



Медицинский класс
в московской школе

Russian University
of Medicine



BASIC MEDICAL ENGLISH

Teacher's Book

Под редакцией профессора
Л.Ю. Берзеговой



Moscow

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Под редакцией Л.Ю. Берзеговой

Книга для учителя Teacher's Book предназначена для учителей, преподающих английский язык в медицинских классах.

Книга содержит подробные методические рекомендации по работе с учебным пособием Basic Medical English, ответы ко всем заданиям и тестам, а также тексты всех аудиозаписей.

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MODULE I. BEING A DOCTOR

Целью данного раздела является введение и закрепление лексического материала по теме «BEING A DOCTOR». В уроках раздела предлагаются различные виды заданий на развитие всех видов речевой деятельности: говорения, аудирования, чтения и письма.

MODULE I

UNIT 1. WHY BECOME A DOCTOR

Данный урок представляет собой микротему раздела «BEING A DOCTOR» и ориентирован на формирование общего представления о профессии врача и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается обсудить иллюстрации рубрики и ответить на вопросы об известных врачах, используя знания и языковые средства, которыми они владеют.

Possible answers:

The people in pictures are the prominent russian doctors Ivan Pavlov (picture 1) and Nikolay Pirogov (picture 2).

Pavlov was a renowned Russian physiologist best known for his research on conditioned reflexes and his experiments with dogs.

In 1904, he won the Nobel Prize for his studies on the digestive system.

Pirogov was a surgeon and anatomist. He helped start modern surgery.

He was one of the first to use anesthesia, which helps patients not feel pain during surgery.

He worked as a military doctor during the Crimean War and created new ways to treat injured soldiers.

Reading

I. Read the text and answer the questions.

Учащимся предлагается внимательно прочитать и, при необходимости, перевести текст с максимальным использованием языковой догадки, затем, опираясь на его содержание, ответить на вопросы.

*Определения слов, вызывающих затруднения при переводе, можно найти в глоссарии.

Possible answers:

1. Doctors provide essential medical care, prescribe medication, perform surgeries, and offer preventive measures to help people maintain their health.
2. They also conduct research, educate patients and the public, and work collaboratively with other healthcare professionals.
3. They attend conferences, engage in continuing medical education programs, and read scientific literature to ensure they provide the best possible care to their patients.
4. They must stay updated with the latest medical advancements and research.
5. It would lead to potentially devastating consequences for individuals and society as a whole.
6. Doctors make a positive impact on people's lives by helping them recover from illnesses and injuries.
7. The emotional rewards of being a doctor such as delivering good news to patients and their families and seeing the relief and gratitude on their faces.

II. Mark the following statements as true (T) or false (F)

Учащиеся просматривают текст и отмечают утверждения как верные или неверные.

Correct answers: 1T; 2F; 3T; 4F; 5F; 6T; 7T

Vocabulary

I. Make word combinations

Учащимся необходимо составить словосочетания из предложенных слов.

*Учитель может усложнить задание и попросить учащихся составить с получившимися словосочетаниями свои предложения.

Correct answers: 1-j; 2-e; 3-g; 4-h; 5-b; 6-i; 7-c; 8-d; 9-f; 10-a

II. Complete the sentences using the words from the word bank.

Учащимся предлагается заполнить пропуски в предложениях подходящими по смыслу словами из рамки.

Correct answers: 1- healthcare professionals; 2- provide; 3- medication; 4- operations; 5- preventive measures; 6- attend; 7- stay updated

III. Match the halves to make sentences.

Учащимся необходимо соотнести части предложений так, чтобы получились верные высказывания.

Correct answers: 1-e; 2-c; 3-a; 4-g; 5-d; 6-f; 7-b

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи.

Учащиеся услышат текст об этапах медицинского образования. После первого прослушивания необходимо выполнить два задания: выбрать правильные варианты ответов на вопросы и соединить части предложений так, чтобы получились верные высказывания.

После второго прослушивания учащимся предлагается заполнить пропуски в предложениях словами из рамки.

Listening script

If you want to become a doctor, you will need to study at university for a degree in medicine.

After that, you will have to do further training at a hospital. This is called an internship.

You will then be a junior doctor. Junior doctors work very long hours and have to do a lot of work that is not very interesting. However, they also learn a lot and get to know what it is really like to be a doctor.

After a few years as a junior doctor, you will have to decide which area of medicine you want to specialise in.

Some doctors choose to work with children, others with the elderly or with pregnant women.

There are many different areas to choose from. Once you have finished your specialisation, you will be a fully-qualified doctor and you will be able to work alone.

However, you will still need to continue studying because there are always new things to learn about medicine.

Being a doctor is a very challenging job. It is also a very rewarding one.

If you like helping people and you are good at science it could be the perfect career for you.

I. Listen and choose the correct answer.

Correct answers: 1-d; 2-a; 3-a; 4-b

II. Match the halves to make sentences.

Correct answers: 1-b; 2- f; 3-d; 4-e; 5-a; 6-c

III. Listen again. Complete the sentences using the words from the word bank.

Correct answers: 1-degree; 2-internship; 3-junior; 4-specialise; 5- areas; 6-specialisation; 7- fully-qualified; 8- challenging; 9- rewarding; 10- career

Speaking

I. Look at the phrases and decide which of them are advantages or disadvantages of being a doctor.

Учащиеся в парах или небольших группах определяют положительные и отрицательные стороны профессии врача, затем делятся своими рассуждениями с классом.

Possible answers:

Advantages: constant need for doctors, noble and respected profession, chance to do research, power to change someone's life for the better.

Disadvantages: long education period, danger to one's health, high level of stress, working long and irregular hours.

II. Discuss in groups the following questions.

Учащиеся в небольших группах обсуждают предложенные в задании вопросы, аргументируя свою точку зрения.

1. The path to becoming a doctor involves many years of education and training, requiring long hours of study; medical education can be expensive.
2. Professionalism, passion for learning, attention to detail, compassion, dedication
3. Doctors are essential members of society who contribute to the well-being of people. Their work makes a significant impact on the quality of life for many people.
4. Students' own answers.
5. Emotional stress, long hours, demanding schedules, and the pressure to provide high-quality care can be challenging for doctors.

6. Technological advancements have revolutionised the field of medicine by enhancing patient care and improving healthcare outcomes.

7. The Hippocratic Oath is an ancient Greek oath traditionally taken by physicians. It includes ethical guidelines and principles for medical professionals.

Writing

Учащимся предлагается найти в сети Интернет информацию об известных врачах и их достижениях в области медицины и написать эссе об одном из них.

Students' own answers.

MODULE I

UNIT 2. WHAT MAKES A GOOD DOCTOR

Данный урок представляет собой микротему раздела «BEING A DOCTOR» и ориентирован на формирование общего представления о качествах, которыми должен обладать хороший врач и на развитие навыков коммуникации по теме.

What do you think?

Обсуждение вопросов перед чтением текста проводится в небольших группах. Учащимся предлагается посмотреть на иллюстрации и ответить на вопросы рубрики, используя знания по теме и языковые средства, которыми они владеют.

1. **Possible answers:** The doctor in picture 1 looks bored and is not listening to the patient. The doctor in picture 2 is listening carefully to the patient; she likes her job.
2. **Possible answers:**
If I could wish for good doctors, I would want them to be:
 - Caring: Good doctors understand how their patients feel. They care about their patients and want to help them get better.
 - Smart: They know a lot about medicine. They learn new things to help their patients best.
 - Honest: Good doctors always do the right thing. They take care of their patients and keep their secrets safe.
 - Patient-Focused: They pay attention to what their patients need. They ask their patients what they want and respect their choices.
 - Always Learning: Good doctors want to learn all the time. They keep getting better at their job.
 - Strong: Good doctors can handle tough situations. They take care of themselves while helping others.

Reading

I. Read the text and answer the questions:

Учащиеся внимательно читают текст и, при необходимости, переводят его с максимальным использованием языковой догадки, затем, опираясь на содержание текста, отвечают на вопросы.

*Определения слов, вызывающих затруднения при переводе, можно найти в глоссарии.

Correct answers:

1. An aspiring doctor must foster qualities such as willingness to continuously learn and improve, good communication skills, compassion and empathy, strong ethical standards, emotional stability and patience, and the ability to work as a team player.
2. It is important for a good doctor to stay up-to-date with the latest medical advancements to provide the most effective treatments for their patients.
3. A good doctor should communicate with patients clearly, explaining medical conditions and treatment options in a way that is easily understood.
4. Being empathetic helps doctors connect with patients on a personal level and offer the best care possible.
5. Patients trust that their doctor will act in their best interests and uphold strong ethical standards, which includes honesty in communicating medical information and transparency about treatment options.
6. Emotional stability helps doctors adequately handle emergency situations and deal with complex cases or challenging patients.
7. The ability to work as a team player is essential for doctors in the healthcare industry because healthcare is a collaborative field where effective teamwork with other professionals is necessary.

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст и отмечают утверждения как верные или неверные.

Correct answers: 1F; 2T; 3F; 4T; 5F; 6F; 7F

Vocabulary

I. Match the synonyms

Данное упражнение направлено на актуализацию активной лексики урока и расширение словарного запаса. Учащимся необходимо соединить слова-синонимы из правой и левой колонок.

Correct answers: 1d; 2a; 3e; 4g; 5b; 6c; 7f

II. Match the halves to make sentences

Учащимся необходимо соотнести части предложений так, чтобы получились верные высказывания.

Correct answers: 1e; 2g; 3a; 4f; 5b; 6c; 7d

III. Find the right word form.

В данном упражнении повторяются правила словообразования. Учащиеся анализируют предложения, определяют недостающую часть речи и грамматические формы слов.

Correct answers: 1 expertise; 2 respect; 3 advancements ; 4 empathy; 5 patience; 6 knowledge; 7 emergency

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. После первого прослушивания необходимо выполнить три задания: выбрать правильные варианты ответов на вопросы, определить, какой из трех текстов наиболее точно передает основное содержание записи, и отметить утверждения как верные и неверные.

После второго прослушивания учащимся предлагается заполнить пропуски в предложениях словами из таблицы.

Listening script

Women make up about 70% of the healthcare workforce worldwide.

Despite this, in many countries, most doctors are men.

Studies show that women in healthcare often show more care and spend more time with patients than men.

Also, women patients usually prefer female doctors.

One study found that patients have a lower death rate when treated by female doctors.

Researchers looked at three million medical records and found fewer readmissions and deaths if the doctor was female. But female doctors earn less money.

Researchers did not explain why women gave better care.

One doctor said it was unfair that male doctors got paid more because women were better at their jobs. He said if female and male doctors work equally well, they should get the same pay.

***Readmission** is when a patient goes back to a medical facility after being treated.

I. Listen to the audio. In each question choose the right answer *a, b, c, or d*.

Correct answers: 1b; 2c; 3c; 4b; 5c

II. Pick the right summary.

Correct answer 3

III. Mark the statements as true (T) or false (F).

Correct Answers: 1T;2F;3F;4F;5T;6F;7F

IV. Listen again and fill in the blanks using the words from the box.

Correct answers: 1-female; 2-money; 3-three; 4-fewer; 5-better; 6-less; 7-equal.

Speaking

I. Discuss in groups the following questions.

Учащиеся в парах или группах готовят ответы и обсуждают предложенные вопросы. Учитель контролирует и комментирует ход обсуждения, переходя от пары к паре/от группы к группе.

Possible answers:

1. Being ethical is very important for doctors because it affects patient care, trust, and the reputation of doctors.
2. Doctors can show kindness to their patients in different ways, like listening carefully to what patients say without interrupting; understanding how patients feel; and giving support and encouragement during hard times to help ease fears.
3. Doctors often work long hours, deal with emergencies, and face delays, so they need patience to handle their work and focus on patient care.
4. Going to conferences, workshops, online courses, doing research, and writing papers helps doctors learn about the latest medical advancements.
5. Clear explanations help patients understand their health issues, treatment choices, and possible risks.
6. Showing empathy can reduce patients' anxiety and fear, creating a caring environment and building a strong relationship between doctor and patient based on understanding and kindness.
7. **Students' own answers.**

Writing

Учащимся предлагается написать эссе на тему “He is the best physician who is the most ingenious inspirer of hope.” - **Samuel Taylor Coleridge**

Students' own answers.

MODULE I

UNIT 3. MEDICAL ETHICS

Данный урок представляет собой микротему раздела «BEING A DOCTOR» и ориентирован на формирование общего представления о медицинской этике и ее главных принципах и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается описать иллюстрации и ответить на вопросы, связанные с ними. Обсуждение может проводиться в парах или в небольших группах. Учитель контролирует и комментирует ход обсуждения, переходя от пары к паре/ от группы к группе.

Students' own answers.

Reading

I. Read the text and answer the questions.

Учащимся необходимо внимательно прочитать текст и, при необходимости, перевести его с максимальным использованием языковой догадки, затем, опираясь на содержание текста, дать развернутые ответы на вопросы.

*Определения слов, вызывающих затруднения при переводе, можно найти в глоссарии.

Correct answers:

1. Medical ethics are the rules that doctors should follow.
2. It's important for future doctors to understand these rules so they can make good choices for their patients.
3. Medical ethics help doctors decide what is right and best for the patient.
4. The four pillars of medical ethics are: beneficence, non-maleficence, autonomy, and justice.

5. Beneficence means doing good in the context of medical ethics.
6. The principle of non-maleficence in medical ethics is to do no harm.
7. The four pillars of medical ethics help doctors figure out what to do in different situations.

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст и отмечают утверждения, как верные или неверные.

Correct answers:

1. False - - Medical ethics is a changing ideal.
2. False - - Medical professionals frequently face moral questions and ethical dilemmas.
3. False - - Aspiring Doctors need to have a good moral compass.
4. False - - The four pillars of medical ethics are beneficence, non-maleficence, autonomy, and justice.
5. False - - Autonomy means giving the patient the freedom to choose.
6. True
7. False - - Medical ethics is important beyond Medical School applicants.
8. True
9. True
10. False - - Medical ethics is important for the well-being of patients.

Vocabulary

I. Match the words with their definitions.

Учащимся необходимо соотнести приведенные в упражнении понятия с их определениями.

Correct matches: 1. e; 2. a; 3. c; 4. g; 5. d; 6. f; 7. h; 8. b

II. Complete the sentences using the words from the box.

Учащиеся заполняют пропуски в предложениях, используя слова из таблицы.

Correct answers:

1. ethics
2. behave
3. decisions
5. non-maleficence
6. autonomy
7. justice
8. change

III. Match the halves of the sentences.

Учащимся необходимо соотнести части предложений так, чтобы получились верные высказывания.

Correct answers:

1-d; 2- c; 3- e; 4- b; 5- a; 6-f

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. После первого прослушивания необходимо выполнить два задания: отметить утверждения как верные или неверные и дать развернутые ответы на вопросы.

После второго прослушивания учащимся предлагается заполнить пропуски в предложениях словами из таблицы.

Listening Script

Sometimes doctors operate on the wrong part of the body. This is called wrong site surgery, and it should never happen. But it still does. Three patients at Rhode Island Hospital had this happen to them in 2007. They needed brain surgery, but the surgeons made a mistake and operated on the wrong side of their heads. Two of the patients were okay because the mistake was found quickly. But the third patient, who was 86 years old, died. The surgeon who made these terrible mistakes only lost his medical license for two months. This makes people wonder if doctors can really be trusted to make sure they do a good job.

I. Listen to the text and mark the statements TRUE/ FALSE.

Correct answers:

1. True
2. False (This statement contradicts the specific number of patients mentioned in the text.)
3. False (This statement contradicts the outcome mentioned in the text for one of the patients.)
4. True
5. False (This statement contradicts the duration of the medical license suspension mentioned in the text.)
6. True
7. False (This statement contradicts the frequency of the occurrence mentioned in the text.)

II. Answer the questions to the text.

Correct answers:

1. Wrong site surgery is when doctors operate on the wrong part of the body.
2. Three patients at Rhode Island Hospital had wrong site surgery in 2007.
3. The three patients needed brain surgery.
4. Two of the patients were okay because the mistake was found quickly.
5. The third patient, who was 86 years old, died.
6. The surgeon who made the mistakes lost his medical license for two months.

7. People wonder if doctors can really be trusted to make sure they do a good job.

III. Listen again and complete the sentences.

Correct answers:

1. operate
2. surgery
3. happen
4. Three
5. 2007
6. brain
7. mistake
8. wrong
9. Two
10. 86
11. surgeon
12. medical license
13. trusted

Speaking

I. Answer the questions. Agree/ disagree. Why?

Учащиеся в парах или группах отвечают на предложенные вопросы и аргументируют свою точку зрения. Учитель прослушивает и комментирует ход обсуждения, переходя от группы к группе/от пары к паре.

Students' own answers.

Writing

Учащимся предлагается письменно выразить свое мнение по одному из приведенных в упражнении случаев, затрагивающих принципы медицинской этики.

Students' own answers.

MODULE I

UNIT 4. MEDICAL INNOVATIONS

Данный урок представляет собой микротему раздела “BEING A DOCTOR” и ориентирован на формирование общего представления о современных медицинских технологиях и открытиях, совершенных в сфере медицины, и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается дать описание представленных в рубрике иллюстраций. После чего им нужно будет сравнить рисунки группы А с рисунками группы В и сказать, что между ними общего, и чем они отличаются.

Далее учащимся предлагается ответить на вопросы о современных технологиях, используемых в сфере медицины.

В последнем задании учащимся самим нужно задать три вопроса о современных медицинских технологиях. Данное задание требует знания определенных грамматических конструкций, поэтому может представлять некоторые трудности для учащихся. Роль учителя – контролировать и консультировать учащихся во время выполнения задания.

Possible answers:

1. In picture 1A we can see a doctor talking to a patient in the doctor's room. In picture 1B we can see a patient talking to a doctor online using digital technologies.

In picture 2A we can see surgeons operating on a patient in the operating theatre. In picture 2B we can see a surgeon operating a patient using special modern technologies.

In both pictures 1A and 1B we can see the process of communication between a doctor and a patient. But in picture 1A they communicate face-to-face, in picture 1B they talk online.

In both pictures 2A and 2B we can see an operation and surgeons. But in picture 2A the surgeons are operating on the patient by themselves with their hands, in picture 2B

the surgeon performs the operation using special technologies without direct contact with the patient.

2. Students' own answers.

3. Students' own answers.

4. Students' own answers.

Reading

Read the text and see if there are answers to your questions.

Учащиеся внимательно читают текст и ищут ответы на свои вопросы, после чего учитель задает вопрос:

- What answers to your questions did you find in the text?

Обсуждаются вопросы учащихся.

I. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст о современных медицинских технологиях еще раз и отмечают утверждения как верные или неверные.

Correct answers:

1. True.

2. True.

3. True.

4. False. Robotic technology can be used for a wide range of things: from performing complex surgeries to assisting with everyday tasks.

5. False. 3D printing technology has been used to create medical devices, prostheses, and even organs.

6. False. Artificial intelligence has the potential to transform healthcare by analyzing large amounts of data and making predictions. It can assist in diagnosing diseases, developing treatment plans, and improving patient monitoring.

7. True.

II. Answer the questions.

Используя информацию из текста про современные медицинские технологии, учащиеся готовят ответы на вопросы и затем обсуждают их в парах или группах.

Correct answers:

1. Numerous medical innovations improve quality of life and extend life expectancy of people.
2. Precision or personalised medicine, telemedicine, robotics, 3D printing, artificial intelligence.
3. Precision or personalised medicine.
4. No, it doesn't. Telemedicine deals with remote diagnosis and treatment of patients using technology.
5. Robotic technology can be used for a wide range of things: from performing complex surgeries to assisting with everyday tasks.
6. Telemedicine.
7. 3D printing.

Vocabulary

I. Match the words in bold in the text to their meanings:

Учащимся предлагается соотнести приведенные в задании определения с соответствующими им словами, выделенными жирным шрифтом в тексте про современные медицинские технологии.

Correct answers:

- a) unique
- b) life expectancy
- c) artificial
- d) prosthesis
- e) research

f) predictions

g) remote

h) challenge

II. Match the phrases

Учащиеся находят устойчивые словосочетания, которые были использованы в тексте про современные медицинские технологии.

Correct answers:

1. e

2. c

3. a

4. b

5. g

6. d

7. f

III. Complete the sentences using these phrases from II.

Учащимся нужно использовать словосочетания из упражнения II в предложениях.

Correct answers:

1. extend life expectancy

2. perform surgery

3. create devices

4. provide care

5. improve quality of life

6. make predictions
7. diagnose diseases

IV. Read the text about the future of medicine. For gaps 1-7 choose the word *a, b, c or d* that best completes each gap.

Работа с данным текстом направлена на дальнейшее закрепление лексического материала урока. Учащимся предлагается прочитать текст о будущем медицины и выполнить задание с выбором варианта ответов. При выполнении этого упражнения необходимо обращать внимание на сочетаемость лексических единиц.

Correct answers:

1. a
2. c
3. b
4. a
5. d
6. c
7. a

V. Match the halves to make the correct sentences.

Учащимся предлагается закончить высказывания, подобрав соответствующее продолжение.

Correct answers:

1. f
2. c
3. e
4. d

5. b

6. a

VI. Rephrase the sentences using the words given in brackets.

В данном упражнении повторяются правила словообразования. Учащиеся учатся анализировать предложения, определять недостающую часть речи и грамматические формы слов.

Correct answers:

1. expectancy
2. precision
3. researcher
4. prediction(s)
5. intelligence
6. innovation
7. printers

Speaking

I. Read the comments of different people about innovations in modern medicine. Do you agree with the comments? Why? / Why not?

Учащиеся выполняют задания, направленные на формирование навыков говорения. Им необходимо высказать и аргументировать свое мнение о комментариях разных людей по поводу нововведений в области медицины. Учащиеся могут обсудить комментарии в парах или группах; учитель может прослушать ход обсуждения, переходя от одной пары/группы к другой.

Students' own answers.

II. Discuss in groups the following questions.

Учащиеся в группах обсуждают вопросы и обмениваются мнениями о современных медицинских технологиях. Учитель при этом выполняет функцию наблюдателя, оказывая дифференцированную помощь и осуществляя контроль с последующим анализом типичных ошибок или индивидуальных затруднений.

Students' own answers.

Writing

Search the Internet and find out more about the latest medical advances. Research and write about one of them. Prepare a 1-minute talk on this technology.

Учащимся предлагается, используя информацию из сети Интернет, написать об одном из последних достижений в области медицины и выступить с кратким докладом, продолжительностью в одну минуту, по исследуемой теме.

Students' own answers.

MODULE I. TEST I

I. Read the text. In each question below choose the right answer *a, b, c, or d*.

Correct answers:

1. a
2. c
3. b
4. d
5. a
6. b
7. d

II. Complete the text using the words from the word bank.

Correct answers:

- 1) artificial
- 2) research
- 3) empathy
- 4) communication
- 5) ethics
- 6) decisions
- 7) expectancy
- 8) quality
- 9) telemedicine
- 10) robotic

III. Determine which principle of medical ethics matches the scenarios below.

Correct answers:

1. A
2. B
3. J
4. J
5. N
6. A
7. B

IV. Answer the questions.

Possible answers:

1. The role of doctors has expanded to include preventive care, patient education on healthy lifestyles, and overall well-being in addition to diagnosing and treating illnesses.
2. Medical innovations such as robotic surgeries, telemedicine, and personalised medicine have revolutionised the way doctors diagnose and treat patients.
3. Doctors often face ethical dilemmas related to the use of experimental treatments or medications, balancing innovative care with potential risks for patients.
4. Great doctors possess qualities such as compassion, empathy, and effective communication skills.
5. Effective communication is important for doctors to establish trust, foster strong doctor-patient relationships, and ensure patients understand their treatment plans.
6. Doctors carefully consider the potential benefits and harms of experimental treatments or medications, always weighing the risks against the potential benefits for patients.

7. Doctors are bound by a code of ethics that includes principles such as patient confidentiality, informed consent, and prioritising the well-being of their patients.

MODULE I. TEST II

I. Read the text. In each question below choose the right answer *a, b, c, or d*.

Correct answers:

1. b
2. b
3. b
4. c
5. b
6. c
7. c

II. Complete the text using the words from the word bank.

Correct answers:

- 1) challenges
- 2) knowledgeable
- 3) research
- 4) innovation
- 5) calmness
- 6) precision
- 7) healthcare

- 8) moral
- 9) internship
- 10) judgement

III. Determine which principle of medical ethics matches the scenarios below:

Correct answers:

- 1. A
- 2. N
- 3. J
- 4. B
- 5. B
- 6. N
- 7. A

IV. Answer the questions.

Possible answers:

- 1. Great doctors possess qualities such as compassion, empathy, and effective communication skills.
- 2. Effective communication is important for doctors to establish trust, foster strong doctor-patient relationships, and ensure patients understand their treatment plans.
- 3. The role of doctors has expanded to include preventive care, patient education on healthy lifestyles, and overall well-being in addition to diagnosing and treating illnesses.

4. Medical tools such as MRI, CT scans, X-ray machines have revolutionised the way doctors diagnose and treat patients.

5 Doctors often face ethical dilemmas related to the use of experimental treatments or medications, balancing innovative care with potential risks for patients.

MODULE II. HEALTH INSTITUTIONS

Целью данного раздела является введение и закрепление лексического материала по теме «HEALTH INSTITUTIONS». В уроках раздела представлены различные виды заданий на развитие всех видов речевой деятельности: говорения, аудирования, чтения и письма.

MODULE II

UNIT 1. MEDICAL FACILITIES

Данный урок представляет собой микротему раздела «HEALTH INSTITUTIONS» и ориентирован на формирование общего представления о работе медицинских учреждений и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается описать иллюстрации и ответить на вопросы, связанные с ними. Обсуждение может проводиться в парах или в небольших группах.

Possible answers:

1. In picture 1 we can see a hospital ward; hospitals provide various types of treatment. In picture 2 we see a rehabilitation centre; rehabilitation centres provide rehabilitation care. In picture 3 we can see a pharmacy; pharmacies sell drugs and healthcare products. In picture 4 we can see a dental office; dental offices provide dental care.
2. Clinics, medical laboratories, etc.
3. Students' own answers.

Reading

I. Read the text and answer the questions.

Учащиеся внимательно читают текст и, при необходимости, переводят его с максимальным использованием языковой догадки, затем, опираясь на содержание текста, дают развернутые ответы на вопросы.

*Определения слов, вызывающих затруднения при переводе, можно найти в глоссарии.

