимущественно, английском) языке; свободно и адекватно выражать свои мысли при беседе и понимать речь собеседника на иностранном (преимущественно, английском) языке; собирать и анализировать информацию для решения поставленной проблемы на русском и иностранном языке; работать с электронными специальными словарями, электронными библиотечными ресурсами, другими электронными ресурсами на русском и иностранном (преимущественно, английском) языке. Владеть: регулярными соответствиями в русском языке грамматическим и лексическим единицам иностранных языков; Владеть основными способами	Домашнее задание к разделам 1-36, Тестирование разделов 1-36. Составление и устное представление презентаций по изученным разделам. Устные темы к зачету и экзамену

9. Методические указания для обучающихся при освоении дисциплины (модуля)

Важнейшим этапом практического занятия является самостоятельная работа обучающихся как во время занятия, так и во внеаудиторное время. Преподаватель индивидуально оценивает владение практическим материалом раздела на каждом занятии.

В процессе изучения каждого раздела обучающиеся готовят устные и письменные формы домашнего задания, которые включают выполнение упражнений на отработку терминологии, составление презентаций по теме, написание эссе, чтение и перевод текстов и т.д. Каждый раздел дисциплины заканчивается контрольной работой, в которую входит проверка изученного лексического и грамматического материала по теме. Самостоятельная (внеаудиторная) работа обучающихся складывается из нескольких разделов:

1. Выполнение домашнего задания.
2. Подготовка и устное представление презентаций по темам разделов.
3. Знакомство с дополнительной учебной литературой и другими информационными англоязычными источниками, закрепляющими практические навыки владения иностранным языком обучающихся (аудио- и видеofilмы, англоязычные профессиональные сайты, сайты профессиональных он-лайн журналов, англоязычные профессиональные журналы).

10. Учебно-методическое и информационное обеспечение дисциплины (модуля)

10.1 Основная учебная литература:

1. "Английский язык [Электронный ресурс] : учебник / Марковина И.Ю., Максимова З.К., Вайнштейн М.В.; Под общей ред. И.Ю. Марковиной. - 4-е изд., испр. и перераб. - М. : ГЭОТАР-Медиа, 2013. - <http://www.studmedlib.ru/book/ISBN9785970423790.html>
2. Английский язык. Грамматический практикум для медиков. Часть 1. Употребление личных форм глагола в научном тексте. Рабочая тетрадь [Электронный ресурс] : учебное пособие / Марковина И.Ю., Громова Г.Е. - М. : ГЭОТАР-Медиа, 2013. - <http://www.studmedlib.ru/book/ISBN9785970423738.html>
3. Английский язык для медицинских вузов [Электронный ресурс] / Маслова А. М., Вайнштейн З. И., Плебейская Л. С. - М. : ГЭОТАР-Медиа, 2014. - <http://www.studmedlib.ru/book/ISBN9785970428283.html>

10.2 Дополнительная учебная литература:

1. Английский язык. English in Dentistry [Электронный ресурс] : учебник / Под ред. Л.Ю. Берзеговой. - 2-е изд., испр. и доп. - М. : ГЭОТАР-Медиа, 2013. - <http://www.studmedlib.ru/book/ISBN9785970424353.html>
2. First Aid in Case of Accidents and Emergency Situations [Электронный ресурс] : Preparation Questions for a Modular Assessment / Levchuk I.P., Kostyuchenko M.V. - М. : ГЭОТАР-Медиа, 2015. - <http://www.studmedlib.ru/book/ISBN9785970434505.html>
Анатомия человека [Электронный ресурс] / Билич Г.Л., Кржжановский В.А. - М. : ГЭОТАР-Медиа, 2013. - <http://www.studmedlib.ru/book/ISBN9785970424476.html>

10.3 Интернет-ресурсы:

- Science.com - <http://www.sciencemag.org/>
 American scientific. - <http://www.scientificamerican.com/>
 Free Medical Journals - <http://www.freemedicaljournals.com/>
 Научная электронная библиотека - <http://elibrary.ru>
 Центральная Научная Медицинская Библиотека - <http://www.scsml.rssi.ru/>

11. Материально-техническое и программное обеспечение дисциплины(модуля)

Освоение дисциплины " Иностранный язык " предполагает использование следующего материально-технического обеспечения:

Мультимедийная аудитория, вместимостью более 60 человек. Мультимедийная аудитория состоит из интегрированных инженерных систем с единой системой управления, оснащенная современными средствами воспроизведения и визуализации любой видео и аудио информации, получения и передачи электронных документов. Типовая комплектация мультимедийной аудитории состоит из: мультимедийного проектора, автоматизированного проекционного экрана, акустической системы, а также интерактивной трибуны преподавателя, включающей тач-скрин монитор с диагональю не менее 22 дюймов, персональный компьютер (с техническими характеристиками не ниже Intel Core i3-2100, DDR3 4096Mb, 500Gb), конференц-микрофон, беспроводной микрофон, блок управления оборудованием, интерфейсы подключения: USB, audio, HDMI. Интерактивная трибуна преподавателя является ключевым элементом управления, объединяющим все устройства в единую систему, и служит полноценным рабочим местом преподавателя. Преподаватель имеет возможность легко управлять всей системой, не отходя от трибуны, что позволяет проводить лекции, практические занятия, презентации, вебинары, конференции и другие виды аудиторной нагрузки обучающихся в удобной и доступной для них форме с применением современных интерактивных средств обучения, в том числе с использованием в процессе обучения всех корпоративных ресурсов. Мультимедийная аудитория также оснащена широкополосным доступом в сеть интернет. Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение.