Possible answers:

1 The health care system is important because it ensures the well-being of people by providing medical care to them.

2 Three types of healthcare organisations mentioned in the text are hospitals, clinics, and pharmacies.

3 Hospitals provide a wide range of medical services, including emergency care, surgery, and specialised treatments.

4 Clinics typically offer outpatient care, focusing on preventive care. Hospitals provide a wider range of medical services such as surgeries or emergency treatment.

5 Pharmacies specialise in the dispensing of prescription or over-the-counter medications, and other health care products.

6 Rehabilitation centres provide specialised care and therapy for individuals recovering from injuries, surgeries, or illnesses.

7 Besides medical treatment, medical facilities also offer services such as vaccinations, screenings, and regular check-ups for preventive care.

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст и отмечают утверждения как верные или неверные.

Correct answers:

1. False - - The text mentions that the health care system is a combination of public and private organisations.

2. True

3. False - - Medical facilities do play a role in preventive care. They offer services such as vaccinations, screenings, and regular check-ups to help us stay healthy.

4. True

5. False - - Clinics provide outpatient care.

6. False - - Pharmacies specialise in the dispensing of medications and health-related products.

7. False - - Hospices provide care and support for individuals who are terminally ill.

Vocabulary

I. Complete the dialogues.

Учащимся необходимо соотнести реплики из правой и левой колонок таблицы так, чтобы получились мини-диалоги.

Correct answers:

1-c

2-g

3-f

4-a

5-b

6-e

7-d

II. Match the facilities with the services they provide.

Учащимся предлагается соотнести названия медицинских учреждений с услугами, которые они оказывают.

Correct answers:

1-f, 2-c, 3-g, 4-e, 5-a, 6-b, 7-d

III. Replace italicised words in the sentences with the words from the box.

Данное упражнение направлено на актуализацию активной лексики урока и расширение словарного запаса. Учащиеся читают предложения и меняют выделенные курсивом слова на синонимы, приведенные в таблице.

Correct answers:

1. The hospital offers a wide range of medical services, including surgeries and consultations.
2. Everyone should have access to essential health services, regardless of their financial situation.
3. After the surgery, the patient will receive outpatient care to monitor their recovery.
4. The accident victim will require inpatient care to receive round-the-clock medical attention.
5. Regular check-ups are important to detect any potential health issues early on.
6. For small illnesses, you can purchase over-the-counter medications from the local pharmacy.
7. Exercise and a healthy diet are essential for improving the quality of life.

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. После первого прослушивания необходимо выполнить два задания: определить, какой из трех текстов наиболее точно передает основное содержание записи, и выбрать правильные варианты ответов на вопросы.

После второго прослушивания учащимся предлагается заполнить пропуски в предложениях словами из таблицы.

Listening script:

A. Good morning. Can I help you?

B. Hi, I'm not feeling well. I have a headache and some body aches.

A. Do you have any allergies?

B. Yes, I'm allergic to aspirin.

A. Have you taken any medication recently?

B. No, I haven't taken anything yet.

A. I can suggest acetaminophen or ibuprofen. They should be safe for you.

B. I'll try ibuprofen. How many pills do I have to take?

A. Two every six hours. It's important to stay hydrated and get some rest as well. If you don't feel better in 48 hours, you should see a doctor.

B. Thank you for your help.

A. You're welcome. Take care and get well soon!

I. Listen to the dialogue and pick the right summary.

Correct answer: 2

II. Choose the right answer.

Correct answer: 1c, 2c, 3b, 4d, 5d, 6c, 7b

III. Listen to the dialogue again and fill in the gaps in the summary using the words from the box.

Correct answers:

1. symptoms
2. headache/body aches
3. body aches/headache
4. aspirin
5. ibuprofen
6. dosage
7. six hours
8. 48 hours
9. doctor

Speaking

I. Учащиеся в парах разыгрывают ситуации, связанные с необходимостью посещения медицинских учреждений.

Students' own answers.

II. Учащиеся в небольших группах рассуждают о необходимости увеличения количества медицинских организаций.

Students' own answers.

III. Учащимся предлагается рассказать о действиях, которые они предпримут, если им понадобится медицинская помощь в чужой стране.

Possible answers:

1. First, I would look for the emergency number for the country I'm in. I would call and explain my situation simply, even if I don't speak the language well.

2. Next, I would find the nearest hospital or clinic for help. I might ask people nearby, use a map app on my phone, or follow signs to medical places.
3. Once I know where to go, I would try to get there fast. Depending on how I feel, I might call an ambulance or taxi, or walk/use public transport if I can.
4. At the medical place, I would tell the staff about my symptoms and needs. I might use a translation app, point to body parts, or use simple words and gestures.
5. I would give any needed personal or medical details, like my name, birth date, insurance info (if needed), and my symptoms.
6. I would follow the advice and treatment from the medical staff as best as I can. The key is to stay calm, communicate as much as possible, and trust medical professionals.

Writing

Учащимся предлагается письменно смоделировать разговор двух друзей о здравоохранении в их регионе.

Students' own answers.

MODULE II

UNIT 2. HOSPITAL DEPARTMENTS

Данный урок представляет собой микротему раздела «HEALTH INSTITUTIONS» и ориентирован на формирование общего представления о медицинской инфраструктуре, отделениях медицинских учреждений и особенностях их работы и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается посмотреть на иллюстрации и описать, что делают врачи, сказать, в каких отделениях могут работать эти специалисты, и назвать другие отделения больницы. Учитель может задавать дополнительные вопросы (Have you ever been to any of these departments? Have you ever consulted any of these specialists? Why?), чтобы продолжить обсуждение.

Possible answers:

1. A doctor is talking to a baby. Surgeons are performing operations.
2. Paediatrics, Surgery
3. Students' own answers.

Reading

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащимся необходимо внимательно прочесть текст об отделениях в медицинских учреждениях и перевести его; затем, опираясь на содержание текста, выбрать правильные варианты ответов на вопросы.

*Определения слов, вызывающих затруднения при переводе, можно найти в глоссарии.

Correct answers:

1. b

2. a

3. b

4. b

5. c

6. a

7. c

II. Answer the following questions.

Используя информацию, предложенную в тексте про отделения больницы, учащиеся готовят развернутые ответы на вопросы и затем обсуждают их в парах или группах.

Correct answers:

1. The cardiology department focuses on heart conditions and blood vessels.

2. In the cardiology department, doctors perform tests like ECGs and echocardiograms.

3. Another name for an operation is a surgery.

4. The paediatrics department focuses on the medical care of children, including check-ups, vaccinations, and treating

common childhood illnesses.

5. Doctors in the dermatology department diagnose and treat skin diseases and perform cosmetic procedures.

6. People receive physical therapy in the physiotherapy department, especially after an operation on their legs.

7. The orthopaedics department deals with bone and muscle problems.

III. Make three (3) sentences describing any three (3) hospital departments from Vocabulary Exercise I. Do not use the name of the department in the sentences. Then show your sentences to your partner and ask them to guess which departments you are describing.

Учащимся необходимо составить три предложения, описывающие любые три отделения больницы, используя лексику из упражнения I раздела Vocabulary. Учащиеся не указывают в предложениях название отделения. Затем они показывают свои предложения одноклассникам и просят их угадать описанные отделения.

Данное задание можно выполнять в парах или мини группах.

Possible answers:

1. This department takes images of the inside of a person's body.
2. This department treats patients with heart problems.
3. This department takes care of your ears.

Vocabulary

I. Replace the italicised words in the sentences with the words from the word bank.

Учащиеся заменяют слова, выделенные курсивом, их эквивалентами, предложенными в банке слов.

Correct answers:

1. The patient was sent to the *cardiology* department for further tests.
2. The *radiology* department is equipped with state-of-the-art scanning technology.
3. The *gynaecology* clinic offers a range of services for female health needs.
4. The *obstetrics* team provided exceptional care throughout the pregnancy and birth.
5. The *ophthalmology* department diagnosed the patient with cataracts and recommended an operation.
6. The patient had his chronic sinusitis treated at the *otolaryngology* department.
7. The *oncology* unit offers comprehensive treatment options for patients with cancer.

II. Complete the sentences using the words from the word bank.

Учащиеся заполняют пропуски в предложениях, используя слова из активной лексики урока, предложенной в задании.

Correct answers:

1. conditions
2. blood
3. operations
4. surgery
5. operating theatre
6. paediatrics
7. vaccinations
8. childhood
9. neurology
10. gynaecology
11. pregnancy
12. radiology

III. Rearrange the words to make sentences.

Учащимся необходимо переставить слова так, чтобы получились предложения.

Correct answers:

1. Doctors in a dermatology department diagnose and treat skin conditions.
2. An obstetric department takes care of pregnant women.
3. A gynaecology department looks after women's health.
4. Operations on human internal organs are done by a surgery department.
5. A paediatric department focuses on the medical care of children.

6. An orthopaedic department looks at bone and muscle problems.
7. A physiotherapy department is where patients recover after operations or traumas.

Listening

Учащимся предлагается несколько раз прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. Учащиеся услышат

рекомендации трех врачей. Необходимо понять, в каком отделении работает каждый из врачей.

Listening script

1. You should follow a heart-healthy diet. Also remember about regular physical activity. Smoking increases your risk of heart problems, so it's essential to quit smoking. It's important to take the prescribed heart medications as directed and not skip doses.
2. Don't forget about physical activity such as walking or swimming regularly. Exercise will help your brain stay healthy, improve your cognition, and will help manage your neurological condition more efficiently. You should also engage in mentally stimulating activities such as reading, puzzles, or learning new skills.
3. Make sure you stay up-to-date with vaccinations. Encourage your child to age-appropriate physical activities such as outdoor play, sports, or active games. You should also schedule regular well-child check-ups with your paediatrician for developmental assessments.

I. Listen to three instructions that a doctor gives to a patient. Which department (A, B, or C) does each doctor work in?

Correct answers:

1-A; 2-C; 3-B

II. Listen again and write out the words and phrases that helped you decide.

Необходимо прослушать аудио запись снова и записать ключевые слова, которые помогли учащимся определиться с выбором.

Possible answers:

Cardiology: heart-healthy diet, heart problems, heart medications

Neurology: brain, cognition, neurological condition, mentally stimulating activities

Paediatrics: vaccinations, child check-ups, paediatrician, developmental assessments

III. Listen to the first recommendation of the doctor and note down the word combinations that have the following meanings.

Учащиеся слушают аудио запись еще раз; в этот раз им нужно услышать рекомендации врача и записать словосочетания из аудио записи, которые имеют одинаковые значения со словами в задании.

Correct answers:

1. Follow a healthy diet
2. Increase the risk of problems
3. Quit smoking
4. Take the prescribed medications
5. Skip doses

Speaking

I. Discuss the following facts. Do you/your partner agree with them?

Учащиеся выполняют задания, направленные на формирование навыков говорения. Им необходимо высказать свое мнение о приведенных в задании фактах и утверждениях. Учащиеся могут обсудить утверждения в парах или группах; учитель может прослушать ход обсуждения, переходя от одной пары/группы к другой.

Students' own answers.

II. Over to you

Make a report about the various departments of a hospital.

Учащимся необходимо подготовить доклад о разных отделениях больницы и выступить с этим докладом на занятии. С целью дальнейшего обсуждения темы учитель может дать задание другим учащимся придумать и задать 3-5 вопросов по теме доклада.

Students' own answers.

Writing

Write a short essay about the hospital departments you would like to work in.

Explain your choice.

Учащимся необходимо написать короткое эссе об отделениях больницы, где они хотели бы работать. Нужно аргументировать свой выбор и использовать активную лексику урока. Учитель может напомнить об основных моментах выполнения письменного задания: составление плана эссе, продумывание содержания эссе, определение количества абзацев в работе и распределение информации по абзацам. Если работа выполняется в классе, то учитель находится рядом и консультирует учащихся по мере возникновения у них вопросов по структуре высказывания, построению предложений, использованию грамматических конструкций и лексических единиц.

Students' own answers.

MODULE II

UNIT 3. MEDICAL SPECIALTIES

Данный урок представляет собой микротему раздела «HEALTH INSTITUTIONS» и ориентирован на формирование общего представления о медицинских специальностях и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается посмотреть на иллюстрации и обсудить, какие из специальностей задействованы в работе больниц и каковы их основные обязанности, а затем соотнести медицинские специальности, представленные в таблице с их определениями.

Work with a partner and match each job of a person with its definition.

Correct answers:

1. i; 2. e; 3. k; 4. j; 5. h; 6. f; 7. a; 8. b; 9. g; 10. d; 11. C

Reading

I. Read the text and answer the questions.

Учащиеся внимательно читают текст и, при необходимости, переводят его с максимальным использованием языковой догадки, затем, опираясь на содержание текста, дают развернутые ответы на вопросы.

*Определения слов, вызывающих затруднения при переводе, можно найти в глоссарии.

Correct answers:

1. General practitioners (GPs) are doctors who have their own offices or surgeries and also work in hospitals.
2. A GP will refer you to a specialist if necessary.

3. Specialists have extra training and expertise in one specific area of the body, disease, or treatment.
4. An example of a specialist is a cardiologist, who treats people with heart problems.
5. Surgeons perform operations, and they can specialise in areas such as neurosurgery or plastic surgery.
6. Nurses often work in hospitals or clinics and assist doctors in taking care of patients by giving medicine, taking blood, and helping in operations.
7. Pharmacists have knowledge about medicines, prepare them, and provide instructions on how to use them. They can be found in drugstores or pharmacies. In some countries, pharmacists can sell certain prescription medicines without requiring a doctor's visit.

II. Mark the following statements as true (T) of false (F).

Учащиеся просматривают текст и отмечают утверждения как верные или неверные.

Correct answers:

1. False - GPs work in hospitals and also have their own offices or surgeries.
2. False - When you're ill, you usually go to see your GP first, not a specialist.
3. True
4. False - Dermatologists treat skin diseases, not mental illnesses.
5. False - Surgeons can specialise in different areas, such as neurosurgery or plastic surgery.
6. False - Nurses can work in hospitals and clinics.
7. False - RNs have more training than LPNs, so they can do more things.
8. False - Pharmacists do not perform surgeries.
9. True

10. False - Hospital attendants help patients move around and do small jobs, not technical jobs.

III. Choose the best title for the text.

Correct answer: 3

Vocabulary

I. Match the words with their definitions.

Учащимся необходимо соотнести медицинские специальности с их описанием.

Correct answers:

1. c
2. f
3. k
4. j
5. h
6. l
7. a
8. i
9. g
10. e
11. b
12. d

II. Complete the sentences using the words from the word bank.

Учащиеся заполняют пропуски в предложениях, используя слова из таблицы.

Correct answers:

1. x-ray technician
2. nurse
3. GP
4. cardiologist
5. psychiatrist
6. ENT specialist
7. pharmacist
8. dermatologist
9. ophthalmologist
10. paediatrician

III. Match the halves of the sentences.

Учащимся необходимо соотнести части предложений так, чтобы получились верные высказывания.

Correct answers:

1. c
2. g
3. f
4. a
5. e
6. b

7. d

Speaking

I. Read and practice the following conversations and make your own.

Учащимся предлагается в парах прочитать мини диалоги, а затем, опираясь на них, составить свои собственные. Учитель контролирует работу класса, переходя от пары к паре.

Students' own answers.

Writing

Учащимся на выбор предлагается три задания:

1. Используя не менее трех единиц активной лексики, написать о своем недавнем визите к врачу.
2. Используя не менее пяти единиц активной лексики, написать электронное письмо, адресованное одному из членов семьи пациента, о состоянии здоровья последнего.
3. Используя не менее трех единиц активной лексики, написать отзыв о недавнем посещении больницы, уделив особое внимание уходу, оказанному медицинским персоналом.

Students' own answers.

MODULE II

UNIT 4. MEDICAL EQUIPMENT

Данный урок представляет собой микротему раздела «HEALTH INSTITUTIONS» и ориентирован на формирование общего представления о медицинской инфраструктуре, технологиях и оборудовании, необходимых медицинскому персоналу и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается рассказать, для чего используются представленные на иллюстрациях инструменты и предметы медицинской инфраструктуры. Учитель может задавать дополнительные вопросы (Have you ever used any of these medical tools? Why?), чтобы продолжить обсуждение.

Possible answers:

1. It (thermometer) is used for taking/measuring the body's temperature. It (mask) is used for protecting a person against diseases. It (ambulance) is used for transporting sick people to hospitals.
2. Students' own answers.
3. Medical equipment can help medical staff to diagnose diseases and treat patients.

Reading

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащимся необходимо прочитать текст о медицинском оборудовании и, опираясь на его содержание, выбрать правильный вариант ответа на вопросы, предлагаемые после текста.

Correct answers:

1. b
2. a
3. b

- 4. c
- 5. a
- 6. d
- 7. c

II. Answer the questions.

Используя информацию, предложенную в тексте про медицинское оборудование, учащиеся готовят ответы на вопросы и затем обсуждают их в парах или группах.

Correct answers:

1. Medical equipment plays a vital role in modern healthcare by enabling doctors and healthcare professionals to diagnose and treat a wide range of diseases.
2. A stethoscope allows doctors to listen to a patient's heart and lung sounds, helping detect abnormalities such as heart murmurs or respiratory issues.
3. An electrocardiogram (ECG) records the electrical activity of the heart, aiding in the diagnosis of heart conditions.
4. X-ray machines produce detailed images of bones and internal structures, helping in the detection of fractures, lung infections, and other conditions. Advanced imaging technologies such as MRI and CT scans provide even more detailed images and help doctors identify tumors, brain injuries, and other abnormalities.
5. Ventilators are important for patients with respiratory difficulties and are commonly used during surgeries or when a patient is unable to breathe effectively on their own.
6. Two examples of surgical instruments are scalpels and clamps. Scalpels are designed to cut tissues, while clamps are designed to hold tissues during procedures.
7. An endoscope allows doctors to visualise and treat internal structures during medical procedures.

Vocabulary

I. Match the halves to make sentences.

Данное упражнение направлено на актуализацию новых лексических единиц по теме “MEDICAL EQUIPMENT”. Учащимся предлагается задание подобрать правильное продолжение высказываний; акцент делается на предназначении того или иного медицинского оборудования.

При работе по освоению новой лексики следует уделять внимание фонетическому аспекту.

Correct answers:

1. d
2. f
3. g
4. e
5. c
6. a
7. b

II. Complete the sentences using the words from the word bank.

Учащиеся заполняют пропуски в предложениях, используя слова из рамки.

Correct answers:

1. X-ray
2. stethoscope
3. thermometer
4. ventilator
5. electrocardiogram
6. MRI
7. injuries
8. aid

9. visualise

10. tissues

III. Read the sentences about medical equipment and choose the correct words.

Учащиеся прочитывают предложения и выбирают слова, подходящие по смыслу предложения.

Correct answers:

1. Stethoscopes

2. endoscopes

3. Thermometers

4. MRI

5. scalpels

6. X-ray machines

7. ventilators

Speaking

I. Work in pairs. Take turns to choose a piece of medical equipment and explain what it is used for.

Учащиеся работают в парах или мини группах. Один из учащихся загадывает предмет медицинского оборудования, задача другого учащегося отгадать этот предмет с помощью общих вопросов. Данное задание направлено на актуализацию не только лексики этого урока, но и на активизацию грамматических навыков, что может вызвать затруднения со стороны учащихся. Поэтому учителю необходимо перемещаться от пары к паре/мини группе и отслеживать правильность задаваемых вопросов и корректировать по мере необходимости.

Possible answers:

Student A. People use it for listening to the sounds of the heart.

Student B. Is it ECG?

Student A. No, try again.

Student B. Is it stethoscope?

Student A. Yes, that's correct.

II. Read the medical scenarios and answer the questions.

Учащимся необходимо прочитать краткие описания медицинских ситуаций и ответить на вопросы о выборе медицинского оборудования, необходимого для использования в соответствующей ситуации. Данное задание может выполняться как индивидуально, так и парах или мини группах. Для продолжения обсуждения учитель может задавать следующие вопросы:

- Why do you think it is better to use this type of equipment?
- Can doctors use other types of equipment in such situations? Why/ Why not?

Correct answers:

1. X-ray
2. X-ray / ventilator
3. Thermometer

III. Read the critical thinking question and answer it.

Учащимся предлагается небольшая ситуационная задача, связанная с использованием медицинского оборудования. Используя свои знания, им нужно ответить на вопросы, предложенные в задаче, и аргументировать свой выбор. Данное задание может выполняться как индивидуально, так и в парах. Если задание выполняется в парах, то учитель перемещается по классу от пары к паре, направляя беседу учащихся в нужное русло, делая заметки о затруднениях и языковых проблемах.

Correct answer:

A computed tomography (CT) scan is not the most accurate approach to measuring how active your brain is as you study. CT scans may provide significant information about the brain's anatomy but cannot quantify cerebral activity. Brain tumors, hemorrhages, and other abnormalities may be seen using CT scans. However, they reveal nothing about how the brain works.

Writing

Research one of the pieces of equipment and write a report about its history and advancements.

Используя дополнительную информацию, учащиеся пишут доклад об одном из предметов медицинского оборудования или технологии, о его/ее истории и разработке. Основной акцент необходимо сделать на использовании активной лексики урока.

Students' own answers.

Project

Design an infographic about different types of medical equipment used in specific medical fields.

В рамках проектной деятельности учащимся необходимо составить инфографику о разных видах медицинского оборудования, используемых в разных сферах медицины. После представления инфографики учителю рекомендуется организовать обсуждение её содержания. Вопросы для обсуждения могут быть составлены учащимися как индивидуально, так и в парах.

Students' own answers.

MODULE II. TEST I

I. Read the text. In each question below choose the right answer *a, b, c, or d*.

Correct answers:

1b 2. d 3. c 4. c 5. d 6. c 7. c

II. Join these words to make word combinations as they were used in the text.

1-e;2-h;3-a;4-j;5-b;6-c;7-I;8-g;9-d;10-f

III. Complete the text with the words from the word bank.

Correct answers:

1 – equipment; 2 – scalpels; 3 – stethoscope; 4 – thermometer; 5 - x-ray machine; 6 – inside; 7 – ECG;

IV. What doctor should the patients below see?

Correct answers:

1 surgeon,2 paediatrician;3 dermatologist;4 gastroenterologist;5 ophtalmologist;6 endocrinologist;7 cardiologist

V. Unscramble the names of different hospital departments and medical facilities.

Correct answers:

radiology

pharmacy

emergency

hospice

laboratory

cardiology

icu

surgery

paediatrics

dentistry

VI. Answer the questions.

1. Possible answers include hospitals, clinics, rehabilitation centres, hospices, pharmacies etc.
2. The emergency department is responsible for providing immediate medical attention to patients with acute illnesses or injuries.
3. Patients in critical condition receive specialised care and constant monitoring in intensive care units (ICUs).
4. The radiology department performs imaging tests like X-rays, ultrasounds, and CT scans to aid in the diagnosis of medical conditions.
5. Possible answers include X-rays, ultrasounds, and CT scans.

MODULE II. TEST II

I. Read the text. In each question below choose the right answer *a, b, c, or d*.

Correct answers:

1 – b

2 – c

3 – c

4 - b

5 - d

6 – b

7 – b

II. Join these words to make word combinations as they were used in the text.

Correct answers:

1 – j; 2 – a; 3 – i; 4 – g; 5 – d; 6 – f; 7 – h; 8 – e; 9 – c; 10 – b.

III. Complete the text with the words from the word bank.

Correct answers: 1 general practitioner; 2 – cardiologists; 3 – dermatologists; 4 – orthopaedic surgeons; 5 – ENT doctors; 6 – neurosurgeons; 7 – plastic surgeons.

IV. What hospital department should the patients below go to?

Correct answers: 1 – radiology; 2 – paediatrics; 3 – cardiology; 4 – ophthalmology; 5 – orthopaedics; 6 – ENT; 7 – dermatology.

V. Unscramble the names of different hospital departments and medical facilities.

Correct answers:

1 – clinic

2 – pharmacy

3 – rehabilitation centre

4 – hospice]

5 – neurology

6 – cardiology

7 – ICU

8 – surgery

9 – laboratory

10 – radiology

VI. Answer the questions.

1. Possible answers include thermometer, scalpel, endoscope, clamps, stethoscope, ECG etc.
2. ECG helps diagnose heart diseases.
3. Possible answers include MRI; X-ray; CT scan.
4. Possible answers include hospitals, clinics, rehabilitation centres, hospices, pharmacies etc.
5. Clinics are smaller than hospitals and usually provide only outpatient care/
Hospitals have more departments and provide inpatient care.

MODULE III. HUMAN BODY

Целью данного раздела является введение и закрепление лексического материала по теме «HUMAN BODY». В уроках раздела представлены различные виды заданий на развитие всех видов речевой деятельности: говорения, аудирования, чтения и письма.

MODULE III

UNIT 1. PARTS OF THE BODY

Данный урок представляет собой микротему раздела «HUMAN BODY» и ориентирован на формирование общего представления о строении тела человека, основных частях тела и его органах и на развитие навыков коммуникации по теме.

What do you think?

I. In pairs discuss the following body parts. Put them in order from head to toe. Can you name them?

Перед чтением текста учащимся предлагается вспомнить слова, связанные со строением тела человека. Необходимо понять, какая часть тела описана в упражнении, и расставить эти части по порядку от головы до ног.

Correct answers: neck, nose, fingers, tongue/mouth, eyes, legs

Correct order: eyes, nose, tongue/mouth, neck, legs

II. Match the action verbs on the left with the parts of the body words on the right.

Далее учащимся необходимо подобрать соответствия между глаголами, обозначающими действия, и частями тела, к которым относятся эти действия.

Correct answers:

1. g
2. h
3. e
4. f
5. c
6. b
7. a
8. d
9. j
10. i

Reading

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащимся необходимо прочитать текст о медицинском оборудовании и, опираясь на его содержание, выбрать правильный вариант ответа на вопросы, предлагаемые после текста.

Correct answers:

1. c
2. c
3. b
4. d
5. a
6. c
7. d

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст о строении тела человека еще раз и отмечают утверждения как верные или неверные.

Correct answers:

1. False. By the cranial bones
2. False. The heart and lungs
3. True
4. True
5. False. Four fingers and a thumb
6. True
7. False. Part of the facial bones in the skull.

III. Answer the questions.

Используя информацию, предложенную в тексте про строение тела человека, учащиеся готовят ответы на вопросы и затем обсуждают их в парах или группах.