Компьютерный класс, представляющий собой рабочее место преподавателя и не менее 15 рабочих мест, включающих компьютерный стол, стул, персональный компьютер, лицензионное программное обеспечение. Каждый компьютер имеет широкополосный доступ в сеть Интернет. Все компьютеры подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Лингафонный кабинет, представляющий собой универсальный лингафонно-программный комплекс на базе компьютерного класса, состоящий из рабочего места преподавателя (стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Tutor, головная гарнитура), и не менее 12 рабочих мест (специальный стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Student, головная гарнитура), сетевого коммутатора для структурированной кабельной системы кабинета.

Лингафонный кабинет представляет собой комплекс мультимедийного оборудования и программного обеспечения для обучения иностранным языкам, включающий программное обеспечение управления классом и SANAKO Study 1200, которые дают возможность использования в учебном процессе интерактивные технологии обучения с использованием современных мультимедийных средств, ресурсов Интернета.

Программный комплекс SANAKO Study 1200 дает возможность инновационного ведения учебного процесса, он предлагает широкий спектр видов деятельности (заданий), поддерживающих как практики слушания, так и тренинги речевой активности: практика чтения, прослушивание, следование образцу, обсуждение, круглый стол, использование Интернета, самообучение, тестирование. Преподаватель является центральной фигурой процесса обучения. Ему предоставляются инструменты управления классом. Он также может использовать многочисленные методы оценки достижений учащихся и следить за их динамикой. SANAKO Study 1200 предоставляет учащимся наилучшие возможности для выполнения речевых упражнений и заданий, основанных на текстах, аудио- и видеоматериалах. Вся аудитория может быть разделена на подгруппы. Это позволяет

организовать отдельную траекторию обучения для каждой подгруппы. Учащиеся могут работать самостоятельно, в автономном режиме, при этом преподаватель может контролировать их действия. В состав программного комплекса SANAKO Study 1200 также входит модуль Examination Module - модуль создания и управления тестами для проверки конкретных навыков и способностей учащегося. Гибкость данного модуля позволяет преподавателям легко варьировать типы вопросов в тесте и редактировать существующие тесты.

Также в состав программного комплекса SANAKO Study 1200 также входит модуль обратной связи, с помощью которых можно в процессе занятия провести экспресс-опрос аудитории без подготовки большого теста, а также узнать мнение аудитории по какой-либо теме.

Каждый компьютер лингафонного класса имеет широкополосный доступ к сети Интернет, лицензионное программное обеспечение. Все универсальные лингафонно-программные комплексы подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "БиблиоРоссика", доступ к которой предоставлен обучающимся. В ЭБС "БиблиоРоссика" представлены коллекции актуальной научной и учебной литературы по гуманитарным наукам, включающие в себя публикации ведущих российских издательств гуманитарной литературы, издания на английском языке ведущих американских и европейских издательств, а также редкие и малотиражные издания российских региональных вузов. ЭБС "БиблиоРоссика" обеспечивает широкий законный доступ к необходимым для образовательного процесса изданиям с использованием инновационных технологий и соответствует всем требованиям федеральных государственных образовательных стандартов высшего профессионального образования (ФГОС ВО) нового поколения.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен обучающимся. ЭБС "ZNANIUM.COM" содержит произведения крупнейших российских учёных, руководителей государственных органов, преподавателей ведущих вузов страны, высококвалифицированных специалистов в различных сферах бизнеса. Фонд библиотеки сформирован с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, УМК, монографии, авторефераты, диссертации, энциклопедии, словари и справочники, законодательно-нормативные документы, специальные периодические издания и издания, выпускаемые издательствами вузов. В настоящее время ЭБС ZNANIUM.COM соответствует всем требованиям федеральных государственных образовательных стандартов высшего образования (ФГОС ВО) нового поколения.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе Издательства "Лань", доступ к которой предоставлен обучающимся. ЭБС Издательства "Лань" включает в себя электронные версии книг издательства "Лань" и других ведущих издательств учебной литературы, а также электронные версии периодических изданий по естественным, техническим и гуманитарным наукам. ЭБС Издательства "Лань" обеспечивает доступ к научной, учебной литературе и научным периодическим изданиям по максимальному количеству профильных направлений с соблюдением всех авторских и смежных прав.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "Консультант студента", доступ к которой предоставлен обучающимся. Электронная библиотечная система "Консультант студента" предоставляет полнотекстовый доступ к современной учебной литературе по основным дисциплинам, изучаемым в медицинских вузах (представлены издания как чисто медицинского профиля, так и по естественным, точным и общественным наукам). ЭБС предоставляет вузу наиболее

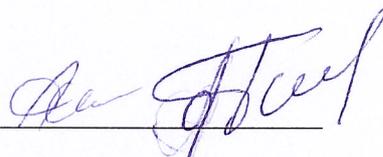
полные комплекты необходимой литературы в соответствии с требованиями государственных образовательных стандартов с соблюдением авторских и смежных прав.

Программа составлена в соответствии с требованиями ФГОС ВО по специальности:
31.05.01 – Лечебное дело

Автор(ы):

Абросимова Г.А., Аюпова Л.И.

"20" 09 2016 г.



Рецензент(ы):

Кондратьева И.Г.

"20" 09 2016 г.