Correct answers:

1. The three main anatomical areas are head, trunk, and limbs.
2. The brain is protected by the skull.
3. The skull is composed of cranial and facial bones.
4. The chest contains the heart and lungs which help in breathing and blood circulation.
5. The abdomen is the area located below the ribs which contains organs like the stomach, intestines, liver, and kidneys.
6. The upper limb consists of the arm (the upper arm), the forearm, and the hand. Between the upper arm and the forearm there is the elbow. The joint between the forearm and the hand is called the wrist. Each hand has four fingers and one thumb.

7. The lower limb consists of the thigh, the leg, the ankle and the foot. Between the thigh and the leg there is the knee joint. There are five toes on each foot.

Vocabulary

I. Match the halves to make sentences.

Данное упражнение направлено на актуализацию новых лексических единиц по теме “PARTS OF THE BODY”. Учащимся предлагается подобрать правильное продолжение высказываний о разных частях тела.

При работе по освоению новой лексики следует уделять внимание фонетическому аспекту.

Correct answers:

1. g
2. d
3. e
4. a
5. c
6. b
7. f

II. Complete the table with the body parts and organs.

Учащиеся распределяют наименования частей тела и органов по разным группам, в зависимости от того, где они находятся. Это задание направлено на дальнейшее закрепление лексического материала урока.

Correct answers:

Head	Chest	Abdomen	Upper Limb	Lower limb
Skull	rib	Liver	finger	foot
Eye	lungs	Stomach	wrist	thigh

Mouth	heart	Kidneys	elbow	toe
Tooth			forearm	knee
Orbit				ankle
Brain				
Jaw				

III. Find the words in the square matching the definitions of the words.

Учащимся предлагается найти в квадрате слова, соответствующие приведенным в задании определениям *a – h*.

Correct answers:

D	U	A	C	S	T	E	K	W	L	M	E
I	G	B	A	I	O	N	Y	F	A	Y	X
S	A	D	T	V	M	O	T	A	N	Z	T
T	F	O	R	E	A	R	M	B	D	E	R
O	F	M	H	L	G	Z	U	I	E	V	E
M	Q	E	X	T	R	U	N	K	J	P	M
A	T	N	O	W	I	H	E	Q	N	V	I
C	Y	B	T	O	B	A	W	R	H	K	T
H	M	I	E	L	S	R	O	S	U	B	I
E	Y	H	R	O	A	Y	G	E	P	L	E
J	S	K	U	L	L	W	U	T	O	E	S
R	E	O	T	M	U	G	C	A	K	W	O

a) trunk;

b) forearm;

c) ribs;

- d) extremities;
- e) abdomen;
- f) toes;
- g) skull;
- h) stomach.

IV. For each item, how many do we have in the body and what is the plural form?

Complete the table.

Учащимся необходимо выполнить лексико-грамматическое задание: заполнить таблицу, указав количество частей тела в организме и форму множественного числа существительных, обозначающих эти части тела.

Correct answers:

body part	Number	plural form
Finger	10	fingers
Thigh	2	thighs
Ankle	2	ankles
Thumb	2	thumbs
Shoulder	2	shoulders
Toe	10	toes
Tooth	32 (in an adult or 20 in a child)	teeth
Knee	2	knees
Limb	4	limbs
Foot	2	feet
Trunk	1	trunks

Bone	206 (in an adult)	bones
Jaw	2	jaws

V. Identify different parts of the body using the words from the box.

Используя предложенные слова, учащимся необходимо определить, где на рисунке находится та или иная часть тела.

Correct answers:

1. head
2. neck
3. shoulder
4. arm
5. elbow
6. forearm
7. hand
8. fingers
9. chest
10. abdomen
11. thigh
12. knee
13. leg
14. ankle
15. foot
16. toes

Listening

Read the questions and choose the correct answer. Then listen to the recording and check.

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. Учащиеся услышат фрагмент викторины, и им необходимо понять правильный ответ на вопрос. Перед началом прослушивания, учащимся нужно внимательно прочитать вопросы викторины.

Listening script

Presenter: Thank you. Welcome to your favourite quiz show - The Mind Masters. Our player today is Nadya.

Nadya: Hello.

Presenter: How old are you, Nadya?

Nadya: I'm eleven.

Presenter: And where are you from?

Nadya: I'm from Bath.

Presenter: Welcome and good luck. Remember, you must give your answer when you hear the buzzer. Do you understand?

Nadya: Sure. Absolutely!

Presenter: Are you ready?

Nadya: Umm, yes!

Presenter: Question number 1. How many bones are there in a foot? A – eight, B – twelve, or C – twenty-six?

Nadya: Umm ... I'm sure there are more than eight. Twelve! No!

Presenter: I'm sorry. The answer is C. There are 26 bones in a foot. Number 2. How much of the human body is water? A – 60 percent, B – 70 percent, C – 80 percent?

Nadya: Well ... I think it's 70 percent... Ouch!

Presenter: Wrong again. We often say we are 70% water, but it is closer to 60%. It is an average, of course. Some organs have more water, and some have less. Question 3. What is the biggest and heaviest organ in the body? A – the skin, B – the heart, C – the lungs?

Nadya: The lungs are bigger than the heart, I think, uhh... The skin. Yay! Yes, yes, yes!

Presenter: That's right! The skin is the largest organ. It covers your whole body and weighs up to 4 kilograms. Well done. The next question. 4. How many times do you blink in a minute? A – five times, B – 15 times, or C – 30 times?

Nadya: Definitely more than five. Fifteen.

Presenter: That's correct! Let's hope you get the next one, too. Question 5. Where is the smallest bone that you have? Is it in A – in the little finger, B – in the nose, C – in the ear?

Nadya: The ear is the smallest of the three, so I'll go for the ear. The ear.

Presenter: Very good. The three smallest bones in our body are in the middle ear. Next question. How big is the smallest bone? Is it A – one millimeter, B – five millimeters, C – ten millimeters?

Nadya: It must be very small. One millimeter. Definitely.

Presenter: Yes! You're right. Question number 7. How tall was the tallest man ever? A – 272 cm, B – 265 cm, C – 254 cm?

Nadya: I have no idea. I guess A.

Presenter: Right again! The last question. Where is blood made? A – in your heart, B – in your lungs, or C – in your bones?

Nadya: I'm not sure, but I think there is some connection between blood and bones. My answer is C. In the bones.

Presenter: Congratulations!

Correct answers:

1. c

2. a

3. a

4. b

5. c

6. a

7. a

8. c

Speaking

I. Complete the sentences.

Учащиеся выполняют задания, направленные на формирование навыков говорения. В данном задании необходимо закончить предложения, используя

активную лексику и знания, приобретенные в ходе изучения урока. Учащиеся могут обсудить предложения в парах или группах; учитель может прослушать ход обсуждения, переходя от одной пары/группы к другой.

Possible answers:

- a) The main parts of the body are the head, the trunk and the limbs.
- b) The head includes the brains and other organs, such as nose, eyes.
- c) The main organs of the trunk are the heart, lungs, stomach.
- d) The chest contains the heart and the lungs.
- e) The ribs protect the organs of the chest from injuries.
- f) The limbs consist of different parts including arm, forearm, hand, thigh, leg, foot.
- g) Toes, as well as feet, are the parts of the lower limb.

II. In small groups discuss the following questions.

Учащиеся в группах обсуждают вопросы, связанные со строением тела человека и его органами.

Students' own answers.

III. Research and find three interesting facts or three myths about the human body. Tell your classmates about them.

Учащимся необходимо изучить дополнительную информацию, найти три интересных факта или мифа о теле человека и рассказать об этом своим одноклассникам.

Writing

Write a paragraph on the importance of each body part in the functioning of the whole body.

Учащимся предлагается написать абзац о значении каждой части тела для функционирования всего организма в целом.

Students' own answers.

MODULE III

UNIT 2. MUSCULOSKELETAL SYSTEM

Данный урок представляет собой микротему раздела “HUMAN BODY” и ориентирован на формирование общего представления о строении опорно-двигательного аппарата и его функциях и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается обсудить вопросы рубрики и вспомнить лексику, связанную с опорно-двигательным аппаратом человека.

Possible answers:

1. Students' own answers.
2. Muscles of the back.
3. Bones (make the balance of the body), joints (are the major points where motion takes place), muscles (cause movements there when they contract), nervous system (is responsible for coordination).

Reading

I. Read the text and answer the questions.

Учащимся необходимо внимательно прочитать текст об опорно-двигательном аппарате и дать развернутые ответы на вопросы.

Correct answers:

1. The main components of the human body are bones, muscles and joints.
2. The cervical, thoracic, lumbar, sacral and coccygeal regions.
3. The skeletal muscles are the muscles that are connected to the bones. They help the body to move.

4. The smooth muscles are found in the internal organs of the body.
5. The cardiac muscles make up the heart, they contract and pump the blood through the body.
6. The musculoskeletal system works to support and move our body, and skeletal muscles act voluntarily to perform movements at our will.
7. It is important for our overall health and well-being, for the life without pain.

II. Find the following words in the text.

Учащимся предлагается прочитать определения и найти соответствующие им понятия в тексте об опорно-двигательном аппарате.

Correct answers:

1. involuntary muscles
2. bone
3. smooth muscles
4. skeletal muscles
5. skull
6. extremities
7. spinal cord

III. Work in pairs. Tell your desk mate what you have learned from the text.

Учащиеся в парах обмениваются информацией из прочитанного текста.

Students' own answers

Vocabulary

II. Complete the sentences using the words from the text.

Учащиеся заполняют пропуски в предложениях, используя подходящие по смыслу слова из текста.

Correct answers:

1. bone marrow
2. spinal cord
3. vertebrae
4. spinal disks
5. smooth
6. cardiac
7. skeletal
8. skull
9. brain
10. skeleton

II. Unscramble the following sentences to create true statements.

Учащиеся расставляют слова по порядку и строят высказывания, в соответствии с грамматическими правилами.

Correct answers:

1. The red and yellow bone marrow produce blood cells.
2. The spinal cord is protected by the spinal column.
3. The cardiac muscle is found in the heart.
4. Smooth muscles control involuntary functions.
5. Skeletal muscles are responsible for voluntary movement.
6. Involuntary muscles work without conscious control.
7. Voluntary muscles allow us to move our bodies.

8. Movement is essential for daily activities.
9. Posture is important for spinal health.
10. Vertebrae are the individual bones that make up the spinal column.

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. После первого прослушивания необходимо отметить утверждения как верные или неверные.

Listening Script:

Angie: I'm learning about the human musculoskeletal system in my biology class. It's fascinating!

Bryan: Oh, that's great. What have you learned so far?

Angie: Well, I know that it's made up of bones, muscles, and joints that work together to support and move the body.

Bryan: That's right. The skeletal system includes the skull, spinal column, arms, and legs.

Angie: I also learned that the spinal column is divided into different regions, like the neck, middle back, and lower back.

Bryan: Yes, and it's made up of vertebrae and spinal disks. The spinal column also protects the spinal cord.

Angie: What about muscles? I know there are different types.

Bryan: Yes, there are three main types: skeletal muscles, smooth muscles, and cardiac muscles.

Skeletal muscles are attached to bones and help us move. Smooth muscles are found in organs like the stomach and intestines, and they help with functions like digestion. Cardiac muscles are found in the heart and pump blood throughout the body.

Angie: Wow, that's amazing. The musculoskeletal system is so complex.

Bryan: It is, but it's also incredibly important. It allows us to move, stand, walk, and perform all kinds of activities. It also protects our internal organs and provides structure and support to the body.

Angie: I need to take good care of my musculoskeletal system!

Bryan: Absolutely. Exercising regularly, eating a balanced diet, and maintaining good posture are all important for overall health and well-being.

I. Listen to the dialogue and mark the following statements as true (T) or false (F).

Correct answers:

A. False. It is made up of bones, muscles, and joints.

B. False. There are three main types: skeletal muscles, smooth muscles, and cardiac muscles.

C. True.

II. Listen again and fill in the blanks.

После второго прослушивания аудио записи учащимся необходимо заполнить пропуски в предложениях словами, которые они услышат в диалоге.

Correct answers:

1. fascinating

2. bones, muscles

3. skeletal system

4. different regions

5. spinal disks

6. attached

7. pump blood

Speaking

Work in pairs.

Учащимся предлагается расспросить друг друга о функциях опорно-двигательного аппарата и о расположении той или иной его части. Учащиеся в парах задают друг другу вопросы и отвечают на них. Учитель контролирует и комментирует ход обсуждения, переходя от одной пары к другой.

Possible questions:

- What is the role of bones?
- What is the purpose of different muscles?
- Where can you find different types of muscles?
- Where are the spinal discs?

Writing

Choose any part of the human skeleton or any type of muscles you have learned in this unit and write a short description of it.

Опираясь на знания и языковые средства, полученные в ходе изучения темы, учащимся необходимо дать краткое описание какой-либо части скелета или какого-либо типа мышц. Учащиеся следуют предложенному в задании плану.

Students' own answers.

MODULE III

UNIT 3. BLOOD

Данный урок представляет собой микротему раздела «HUMAN BODY» и ориентирован на формирование общего представления о строении и функциях крови и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается описать иллюстрации рубрики и ответить на вопросы, связанные с ними. Обсуждение может проводиться в парах или в небольших группах.

Possible answers:

1. *Picture 1 – blood donation/Picture 2 – blood transfusion. In picture 1 we can see a girl donating blood. In picture 2 we can see a patient getting a blood transfusion.

Blood donation is when you give blood to help others. Blood transfusion is when someone receives blood.

2. There are four main blood types: A, B, AB, and O. Each group can be positive or negative.

Примечание: Группы крови в цифрах и буквах: **O – 1; A – 2; B – 3; AB - 4**

3. Blood can be called the fluid of life because it delivers oxygen and nutrients to all parts of the body.
4. **Students' own answers**

Reading

I. Read the text and answer the questions.

Учащимся необходимо внимательно прочитать текст и перевести его с максимальным использованием языковой догадки, затем, опираясь на содержание текста, дать развернутые ответы на вопросы.

*Определения слов, вызывающих затруднения при переводе, можно найти в глоссарии.

Correct answers:

- 1 Under a microscope, blood looks like a mixture of liquid and cells.
- 2 Blood is described as a fluid connective tissue that circulates throughout the body, transporting essential substances like nutrients and oxygen while removing waste products.
- 3 Plasma consists of water, electrolytes (sodium, potassium, calcium), proteins (albumin, globulin), hormones, and waste products.
- 4 Red blood cells, or erythrocytes, transport oxygen through hemoglobin and have an average lifespan of 120 days before being replaced in the bone marrow.
- 5 White blood cells, or leukocytes, aid in fighting infections by attacking foreign substances and pathogens, with increased production during infections.
- 6 Platelets, or thrombocytes, play a crucial role in blood clotting by forming clots at injury sites to stop bleeding.
- 7 The functions of blood include transportation of oxygen and nutrients, removal of waste products, immune response, temperature regulation, pH balance maintenance, and blood clotting.

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст и отмечают утверждения как верные или неверные.

Correct answers:

- 1 False - - Blood is a fluid connective tissue that circulates throughout the body.
- 2 True
- 3 False - - White blood cells are part of the body's immune system and help fight infections.
- 4 True
- 5 False - - Blood is made up of approximately 45% red blood cells.

6 True

7 False - - Blood transports oxygen from the lungs to the body's cells.

8 True

9 True

10 False - - Plasma in blood contains proteins.

Vocabulary

I. Complete the sentences using the words from the word bank.

Учащиеся заполняют пропуски в предложениях, используя слова из таблицы.

Correct answers : 1 – connective tissue, 2 – haemoglobin, 3 – white blood cells, 4 – clotting, 5 – plasma, 6 – bone marrow, 7 – waste products.

II. Match the term or phrase in the left column with the explanation in the right column.

Данное упражнение направлено на актуализацию новых лексических единиц и расширение словарного запаса по теме урока. Учащимся необходимо соотнести основные принципы донорства крови, перечисленные в левой колонке таблицы, с их описаниями, приведенными в правой колонке.

Correct answers:

1-d; 2-c; 3-e; 4-a; 5-b

- **Informed consent:** Before people agree to donate blood, they should be informed about possible side effects like bruising, fainting, or infection, as well as the chance of contracting blood-borne diseases.
- **Confidentiality:** The personal information and medical history of donors should be kept confidential. This information should only be used to decide if the person can safely donate blood, or to contact the donor in case of any problems with the donated blood.
- **Equity and access:** Everyone should be able to donate blood, no matter their race, ethnicity, gender, or financial situation. However, there are some groups

of people who cannot donate blood, such as people who have certain medical conditions.

- **Testing and safety:** Blood banks need to make sure donated blood is safe for transfusions. They test it for diseases, but no test is perfect, so there is a small chance that the blood could still spread a disease.
- **The long-term effects of blood donation:** Blood donation is usually considered safe, but some people worry about what might happen if you donate blood many times over a long time. More studies are needed to learn about the possible benefits and risks of donating blood repeatedly.

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. После первого прослушивания необходимо выполнить два задания: определить, какой из трех текстов наиболее точно передает основное содержание записи, и дать развернутые ответы на вопросы.

После второго прослушивания учащимся предлагается заполнить пропуски в предложениях словами из рамки.

Listening Script

- A. Doctor White, what blood types are there?
 B. There are four main blood types: A, B, AB, and O. These types are identified by a molecule on the surface of red blood cells. The A molecule determines type A, while the B molecule determines type B. If both A and B molecules are present, the blood type is AB.
 A. And what about type O?
 B. Type O has neither A nor B molecules, which makes it unique.
 A. What do you do when your patient needs blood transfusion, but you don't know their blood type?
 B. In emergency situations, when we don't know what the blood type of the patient is, O-negative blood can be safely given, because the person will not react to it.

But only 7% of people have O-negative blood, so there might not be enough if it's used a lot in emergencies.

I. Listen to the audio and pick the right summary.

Correct answer: 3

II. Answer the questions.

Correct answers:

1. Medical professionals determine a person's blood type based on the molecules present on the surface of red blood cells.
2. Blood type O is special because it does not have either the A or B molecule on its red blood cells.
3. Giving blood type O in emergency situations is safe because the patient will not react to it.
4. Only 7% of the population has blood type O negative.
5. The four major blood groups are determined by the molecules present on the surface of red blood cells.
6. There is a risk of running out of O negative blood in trauma situations because it's rare.
7. The A molecule determines type A, while the B molecule determines type B. If both A and B molecules are present, the blood type is AB. Type O has neither A nor B molecules, which makes it unique.

III. Listen again and fill in the gaps.

Correct answers:

- 1 O-negative
- 2 A, B, AB, and O (based on the molecules present on the surface of red blood cells)
- 3 the A molecule
- 4 the B molecule
- 5 Both A and B molecules

6 neither

7 universal

8 7%

Speaking

I. What's Good and What's Bad? Find advantages and disadvantages of blood donation.

Учащимся предлагается ознакомиться с перечнем фактов о донорстве крови и определить, какие из них можно отнести к преимуществам, а какие – к недостаткам.

Correct answers:

Advantages:

1. Helps save lives
2. Helps in weight loss, in maintaining healthy liver and iron level.
3. Can reduce the risk of heart disease.
4. You get a free health check.

Disadvantages:

1. Some people may feel faint or dizzy after donating blood
2. Needs a needle in your arm.
3. May bruise where the needle went in.

II. Discuss in groups the following questions.

Учащиеся в группах готовят ответы на вопросы, связанные с донорством крови, затем проводится обсуждение. Ответы учащихся должны быть развернутыми и аргументированными.

Possible answers:

1 What do you think about the idea of giving blood to help others?

Giving blood is a selfless act that can save lives and make a significant difference in the health and well-being of others./ If you have the opportunity to donate blood, you could be helping someone in a critical situation, and your contribution can truly make a difference.

2 How important do you believe blood donation is for society?

Blood donation is incredibly important for society as it plays a vital role in saving lives and improving health outcomes for those in need.

3 Do you know anyone who has received a blood transfusion?

Students' own answers.

4 What is the role of blood banks?

Blood banks are important because they connect blood donors with patients who need transfusions. They collect, test, store, and give out blood for transfusion.

5 What are some reasons people might be hesitant to donate blood?

Fear of Needles: Many people are scared of needles, which can stop them from giving blood because it involves a needle prick.

Medical Concerns: Some people can't donate blood due to health issues or medications, making them unsure about donating.

Misconceptions: Misinformation or myths about blood donation, such as fear of feeling weak or getting sick after donation, can make potential donors hesitant.

Past Negative Experiences: Bad experiences during past donations, like feeling faint, can make people not want to donate again.

Lack of Awareness: Some people don't know how important blood donation is or how to donate, which can cause hesitation.

Discomfort with the Process: The process of blood donation, including registration, screening, and the actual donation process, can be intimidating for some individuals, leading to hesitancy.

6 Would you consider donating blood in the future?

Students' own answers.

7 Why do you think people may be unwilling to receive blood transfusion?

Fear of Complications: Worries about risks with blood transfusions, like infections or allergic reactions, can make people hesitant to accept them.

Personal Preferences: Some people prefer not to use blood products or choose other treatments based on their beliefs.

Medical Concerns: Some people may have medical conditions or histories that increase the risks associated with blood transfusions, making them reluctant to undergo this treatment.

Lack of Trust: Lack of trust in the healthcare system, medical professionals, or the safety of blood products can lead to unwillingness to receive a blood transfusion.

Autonomy and Control: Some people want control over their medical choices and may look for other treatments that don't involve blood transfusions.

Writing

Учащимся предлагается при помощи информации из сети Интернет составить карту совместимости групп крови.

Correct answers:

ABO blood system

O can only receive blood from: **O**

A can receive blood from: **A** and **O**

B can receive blood from: **B** and **O**

AB can receive blood from: **AB**, **A**, **B** and **O**

Rh blood system

Rh+ can receive blood from: **Rh+** and **Rh-**

Rh- can receive blood from: **Rh-**

People with **O Rh-** blood can only receive **O Rh-** blood.

People with **O Rh+** can receive both **O Rh+** and **O Rh-** blood.

People with blood type **AB Rh+** can receive blood from all blood types and therefore are called *Universal receivers*.

MODULE III

UNIT 4. HUMAN BODY SYSTEMS

Данный урок представляет собой микротему раздела «HUMAN BODY» и ориентирован на формирование общего представления о системах органов в теле человека и функциях, которые они выполняют и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается описать иллюстрации и ответить на вопросы, связанные с ними. Обсуждение может проводиться в парах или в небольших группах. Учащиеся пользуются знаниями, полученными в ходе изучения систем органов на уроках биологии, и языковыми средствами, которыми они владеют.

Possible answers:

1. The skeletal system (bones); the digestive system (stomach, esophagus, liver, pancreas); the nervous system (brain, spinal cord); the respiratory system (lungs, trachea, bronchi, nose).
2. The skeletal system gives shape to the body, allows for movement, protects inner organs;
The digestive system turns food into energy;
The nervous system is the body's communication system;
The respiratory system is responsible for breathing (it takes oxygen and removes CO₂).
3. Students' own answers.
4. Students' own answers.

Reading

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащимся необходимо внимательно прочитать текст и перевести его с максимальным использованием языковой догадки, затем, опираясь на содержание текста, выбрать правильные варианты ответов на вопросы.

*Определения слов, вызывающих затруднения при переводе, можно найти в глоссарии.

Correct answers:

1. b. Regulating body temperature
2. d. Lungs
3. c. Storing minerals
4. a. Skeletal
5. c. Processing food
6. b. Blood vessels
7. b. Regulating water balance
8. c. Reproductive System
9. b. Immunity
10. a. Hormones

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст и отмечают утверждения как верные или неверные.

Correct answers:

1. True
2. False - - The Immune System fights against infections and diseases.
3. False - - The Skeletal System provides structure, support, and protection. Additionally, it stores minerals.

4. True
5. True
6. True
7. True
8. False - - The Reproductive System includes both male and female reproductive organs.
9. False - - Liver and pancreas belong to the Digestive System.
10. True

Vocabulary

I. Match the organs with their names and the body system they are most associated with. The names of the organs are given in the box.

Данное упражнение направлено на актуализацию введенных лексических единиц. Учащиеся соотносят иллюстрации с названиями органов и с системами, к которым они относятся.

Correct answers:

1-f- heart; 2-e - lungs; 3-g – thyroid gland; 4-h - stomach; 5-i -muscles; 6-a - bone; 7-d - skin; 8-c – kidneys; 9 – b – brain.

II. Match the descriptions of the body systems with the images. Complete the sentences.

Учащимся предлагается соотнести названия систем органов с их изображениями.

Correct answers:

1-g (skeletal), 2-d (cardiovascular), 3-a (endocrine), 4- e (respiratory), 5-b (muscular), 6-c (digestive), 7-f (nervous)

III. Complete the text using the words from the word bank.

Учащимся необходимо заполнить пропуски в тексте, используя слова из рамки.

Correct answers:

1. biological
2. internal
3. cavities
4. abdominal
5. pelvic
6. homeostasis
7. functions
8. respiration

The human body is like a machine, uniquely designed and consisting of various biological systems, these systems are run by the internal organs of the body. Internal organs are the organs that are located within the body cavities, such as the *thoracic* cavity, *abdominal* cavity, and *pelvic* cavity. Within these cavities, the organs work together to maintain homeostasis, which is the body's ability to regulate internal conditions to ensure survival. They communicate through complex systems like the nervous and endocrine systems to coordinate various functions such as heart rate, *digestion, respiration, circulation, and excretion.*

IV. Rephrase the sentences using the words given in brackets.

В данном упражнении повторяются правила словообразования. Учащиеся анализируют предложения, определяют недостающую часть речи и грамматические формы слов.

Correct answers:

1. abdominal
2. thoracic

3. protection
4. digestion
5. respiration
6. circulation
7. internal

Did you know?

I. Read the text and answer the questions.

Работа с данным текстом направлена на дальнейшее закрепление лексического материала урока. Используя информацию, предложенную в тексте, учащиеся готовят ответы на вопросы и затем обсуждают их в парах или группах. Учитель контролирует ход обсуждения, переходя от группы к группе.

Correct answers:

1. Eyes stay the same size throughout life.
2. Bones are 4 times stronger than concrete.
3. Knee caps don't appear until the age of 2 to 6 years.
4. The average lifespan of a taste bud is only 10 days.
5. We are born with 300 bones but end up with 206 bones when we are adults.
6. The liver can regenerate itself even after losing 75% of its tissue.
7. The stomach lining replaces itself every few days to avoid digesting itself.

Speaking

I. Discuss the following questions.

Опираясь на знания, полученные в ходе изучения темы, учащиеся готовят аргументированные ответы на предложенные вопросы, а затем обсуждают их.

Possible answers:

1 How many systems are there in the human body?

There are 11 main systems in the human body:

1. **Integumentary System:** Skin, hair, nails.
2. **Skeletal System:** Bones, cartilage, ligaments.
3. **Muscular System:** Muscles, tendons.
4. **Nervous System:** Brain, spinal cord, nerves.
5. **Endocrine System:** Glands that produce hormones.
6. **Cardiovascular System:** Heart, blood vessels.
7. **Lymphatic System:** Lymph nodes, lymph vessels.
8. **Respiratory System:** Lungs, trachea, bronchi.
9. **Digestive System:** Stomach, intestines, liver.
10. **Urinary System:** Kidneys, bladder, urethra.
11. **Reproductive System:** Male or female reproductive organs.

2 What do you think is the most vital system in the human body? Why?

All systems in the human body are connected and important for life, but the circulatory system is especially important. It helps keep everything working by giving oxygen, nutrients, and hormones to cells and organs.

3 How do our body systems work together to keep us healthy?

Each body system has a specific role, but they are interconnected and dependent on each other for optimal function. By working together, these systems ensure that the body maintains balance, responds to changes, and stays healthy.

4 What are the main internal organs located in the thoracic, abdominal and pelvic cavities?

1). Thoracic Cavity: Organs of the respiratory and circulatory systems:

- **Heart:** The heart is a muscular organ that pumps blood throughout the body.

- **Lungs:** Lungs are responsible for the exchange of oxygen and carbon dioxide during respiration.
- **Trachea:** The trachea, or windpipe, allows air to pass to and from the lungs during breathing.

2). Abdominal Cavity: Organs of the digestive system/some organs of the urinary system:

- **Stomach:** The stomach digests food using acid and enzymes, breaking it down into nutrients for absorption.
- **Liver:** The liver performs various functions, including detoxification, metabolism, and production of bile for digestion.
- **Pancreas:** The pancreas produces digestive enzymes and hormones like insulin to regulate blood sugar levels.
- **Kidneys:** The kidneys filter blood, remove waste products, regulate fluid balance, and produce urine.

5 What do you find most interesting about the human body?

The human body's complexity, adaptability, and interconnected systems that show how incredible living beings can be.

Fascinating Aspects of the Human Body

1). Complexity of the Brain: The brain has billions of nerve cells and many connections. It controls awareness, thoughts, feelings, and body functions. The brain's ability to change and learn is amazing.

2). Cellular Diversity: The human body has trillions of cells, each with a specific role. Different cells like nerve, muscle, and blood cells help the body do many tasks.

3). Immune System: The immune system finds and fights germs and viruses to keep us healthy. Its defenses and memory are important for staying well.

4). DNA and Genetic Variation: DNA holds the genetic code that makes us unique. Studying genes helps us understand how we inherit traits, change over time, and get diseases.

5). Energy Production: The body turns food into energy through processes like cellular respiration, which is important for staying alive. How well cells make energy is a key part of how our bodies work.

6). Adaptability and Resilience: The human body can adapt to new places, heal from injuries, and get better after being sick. It's amazing how the body keeps balance and handles stress.

7). Sensory Systems: The senses like sight, hearing, taste, smell, and touch help us understand and interact with the world. It's amazing how well our sensory organs detect things and send signals to the brain.

6 Do you agree with the saying: "Before you worry about the beauty of your body, worry about the health of your body."?

The saying "Before you worry about the beauty of your body, worry about the health of your body" holds a significant truth. It's important to care more about health than looks. Here are some reasons why health should come first:

1). Foundation of Well-Being: Health is the base of well-being and quality of life. A healthy body lets people live active and happy lives, but ignoring health can cause medical problems.

2). Longevity and Vitality: Eating healthy food, exercising regularly, and having good habits can help you live longer and stay energetic. A healthy body can fight off sickness better and work well as you get older.

3). Self-Esteem and Confidence: True beauty is often the same as feeling confident and good about yourself, both in body and mind. Focusing on health can make you feel more confident and help you see yourself positively beyond just looks.

4). Prevention of Disease: Many chronic diseases and health conditions can be prevented or managed by making healthy choices. By focusing on health, people can lower their risk of getting heart disease, diabetes, obesity, and some cancers.

7 How do you think lifestyle choices can affect our internal organs?

How we live affects the health of our organs. Eating healthy, exercising regularly, drinking enough water, managing stress, sleeping well, and avoiding harmful substances can help our organs work better and keep us healthy.

II. In pairs, create a dialogue where one student describes a bodily function and the other guesses the corresponding body system. For example, "I help you move and maintain posture." - Muscular System.

Учащиеся работают в парах. Один из участников диалога описывает ту или иную функцию организма, второй – называет орган, выполняющий эту функцию. Например, "I help you move and maintain posture." - Muscular System.

Students' own answers.

III. In small groups, present a body system to the class. Include the main functions, organs involved, and any interesting facts.

Учащиеся в небольших группах готовят презентацию о какой-либо системе организма, ее функциях и органах, входящих в нее.

Students' own answers.

Writing

Опираясь на полученные в ходе урока знания и активную лексику, учащиеся пишут короткое сообщение о важности каждой системы организма.

Students' own answers.

MODULE III. TEST I

I. Read the text. In each question below choose the right answer *a, b, c* or *d*.

Correct answers:

1. c

2. c

3. d

4. c

5. b

6. a

7. c

8. b

II. Match the words with their definitions:

Correct answers:

1. d

2. b

3. c

4. e

5. g

6. a

7. f

8. h

9. i

III. Complete the text using words from the box:

Correct answers:

1. nervous system
2. spinal column
3. spinal cord
4. circulates
5. bone marrow
6. liver
7. thoracic cavity
8. trunk

IV. Match the beginnings of the sentences on the left with the endings on the right:

Correct answers:

1. c
2. a
3. h
4. g
5. b
6. i
7. h
8. j
9. d
10. f

V. Answer the questions.

Correct answers:

1. Three main areas of the human body are head, trunk, limbs (extremities)
2. There are the following systems in the human body: circulatory, digestive, endocrine, immune, integumentary, lymphatic, muscular, nervous, reproductive, respiratory, skeletal, urinary.

Example: nervous system with its organs: brain, spinal cord.

3. The vital organs of the chest and abdomen are the heart, lungs, kidneys, liver.
4. Blood performs the following functions: transportation, nutrient delivery, waste removal, immune role, temperature regulation, pH balance, blood clotting.
5. Blood consists of plasma, red blood cells, white blood cells, platelets.
6. The musculoskeletal system is made up of bones, muscles, joints.

MODULE III. TEST II

I. Read the text. In each question choose the right answer *a, b, c, or d.*

Correct answers:

1. a
2. c
3. c
4. b
5. d
6. c
7. c
8. a

II. Match the words with their definitions.

Correct answers:

1. b
2. h
3. a
4. i
5. d
6. c
7. f
8. g
9. e

III. Complete the text using words from the box.

Correct answers:

1. nervous system
2. spinal cord
3. spinal column
4. circulates
5. bone marrow
6. liver
7. thoracic cavity
8. trunk

IV. Match the beginnings of the sentences on the left with the endings on the right.

Correct answers.

1. j
2. e
3. a
4. c
5. g
6. i
7. f
8. d
9. b
10. h

V. Answer the questions.

Possible answers.

1. There are the following systems in the human body: circulatory, digestive, endocrine, immune, integumentary, lymphatic, muscular, nervous, reproductive, respiratory, skeletal, urinary.

Example: nervous system with its organs: brain, spinal cord.

2. The vital organs of the chest and abdomen are the heart, lungs, kidneys, liver.
3. The musculoskeletal system is made up of bones, muscles, joints.
4. Three main areas of the human body are head, trunk, limbs (extremities)
5. Blood consists of plasma, red blood cells, white blood cells, platelets.
6. Blood performs the following functions: transportation, nutrient delivery, waste removal, immune role, temperature regulation, pH balance, blood clotting.

MODULE IV. BODY SYSTEMS

Целью данного раздела является введение и закрепление лексического материала по теме «BODY SYSTEMS». В уроках раздела представлены различные виды заданий на развитие всех видов речевой деятельности: говорения, аудирования, чтения и письма.

MODULE IV

UNIT 1. CARDIOVASCULAR SYSTEM

Данный урок представляет собой микротему раздела «BODY SYSTEMS» и ориентирован на формирование общего представления о строении и функциях сердечно-сосудистой системы и на развитие навыков коммуникации по теме.

What do you think?

Учащимся предлагается в парах или группах обсудить вопросы рубрики. При ответах на вопросы учащиеся используют знания, приобретенные в ходе изучения сердечно-сосудистой системы на уроках биологии. Учитель контролирует и комментирует ход обсуждения, переходя от одной пары/группы к другой.

Students' own answers.

Reading

CARDIOVASCULAR SYSTEM

Учащимся необходимо прочитать текст о сердечно-сосудистой системе и, опираясь на его содержание, выбрать правильные варианты ответов на вопросы, предлагаемые после текста.

I Read the text. In each question choose the right answer *a, b, c, or d.*

Correct answers:

1. b

- 2. a
- 3. b
- 4. a
- 5. b

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст о сердечно-сосудистой системе еще раз и отмечают утверждения как верные или неверные, исправляя неверные.

Correct answers:

- 1. False (This statement contradicts the text - the cardiovascular system carries both nutrients and oxygen to tissues.)
- 2. True
- 3. False (This statement contradicts the information provided in the text about the primary function of the heart.)
- 4. False (This statement contradicts the text - arteries have thick walls composed of elastic fibrous tissue and muscle cells.)
- 5. False
- 6. False (This statement contradicts the text - capillaries are permeable to vital cellular nutrients and waste products.)
- 7. False (This statement contradicts the text - blood from the capillaries moves more slowly and under low pressure.)

Vocabulary

I. Make word combinations.

Учащиеся составляют словосочетания из слов, данных в таблице.

Correct answers:

- 1-i) to convey blood

- 2-j) to carry nutrients
- 3-b) to remove carbon dioxide
- 4-h) pulmonary circuit
- 5-d) to serve as a muscular pump
- 6-a) endothelial tubes
- 7-e) fibrous tissue
- 8-f) muscle cells
- 9-g) waste products
- 10-c) to enter venules

II. Fill in the blanks with the correct words from the word bank.

Учащиеся заполняют пропуски в предложениях, используя слова из рамки.

Correct answers:

- 1. lungs
- 2. generate
- 3. nutrients
- 4. vitamins
- 5. energy
- 6. tissues
- 7. waste
- 8. kidneys

III. Unmix the definitions.

Учащимся необходимо соотнести слова и словосочетания с их определениями.

Correct answers:

1. e

2. c

3. a

4. f

5. b

6. d

7. g

Listening

I. Listen and answer the questions.

Учащимся необходимо прослушать текст о сердечно-сосудистой системе и ответить на вопросы по его содержанию.

Listening script

The cardiovascular system is made up of the heart blood and blood vessels. Its primary responsibility is to transport oxygenated blood and nutrients to the other organs and tissues of the body. It is also responsible for transporting deoxygenated blood back to the lungs to pick up new oxygen molecules. The cardiovascular system is the primary system that is responsible for circulating blood throughout the body. It's made up of the following structures: the heart, blood vessels, blood, lymph, and lymphatic vessels. Each structure plays an important role in ensuring that the cardiovascular system functions properly.

Of course, the heart is the primary organ of the cardiovascular system. It's a muscular organ with four chambers and is approximately the size of a fist. The heart is positioned in the middle compartment of the mediastinum of the chest just behind the sternum. It is what's responsible for pumping blood throughout the body.

Then you have the blood vessels which are hollow tubes that carry blood to and from the heart. The different types of blood vessels include arteries, veins, capillaries, and lymphatic vessels.

Blood plays a vital role in the cardiovascular system as it transports oxygen and nutrients to the different organs within the body. It also helps transport carbon dioxide and other waste products for removal. The main components of blood are red blood cells, white blood cells, platelets, and plasma.

Next, we need to talk about lymph which is a clear watery fluid that is found in the lymphatic system. It contains white blood cells which help fight infections and diseases in the body. Lymph also helps to transport fat and other nutrients from the digestive system to the bloodstream. Lymphatic vessels are a network of thin tubes located throughout the body. They help to transport lymph from the tissues to the bloodstream.

I. Correct answers:

1. The primary responsibility of the cardiovascular system is to transport oxygenated blood and nutrients to organs and tissues, as well as transport deoxygenated blood back to the lungs.
2. The heart is a muscular organ with four chambers that pumps blood throughout the body.
3. The main components of blood are red blood cells, white blood cells, platelets, and plasma. Red blood cells carry oxygen, white blood cells fight infections, platelets help in clotting, and plasma carries nutrients and waste products.
4. Blood vessels are hollow tubes that carry blood to and from the heart. They include arteries, veins, capillaries, and lymphatic vessels.
5. Lymph is a clear watery fluid found in the lymphatic system that contains white blood cells to fight infections and helps transport fat and nutrients.
6. Lymphatic vessels are thin tubes that transport lymph from tissues to the bloodstream, aiding in the circulation of lymph.

7. The heart is positioned in the middle compartment of the chest, behind the sternum, and is approximately the size of a fist.

II. Match the halves to make sentences.

Учащиеся составляют предложения, соединяя их части из левой и правой колонок таблицы.

Correct answers:

- 1.-b. heart, blood, and blood vessels
- 2.-d. oxygenated blood and nutrients to organs and tissues
- 3.-f. deoxygenated blood back to the lungs for oxygen
- 4.-a. muscular organ with four chambers
- 5.-g. hollow tubes that carry blood to and from the heart
- 6.-c. red blood cells, white blood cells, platelets, and plasma
- 7.-h. lymphatic system, transporting fat and nutrients
- 8.-e. bloodstream

III. Choose the right summary.

Учащимся необходимо определить, какой из трех текстов наиболее точно передает основное содержание аудио записи.

Correct answer: 2

Speaking

I. Discuss in groups the following interesting facts. What other interesting facts about the cardiovascular system do you know?

Учащиеся выполняют задания, направленные на формирование навыков говорения. Учащиеся сначала в парах или группах высказываются по

предложенным к обсуждению фактам, а затем излагают интересные факты, используя информацию из дополнительных источников. Учитель может прослушать ход обсуждения, переходя от одной пары/группы к другой.

Students' own answers.

Writing

1. Write a social media post explaining the importance of taking care of your cardiovascular system using the target vocabulary.

Используя ключевые слова и фразы урока, учащиеся должны написать пост в социальных сетях объемом 200-250 слов, объясняющий важность заботы о сердечно-сосудистой системе.

Students' own answers.

2. Create a blog post describing the functions of the blood vessels in the cardiovascular system, using the target vocabulary.

Используя ключевые слова и фразы урока, учащиеся должны создать сообщение в блоге объемом 200-250 слов, описывающее функции кровеносных сосудов сердечно-сосудистой системы.

Students' own answers.

3. Write an email to a friend discussing the significance of monitoring blood pressure for a healthy lifestyle, incorporating the target vocabulary.

Используя ключевые слова и фразы урока, учащиеся должны написать электронное письмо другу объемом 100-140 слов, в котором обсудят важность мониторинга артериального давления для здорового образа жизни.

Students' own answers.

MODULE IV

UNIT 2. RESPIRATORY SYSTEM

Данный урок представляет собой микротему раздела «BODY SYSTEMS» и ориентирован на формирование общего представления о строении и функциях дыхательной системы и на развитие навыков коммуникации по теме.

What do you think?

Учащимся предлагается в парах или группах обсудить вопросы рубрики. При ответах на вопросы учащиеся используют знания, приобретенные в ходе изучения дыхательной системы на уроках биологии. Учитель контролирует ход обсуждения, комментируя, подсказывая, переходя от одной пары/группы к другой.

Look at the words on the whiteboard and answer the questions.

Учащиеся смотрят на доску и обсуждают вопросы в парах или группах.

Possible answers:

1. **Nose:**

- Filters and warms the air we breathe in.

2. **Larynx:**

- Also known as the "voice box".
- Contains the vocal cords that vibrate to produce sound for speech.

3. **Pharynx:**

- The throat, a muscular tube that connects the nose and mouth to the esophagus and larynx.
- Allows passage of air, food, and liquid.

4. **Trachea:**

- Also called the "windpipe".
- A tube that carries air from the pharynx to the lungs.
- Helps filter and humidify the air.

5. Bronchi:

- The main airways that branch off from the trachea into the lungs.

6. Lungs:

- Facilitate the exchange of oxygen and carbon dioxide during breathing.

Reading

HUMAN RESPIRATORY SYSTEM

I. Read the text and answer the questions.

Учащимся необходимо внимательно прочитать текст и ответить на вопросы по его содержанию.

Correct answers:

1 The primary function of the respiratory system is to deliver oxygen to the body and to remove carbon dioxide from the body.

2 The lungs serve as the main organs of the respiratory system, where they facilitate the exchange of oxygen and carbon dioxide between the air we breathe and the bloodstream.

3 Red blood cells pick up oxygen in the lungs and carry it to all the cells in the body that need it, and then they pick up carbon dioxide produced by the cells and transport it back to the lungs to be exhaled.

4 The trachea, or windpipe, filters the air we breathe and branches into the bronchi, serving as a passageway for air to reach the lungs.

5 During inhalation, the diaphragm contracts and flattens, pulling downward and enlarging the space in the chest, which causes air to be drawn into the lungs.

6 When exhaling, the diaphragm expands and the space for the lungs decreases, which forces air out of the lungs.

7 Yawning is triggered by a shortage of oxygen in our bodies; the brain senses this shortage and sends a message that causes you to take a deep long breath.

8 Common irritants that can cause sneezing include dust, pollen, pepper, or even a cold blast of air, as they irritate the mucous membranes of the nose.

9 Hiccups are sudden, involuntary movements of the diaphragm that can occur for several reasons such as irritation of the diaphragm or eating too fast.

10 Air travels from the outside through the nose or mouth, flows down the trachea, into the bronchi, and finally reaches the lungs where it enters the alveoli and is exchanged with the blood across the respiratory membrane.

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст о заболеваниях дыхательной системы еще раз и отмечают утверждения как верные или неверные.

Correct answers:

1 false

2 true

3 false

4 true

5 true

6 true

7 false

8 true

9 false

10 false

Vocabulary

I. Make word combinations.

Учащимся необходимо составить словосочетания, соединив слова из правой и левой колонок таблицы.

Correct answers:

- 1-e. to deliver oxygen
- 2-c. to take away carbon dioxide
- 3-a. to be responsible for picking up
- 4-i. a waste gas product
- 5-b. to filter the air
- 6-j. to enlarge the space
- 7-d. to send a message
- 8-f. to remove an irritant
- 9-h. to irritate the mucous membranes
- 10-g. to cause hiccups

II. Complete the sentences using the words from the word bank.

Учащиеся заполняют пропуски в предложениях словами из рамки.

Correct answers:

- 1 plants
- 2 life
- 3 breathing/respiration, causes
- 4 respiration/breathing, waste
- 5 pharynx

6 through

7 divides, lung

8 sacs

III. Put the sentences into the correct order to describe the process of respiration.

Учащиеся должны расположить предложения в правильном порядке, чтобы описать процесс дыхания.

Correct answers:

__6__ When you exhale, the carbon dioxide goes out the same way, exiting your body through your nose and mouth.

__1__ First you breathe air in through your nose (nostrils) and mouth.

__5__ When you inhale, the air goes through the bronchi in your lungs to blood vessels that connect to veins and arteries which carry the blood throughout the body.

__2__ Then the air travels through your voice box, down your windpipe and through two bronchi (bronchial tubes) into your lungs.

__3__ At the end of the smallest branches of the bronchi there are tiny air sacs called alveoli.

__4__ The diaphragm, abdominal muscles, and other muscles help your lungs expand and contract so you can inhale and exhale.

Listening

I. Before you listen, talk to your partner.

Перед прослушиванием аудио записи учащиеся в парах высказываются по предложенным к обсуждению вопросам.

Listening script

When you breathe, air travels through your nose, down the throat, through the windpipe and into your lungs. The narrowest part of that pathway is in the back of your throat. When you're awake, muscles keep that pathway relatively wide open. But when you sleep, those muscles relax, allowing the opening to narrow. The air passing through this narrowed opening may cause the soft palate to vibrate. This causes snoring. In some people the throat closes so much that enough air can't get through to the lungs. When this happens, the brain sends an alarm to open the airway. Most often this is associated with a brief arousal from sleep. The brain quickly reactivates the muscles that hold the throat open. The air gets through again and the brain goes back to sleep. This disorder is called obstructive sleep apnea. Procedures to stiffen or shorten the soft palate can improve snoring. Procedures that open the airway in the back of the throat can improve sleep apnea.

II. Listen and then pick the right answer *a, b, c, or d.*

Учащиеся должны прослушать текст и выбрать правильные варианты ответов на вопросы.

Correct answers:

1. b
2. b
3. a
4. d
5. d
6. b
7. d

III. Listen again and complete the sentences.

Учащиеся повторно слушают текст и заполняют пропуски в предложениях, опираясь на убывающую подсказку.

Correct answers:

narrowest

relax

vibrate

alarm

reactivates

disorder

stiffen

Speaking

I. Discuss in groups the following functions of the respiratory system. Can you explain them?

Учащиеся выполняют задания, направленные на формирование навыков говорения. В данном задании необходимо обсудить и объяснить функции дыхательной системы, используя активную лексику и знания, приобретенные в ходе изучения этого урока. Учащиеся могут обсудить предложения в парах или группах; учитель может прослушать ход обсуждения, переходя от одной пары/группы к другой.

Possible answers:

1. The respiratory system is a biological system consisting of specific organs and structures that ensure gas exchange in animals and plants. The inside of the lungs is open to outside air and elastic, so it expands to fill the increased space. The pleural fluid between the two layers of pleural lining of the lungs helps reduce friction as the lungs expand and contract. The flow of air into the lungs occurs through the respiratory tract.

2. The respiratory system is a group of organs that supply the body with oxygen. The system consists of the nose, mouth, throat, lungs and diaphragm. These organs work together to convert inhaled air into oxygen for the blood. The body's cells require

oxygen to function, so if the respiratory system is not working properly, it can cause serious health complications or even death.

3. Excess carbon dioxide produced by cellular respiration diffuses from our cells into the blood, which carries it to the lungs, where it is expelled when we exhale. Some water is also removed from our bodies when we exhale as it evaporates from the moist surfaces of our lungs and nasal passages, which is why you may notice condensation when you breathe onto a cool piece of glass.

Writing

Give a written comment on one of the chosen points described in **Speaking**.

Учащимся предлагается письменно прокомментировать один из пунктов в разделе **Speaking**, используя ключевые слова и фразы урока.

Students' own answers.

MODULE IV

UNIT 3. DIGESTIVE SYSTEM

Данный урок представляет собой микротему раздела «BODY SYSTEMS» и ориентирован на формирование общего представления о строении и функциях пищеварительной системы и на развитие навыков коммуникации по теме.

What do you think?

Учащимся предлагается в парах или группах обсудить вопросы рубрики. При ответах на вопросы учащиеся используют знания, приобретенные в ходе изучения пищеварительной системы на уроках биологии. Учитель прослушивает ход обсуждения, комментируя, подсказывая, переходя от одной пары/группы к другой.

Students' own answers.

Reading

What is the digestive system?

I. Read the text and answer the questions.

Учащимся необходимо прочесть текст о пищеварительной системе и, опираясь на его содержание, ответить на вопросы, предлагаемые после текста.

Correct answers:

1. The gastrointestinal tract is made up of the mouth, esophagus, stomach, small intestine, large intestine, and anus.
2. The small intestine has three parts: duodenum, jejunum, and ileum.
3. Bacteria in your GI tract help with digestion by breaking down food.

4. Peristalsis helps move food through the GI tract by contracting and relaxing muscles.
5. Once food enters the stomach, the stomach muscles mix it with digestive juices before emptying it into the small intestine.
6. The large intestine absorbs water and changes waste from liquid into stool.
7. The rectum stores stool until it is pushed out of the body during a bowel movement.

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст о пищеварительной системе еще раз и отмечают утверждения как верные или неверные, исправляя неверные.

Correct answers:

1. True
2. False (This statement contradicts the text - the small intestine has three parts, not four.)
3. True
4. False (This statement contradicts the factual information provided in the text. Both the nervous and circulatory systems help with digestion.)
5. False (This statement contradicts the factual information provided in the text. The digestive system also breaks down food into smaller parts.)
6. False (This statement contradicts the factual information provided in the text. The rectum does store stool until it is pushed out during a bowel movement.)
7. False. (This statement contradicts the factual information provided in the text. The first division of the digestive tract is the mouth.)

Vocabulary

I. Complete the sentences using the words from the word bank.

Учащиеся читают текст и заполняют пропуски в предложениях, используя слова из таблицы.

Correct answers:

1. liver
2. consume
3. breakdown
4. protects
5. unwanted
6. regular
7. stomach

II. Match these words with their definitions.

Учащимся необходимо соотнести слова и словосочетания с их определениями.

Correct answers:

1. e
2. f
3. b
4. c
5. a
6. d
7. g

III. Match the halves to make sentences.

Учащимся необходимо соотнести части предложений так, чтобы получились верные высказывания.

Correct answers:

1. d

2. b

3. a

4. e

5. c

Listening

Listening Script

Oops! Excuse me!

Oh, hello friends!

Have you ever wondered where does the food go once it enters your body?

Sorry!

Well, worry no more, because I'll tell you all about the human digestive system!

Oops! Haha! Come on, what are you waiting for?

Zoom in!

Digestion is a simple process.

Where large insoluble food particles are broken down into smaller water soluble molecules.

So that, they can be absorbed by blood and give energy to different parts of our body.

The process of digestion has a few stages.

And I'll take you through all of them. Come!

Chewing is the first stage of the digestive system.

When you chew your food, the food particles break down into little pieces that are easier to swallow.

The saliva which contains a lot of enzymes, mixes with those food particles and helps break down those food particles even more.

Once you have completely chewed your food the tongue helps to push the food particles down your throat.

This process is called swallowing.

The food travels through a long pipe called esophagus also known as the food pipe.

When the food particles, have travelled through the food pipe their next destination is the stomach.

Where those particles hang out for approximately four hours.

The stomach releases a lot of acids and enzymes which further break down the food particles.

So that these particles can be absorbed by our body.

An enzyme called Pepsin present in the stomach helps break down the proteins.

Oh, and a lot of bacteria are killed by our superhero, the stomach.

So that we don't fall sick!

Destination next! The small intestine!

Once, the food particles reach the small intestine a lot of juices from liver and pancreas help break down those particles.

The liver secretes bile, which helps break down fats.

And the pancreas releases other enzymes to help digest all kinds of food particles.

Now that the food particles are broken down the small intestine absorbs them and transfers them to our body through blood.

The particles that are not absorbed by the small intestine, reach the large intestine.

Now the large intestine absorbs water and other particles and sends the waste material out of your body!

Trivia Time!

Did you know that our large intestine produces antibodies that help us boost our immunity?

When your face becomes red due to blushing the lining of your stomach becomes red too!

So, eat healthy, digest healthy and live healthy!

I. Listen and choose the right answer *a, b, c, or d.*

Учащимся необходимо прослушать текст о пищеварительной системе и выбрать правильные варианты ответов на вопросы.

Correct answers:

1. a

2. a

3. b

4. a

5. a

6. b

7. c

II. Pick the right summary.

Учащимся необходимо определить, какой из трех текстов наиболее точно передает основное содержание аудио записи.

Correct answer: 3

III. Listen again and fill in the gaps.

Учащиеся повторно слушают текст и заполняют пропуски в предложениях, опираясь на убывающую подсказку.

Correct answers:

1. smaller molecules for absorption
2. swallowing
3. particles
4. process
5. digestion
6. intestine
7. health

Speaking

I. Discuss in groups the following questions.

Учащиеся выполняют задания, направленные на формирование навыков говорения. Учащиеся сначала в парах или группах высказываются по предложенным к обсуждению фактам, а затем излагают интересные факты, используя дополнительную информацию. Учитель может прослушать ход обсуждения, переходя от одной пары/группы к другой.

Possible answers:

1. The human digestive system consists of the gastrointestinal tract and the accessory organs of digestion (tongue, salivary glands, pancreas, liver and gallbladder). Digestion involves breaking down food into smaller and smaller components until they can be absorbed and assimilated by the body.
2. The first part of the digestive tract is the mouth or oral cavity. Important structures of the oral cavity are teeth, tongue, soft and hard palate, and salivary glands.

Digestion begins when a person chews food. Food is broken into smaller pieces by the teeth and mixed with saliva secreted by the salivary glands.

3. Once in the stomach, ground food particles mix with gastric juice. These gastric juices contain pepsin, an enzyme that begins to break down proteins into smaller peptides. Hydrochloric acid in the stomach also creates an acidic environment, which helps dissolve minerals and kill harmful bacteria.

4. The main function of the small intestine is to digest and absorb food. It absorbs the minerals and nutrients present in the food we eat. The small intestine carries food to the stomach and absorbs nutrients from the abdominal cavity all the way to the colon. The colon delivers it to the rectum and then removes it from the body through the anus. The main function of this organ is to assist in proper digestion.

5. Eating a healthy and varied diet can improve your overall well-being. Good nutrition is essential to get the nutrients you need to keep your body healthy, as well as to prevent you from consuming substances that may be harmful. Eating a healthy diet and regular exercise can help you achieve and maintain a healthy body weight. A healthy diet is also important to reduce the risk of developing diseases.

6. When our body's stress response occurs, digestion is suppressed, and if stress persists, the digestive system can become irritated or upset. The most common way stress affects the stomach is by worsening the symptoms of an existing digestive disorder. This could be heartburn, an upset stomach that occurs when you eat too much too quickly, eat high-fat foods, or eat during stressful situations.

Writing

I. Write a multi-paragraph essay to explain to your teacher what you have learned about the digestive system.

Учащиеся должны написать эссе из нескольких абзацев, объяснив, что они узнали о пищеварительной системе; при выполнении задания необходимо опираться на предложенные в упражнении рекомендации по написанию эссе.

Writing Tips:

- ◆ Be sure to introduce the topic and group related facts together.
- ◆ Use facts from two sources to develop your ideas.
- ◆ You may want to include definitions and illustrations to help your teacher clearly understand what you learned.
- ◆ End with a conclusion.

Students' own answers.

MODULE IV

UNIT 4. NERVOUS SYSTEM

Данный урок представляет собой микротему раздела «BODY SYSTEMS» и ориентирован на формирование общего представления о строении и функциях нервной системы и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается посмотреть на иллюстрации и ответить на вопросы, связанные с ними, используя знания, приобретенные в ходе изучения нервной системы на уроках биологии. Обсуждение вопросов проводится в парах или группах. Учитель прослушивает ход обсуждения, комментируя, подсказывая, переходя от одной пары/группы к другой.

Students' own answers.

Reading

The Nervous System

I. Read the text and answer the questions.

Учащимся необходимо прочитать текст о нервной системе и, опираясь на его содержание, выбрать правильные варианты ответов на вопросы после текста.

*Определения слов, вызывающих затруднения при переводе, можно найти в глоссарии.

Correct answers:

1. The three main components of the nervous system are the brain, the spinal cord, and nerves.
2. The brain contributes to human behavior by controlling body systems and organs, allowing us to think, feel, remember, and imagine, which makes us behave as human beings.

3. Neurons, which are the nerve cells within nerves, are responsible for transmitting electrical signals throughout the body, allowing for communication between the brain, spinal cord, and various body parts.
4. The spinal cord, under the control of the brain, helps regulate the work of internal organs. It achieves this by conducting nerve impulses to and from the organs, thus controlling their functions.
5. The five main senses are touch, smell, taste, hearing, and sight. They are considered external sensory systems because they provide information about the world outside the body.
6. Sensory information reaches the brain through signals that are sent by the sense organs to the brain, allowing us to perceive the external environment.
7. The cerebrum, particularly the cerebral cortex, processes and interprets the sensory information received from different parts of the body.
8. The Peripheral Nervous System is made up of nerve cells or neurons that transmit messages throughout the body to facilitate communication and bodily functions.

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст о нервной системе еще раз и отмечают утверждения как верные или неверные.

Correct answers:

1. true
2. false
3. true
4. false
5. false
6. false
7. true

Vocabulary

I. Make word combinations.

Учащиеся соединяют слова из левой и правой колонок таблицы таким образом, чтобы получились словосочетания.

Correct answers:

1. c. the spinal cord
2. h. nerve impulses
3. i. to respond to the environment
4. f. to give instructions
5. a. to protect from damage
6. d. to keep the body in order
7. e. to send signals
8. j. cerebral cortex
9. g. the outer layer
10. b. to carry messages

II. Rearrange the letters in brackets to form the correct word.

Учащиеся должны переставить буквы в скобках, чтобы получилось правильное слово.

Correct answers:

1. central
2. cranial
3. reflex
4. potential
5. receptor
6. effector
7. neurons
8. synapse
9. grey matter
10. dendrites, axon

III. Match parts of the nervous system with their functions.

Учащимся предлагается установить соответствие между отделами нервной системы и их функциями.

Correct answers:

1 – b

2 – a

3 – d

4 – c

Listening

Учащимся необходимо прослушать текст о нервной системе и ответить на предложенные вопросы.

Listening script

Nervous System - Get to Know Our Nervous System a Bit Closer

Today we will talk about an organ that rules all our body and that is our brain. As it is the most sensitive organ, our brain is kept inside the bony covering called skull. From doing physical activity to solving logical problems, from dealing with emotions and feelings to creativity, the brain is responsible for all. Therefore, it never sleeps.

Our brain can be divided into three main parts: the cerebrum, cerebellum and brain stem. Cerebrum is the largest part of brain, which can be further divided into right and left halves called hemispheres. Each cerebral hemisphere has four lobes, namely frontal lobe, parietal lobe, occipital lobe and temporal lobe. Each lobe performs different functions.

Cerebellum is responsible for movement and coordination. It gives you sense of balance and thus prevents you from falling down.

Brain stem includes mid brain, pons and medulla oblongata. It controls your body's involuntary actions like breathing, heart rate and blood pressure.

Brain comes under a system called nervous system.

Structurally, nervous system is classified into two types: Central Nervous System (CNS) and Peripheral Nervous System (PNS). The Central Nervous System is comprised of the brain and spinal cord.

The spinal cord is the bridge that connects the brain to peripheral nervous system. It starts from medulla oblongata and stretches to lumbar region of the spine or vertebral column.

The Peripheral Nervous System is a network of nerves spread across our body.

Think of Peripheral Nervous System as a network of highway that connects the body with Central Nervous System.

This highway has two-way traffic. Let's see how.

When you hold a hot cup of coffee, sensory neurons in your hand transmit signal to brain through sensory neurons, also called afferent neurons, that the cup is hot. Your

brain processes that information and send response through motor neurons, known as efferent neurons, that you must put that cup back.

PNS consists of total 43 pairs of nerve, among which 12 originate in brain, named as cranial nerves and 31 originate from spinal cord, hence called as spinal nerves.

Here you hear the word “neuron”.

Neuron is the basic unit of nervous system. It is the nerve cell which transmits electrical signals to brain. A neuron has three parts: dendrites, soma or cell body, and axon.

Dendrites serve as input device for neuron because it receives input from other nerve cells.

Soma or cell body of neuron contains nucleus. Axon serves as output device from where it transmits electrical response to other neurons.

I hope this helps you in understanding nervous system.

I. Listen and answer the questions.

Correct answers:

1. The cerebrum is responsible for higher brain functions, including thought, emotion, reasoning, language, and sensory processing.
2. The cerebellum is responsible for movement and coordination, providing balance and fine-tuning motor activities.

3. The brain stem consists of the midbrain, pons, and medulla oblongata, and it controls involuntary actions such as breathing, heart rate, and blood pressure.
4. The nervous system is structurally classified into two types: the Central Nervous System (CNS) and the Peripheral Nervous System (PNS).
5. The spinal cord connects the brain to the Peripheral Nervous System (PNS) and extends from the medulla oblongata to the lumbar region of the vertebral column.
6. The PNS has sensory neurons (afferent) transmitting signals to the brain, like signaling that a cup is hot, and motor neurons (efferent) conveying responses from the brain, such as instructing to release the hot cup.
7. The Peripheral Nervous System consists of 43 pairs of nerves, categorised into 12 cranial nerves originating in the brain and 31 spinal nerves originating from the spinal cord.
8. A neuron consists of dendrites (receive input from other cells), soma or cell body (contains the nucleus), and an axon (transmits electrical signals to other neurons).
9. Dendrites are considered the input device of a neuron because they receive signals from other nerve cells and transmit them to the neuron's cell body.
10. A neuron transmits an electrical signal by receiving input at the dendrites, processing it in the cell body, and then sending an electrical response along the axon to other neurons or effectors.

II. Unmix the definitions.

Учащимся необходимо соотнести термины с их определениями.

Correct answers:

- 1 – e is comprised of the brain and spinal cord.
- 2 – c is a network of nerves spread across our body.
- 3 – d is the bridge that connects the brain to the peripheral nervous system.
- 4 – f serves as output device from where it transmits electrical response to other neurons.
- 5 – b is the basic unit of nervous system; it is the nerve cell which transmits electrical signals to brain.
- 6 – a serve as an input device for neuron.

III. Complete the sentences using the words from the word bank.

Учащиеся читают предложения и заполняют пробелы, используя слова из рамки.

Correct answers:

1. brain
2. three
3. Cerebrum
4. movement and coordination
5. Brain stem
6. Two
7. connects

Speaking

I. Discuss in groups the following interesting facts

Учащиеся выполняют задания, направленные на формирование навыков говорения. Учащиеся сначала в парах или группах высказываются по предложенным к обсуждению фактам, а затем излагают интересные факты, касающиеся функций нервной системы. Учитель может прослушать ход обсуждения, переходя от одной пары/группы к другой.

Possible answers:

1. The brain has several functions, including motor function (controlling body movements), coordination, sensory functions (awareness of sensations), hormonal control, regulation of the heart and lungs, emotion, memory, behavior, and creativity. These functions often depend on and interact with each other. For example, we may experience an emotion based on what we see and/or hear.
2. The primary role of the spinal cord is to transmit sensory, motor, and autonomic messages between the brain and the rest of the body. Nerves along the spinal cord send electrical signals to each other to facilitate these actions.

3. Even though the brain takes up 3% of our body weight, it consumes 20% of the body's energy (including oxygen and nutrients), making it extremely costly for the rest of the body.

Most of the energy consumed by our brain is responsible for the rapid firing of millions of neurons connecting and communicating with each other, thereby giving rise to all the higher functions of the brain.

4. The parasympathetic nervous system controls the body's ability to relax. It is sometimes referred to as a “rest and digest” state. It helps maintain daily functions such as resting heart rate, which is our heart rate while our body is at rest; our metabolism; and narrowing of the bronchi at rest, which affects the respiratory rate. Essentially, it keeps us in a relaxed state.

5. Reflexes are automatic, involuntary, and rapid reactions of the body to certain stimuli. They can occur without conscious thought or control and are important for the survival and defense of the body. Reflexes can involve muscles and movements and can also play a role in the body's internal processes.

6. Regeneration time depends on how severely the nerve was damaged and the type of injury we suffered. If our nerve is bruised or injured but not cut, it should recover within 6-12 weeks. The cut nerve will grow at a rate of 1 mm per day after approximately 4 weeks of “rest” after the injury. Some people report continued improvement over many months.

7. The sensory nervous system is the part of the nervous system responsible for processing sensory information. The sensory system consists of sensory neurons (including sensory receptor cells), neural pathways, and parts of the brain involved in sensory perception and interception. The generally recognised sensory systems are vision, hearing, touch, taste, smell, balance and internal sensations.

II. Match a line in A with a line in B.

Учащимся необходимо составить мини-диалоги, соотнеся реплики в колонке А с репликами в колонке В.

Correct answers:

- a - 3 You should take a break and do something relaxing to recharge.
- b - 5 Oh no, I'm sorry to hear that. Have you seen a doctor about it?
- c - 1 You should try some relaxation techniques to help calm your nerves.
- d - 4 That's so interesting! I wonder how they do it.
- e - 2 That's a great way to stimulate your brain!
- f - 7 I bet it was an amazing experience. I'd love to hear all about it.
- g - 6 You should set a reminder on your phone to help you remember.

III. Memorise some of the dialogues in II. Close your books and practice them in pairs.

Учащимся предлагается выучить наизусть некоторые диалоги из упражнения II и, закрыв книги, воспроизвести их в парах. Учитель прослушивает диалоги, переходя от одной пары к другой.

IV. Choose some of the dialogues in II and continue them.

Учащимся предлагается выбрать несколько диалогов из упражнения II и продолжить их. Учитель прослушивает диалоги, переходя от одной пары к другой.

Writing

1. Write a short social media post describing the importance of taking care of your brain and nervous system. Use at least 3 target vocabulary words in your post.

Учащиеся должны написать короткий пост в социальных сетях, описывающий важность заботы о мозге и нервной системе; необходимо использовать не менее 3 ключевых слов или фраз урока.

2. Imagine you are writing an email to a friend explaining how important it is to exercise your brain regularly. Include at least 4 target vocabulary words in your email.

Учащиеся должны написать письмо другу, объясняя, как важно регулярно тренировать мозг; в письмо необходимо включить не менее 4 ключевых слов или фраз урока.

3. Create a blog post discussing the effects of technology on cognitive functions and mental health. Incorporate at least 5 target vocabulary words in your blog post.

Учащиеся должны создать пост в блоге, обсуждающий влияние технологий на когнитивные функции и психическое здоровье; пост должен содержать не менее 5 ключевых слов или фраз урока.

Target Vocabulary

brain, spine, nerves, cells, cognitive, memories, to remember, to concentrate, to analyze, to stimulate, mental health, neurological disorders.

Students' own answers.

MODULE IV TEST I

I. Read the text. Match each topic below with a paragraph (A-E).

Correct answers:

1 – B

2 – D

3 – A

4 – E

5 – C

II. Do you know everything about body systems? Take this body systems test to check your knowledge. The body is made up of different systems that meet a specific objective. Choose the correct variant and explain your choice.

Correct answers:

1 – a

2 – a

3 – b

4 – c

5 – b

6 – b

7 – c

8 – b

9 – c

10 – a

11 – a

12 – c

13 – b

14 – a

15 – a

16 – b

17 – c

III. Complete the text using the words from the box

Correct answers:

1. cause

2. to take care

3. complications

4. lungs

5. alveoli

6. bronchi

7. local immunity

8. walk

9. air

10. diaphragm

11. fat

12. the infection

13. destructive

14. gas pollution

15. the health

IV. There are 11 organ systems of the human body that work together to maintain homeostasis in the body.

Homeostasis is the process by which organisms keep internal conditions relatively stable despite changes in external environments.

Write the names of the organs in the picture.

Correct answers:

The brain

The lungs

The heart

The stomach

The liver

The large intestine

The small intestine

MODULE IV TEST II

I. Read the text. In each question below choose the right answer *a, b, c*, or *d*.

Correct answers:

1. d

2. d

3. d

4. b

5. c

6. b

7. c

II. Match these words to their definitions.

Correct answers:

1. g
2. e
3. a
4. h
5. f
6. b
7. k
8. i
9. c
10. j
11. d

III. Answer the questions.

Possible answers:

1. Organ systems are groups of organs that work together, helping us understand how our bodies function.
2. Communication between organs is crucial because it allows them to coordinate actions like pumping blood faster or slower, taking in oxygen, and maintaining balance.
3. Communication between organs helps the body maintain balance by ensuring stability even when external conditions change.
4. Without communication between organs, our bodies would not function well,

leading to issues like improper movement or sickness.

5. Homeostasis is the body's ability to maintain stable conditions by responding to changes in the environment, such as sweating to cool down or shivering to warm up.
6. Organs need to communicate for proper movement and bodily functions; for example, muscles receiving signals from the brain for movement.
7. Understanding organ communication helps us appreciate the complexity of our bodies and emphasises the interconnectedness of different parts for overall health.

IV. There are 11 organ systems of the human body that work together to maintain homeostasis in the body.

Homeostasis is the process by which organisms keep internal conditions relatively stable despite changes in external environments.

Name the organ systems to which the organs below belong.

Correct answers:

The cardiovascular system

The nervous system

The digestive system

The respiratory system

MODULE V. DISEASES

Целью данного раздела является введение и закрепление лексического материала по теме «DISEASES». В уроках раздела представлены различные виды заданий на развитие всех видов речевой деятельности: говорения, аудирования, чтения и письма.

MODULE V

UNIT 1. PAIN

Данный урок представляет собой микротему раздела «DISEASES» и ориентирован на формирование общего представления о характеристиках боли, различных симптомах и клинических проявлениях заболеваний и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается посмотреть на иллюстрации и сказать, что случилось с людьми. Учащимся нужно рассказать, когда они в последний раз испытывали боль, и, как они обычно справляются с болью.

Possible answers:

1. All these children have pain. The boy is suffering from pain in his arm/elbow. Another boy has got a headache. The girl has got a sore throat.
2. Students' own answers.
3. Students' own answers.

Reading

I. Read the text and decide if these statements are true (T) or false (F).

Учащиеся внимательно читают текст о боли и отмечают утверждения как верные или неверные.

Correct answers:

1. True
2. False (This statement contradicts the factual information provided in the text.)
3. False (This statement contradicts the example given in the text.)
4. True
5. False (This statement contradicts the advice given in the text.)
6. True

II. Choose the correct answer *a, b, c, or d.*

Учащимся необходимо прочитать текст о боли еще раз и, опираясь на его содержание, выбрать правильные варианты ответов на вопросы.

Correct answers:

1. a. Short-term and long-term
2. b. Frequency
3. c. It isn't too bad
4. c. Apply ice or heat
5. c. Sore
6. a. To tell you something is wrong
7. a. How to classify pain

III. Write out of the text any three (3) attributes of pain. Ask your partner to determine to which classification each of them belongs (quality, frequency, intensity, or dynamics).

Учащимся предлагается выписать из текста три любые характеристики боли и попросить одноклассника определить категорию каждой из этих характеристик (качество, частота, интенсивность или динамика).

Students' own answers.

Vocabulary

I. Find in the text the words with the following meanings.

Учащиеся находят в тексте слова, соответствующие приведенным в упражнении определениям.

Correct answers:

1. Pain
2. Medication
3. Well-being
4. Chronic
5. Occasional
6. Acute
7. Severe

II. Distribute the words describing pain into categories.

Учащимся необходимо распределить слова, используемые для описания боли, по категориям: качество, частота, интенсивность или динамика.

Correct answers:

Quality: burning, stabbing, throbbing, shooting, sharp

Frequency: constant, occasional

Intensity: mild, moderate, severe

Duration: getting worse, getting better, staying the same

III. Complete the gaps with the given words from the text.

Учащиеся заполняют пропуски в предложениях, используя слова из рамки.

Correct answers:

1. pain
2. acute
3. chronic
4. aching
5. throbbing
6. occasional
7. moderate
8. staying
9. take care
10. persists
11. pain

Listening

I. Listen to the short article and answer the questions.

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. После первого прослушивания необходимо ответить на вопросы.

Listening script

What is the difference between Ache and Pain?

Ache and pain are two words that are often used interchangeably, but there is actually a difference between the two.

Pain is a sharp, intense sensation that is usually caused by injury or illness. It can be sudden or gradual, and it can change from mild to severe. Pain is often accompanied by other symptoms, such as swelling and redness.

Ache, on the other hand, is a dull, throbbing sensation that is usually caused by muscle strain or overuse. It is typically less severe than pain, and it does not usually cause other symptoms. Aches often go away on their own after a few days, but they can sometimes be treated with pain relievers.

Here are some examples of how ache and pain are used in sentences:

- I have a back pain.
- My muscles ache after a long day of hiking.
- I have a pain in my side.
- My back aches after sitting at my desk all day.

If you are experiencing pain, it is important to see a doctor to rule out any health problems. Aches, on the other hand, can usually be treated at home with rest and pain relievers.

Possible answers:

1. The main idea of the article is to explain the difference between ache and pain, despite both terms often being used interchangeably.

2. The main differences between ache and pain are as follows:

Pain is a sharp, intense sensation usually caused by injury or illness, while an ache is a dull,

throbbing sensation typically caused by muscle strain or overuse.

Pain can be sudden or gradual and can range from mild to severe, often accompanied by other

symptoms like swelling and redness. Aches are usually less severe and do not typically cause additional symptoms.

3. Pain as a condition can be concerning and may require medical attention to rule out any underlying health issues. Aches, on the other hand, can typically be managed at home with rest and over-the-counter pain relievers.

II. Listen again and write down the attributes of ache and pain.

После второго прослушивания аудио записи учащимся необходимо записать характеристики слов “ache” и “pain”.

Possible answers.

Ache: dull and throbbing sensation, usually caused by muscle strain or overuse, typically less severe than pain, does not usually cause other symptoms

Pain: sharp and intense sensation, usually caused by injury or illness, can range from mild to severe, often accompanied by other symptoms like swelling and redness

Speaking

Work with a partner. Select a topic from the list below that you would like to speak about. Make sure to select different topics. Take 3 minutes to prepare.

Учащиеся выбирают тему из предложенного списка и в течение трех минут готовят высказывание на эту тему. Другим учащимся необходимо делать заметки во время выступления, чтобы потом рассказать о его ключевых моментах.

Students' own answers.

Writing

Read an opinion about pain in our life and write your response to it. Do you agree or disagree with the opinion given below?

Учащимся предлагается письменно согласиться или не согласиться с высказыванием *"I think pain is just something you have to deal with. When I broke my arm, it hurt a lot, but I didn't complain. Pain is part of life."* и обосновать свою точку зрения.

Students' own answers.

MODULE V

UNIT 2. CARDIOVASCULAR DISEASES

Данный урок представляет собой микротему раздела «DISEASES» и ориентирован на формирование общего представления о некоторых заболеваниях сердечно-сосудистой системы, их проявлениях, способах лечения и профилактики и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается ответить на вопросы рубрики, используя языковые средства, которыми они владеют, и знания, полученные в ходе изучения сердечно-сосудистой системы на уроках биологии, а также урока I раздела IV данного пособия.

Possible answers:

1. The heart is a very important organ. It pumps blood to all parts of your body.
2. There are some diseases of the heart like heart attack and high blood pressure.
3. Lifestyle choices can affect the heart. Smoking is bad for the heart. Eating too much junk food is also bad. Exercise helps keep the heart healthy.
4. Picture 2 — blood pressure monitor.

Reading

I Read the text. In each question choose the right answer *a, b, c, or d*.

Учащиеся читают текст и, опираясь на его содержание, выбирают правильные варианты ответов на вопросы.

Correct answers:

1-b;2-b;3-c;4-b;5-a;6-c;7-b

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст и отмечают утверждения как верные или неверные.

Correct answers:

1 True

2 False Coronary artery disease is not the only type of CVD. Other types are hypertension, stroke, heart failure.

3 False Preventing CVD requires lifestyle changes: you need to eat healthy, exercise and avoid smoking.

4 False Treating CVD often involves using medicines, changing lifestyle, and having medical procedures.

5 False A balanced diet rich in fruits, vegetables, and lean proteins can help reduce the risk.

6 True

7 True

Vocabulary

Упражнения данного раздела учащиеся выполняют, опираясь на содержание текста и активную лексику урока.

I. I. Match the diseases with their descriptions.

Учащимся необходимо соотнести заболевания в левой колонке таблицы с их описаниями в правой колонке.

Correct answers:

1-d;2-f;3-g;4-a;5-b;6-c;7-e.

II. Complete the text using the words from the word bank.

Данное упражнение направлено на актуализацию введенных лексических единиц и расширение словарного запаса по теме «CARDIOVASCULAR

DISEASES». Учащиеся читают текст и заполняют пропуски в предложениях словами из рамки.

Correct answers:

1-test; 2-electrical; 3-procedure; 4-conditions; 5-arrhythmias; 6- electrodes; 7-signals

III. Work in small groups. Match the words to make collocations. Then use these collocations in sentences of your own.

Учащиеся соединяют слова из левой и правой колонок таблицы таким образом, чтобы получились словосочетания. С получившимися словосочетаниями нужно составить свои предложения.

Correct answers:

1-c;2-g;3-f;4-a;5-b;6-d;7-e

cardiovascular diseases; heart failure; balanced diet; blood pressure; bypass surgery; family history; physical activity

(+ students' own answers).

IV. Work in small groups. Create a vocabulary mind map with words related to cardiovascular diseases.

Учащимся предлагается составить интеллектуальную карту по теме «CARDIOVASCULAR DISEASES» с максимальным использованием активной лексики урока.

Students' own answers.

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. После первого прослушивания необходимо определить, какой из трех текстов наиболее точно передает основное содержание записи, после второго – выбрать правильные варианты ответов на вопросы.

Listening script

Doctor: So, Mr. Jones, what seems to be bothering you?

Patient: Well, I've been having some chest pain lately. It's usually dull, but sometimes it's sharp and stabbing. It also radiates to my left arm and shoulder.

Doctor: Have you noticed anything else unusual, like shortness of breath or dizziness?

Patient: Yes, I've been feeling short of breath, I also get dizzy sometimes, and I'm always tired.

Doctor: I see. Well, I'm going to order some tests to get a better idea of what's going on. I'd like to do an electrocardiogram and a stress test. I'm also going to prescribe some medication to help relieve your chest pain.

Patient: Thank you.

Doctor: Well, Mr. Jones, your tests show that you have coronary artery disease.

Is it serious?

Doctor: It can be, but it's treatable. We're going to need to make some changes to your lifestyle, and you may need to take medication or have surgery.

Patient: What kind of lifestyle changes?

Doctor: You'll need to eat a healthy diet, exercise regularly, and quit smoking. You'll also need to manage your stress levels.

Patient: I can do that.

Doctor: I'm glad to hear that. We're going to work together to get your heart healthy again.

Patient: Thank you

Doctor: You're welcome. I'll see you back in a month for a follow-up appointment.

I. Listen to the dialogue again and pick the right summary.

Correct answer: 2

II. Listen to the dialogue again and choose the correct answer *a, b, c, or d.*

1. b) Chest pain
2. b) Left arm and shoulder
3. d) Shortness of breath and dizziness
4. b) Electrocardiogram and stress test
5. c) Coronary artery disease
6. c) Treatable
7. a) Eat a healthy diet, exercise regularly, and manage stress levels

Speaking

I. Work in pairs. Make a dialogue between a doctor and a patient. Student A acts as a patient diagnosed with a cardiovascular condition (e.g., hypertension, coronary artery disease, heart failure). Student B acts as a doctor explaining the disease to the patient in a clear and understandable manner.

Учащиеся в парах составляют диалоги между врачом и пациентом. Студент А играет роль пациента, у которого диагностировано какое-нибудь заболевание сердечно-сосудистой системы. Студент В выступает в роли врача и в доступной манере рассказывает пациенту об особенностях этого заболевания. Задача учащихся – использовать как можно больше активной лексики урока. Учитель контролирует и комментирует работу учащихся, переходя от пары к паре.

Students' own answers.

II. Role-play a scenario where one student is a doctor advising a patient on preventing cardiovascular diseases. The other student acts as the patient asking questions about prevention strategies.

Учащимся предлагается разыграть ситуацию «врач-пациент», где «пациент» задает вопросы о профилактике заболеваний сердечно-сосудистой системы, а «врач» отвечает на них и дает соответствующие рекомендации. Задача учащихся – использовать как можно больше активной лексики урока. Учитель контролирует и комментирует работу учащихся, переходя от пары к паре.

Students' own answers.

III. Complete the sentences.

Учащимся предлагается быстро закончить предложения. Данное упражнение позволяет оценить, насколько хорошо учащиеся освоили материал урока, и насколько свободно они владеют активной лексикой по теме.

Possible answers:

1. coronary artery disease
2. chest pain, fatigue, shortness of breath
3. ECG, echocardiogram, stress test

4. healthy lifestyle choices
5. can be beneficial for the health of the CVS
6. in preventing cardiovascular diseases
7. cholesterol levels

Writing

Пользуясь знаниями, полученными в ходе занятия, и информацией из сети Интернет, учащиеся пишут краткие рекомендации по профилактике сердечно-сосудистых заболеваний.

Students' own answers.

MODULE V

UNIT 3. RESPIRATORY DISEASES

Данный урок представляет собой микротему раздела «DISEASES» и ориентирован на формирование общего представления о некоторых заболеваниях дыхательной системы, их проявлениях, способах лечения и профилактики и на развитие навыков коммуникации по теме.

What do you think?

Spend two minutes writing down all of the different words you associate with the words “respiratory system”. Share your words with your partner and discuss them. Together, put the words into different categories.

Перед чтением текста учащимся предлагается вспомнить и записать слова, связанные с темой «RESPIRATORY SYSTEM». Учащиеся в парах или группах обсуждают эту лексику и распределяют слова по разным категориям.

Possible answers: lungs, nose, trachea, windpipe; breathe, inhale, exhale; oxygen, carbon dioxide.

Discuss the questions.

Учащиеся высказываются по предложенным в упражнении вопросам, используя собственные знания и опыт.

Possible answers:

1. A person's lifestyle can have a great influence on their respiratory health. Factors such as diet, exercise, and stress levels can all play a role in the health of the respiratory system.
2. Smoking affects negatively the respiratory health and leads to many respiratory diseases.

3. Air pollution is one of the major health threats for people living in urban areas due to increased concentration of pollutants and traffic.

Reading

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащимся необходимо прочитать текст о медицинском оборудовании и, опираясь на его содержание, выбрать правильный вариант ответа на вопросы, предлагаемые после текста.

Correct answers:

1. b - Runny nose, coughing, sore throat
2. c - Virus or lung irritants
3. b - Chest pain
4. b – Asthma
5. b - Drinking plenty of fluids
6. d – Bronchitis
7. b – Antibiotics

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст о заболеваниях дыхательной системы еще раз и отмечают утверждения как верные или неверные.

Correct answers:

1. False. Common cold primarily affects the nose and throat.
2. True. People with asthma have breathing problems. Airways in asthma get swollen, narrowed, and filled with mucus.
3. True. Bronchitis is an inflammation of the bronchial tubes that carry air to the lungs.

4. True. People with pneumonia often have fever, chills, cough, chest pain, and difficulty breathing.
5. False. There are treatments, such as different kinds of medicines to help people with asthma, but there is no cure for asthma.
6. True. Bronchitis usually happens because of breathing in something that irritates the lungs such as tobacco smoke, dust and air pollution.
7. False. It is bronchitis, but not pneumonia that is caused by breathing in substances like tobacco smoke, dust, and air pollution.

III. Answer the questions.

Используя информацию, предложенную в тексте про заболевания дыхательной системы, учащиеся готовят ответы на вопросы и затем обсуждают их в парах или группах.

Possible answers:

1. Respiratory diseases affect the lungs and breathing. They can range from mild conditions like the common cold to more serious illnesses like asthma, bronchitis, and pneumonia.
2. Common cold.
3. Symptoms may include a runny nose, sneezing, coughing, and a sore throat.
4. Drinking plenty of fluids and getting enough rest can help the body fight off the virus.
5. People with asthma have breathing problems. This happens because airways get swollen, narrowed, and filled with mucus. There is no cure for asthma.
6. Bronchitis usually happens because of a virus or breathing in something that irritates the lungs such as tobacco smoke, dust and air pollution.
7. People with pneumonia often have fever, chills, cough, chest pain, and difficulty breathing.

Vocabulary

I. Complete the sentences using the words from the word bank.

Учащиеся заполняют пропуски в предложениях, используя слова из рамки.

Correct answers:

1. inflamed
2. affects
3. mucus
4. cold
5. fever
6. asthma
7. breathing

II. Read the sentences and choose the correct words.

Учащиеся читают предложения и выбирают подходящие по смыслу слова.

Correct answers:

1. common cold
2. fever
3. asthma
4. pneumonia
5. mucus
6. inflammation
7. cough

Listening

I. Listen to the conversation between two students and tick the respiratory diseases that you will hear.

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. Сначала необходимо прослушать диалог между двумя студентками и отметить заболевания дыхательной системы, которые они упоминают.

Listening script:

Fiona: Hey, Sarah! I heard we're learning about respiratory diseases in our science class. Do you know what that means?

Sarah: Hi, Fiona! Yes, respiratory diseases are health conditions that affect the lungs and other parts of the respiratory system. They can make it hard for people to breathe and can cause coughing, wheezing, and other symptoms.

Fiona: Wow, that sounds serious. What are some common respiratory diseases we should know about?

Sarah: One common respiratory disease is asthma. It causes the airways in the lungs to become swollen and narrow, making it difficult to breathe. People with asthma often use inhalers to help open up their airways and make breathing easier.

Fiona: I think I've heard of asthma before. What other respiratory diseases are there?

Sarah: Another common respiratory disease is chronic obstructive pulmonary disease. It is a long-term lung disease that makes it hard to breathe. It usually gets worse over time and can be caused by smoking or exposure to harmful fumes.

Fiona: That sounds tough for people who have this disease. Is there anything they can do to feel better?

Sarah: Yes, people with chronic obstructive pulmonary disease can work with their doctors to create a treatment plan that may include medications, oxygen therapy, and pulmonary rehabilitation to help manage their symptoms and improve their quality of life.

Fiona: It's important to take care of our lungs and respiratory system. Are there ways to prevent respiratory diseases?

Sarah: Absolutely! One of the best ways to prevent respiratory diseases is to avoid smoking and exposure to secondhand smoke. Eating a healthy diet, staying active, and avoiding air pollution can also help keep our lungs healthy.

Fiona: Thanks for sharing all this information, Sarah. I didn't realise how important our respiratory system is!

Sarah: You're welcome, Fiona! Our lungs do so much for us, so it's essential to take care of them. If we understand respiratory diseases and how to prevent them, we can keep our lungs healthy and strong.

Correct answers:

Asthma, chronic obstructive pulmonary disease

II. Complete the expressions. Then listen again and check.

Учащиеся пытаются по памяти заполнить предложения из диалога, после чего прослушивают диалог второй раз и проверяют свои ответы.

Correct answers:

- a) conditions
- b) narrow
- c) breathing
- d) worse, smoking
- e) treatment, oxygen
- f) secondhand
- g) air pollution

Speaking

I. Complete the sentences.

Учащиеся выполняют задания, направленные на формирование навыков говорения. В данном задании необходимо закончить предложения, используя активную лексику и знания, приобретенные в этом уроке. Учащиеся могут

обсудить предложения в парах или группах; учитель может прослушать ход обсуждения, переходя от одной пары/группы к другой.

Possible answers:

- a) One common respiratory disease is asthma/pneumonia/bronchitis/cold.
- b) Symptoms of respiratory diseases may include cough, difficulty in breathing, runny nose, sneezing, chest pain, fever.
- c) To prevent respiratory diseases, it is important to wash your hands, to maintain hygiene, to have healthy lifestyle, to avoid contact with sick people, to wear masks, to air the room, to get vaccinated.
- d) When someone has a respiratory disease, they may experience cough, difficulty in breathing, chest pain, headache.
- e) If you notice any of these symptoms, it is important to tell your doctor and discuss which treatments can help you.

II. Read the cases and say what medical problem the people had in each situation: asthma, common cold, bronchitis or pneumonia. Give your arguments.

Учащимся необходимо прочитать ситуационные задачи и определить, о каких заболеваниях в них идет речь. Ответы учащихся должны содержать активную лексику урока, быть полными и аргументированными.

Correct answers:

- a) Pneumonia.

Keywords: lungs, high temperature, coughing, antibiotics

- b) Common cold

Keywords: mild, sneezing, runny nose, slight temperature

- c) Asthma

Keywords: allergy, from time to time, dust or pollen, inhaler

- d) Bronchitis

Keywords: virus, mucus production, tobacco smoke

III. Imagine you are a doctor discussing respiratory diseases with a patient. Make a dialogue between the doctor and the patient, including key information about causes, symptoms, and prevention of respiratory diseases.

Учащимся необходимо составить диалог о заболеваниях дыхательной системы между доктором и пациентом. При этом нужно следовать рекомендациям, данным в упражнении. Учитель может прослушать ход обсуждения и подготовленные диалоги, переходя от одной пары к другой.

Students' own answers.

Writing

Research and write a paragraph of 120-150 words on a respiratory disease of your choice, including its impact on the body and ways to prevent it.

Используя информацию из дополнительных источников, учащимся необходимо написать абзац объемом 120-150 слов о любом заболевании дыхательной системы, его влиянии на организм и способах профилактики. Основной акцент необходимо сделать на использовании активной лексики урока.

Students' own answers.

Project

Create a poster illustrating the respiratory system and how respiratory diseases can affect it.

В рамках проектной деятельности, учащимся предлагается подготовить и представить к обсуждению постер о дыхательной системе и воздействии заболеваний дыхательной системы на организм человека.

Students' own answers.

MODULE V

UNIT 4. GASTROINTESTINAL DISEASES

Данный урок представляет собой микротему раздела «DISEASES» и ориентирован на формирование общего представления о некоторых заболеваниях пищеварительной системы, их проявлениях, способах лечения и профилактики и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается, опираясь на имеющиеся у них знания о работе пищеварительной системы, составить список легко усваиваемых и полезных для работы ЖКТ продуктов и обосновать свой выбор.

Possible answers:

1. Rice, bananas, applesauce, yoghurt, and toast are gentle on the stomach. I chose these foods because they are easy to digest. Rice and toast are simple and bland. Bananas and applesauce have lots of vitamins. Yoghurt has good bacteria for digestion. These foods help when your stomach feels upset.
2. **Students' own answers.**

Reading

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащиеся внимательно читают текст и выбирают правильные варианты ответов на вопросы.

Correct answers:

1. a
2. c
3. a
4. b

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст и отмечают утверждения как верные или неверные.

Correct answers:

1. True
2. False (This statement contradicts the factual information provided in the text.)
3. True
4. False (This statement contradicts the factual information provided in the text.)
5. Not Given (There is nothing in the text that says that digestive diseases occur in the respiratory tract - maybe so, but we can't tell by looking at the text.)
6. False (This statement contradicts the factual information provided in the text.)
7. Not Given (There is nothing in the text that says that specialists help patients adjust their hairstyle - maybe so, but we can't tell by looking at the text.)
8. False (This statement contradicts the factual information provided in the text.)

III. Answer the questions.

Учащиеся еще раз просматривают текст и дают развернутые ответы на вопросы.

Correct answers:

1. The digestive tract is made up of the esophagus, stomach, large and small intestines. Liver, pancreas, and gallbladder are accessory organs.
2. Some common symptoms that may indicate problems in the digestive tract include bleeding, bloating, constipation, diarrhea, heartburn, incontinence, nausea and vomiting, pain in the belly, swallowing problems, and weight gain or loss.
3. Examples of digestive diseases mentioned in the text include heartburn, cancer, irritable bowel syndrome, and lactose intolerance.
4. Patients may be referred to a gastroenterologist for chronic disorders when they need help adjusting their lifestyle, diet, medications, or managing ongoing symptoms.

5. General care measures recommended for stomach or digestive trouble include resting, drinking plenty of fluids, following the BRAT diet, and taking over-the-counter medications to ease symptoms.
6. The BRAT diet - bananas, rice, applesauce, and toast - is suggested for individuals experiencing digestive issues, while dairy, grease, and spices should be avoided.
7. Medical providers may prescribe medications to control symptoms such as nausea, provide comfort, and aid in rehydration, including anti-nausea medications and IV rehydration when appropriate.

Vocabulary

I. Match the words with their definitions.

Учащимся необходимо установить соответствия между словами из левой колонки таблицы и определениями из правой колонки.

Correct answers:

1. n
2. f
3. c
4. l
5. a
6. h
7. i
8. k
9. b
10. e
11. m
12. g
13. d

14. j

15. o

II. Complete the sentences using the words from the word bank.

Учащиеся заполняют пропуски в предложениях словами из рамки.

1. nauseous

2. constipated

3. diarrhea

4. heartburn

5. bloated

6. irritable bowel syndrome

7. BRAT diet

8. stomach flu

9. over-the-counter medications

10. laxatives

11. gastroenterologist

12. referral

13. IV rehydration

14. to ease symptoms

15. GI tract

III. Rephrase the sentences using the given words/ phrases.

Учащимся нужно перефразировать предложения, используя синонимичные слова и словосочетания из рамки.

1. I felt nauseous after eating that expired yogurt.
2. He was constipated for days until he finally took some fiber supplements.
3. The doctor recommended following the BRAT diet to settle her stomach.
4. The whole family caught the stomach flu and had to stay home for a week.
5. She relied on over-the-counter medications to relieve her stomach pain.
6. He took laxatives to help with his chronic constipation.
7. The gastroenterologist performed a colonoscopy to check for any issues.
8. She needed a referral from her primary care physician to see the specialist.
9. The infection affected her entire GI tract, causing severe discomfort.

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи.

После первого прослушивания необходимо отметить утверждения как верные или неверные, после второго – заполнить пропуски в предложениях словами из рамки.

Listening Script:

Ava: Hey, Max. How are you feeling?

Max: Not great. I've been really nauseous lately.

Ava: Have you eaten anything unusual lately?

Max: No, but I'm also constipated and have had diarrhea on and off for a few days now.

Ava: That doesn't sound good. Have you tried any over-the-counter medications?

Max: Yeah, but they haven't really helped. I think I need to see a doctor.

Ava: You should definitely make an appointment with a gastroenterologist. They can help figure out what's causing your symptoms.

Max: But how do I get a referral? Do I need to go to the hospital first?

Ava: No, just talk to your primary care physician and explain your symptoms. They'll give you a referral to a specialist if necessary.

Max: Thanks, Ava. Oh, excuse me, I think I might be getting heartburn now...

Ava: Maybe it's time to try the BRAT diet - bananas, rice, applesauce, toast.

Max: Good idea. And maybe some crackers too. I heard that helps with stomach flu.

Ava: Definitely. And don't forget to stay hydrated, maybe even with some IV rehydration. It will help to ease the symptoms.

Max: Thanks for the advice, Ava.

Ava: Anytime, Max. Take care of yourself!

I. Listen to the dialogue and mark the following statements as true (T) or false (F).

Correct answers:

1. True
2. False (This statement suggests an incorrect inference from the information provided in the text.)
3. True
4. False (This statement suggests an incorrect inference from the information provided in the text.)
5. True
6. True
7. True
8. False (This statement suggests an incorrect inference from the information provided in the text.)

II. Listen again and complete the dialogue using the words from the word bank.

Correct answers:

1. nauseous
2. constipated
3. diarrhea
4. over-the-counter
5. see
6. doctor
7. make
8. appointment
9. referral
10. symptoms
11. heartburn
12. brat
13. diet
14. stomach
15. flu
16. stay
17. hydrated
18. ease
19. symptoms

Speaking

I. Discuss the following questions.

Учащимся предлагается ответить на вопросы и аргументировать свою точку зрения. Основной акцент необходимо сделать на использовании активной лексики урока. Обсуждение вопросов проводится в парах или группах. Учитель контролирует и комментирует ход обсуждения, переходя от одной группы к другой.

Students' own answers.

II. Agree or disagree. Give your arguments.

Учащимся необходимо прочитать высказывания и согласиться или не согласиться с ними, аргументируя свою точку зрения.

Students' own answers.

Writing

Учащимся предлагается выполнить одно из трех заданий, следуя указанным в них инструкциям:

1. Write a social media post sharing your experience of feeling nauseous and seeking advice from friends on how to ease the symptoms. Remember to use the target vocabulary in your post.
2. Compose an email to your friend describing how you had indigestion and what remedies you tried to relieve it. Include any advice you received from a healthcare professional, using the target vocabulary in your email.
3. Write a review of a popular over-the-counter medication for heartburn, discussing your personal experience with the product and recommending it to others who may suffer from similar symptoms. Incorporate the target vocabulary in your review.

Target Vocabulary:

nauseous, constipated, diarrhea, heartburn, bloated, irritable bowel syndrome, brat diet, stomach flu, over-the-counter medications, laxatives, gastroenterologist, referral, iv rehydration, to ease symptoms, GI tract

Students' own answers.

MODULE V. TEST I

I. Read the text. In each question below choose the right answer *a, b, c, or d*.

Correct answers:

1. B) To signal that something is wrong in the body
2. C) Chronic pain lasts for weeks, months, or even years, while acute pain is short-term
3. C) Sudden Injury
4. C) Memory Loss
5. B) Mood or feelings
6. B) It helps get the right treatment
7. B) Ability to think clearly

II. Match the headings with the paragraphs of the text.

Correct answers:

1-B; 2-A; 3-D; 4-C

III. Mark the following statements as true (T) or false (F).

Correct answers:

1. True
2. False
3. False
4. True
5. True
6. False
7. False

IV. Match the cases with the possible diagnosis.

Correct answers:

Case1-b; Case2-a; Case3-c

V. Complete the sentences using the words from the word bank.

Correct answers:

1-temperature;2-cough;3-dizziness;4-shortness of breath;5-nausea;6-heartburn;7-hypertension, 8-BRAT;9-bloating;10-fever.

VI. Answer the questions.

Possible answers:

1. Physical, emotional, cognitive.
2. Sharp, dull, throbbing.
3. Coronary artery disease/arrhythmia.
4. Bronchitis/pneumonia.
5. Nausea, bloating, heartburn.

MODULE V. TEST II

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Correct answers:

1. d. Cough
2. b. Bacterial infection
3. d. Heart attack

4. c. Maintaining a balanced diet and doing regular exercise
5. b. Nervous system
6. d. Heartburn
7. a. Chest pain

II. Match the headings with the paragraphs of the text.

Correct answers: 1-D; 2-B; 3-A; 4-C.

III. Mark the following statements as true (T) or false (F).

Correct answers:

1. False - Bronchitis affects the respiratory system, not the cardiovascular system.
2. True - The text states that gastritis can cause stomach ache or discomfort, bloating, and heartburn.
3. True - The text mentions that coronary artery disease can cause heart attacks in severe cases.
4. True - The text highlights the importance of leading a healthy lifestyle to prevent cardiovascular and digestive diseases.
5. False - Fatigue is mentioned as a symptom of bronchitis, not coronary artery disease.
6. False - The text states that gastritis is believed to be caused by a bacterial infection, not a viral infection.
7. True - The text states that bronchitis is an inflammation of the bronchial tubes.

IV. Match the cases with the possible diagnosis.

Correct answers:

Case1-c; Case2-a; Case3-b.

V. Complete the sentences using the words from the word bank.

Correct answers:

1-heartburn; 2-gastritis; 3-stomach ache; 4-shortness of breath; 5-coronary artery disease; 6-heart attack; 7-bronchitis; 8-dry cough; 9-fatigue; 10-symptoms.

VI. Answer the questions.

Possible answers:

1. The coronary artery disease affects the cardiovascular system.
2. Symptoms of a coronary artery disease include chest pain, shortness of breath, and in severe cases, heart attacks.
3. Symptoms of bronchitis include a cough, increased mucus production, chest discomfort, and fatigue.
4. Symptoms of gastritis include a stomach ache, constipation, bloating, and heartburn.
5. Leading a healthy lifestyle through regular exercise and balanced diet is crucial for preventing many of gastric and cardiovascular diseases.

MODULE VI. AT THE DOCTOR'S

Целью данного раздела является введение и закрепление лексического материала по теме «AT THE DOCTOR'S». В уроках раздела представлены различные виды заданий на развитие всех видов речевой деятельности: говорения, аудирования, чтения и письма.

MODULE VI

UNIT 1. AT THE DOCTOR'S. AT THE DENTIST'S

Данный урок представляет собой микротему раздела «AT THE DOCTOR'S» и ориентирован на формирование общего представления о значении коммуникации между пациентом и врачом в клинической практике и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается описать иллюстрации и ответить на вопросы, связанные с ними, а также рассказать о своем опыте посещения врача/врача-стоматолога. Обсуждение может проводиться в парах или в небольших группах.

Students' own answers.

Reading

I. Read the text and choose the best title.

Учащимся необходимо прочитать текст, а затем озаглавить его, выбрав наиболее подходящий из предложенных заголовков.

Correct answer: 3

II. Answer the questions.

Учащиеся просматривают текст и дают развернутые ответы на вопросы.

Possible answers:

1. A general practitioner (GP) treats acute and chronic illnesses, provides preventive care, and offers health education to patients.
2. GPs typically work in private practices, hospitals, or other healthcare facilities.

3. When visiting a GP, patients usually need to make an appointment, discuss complaints and medical history, undergo a physical examination if needed, receive a diagnosis, and follow a treatment plan.
4. You should see your GP for a persistent headache that does not respond to over-the-counter painkillers.
5. It is important to see your GP regularly for check-ups and screenings to monitor overall health and detect potential issues early on.
6. Patients who are unable to leave their homes due to serious health conditions or mobility issues can request a home visit from their GP.
7. Individuals unsure about seeing their GP should contact the GP's office for advice on whether they should seek medical attention.

III. Read the text below and choose the right answer *a, b, c, or d*.

Учащиеся читают текст о посещении стоматолога и выбирают правильные варианты ответов на вопросы.

Correct answers:

1. a
2. a
3. d
4. a
5. a

IV. Mark the following statements as true (T), false (F), or not stated (N/S).

Учащиеся просматривают текст и отмечают утверждения: верные (T), неверные (F), в тексте не упоминается (N/S).

Correct answers:

1. False (This statement contradicts the text - the dentist examines the mouth, not just the teeth.)
2. True
3. Not Stated (There is no information in the text about the dentist looking at the patient's medical history - maybe so, but we can't tell by looking at the text.)
4. False (This statement contradicts the factual information provided in the text.)
5. True
6. False (This statement contradicts the factual information provided in the text.)
7. Not Stated (There is no information in the text about the timing of seeing a dentist related to adult teeth - maybe so, but we can't tell by looking at the text.)
8. False (This statement contradicts the factual information provided in the text.)

Vocabulary

I. Match the words with their definitions.

Учащимся необходимо соотнести термины из левой колонки таблицы с определениями из правой колонки.

Correct answers:

1. f
2. c
3. d
4. e
5. i
6. j
7. a
8. b

9. h

10. g

II. Complete the sentences using the words from the word bank.

Учащимся предлагается заполнить пропуски в предложениях словами и словосочетаниями из рамки.

Correct answers:

1. general practitioner
2. complaints
3. headache
4. stomachache
5. signs and symptoms
6. fever
7. treatment
8. prescribe
9. present complaint history
10. pain
11. heart disease
12. sick
13. pain
14. pain
15. home visit

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. После первого прослушивания необходимо отметить утверждения: верные (T), неверные (F), в тексте не упоминается (N/S); после второго – заполнить пропуски в предложениях, используя слова из рамки.

Listening Script:

Dentist: Hi, Rachel. How have you been?

Rachel: Fine, thanks.

Dentist: Any complaints about your teeth or gums since your last visit?

Rachel: Actually, I've had a toothache for the past few days...

Dentist: Let's take a look. When was the last time you had an x-ray?

Rachel: It was about two years ago, I think.

Dentist: And has anything in your dental history changed since then?

Rachel: No, everything's been good.

Dentist: Do you have any allergies to medication?

Rachel: No, not that I know of.

Dentist: Alright, let me numb the area and check for any decay. Looks like we'll need to do a filling on this tooth.

Rachel: Okay, will it hurt?

Dentist: You shouldn't feel anything with the local anaesthetic. Have you ever had a tooth extracted before?

Rachel: No, I haven't.

Dentist: If needed, I can refer you to an oral surgeon who specialises in removing difficult teeth. Otherwise, you just need to keep up good oral hygiene and come in every six months for check-ups.

Rachel: Sounds good. Thanks, doctor.

Dentist: Of course. Oh, and here's a prescription for some fluoride treatments to help prevent decay.

Rachel: Thank you!

I. Listen to the conversation and mark the following statements as true (T), false (F), or not stated (N/S).

Correct answers:

1. Not Given (The text does not provide information about the author's well-being, so it is not possible to determine if this statement is true or false.)
2. True
3. False (This statement contradicts the factual information provided in the text - the dentist is asking about teeth or gums, not eyes.)
4. True
5. False (This statement contradicts the factual information provided in the text - the dentist suggests taking a look.)
- 6 True
7. True
8. True

II. Listen to the conversation once again and complete the sentences with the words from the word bank.

Correct answers:

1. complaints
2. toothache
3. dental history

4. medication
5. numb
6. filling
7. extracted
8. oral surgeon
9. oral hygiene
10. check-ups
11. prescription

Speaking

I. Agree or disagree with the quotes and explain why.

Учащимся предлагается согласиться или не согласиться с приведенными в упражнении изречениями и обосновать свою точку зрения, используя при этом активную лексику урока.

1. "The best way to find yourself is to lose yourself in the service of others." - Mahatma Gandhi
2. "The first wealth is health." - Ralph Waldo Emerson
3. "To keep the body in good health is a duty... otherwise we shall not be able to keep our mind strong and clear." - Buddha
4. "The greatest wealth is health." - Virgil

Students' own answers.

Writing

Учащиеся пишут эссе на одну из предложенных тем.

Personal essay topics:

1. My visit to the doctor and how I felt.
2. The time I had to get a shot at the doctor's office.
3. My experience at the dentist's office and how I stayed calm.
4. A funny moment during a check-up at the doctor's.
5. How I take care of my teeth every day.

General essay topics:

1. Going to the doctor can be scary for some kids. What do you think?
2. Some people believe that visiting the dentist regularly is important. Do you agree?
3. Many kids feel nervous before going to the doctor or dentist. Do you agree?
4. Seeing the doctor regularly helps us stay healthy. Do you think this is true?
5. It's important to brush our teeth twice a day. Do you agree?

Students' own answers.

MODULE VI

UNIT 2. EXAMINATION OF THE PATIENT

Данный урок представляет собой микротему раздела “AT THE DOCTOR’S” и ориентирован на формирование общего представления об обследовании пациента и значении коммуникации между пациентом и врачом в клинической практике и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается посмотреть на рисунки и описать, кого и что они видят, что происходит, какое медицинское оборудование используется медицинским персоналом. Также учащиеся отвечают на вопрос о том, какую информацию может получить медицинский персонал во время выполнения данных процедур. Учащиеся обсуждают вопросы в парах; учитель может прослушать ход обсуждения, переходя от одной пары к другой.

Possible answers:

1. In the pictures we can see doctors talking with the patients and examining them. In the first picture the doctor is listening to the patient's heart or lungs. In the second picture the doctor is taking the patient's blood pressure.
2. Stethoscope, blood pressure monitor.
3. Medical staff can get the information about the patient's problems (complaints), the patient's pain, the area of the pain, the period of the pain, the character of the pain; the information about the patient's general condition.

Reading

I. Mark the following statements as true (T) or false (F).

Учащимся необходимо внимательно прочитать текст об обследовании пациента и отметить утверждения как верные или неверные.

Correct answers:

1. False. A physical examination is not a rare procedure.
2. False. The doctor will typically start by checking your vital signs. Vital signs include measurements such as blood pressure, heart rate, temperature, and breathing rate.
3. True
4. False. The doctor will also listen to your heart and lungs using a stethoscope.
5. False. The text mentions liver, spleen, and kidneys, not heart, lungs, and brain.
6. False. In addition to physical examination, doctors may also ask about your medical history, lifestyle habits, and any symptoms or complaints that you may have.
7. True

II. Answer the questions.

Используя информацию, предложенную в тексте про обследование пациента, учащиеся готовят ответы на вопросы и затем обсуждают их в парах или группах.

Correct answers:

1. Vital signs are measurements such as blood pressure, heart rate, temperature, and breathing rate that provide valuable information about how well the body is functioning during a physical examination.
2. The doctor examines the eyes, ears, and throat after checking vital signs.
3. The doctor listens to the heart and lungs using a stethoscope to detect any abnormal sounds that could indicate issues with these organs during a physical examination.
4. The doctor examines organs like the liver, spleen, and kidneys in the abdomen for tenderness, swelling, or masses that may require further investigation during a physical examination.
5. It is important for doctors to ask about a patient's medical history, lifestyle habits, and symptoms during a physical examination to make the correct diagnosis and plan the treatment.

6. The steps involved in the process of a physical examination include checking vital signs, examining the eyes, ears, and throat, listening to the heart and lungs, and examining the abdomen for abnormalities.

7. The information gathered during a physical examination helps the doctor in making a proper diagnosis and treatment plan by providing insights into the patient's condition and health status.

Vocabulary

I. Match the halves to make sentences.

Учащимся необходимо соотнести части предложений об обследовании пациента так, чтобы получились верные высказывания.

Correct answers:

1. g
2. a
3. h
4. f
5. d
6. b
7. e
8. c

II. Complete the sentences using the words from the word bank.

Учащиеся заполняют пропуски в предложениях словами из рамки.

Correct answers:

1. examination
2. diagnosis
3. vital

4. measurements
5. condition
6. detect
7. complaints
8. swelling

III. Match the words with their definitions.

Учащиеся продолжают работать с лексическим материалом урока, акцентируя внимание на определениях ключевых слов урока.

Correct answers:

1. a
2. g
3. d
4. b
5. e
6. c
7. f

IV. Rephrase the sentences using the words given in brackets.

В данном упражнении повторяются правила словообразования. Учащимся необходимо изменить слова, которые даны в скобках, чтобы они грамматически соответствовали контексту предложения. Учащиеся анализируют предложения, определяют недостающую часть речи и грамматические формы слов.

Correct answers:

1. abnormalities / abnormality
2. complaint

3. examination
4. breathing
5. treatment
6. hearing
7. investigation
8. swelling

Listening

I. Listen to a conversation between a doctor and a patient. Order the topics as they talk about them.

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. Они услышат диалог между доктором и пациентом; после первого прослушивания им необходимо расставить обсуждаемые в диалоге темы в порядке их упоминания.

Listening script

Dr Edwards: Good morning, Mr Oladele.

Mr Oladele: Hello, Dr Edwards.

Dr Edwards: What can I do for you today?

Mr Oladele: I've had this terrible backache.

Dr Edwards: I see. Let's see what we can do about that. But before I examine you, can I ask you a few questions?

Mr Oladele: Yes, of course.

Dr Edwards: What medications are you taking at the moment?

Mr Oladele: Just the one for my heart.

Dr Edwards: Do you know if you have any allergies?

Mr Oladele: No, I don't think so.

Dr Edwards: And do you smoke?

Mr Oladele: No.

Dr Edwards: Could you tell me how often you exercise?

Mr Oladele: I walk in the park every afternoon.

Dr Edwards: Tell me what your diet is like.

Mr Oladele: I'm vegetarian, so I eat a lot of fruit and vegetables, but I also love sweets!

Dr Edwards: Would you mind telling me how much alcohol you drink in a week?

Mr Oladele: I don't drink alcohol.

Dr Edwards: OK. And how is your sleep?

Mr Oladele: It's alright, or was, before this pain.

Dr Edwards: Yes, about this pain, how much pain are you feeling now on a scale from 1-10?

Mr Oladele: Oh, I'd say 8?

Dr Edwards: When did this pain start?

Mr Oladele: About five days ago.

Dr Edwards: Can I ask what you were doing when the pain started?

Mr Oladele: I was doing my gardening.

Dr Edwards: I see. Let's have a look at it, shall we? Would you mind taking off your shirt and lying down over there?

Correct answers:

__3__ Smoking

__1__ Medications

__7__ Sleep

__6__ Alcohol

__5__ Diet

__2__ Allergies

__8__ Pain

__4__ Exercise

II. Listen to the conversation once again and in each question choose the right answer *a, b, c, or d.*

После второго прослушивания учащимся необходимо выбрать правильные варианты ответов на вопросы.

Correct answers:

1. a

2. c

3. b

4. b

5. c

6. b

7. a

8. c

III. Here are some of the questions from the dialogue. Put the words in the correct order.

Учащиеся расставляют слова по порядку и строят высказывания в соответствии с грамматическими правилами. Данные предложения ранее звучали в диалоге, при необходимости диалог можно прослушать в третий раз для проверки правильности составления предложений.

Correct answers:

1. What can I do for you today?

2. What medications are you taking at the moment?

3. Do you know if you have any allergies?
4. Could you tell me how often you exercise?
5. When did this pain start?
6. Can I ask what you were doing when the pain started?

Speaking

I. Read the comments of different people about physical examination. Do you agree with the comments? Why? / Why not?

Учащиеся выполняют задания, направленные на формирование навыков говорения. Им необходимо высказать и аргументировать свое мнение о комментариях разных людей по поводу медицинского обследования. Задание можно выполнять в парах или группах; учитель может прослушать ход обсуждения, переходя от одной пары/группы к другой.

Students' own answers.

II. Work in pairs. Discuss the questions.

Учащиеся в парах обсуждают вопросы и обмениваются мнениями по теме «Медицинское обследование». Учитель при этом выполняет функцию наблюдателя, оказывая дифференцированную помощь и осуществляя контроль с последующим анализом типичных ошибок или индивидуальных затруднений.

Students' own answers.

III. Make a dialogue between the doctor and the patient, including questions about medical history, lifestyle habits, and any symptoms or complaints. Use the words from the active vocabulary.

Учащимся необходимо составить диалог между доктором и пациентом, включая вопросы об истории болезни, образе жизни, симптомах или жалобах. Основной акцент необходимо сделать на использовании активной лексики урока. Учитель может прослушать ход обсуждения и подготовленные диалоги, переходя от одной пары к другой.

Students' own answers.

Writing

Write a social media post describing a recent physical examination you had. Include details about the vital signs and measurements taken during the exam.

Учащимся предлагается написать сообщение в социальной сети о своем недавнем медицинском осмотре. Необходимо указать подробную информацию о жизненно важных показателях и измерениях, сделанных во время обследования.

Students' own answers.

MODULE VI

UNIT 3. MEDICATIONS

Данный урок представляет собой микротему раздела “AT THE DOCTOR’S” и ориентирован на формирование общего представления о медицинских препаратах, лекарственных формах, дозировке и действии лекарственных средств и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается посмотреть на иллюстрации и сказать, для чего могут использоваться изображенные на них медицинские препараты. Также учащимся необходимо выбрать и назвать жидкие формы лекарственных средств.

Possible answers:

1. Inhalers are used in the treatment of asthma. Syrup can be used for common cold and cough, children can often use this medication. Ointment can be used in the treatment of different skin diseases. Eye drops (or eyedrops) are used to treat many eye diseases.
2. Syrup, drops.

Reading

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащимся необходимо внимательно прочитать текст о медицинских препаратах и, опираясь на его содержание, выбрать правильные варианты ответов на вопросы.

Correct answers:

1. b
2. b
3. b
4. d

5. c

6. b

7. a

II. Fill in the table for medication No. 1 from the text. Choose any two medications that you know and fill in the same information in line No. 2 and 3.

Учащиеся заполняют таблицу для лекарства № 1, опираясь на содержание текста, далее им предлагается внести в таблицу информацию о любых двух известных им препаратах.

Correct answers:

Brand name	Generic name	Chemical name
1. Tylenol	Acetaminophen	$\text{HOC}_6\text{H}_4\text{NHCOCH}_3$
2. Students' own answers	Students' own answers	Students' own answers
3. Students' own answers	Students' own answers	Students' own answers

III. Answer the questions.

Используя информацию из текста про медицинские препараты, учащиеся готовят развернутые ответы на вопросы и затем обсуждают их в парах или группах.

Correct answers:

1. Strength in medications refers to how much medicine is in a pill, drop, etc., and can vary from junior strength to extra strength.

2. Brand name is the name given by the company, generic name is the actual name of the medicine, and chemical name is a long formula of the medication. For example, Tylenol is a brand name for acetaminophen, with a chemical name $\text{HOC}_6\text{H}_4\text{NHCOCH}_3$.

3. It is important to follow instructions, warnings, and side effects when taking medicine to ensure proper usage and avoid any potential risks or adverse reactions.

Vocabulary

I. Match the words with their definitions.

Учащимся необходимо соотнести термины в правой колонке таблицы с их определениями в левой колонке.

Correct answers:

1. j
2. c
3. g
4. i
5. l
6. e
7. k
8. f
9. b
10. a
11. d
12. h

II. Work in pairs. Look at the following dosage forms and distribute them into the columns according to the type and dosage forms.

Учащиеся в парах заполняют таблицу медицинских препаратов, распределяя их в соответствии с их лекарственной формой.

Correct answers:

Solid form: 7 tablets, 8 capsules, 10 powder

Liquid form: 2 drops, 6 tincture, 9 syrup

Soft form: 1 suppository, 3 ointment, 4 adhesive patch

Aerosol form: 5 inhaler

III. Work in pairs. Look at the list of dosage forms in ex. II above and think of other dosage forms that were not mentioned in the exercise.

Учащимся необходимо посмотреть на список лекарственных форм в упражнении II и назвать лекарственные формы, которые в нём не были упомянуты.

Possible answers:

Cream, gel, injection, nasal spray, paste, lotion

IV. Complete the sentences using the words from the word bank.

Учащиеся заполняют пропуски в предложениях словами из таблицы.

Correct answers:

1. dosage forms
2. strength
3. junior strength, extra strength
4. brand name
5. side effects
6. capsule
7. powder
8. ointment
9. tincture
10. tablet

Listening

I. Listen to the short article and answer the questions.

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. После первого прослушивания необходимо дать развернутые ответы на вопросы.

Listening script

Pharmacist: Hello, how can I help you today?

Customer: Hello, I need to pick up some medications for temperature. And I'm not quite sure what to look for.

Pharmacist: No problem, I can help you out. What kind of dosage forms are you looking for?

Customer: I need something in junior strength for my son.

Pharmacist: Okay, we have a few options in junior strength. Did you have a specific brand in mind?

Customer: Not really.

Pharmacist: I can recommend acetaminophen. It's used for reducing fever and relieving pain. However, acetaminophen can have some side effects.

Customer: What kind of side effects?

Pharmacist: Some common side effects are upset stomach and liver damage. Also, if your son has any allergies, please let me know so I can recommend a suitable medication.

Customer: He doesn't have any allergies. Can you show me the different dosage forms available?

Pharmacist: Sure, we have tablets, capsules, syrup, and suppositories. Which one do you think would be easiest for your son to take?

Customer: I think tablets would be the easiest for him to take.

Pharmacist: Great choice! I'll get the junior strength acetaminophen tablets for you. Just make sure to follow the dosage instructions carefully.

Customer: Thank you so much for your help. I really appreciate it.

Pharmacist: You're welcome. If you have any more questions, feel free to ask. Have a great day!

Correct answers:

1. The pharmacist's first question to the customer is "What kind of dosage forms are you looking for?"
2. The customer is looking for medications for temperature in junior strength.
3. Some common side effects of acetaminophen mentioned by the pharmacist are upset stomach and liver damage.
4. The pharmacist suggests that the customer choose the dosage form based on what would be easiest for their son to take.
5. The customer decides that tablets would be the easiest dosage form for their son to take.
6. The pharmacist advises the customer to follow the dosage instructions carefully when taking the junior strength acetaminophen tablets.

II. Listen again and decide if the following statements are true (T), false (F) or not stated (NS).

После второго прослушивания аудио записи учащимся необходимо отметить утверждения: верные – True (T), неверные – False (F), не упоминается – Not stated (NS).

Correct answers:

1. Not stated (There is no information in the text about the pharmacist's facial expression or tone of voice, so it cannot be determined if the pharmacist greeted the customer with a smile.)
2. True
3. False (This statement contradicts the factual information provided in the text - the pharmacist actually offered to help.)
4. Not stated (There is no information in the text to either prove or disprove this prediction.)

5. True

6. False (This statement implies that the customer had a specific brand in mind, but the text says the customer did not.)

7. True

8. Not stated (There is no information in the text to either prove or disprove this prediction.)

9. False (This statement contradicts the factual information provided in the text - the pharmacist actually mentioned common side effects.)

10. Not stated (There is no information in the text to either prove or disprove this prediction.)

Speaking

Work in pairs to interview each other.

Учащимся предлагаются разные сценарии ситуаций, в соответствии с которыми им нужно побеседовать с одноклассниками. При подготовке задания учащиеся могут использовать рекомендованные в упражнении вопросы.

Students' own answers.

Writing

Prepare a report about a medication that was a breakthrough in medicine.

Учащимся необходимо подготовить доклад о лекарственном препарате, который изменил мир медицины. При подготовке доклада учащимся нужно дать развернутые ответы на вопросы, предложенные в задании.

Students' own answers.

MODULE VI

UNIT 4. FIRST AID

Данный урок представляет собой микротему раздела «AT THE DOCTOR'S» и ориентирован на формирование общего представления о способах и правилах оказания первой помощи и на развитие навыков коммуникации по теме.

What do you think?

Перед чтением текста учащимся предлагается, пользуясь знаниями и языковыми средствами, которыми они владеют, ответить на вопросы рубрики.

Possible answers:

1. Knowing first aid helps people give quick help in emergencies and can save lives before doctors come.
2. These situations include accidents at work or at home, sports traumas, allergic reactions.
3. Quick action can stop the condition from getting worse, help the person get better faster, and improve their chances of survival.
4. Items that should be in a basic First Aid Kit are pain killers (Ibuprofen), sterile gloves, antiseptic solution.
5. I agree with this quote because knowing what to do is important for good First Aid. Understanding the right steps can improve the care given. Knowledge helps people act quickly and correctly, which can be very important in emergencies.

Reading

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащиеся читают текст и, при необходимости, переводят его с максимальным использованием языковой догадки, затем выбирают правильные варианты ответов на вопросы.

Correct answers:

- 1d
- 2a
- 3d

4c

5b

6c

7a

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст и отмечают утверждения как верные или неверные.

Correct answers:

1 False

2 True

3 True

4 False

5 False.

6 True

7 True

8 False

Vocabulary

I. Match emergency scenarios with the appropriate First Aid response.

Учащимся предлагается соотнести неотложные случаи с соответствующими им мероприятиями по оказанию первой помощи.

Correct answers:

1-e; 2-d; 3-b; 4-g; 5-a; 6-c; 7-f

II. Here are some steps to follow in case of small burns. Put them in the correct order.

Данное упражнение направлено на закрепление активной лексики урока и расширение словарного запаса. Учащимся необходимо ознакомиться с действиями по оказанию первой помощи при ожогах легкой степени тяжести и определить правильную последовательность их выполнения.

Correct answers:

1-5; 2-1; 3-6; 4-7; 5-4; 6-3; 7-2

III. Complete the text about First Aid for allergic reaction. Use the words from the word bank.

Данное упражнение направлено на закрепление активной лексики урока и расширение словарного запаса. Учащимся необходимо, используя слова из таблицы, заполнить пропуски в тексте о первой помощи при аллергических реакциях

Correct answers: 1 reaction; 2 dial; 3 information; 4 condition; 5 medication; 6 inhaler; 7 conscious, 8 breathing.

IV. Label the contents of the First Aid kit.

Учащимся предлагается определить названия предметов, входящих в набор для оказания первой помощи.

Correct answers: 1-k; 2-l; 3-c; 4-h; 5-a; 6-d; 7-g; 8-f; 9-i; 10-j; 11-b; 12-e

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи. После первого прослушивания необходимо выполнить два задания: выбрать правильные варианты ответов на вопросы по содержанию диалога и назвать три приема, которые можно использовать при оказании первой помощи при укусе змей, и три приема, которые использовать нельзя;

После повторного прослушивания учащиеся заполняют пропуски в предложениях, пользуясь словами из таблицы.

Listening script

FIRST AID FOR A SNAKE BITE

Olivia: Quick, call an ambulance! Mary's been bitten by a snake.

Ethan: What do I need to do?

Olivia: Get medical help immediately. Antivenom might be needed.

Ethan: Right, I'll get on the phone now. What else can I do?

Olivia: Write down the time of the bite and remove any jewellery, because it will hurt her more if her hand swells up.

Ethan: Okay, got it. Should we move her inside?

Olivia: No, she needs to rest here. Moving her could spread the venom faster.

Ethan: Oh, alright. Anything else?

Olivia: Actually, take a photo of the snake if you can. It'll help identify the type of venom.

Ethan: Will do. Thanks for your help.

Olivia: And remember, don't suck out the venom or apply a tourniquet, or ice. And don't give any alcohol or caffeine. They can make it worse.

Ethan: Got it. The ambulance is on its way.

I. I. Listen to the conversation between Olivia and Ethan. In each question choose the right answer *a, b, c, or d*.

Correct answers:

1d

2c

3c

4b

5b

6d

7a

II. According to the audio, what are three DOs and three DON'Ts of providing First Aid for a snake bite?

Correct answers:

Dos:

1. Get medical help immediately as antivenom may be necessary.
2. Write down the time of the bite.
3. Remove accessories and pieces of jewelry

Don'ts:

1. Suck out the venom
2. Apply tourniquet
3. Apply ice/give alcohol/caffeine

III. Listen again and fill in the gaps with the words from the word bank.

Correct answers:

- 1 giving
- 2 quickly
- 3 venom
- 4 antivenom
- 5 remove
- 6 swelling
- 7 suck out

8 apply

9 circulation

10 absorption

Speaking

I. Work with a partner. Take turns to speak about the situations in the pictures. What steps would you take to assist the person in need?

Учащиеся по очереди называют перечисленные в упражнении неотложные случаи и рассказывают о действиях, которые они бы предприняли в этих ситуациях.

Possible answers:

A – First Aid for cuts - Wash it with clean water. Cover it or put a plaster on it, take the plaster off at night. Air helps the cut get better.

B – First Aid for burns - Run cool water over the burn for at least 10 minutes. Apply a thin layer of cream on the burn. Keep the burn clean and covered with a dressing until it heals.

C – First Aid for choking - Perform the Heimlich manoeuvre.

D – First Aid for snake bite - Seek medical help immediately. Remove accessories and jewelry. Avoid moving. Don't suck out the venom, don't use alcohol or caffeine.

II. In small groups discuss the following questions.

В небольших группах проводится обсуждение предложенных вопросов. Учитель оценивает и комментирует ход обсуждения, переходя от группы к группе.

Possible answers:

1. Students' own answers.
2. It's important to know basic first aid techniques such as treating burns, fractures, or performing the Heimlich manoeuvre for someone who is choking.
3. Students' own answers.

4. Students' own answers.
5. When you are calm and focused, you can understand the situation better, make good choices, and give effective first aid. Panic or anxiety can confuse you and cause mistakes.
6. Students' own answers.
7. When calling for an ambulance, it is important to provide the following key information: the exact address or location where the emergency is occurring, the type of emergency, as many details as possible about the injured person's condition, age, your name and phone number.

Writing

Используя информацию из сети Интернет, учащиеся пишут короткое сообщение о распространенных ошибках при оказании первой помощи.

MODULE VI. TEST I

I. Read the text. In each question below choose the right answer *a, b, c, or d*.

Correct answers:

1. b) Through trial and error
2. a) Hippocrates
3. c) Middle Ages and Renaissance periods
4. B) Anaesthesia
5. C) Louis Pasteur
6. D) Penicillin
7. D) 20th century
8. B) By preventing infectious diseases
9. B) New treatments for various conditions
10. B) Innovation in treating diseases and improving lives

II. Mark the following statements as true (T) or false (F).

Correct answers:

1F; 2T; 3T; 4T; 5T; 6F; 7T; 8T; 9T; 10F

III. Match the words with their definitions.

Correct answers:

1-c; 2-g; 3-h; 4-e; 5-f; 6-b; 7-a; 8-d; 9-j; 10-i

IV. Match the beginnings of the sentences on the left with the endings on the right.

Correct answers:

1-d; 2-b; 3-e; 4-a; 5-f; 6g; 7-c

V. Answer the questions.

Possible answers:

1. Medical checkups are essential for maintaining good health and preventing diseases./ Regular medical checkups can lead to early diagnosis, effective treatment, and improved health outcomes.
2. The dentist will examine your teeth, gums, and mouth for any signs of disease.
3. Blood pressure, heart rate, temperature.
4. Antiseptic solution, pain relievers, plasters.
5. Following the instructions ensures that you are taking the medication in the correct dosage and at the right times, reducing the risk of adverse effects or complications.

MODULE VI. TEST II

I. Read the text. In each question below choose the right answer *a, b, c, or d.*

Correct answers:

1. c. Because it is an unfamiliar situation for many;
2. b. Medical history, symptoms, and current medications;
3. c. Check for abnormalities or signs of illness;
4. b. Open and honest information about your health;
5. c. Follow the doctor's instructions carefully;
6. c. Communicate your concerns to your doctor;
7. a. How to perform CPR and treat minor wounds;
8. b. Essentials like bandages, antiseptic wipes, and pain relievers;
9. b. To ensure you stay healthy and happy;

10. b. Being proactive about health and seeking medical care when needed.

II. Mark the following statements as true (T) or false (F).

Correct answers:

1F; 2T; 3F; 4T; 5T; 6F; 7F; 8T; 9F; 10T.

III. Match the words with their definitions.

Correct answers:

1-g; 2-c; 3-i; 4-b; 5-h; 6-d; 7-e; 8-f; 9-j; 10-a.

IV. Match the beginnings of the sentences on the left with the endings on the right.

Correct answers:

1-e; 2-g; 3-a; 4-b; 5-c; 6-d; 7-f.

V. Answer the questions.

Possible answers:

1. Visiting the doctor might be nerve-wracking because people might feel anxious about their health, worry about what the doctor will find, or be nervous about medical procedures.
2. You should be open and honest with your doctor, provide detailed information about your medical history, symptoms, and any medications you are taking.
3. You should communicate any concerns or unwanted side effects to your doctor so they can make necessary adjustments to the medication or treatment plan.
4. Basic first aid knowledge and a stocked first aid kit are important because they can help you provide immediate care in emergencies, such as treating minor wounds or performing CPR, until professional help arrives.

5. To be proactive about your health, you should visit the doctor regularly, follow prescribed treatments and medications, seek medical care when needed, and be informed about basic first aid practices.

MODULE VII. RESEARCH

Целью данного раздела является введение и закрепление лексического материала по теме «RESEARCH». В уроке предлагаются различные виды заданий на развитие всех видов речевой деятельности: говорения, аудирования, чтения и письма.

MODULE VII

UNIT 1. RESEARCH ARTICLES

Данный урок представляет собой микротему раздела «RESEARCH» и ориентирован на формирование общего представления о структуре научной статьи и на изучение лексических и грамматических клише, характерных для англоязычного научного текста.

What do you think?

Учащимся предлагается ответить на вопросы, используя знания, приобретенные ими в ходе выполнения исследовательской работы в рамках индивидуального проекта. Учитель прослушивает ход обсуждения, переходя от одной пары/группы к другой.

Students' own answers.

Reading

What is a Research Article?

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащимся необходимо прочитать текст о структуре научной статьи и, опираясь на его содержание, выбрать правильные варианты ответов на вопросы после текста.

Correct answers:

1. B

2. A

3. C

4. D

5. C

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст о структуре научной статьи еще раз и отмечают утверждения как верные или неверные.

Correct answers:

1. True

2. False (This statement contradicts the text - research articles often present results of clinical research.)

3. True

4. False (This statement contradicts the text - research articles have summaries at the beginning.)

5. True

6. False (This statement contradicts the text - there is a specific formula for constructing an abstract.)

7. True

Vocabulary

I. Match the sentences halves to make sentences.

Учащимся необходимо соотнести части предложений так, чтобы получились верные высказывания.

Correct answers:

1. f

2. j

3. g

4. d

5. i

6. b

7. a

8. e

9. c

10. h

II. Fill in the blanks with the correct words from the word box.

Учащиеся заполняют пропуски в предложениях словами из рамки.

Correct answers:

1. summary

2. document

3. purpose

4. full

5. decide

6. save

7. aid

8. overabundance

III. Unmix the definitions.

Учащиеся соотносят термины с их определениями.

Correct answers:

1. b - someone who studies and investigates to learn new things.
2. a - a collection of information that can be accessed on the internet.
3. f - a short explanation of the main points in something.
4. h - an important word that helps you find specific information.
5. g - a physical copy of something like a book or magazine.
6. e - studying how to improve people's health through experiments and observations.
7. c - a publication where scientists share their research findings.
8. d - a piece of writing that shares new information about a topic.

Listening

Listening Script

Research articles are generally divided into four main sections:

Introduction

Methods

Results

Discussion

This is sometimes called the IMRaD article structure.

The Introduction section of a research article provides background information about the research problem, research question, and objectives of the study. It also describes the significance of the study, the research gap it seeks to fill, and the approach used to address the research question. Finally, the Introduction section ends with a clear statement of the hypothesis or purpose of the study.

The Methods section provides information about the people examined - the study participants. The Method section also contains information about any interventions performed, such as medications, advice, surgeries. It details the steps taken in the

study, how participants were selected, and includes key measurements such as blood levels. Finally, there is information about statistical analysis.

The Results section describes what was found and the results of the study.

The Discussion section contains explanations and statements of significance of the study.

It may also list limitations or parts of the study that were unsatisfactory and suggest what research needs to be done in the future. There is usually a Conclusion, which is sometimes a separate section.

At the end of most articles there is a small Acknowledgments section. In this, the authors thank the people who have helped them with their research. Finally, there is a list of references - books and articles that the authors used.

I. Listen and choose the right answer *a, b, c, or d.*

Учащимся необходимо прослушать текст и выбрать правильные варианты ответов на вопросы.

Correct answers:

1. b
2. c
3. c
4. a
5. b
6. c
7. d

II. Match the halves to make sentences.

Учащимся необходимо соотнести части предложений так, чтобы получились верные высказывания.

Correct answers:

1. e
2. d
3. f
4. g
5. a
6. c
7. b

Speaking

Учащиеся выполняют задания, направленные на формирование навыков говорения. Учащиеся могут обсудить данные предложения в парах или группах; учитель может прослушать ход обсуждения, переходя от одной пары/группы к другой.

I. Find an article in a medical journal or online to comment on the typical structure of a scientific article.

Учащимся необходимо найти статью в медицинском журнале или в сети Интернет, чтобы прокомментировать типичную структуру научной статьи.

Students' own answers.

II. Discuss in groups the following question.

Учащиеся в группах отвечают на вопрос *When you read a research article, which section do you read first? Why?*, объясняя свой выбор последовательности чтения научной статьи.

Students' own answers.

Writing

I. Учащиеся изучают клише на примере употребления отдельных глаголов в разделе «Цели».

Look at the research questions (1-3) and write a statement of the objective of each study, using an appropriate form of the verb in brackets.

Учащиеся должны просмотреть вопросы и сформулировать цель каждого исследования 1-3, используя соответствующую форму глагола в скобках.

Possible answers:

1. We assessed whether taking vitamin D reduces the risk of rickets.
2. The aim of our study was to determine whether creating an empathic relationship impacts the doctor-patient relationship.
3. We investigated the risk of stress when working at a computer for a long time.

II. Учащиеся изучают клише на примере употребления отдельных глаголов в разделе «Результаты».

Write a sentence about the main finding in each of the studies 1-3 above, assuming a result as shown in brackets below.

Учащиеся должны написать предложение об основном результате каждого из исследований 1–3, принимая результат за результат, указанный в скобках ниже.

- 1 (no)
- 2 (yes)
- 3 (yes)

Possible answers:

- 1 This study failed to show that taking vitamin D reduces the risk of rickets.
- 2 Our study confirmed that creating an empathic relationship impacts the doctor-patient relationship
- 3 These findings provide strong evidence that there is a risk of stress when working at a computer for a long time.

MODULE VII

UNIT 2. PRESENTATION

Данный урок представляет собой микротему раздела «RESEARCH» и ориентирован на формирование общего представления о подготовке презентации и средствах представления информации в презентации PowerPoint для публичных выступлений на английском языке.

What do you think?

Учащимся предлагается вспомнить школьные учебники, рассказав какие из них им нравятся, а какие нет, объяснив свой выбор, также вспомнить посты в блоге, которые они недавно видели, легко или трудно было понять эти посты. Учитель прослушивает ход обсуждения, переходя от одной пары/группы к другой.

Students' own answers.

Reading

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащимся необходимо прочесть текст о том, как подготовить успешную презентацию и, опираясь на его содержание, выбрать правильные варианты ответов на вопросы.

Correct answers:

1. b
2. c
3. b
4. c
5. d

II. Answer the following questions about slide presentations.

Учащиеся должны ответить на вопросы о правилах создания слайдов при подготовке презентации.

Correct answers:

1. Using bullet points and visuals
2. Around 10-15 slides
3. Making them too distracting or overwhelming
4. Choose a background that is visually appealing but not distracting
5. Audio and video files
6. To bring content to life and keep the audience engaged

Vocabulary

I. Match the words and their definitions.

Учащимся необходимо соотнести слова и словосочетания с их определениями.

Correct answers:

1. d
2. g
3. a
4. e
5. b
6. f
7. c
8. j
9. i
10. h

II. Fill in the gaps to make correct sentences. Use the words from the word bank.

Учащимся необходимо заполнить пропуски в предложениях словами из рамки.

Correct answers:

1. convey
2. bullet points
3. relevant
4. key points
5. concise
6. background
7. visually appealing
8. focus
9. address
10. overload

III. Unscramble the sentences.

Учащимся необходимо переставить слова так, чтобы получились предложения.

Correct answers:

1. A well-crafted presentation can effectively convey information and ideas to an audience.
2. It is important to keep slides simple and to the point.
3. Use bullet points and visuals to convey key points.
4. There are many software options available for creating presentations.
5. Make sure that your audience can easily follow along with your presentation.
6. Stick to a simple background and avoid using complex ornaments.
7. Include audio and video files in your presentation to enhance your message.

Listening

I. Listen to the dialogue and say if the speakers are doing everything correctly. Write down the words that helped you decide.

Учащиеся должны прослушать диалог и обсудить, все ли правильно делают говорящие, а затем записать слова, которые помогли им принять решение.

Listening Script

Alex: "Hi Sarah. Have you started working on our presentation yet?"

Sarah: "Yes, I have. I've done some research and pulled together the key points we want to cover."

Alex: "Great! What about the slides?"

Sarah: "I've made a few sample slides with bullet points and visuals, but I'm not sure if they're too busy or distracting."

Alex: "Let me take a look. Hmm, I think they look good, but maybe we can make them simpler."

Sarah: "You think so? Won't it be too plain then?"

Alex: "Not at all. Keeping it simple will help our audience focus on the content instead of being overwhelmed by too much information."

Sarah: "Okay, I'll adjust them. And what about the background?"

Alex: "Stick to a simple color scheme and avoid using busy backgrounds. We don't want anything that will distract from our message."

Sarah: "Makes sense. And should we include any audio or video files?"

Alex: "Definitely. It will bring our presentation to life and keep our audience engaged."

Sarah: "Alright, thanks for your feedback. I'll make the changes and send it over to you to review before our meeting tomorrow."

Alex: "Sounds good. See you tomorrow!"

Sarah: "See you. Bye!"

II. Listen again and mark the following statements as true (T), false (F), or not stated (NS).

Учащиеся слушают диалог еще раз и отмечают утверждения: верные (T), неверные (F), не упоминаются (NS).

Correct answers:

1. False (This statement contradicts the text - Sarah has started working on the presentation.)
2. True
3. Not Given (There is nothing in the text that mentions Sarah's concern about the font size - maybe so, but we can't tell by looking at the text.)
4. False (This statement contradicts the advice given in the text - Alex advises against using busy backgrounds.)
5. True
6. Not Given (There is nothing in the text that mentions Alex suggesting a lunch meeting - maybe so, but we can't tell by looking at the text.)

III. Insert the missing chunks to complete the dialogue.

Учащимся необходимо вставить недостающие фрагменты, чтобы завершить диалог.

Correct answers:

1. d
2. a
3. g
4. c
5. f
6. e
7. b

Speaking

I. Read the text in the **Reading section again. Write out 3 rules of a good presentation that you consider the most important. Be ready to explain your choice.**

В данном задании необходимо еще раз прочитать текст в разделе **Reading** и выписать 3 важных правила составления успешной презентации, объясняя свой выбор.

Students' own answers.

II. Work with a partner. Ask your partner what rules of making a successful presentation they consider to be the most important. Ask your partner to explain their choice.

Учащиеся в парах задают друг другу вопросы о важных правилах проведения успешной презентации и отвечают на них, объясняя свой выбор. Учитель контролирует и комментирует работу класса, переходя от одной пары/группы к другой.

Students' own answers.

Writing

I. Make a short presentation about how to make a good presentation. Keep within 3-5 slides.

Учащиеся должны подготовить короткую презентацию 3-5 слайдов о правилах подготовки успешной презентации.

Students' own answers.

MODULE VII

UNIT 3. POSTER PRESENTATIONS

Данный урок представляет собой микротему раздела «RESEARCH» и ориентирован на формирование общего представления о подготовке постерной презентации и средствах подачи информации, представляющей собой набор иллюстративных материалов и поясняющего текста на английском языке.

What do you think?

Учащимся предлагается вспомнить и проанализировать постеры, которые они видели на предыдущих конференциях и обсудить, как использование интерактивных элементов в виртуальном (электронном) постерном докладе влияет на его восприятие. Обсуждение вопросов проводится в парах или группах. Учитель контролирует ход обсуждения, переходя от одной пары/группы к другой.

Students' own answers.

Reading

POSTER PRESENTATIONS

I. Mark the following statements as true (T) or false (F).

Учащимся необходимо прочитать текст о постерных презентациях и отметить утверждения как верные или неверные.

Correct answers:

1. False (This statement contradicts the factual information provided in the text. It mentions a museum instead of a conference.)
2. Not Given (There is no information in the text about graphs being included on the paper, so it is not possible to determine if this statement is true or false.)
3. True
4. False (This statement contradicts the factual information provided in the text. It suggests not introducing oneself when presenting work.)

5. Not Given (There is no information in the text about the amount of text on a good poster, so it is not possible to determine if this statement is true or false.)

6. True

7. True

8. Not Given (There is no information in the text to confirm if all conferences have virtual posters, so it is not possible to determine if this statement is true or false.)

II. Answer the questions.

Учащиеся дают развернутые ответы на вопросы по содержанию текста.

Correct answers:

1. A poster presentation is a way to communicate research or work by displaying information and pictures on a large piece of paper at a conference.

2. No, you don't need to give a speech during a poster presentation, but it's important to prepare what you want to say.

3. To make your poster easy to understand and visually appealing, use clear headings, short sentences, and highlight important information.

4. When using colours on a poster, be careful to choose colours that are easy to read and consider using different colours for text boxes or key information.

5. Virtual posters are displayed on computer screens or tablets instead of being printed out, allowing for videos, animations, and interactive elements to be included.

6. It's important to include your email address and website on your poster so that people can contact you later for further discussion or collaboration.

7. Asking people to vote for the best poster at a conference can provide valuable feedback on your work and engaging in special poster sessions allows for discussions and suggestions from others in your field.

Vocabulary

I. Match the words with their definitions.

Учащимся необходимо соотнести слова и словосочетания с их определениями.

Correct answers:

1. d
2. b
3. c
4. f
5. g
6. k
7. j
8. i
9. a
10. h
11. e

II. Complete the sentences using the words from the word bank.

Учащиеся заполняют пропуски в предложениях словами из рамки.

Correct answers:

1. poster presentation
2. research
3. take-away message
4. graph
5. table
6. presenter
7. poster fatigue

- 8. Poster noise
- 9. cognitive load
- 10. visual communication

Listening

Listening Script:

Nina: Hi, Sam. I saw your poster presentation at the conference today.

Sam: Oh, really? How was it?

Nina: It was great! Your research is so interesting.

Sam: Thank you! What did you think of my take-away message?

Nina: It was clear and concise. And you were a great presenter!

Sam: Thanks, Nina. Did you have any suggestions for improvement?

Nina: Well, some people mentioned they experienced poster fatigue when looking at too many posters in one go.

Sam: That's true. Any other feedback?

Nina: A few also commented on there being too much visual noise on the poster that made it hard to focus on key points.

Sam: Okay, noted. Next time, I'll try to reduce the cognitive load for viewers.

Nina: Definitely. Your poster was very effective in terms of visual communication though.

Sam: Thanks, I worked hard on that aspect.

Nina: Overall, great job with your poster presentation, Sam.

Sam: Thank you, Nina.

I. Listen to the dialogue and answer the questions.

Учащимся предлагается прослушать диалог и ответить на вопросы.

Correct answers:

1. Nina thought Sam's poster presentation at the conference was great and found his research interesting.
2. Sam appreciated Nina's feedback on his take-away message.
3. One suggestion for improvement that Nina mentioned was reducing cognitive load for viewers.
4. Some people experienced poster fatigue when looking at too many posters because it can be overwhelming.
5. A few people commented on the poster having too much visual noise, making it hard to focus on key points.
6. Sam plans to reduce cognitive load for viewers by improving the visual clarity of his poster.
7. Nina described Sam's poster as very effective in terms of visual communication.

II. Listen again and complete the dialogue using the words from the word bank.

Учащиеся повторно слушают диалог и заполняют пропуски в предложениях словами и словосочетаниями из рамки.

Correct answers:

1. poster presentation
2. research
3. great presenter
4. suggestions
5. poster fatigue
6. feedback
7. commented
8. focus
9. cognitive load

10. effective

11. Overall

Speaking

Discuss the following topics with a partner and share your experience with the class.

Учащиеся обсуждают друг с другом одну из предложенных в задании тем, а затем делятся своим опытом с классом.

1. My first experience presenting a poster at a conference.
2. How I prepared for my poster presentation and what I learned from it.
3. The most interesting feedback I received about my poster.
4. My favourite part of creating a poster presentation.
5. The importance of clear communication in a poster presentation.

Students' own answers.

Writing

Choose a topic, which appeals to you, and write an essay.

Учащимся предлагается написать эссе объемом 200-250 слов на одну из предложенных тем:

1. Poster presentations are an effective way to share research findings. Do you agree?
2. Visual aids like posters can enhance the understanding of complex information. What do you think?
3. Some people believe that virtual posters are more engaging than traditional ones. Do you agree or disagree?
4. The design of a poster can greatly impact how well it is received. Do you think visuals are important in presentations?

5. Poster presentations allow for interactive and multimedia elements. Is this beneficial for conveying information effectively?

Students' own answers.

MODULE VII

UNIT 4. ORAL PRESENTATIONS

Данный урок представляет собой микротему раздела «RESEARCH» и ориентирован на формирование общего представления об особенностях подготовки и презентации устного доклада на научной конференции.

What do you think?

Учащимся предлагается обсудить важность вовлечения аудитории в презентацию устного доклада, рассмотреть различные способы заинтересовать аудиторию с первых минут выступления и определить, что делает публичное выступление привлекательным. Обсуждение вопросов проводится в парах или группах. Учитель контролирует работу класса, переходя от одной пары/группы к другой.

Students' own answers.

Reading

HOW TO GIVE A GREAT PRESENTATION

I. Read the text. In each question choose the right answer *a, b, c, or d*.

Учащимся нужно прочитать, и при необходимости, перевести текст и выбрать правильные варианты ответов на вопросы.

*Определения слов, вызывающих затруднения при переводе, можно найти в глоссарии.

Correct answers:

1. c
2. d
3. b
4. a
5. b

II. Mark the following statements as true (T) or false (F).

Учащиеся просматривают текст и отмечают утверждения как верные или неверные.

Correct answers:

1. False (The text emphasises the importance of engaging the audience.)
2. True
3. False (This statement exaggerates the advice given in the text.)
4. True
5. False (This statement exaggerates the advice given in the text.)
6. True
7. False (The text suggests not worrying about how the presentation went.)

Vocabulary

I. Rearrange the words to make sentences.

Учащимся необходимо переставить слова так, чтобы получились предложения.

Correct answers:

1. During my oral presentation, I had a problem with a technology which made it difficult for me to share my slides smoothly.
2. It's important to keep a normal pace when presenting so that everyone in the audience can understand what you're saying.
3. It's good practice to make eye contact with different people in the audience to make your presentation more engaging.
4. Remember to enjoy the moment when speaking in public, it will help you relax and deliver your presentation more effectively.
5. Don't be afraid of pauses during your presentation, they can be used to emphasise important points.

6. At the end of your presentation, ask for questions from the audience to engage them further.
7. Before your presentation, rehearse what you're going to say to feel more confident when speaking in front of others.
8. To enhance your presentation, use visuals like images or graphs to help illustrate your points.
9. If you start to feel nervous, remember to stay calm by taking deep breaths before continuing with your presentation.
10. Be prepared to answer questions from the audience after your presentation to clarify any doubts they may have.

II. Rephrase the sentences using the words from the word bank.

Учащимся необходимо перефразировать предложения, используя слова и словосочетания из рамки.

Correct answers:

1. Before starting your speech, engage the audience with an interesting fact.
2. It's important to use visuals like charts and graphs to enhance your presentation.
3. Remember to prepare your presentation thoroughly to ensure it flows smoothly.
4. Practice your speech in front of a mirror to work on your delivery.
5. At the end of your presentation, ask for questions from the audience.
6. Following the presentation, there will be a Q&A session for further discussion.
7. During your speech, remember to keep a normal pace to maintain clarity.
8. Make eye contact with different members of the audience to establish a connection.
9. Take a moment to enjoy the experience of delivering an oral presentation.
10. Ensure you deliver an oral presentation that is engaging and informative.

Listening

Учащимся предлагается дважды прослушать аудио запись и выполнить упражнения на проверку понимания устной речи.

Listening Script:

Alex: Hi, Lisa. Are you ready for your presentation tomorrow?

Lisa: Yes, I think so. I've been practicing like crazy.

Alex: That's great. Do you have a plan for engaging the audience?

Lisa: I'm going to start with a short story that relates to my topic. Hopefully it will grab their attention.

Alex: Good idea. And what about visuals? Have you included any in your slides?

Lisa: Yes, but I made sure not to overcrowd them with too much information.

Alex: Perfect. And remember, don't read from your notes or the screen. Make eye contact and speak clearly.

Lisa: Right, right. I practiced doing that today and it really makes a difference.

Alex: Definitely. Oh, and before you go up, be sure to introduce yourself and your topic.

Lisa: Got it. I'll say "Hello everyone, today I'm going to talk about how to give a great presentation."

Alex: Awesome. During your presentation, take pauses to let the audience process the information.

Lisa: Yes, I learned that during a public speaking workshop. And if there are technical difficulties, I'll just stay calm and try again.

Alex: Sounds good. And when you end, make a clear summary of your main points and thank the audience for listening.

Lisa: Of course. After that, we can have a Q&A session. Did you have any tips for that part?

Alex: Just listen carefully and answer as directly as possible. If you don't know something, offer to find out later. And don't argue with anyone.

Lisa: Okay, got it. Thank you for all the advice, Alex. You're a lifesaver.

Alex: No problem, Lisa. Just enjoy the moment and do your best.

I. Listen to the dialogue and answer the questions.

Учащиеся слушают диалог, а затем отвечают на вопросы.

Correct answers:

1. Lisa has been practicing like crazy and ensuring she doesn't read from her notes or screen.
2. Lisa plans to start with a short story that relates to her topic to grab the audience's attention.
3. Lisa made sure not to overcrowd her slides with too much information to keep them clear and concise.
4. Alex advises Lisa to make eye contact, speak clearly, and take pauses during her presentation.
5. Lisa plans to introduce herself by saying "Hello everyone, today I'm going to talk about how to give a great presentation."
6. Alex advises Lisa to stay calm and try again if there are technical difficulties during her presentation.
7. Alex advises Lisa to listen carefully, answer questions directly, offer to find out later if unsure, and avoid arguing during the Q&A session.

II. Listen again and complete the dialogue using the words from the word bank.

Учащиеся повторно слушают диалог и заполняют пропуски в предложениях, используя слова или словосочетания из рамки.

Correct answers:

1. ready
2. practicing
3. engaging
4. relates
5. attention

6. visuals
7. overcrowd
8. eye contact
9. difference
10. introduce
11. give
12. audience
13. public speaking
14. main points
15. Q&A session
16. carefully
17. lifesaver
18. enjoy

Speaking

Discuss the following quotes with a partner or class; agree/ disagree, explain your opinion.

Учащиеся работают в парах или группах, обсуждая предложенные цитаты, соглашаясь или не соглашаясь с ними, аргументируя свое мнение.

Students' own answers.

Writing

Choose a topic, which appeals to you, and write an essay.

Учащимся предлагается написать эссе объемом 200-250 слов на одну из предложенных тем:

1. My favourite topic to talk about in an oral presentation.
2. How I prepare for an oral presentation at school.
3. The most memorable oral presentation I have given.
4. My top tips for delivering a successful oral presentation.
5. A time when I overcame my fear of public speaking during an oral presentation.

Students' own answers.

FINAL TEST I

I. Read the text.

a) Mark the following statements as true (T) or false (F).

Correct answers:

1. True.
2. True.
3. False. Within hospitals, different departments work together seamlessly to provide holistic care to patients.
4. True.
5. False. Each specialty addresses unique health issues
6. False. In recent years, advances in technology have changed the way doctors work.
7. True.

b) Find in the text the words that mean the following:

Correct answers:

1. vital signs
2. neurology
3. injuries (injury)
4. X-ray
5. medications
6. life expectancy
7. research

II. For each organ listed below identify the name of the system it belongs to and then match to its function.

Correct answers:

- 1 d, integumentary

2 g, cardiovascular

3 a, digestive

4 b, skeletal

5 h, respiratory

6 e, urinary

7 c, nervous

8 f, muscular

III. Rephrase the sentences using the words given in brackets.

Correct answers:

1. connective

2. paediatricians

3. visualise

4. vaccinations

5. communication

6. digestion

7. spinal

8. burning

9. reaction

10. examination

IV. Unscramble the names of different diseases and symptoms.

Correct answers:

1. swelling

2. stroke

3. constipation
4. pneumonia
5. vomiting
6. hypertension
7. influenza
8. heartburn
9. coughing

V. Read the report and complete it with the words from the box.

Correct answers:

1. researcher
2. treatments
3. conducting
4. articles
5. conferences
6. speech
7. topics
8. skills

VI. Answer the questions:

Possible answers:

1. Artificial intelligence, telemedicine, robotics, 3D printing, precision medicine are medical innovations that help doctors in their work.
2. There are the following medical institutions: hospitals, clinics, pharmacies, rehabilitation centres, nursing homes. Hospitals may include the following

departments: cardiology, dermatology, gynaecology, neurology, obstetrics, oncology, paediatrics, surgery.

3. Cardiologists, dermatologists, ENT specialists, general practitioners, nurses, ophthalmologists, paediatricians, X-ray technicians work in medical institutions.

4. There are the following systems in the human body: circulatory, digestive, endocrine, immune, integumentary, lymphatic, muscular, nervous, reproductive, respiratory, skeletal, urinary systems. The vitals are the brain, heart, lungs, kidneys, liver.

5. Diseases of the cardiovascular system are hypertension, heart attack, heart failure, stroke. Their symptoms are chest pain, shortness of breath, narrowed or blocked blood vessels.

Respiratory diseases are asthma, pneumonia, bronchitis, common cold. Their symptoms are coughing, runny nose, sneezing, shortness of breath.

Diseases of the digestive system are cancer, irritable bowel syndrome. Common symptoms are diarrhea, constipation, heartburn, nausea, vomiting, bloating.

6. Going for a medical checkup regularly helps you prevent a wide number of diseases and catch other diseases early on. You can also consult doctors about your health.

7. It enables doctors to better prevent and treat common and dangerous illnesses. It helps medical men to advance their medical knowledge. They can learn many skills and become better clinicians.

FINAL TEST II

I. Read the text.

a) Mark the following statements as true (T) or false (F).

Correct answers:

1. True.
2. False. Doctors use many techniques, including listening to symptoms and physical examinations, to diagnose illnesses.
3. False. A stethoscope is a common tool, not an advanced one like MRI machines or CT scanners.
4. True.
5. False. There are many medical specialties, and not all doctors are experts in surgery.
6. True.
7. False. Medical research continues to bring new innovations every year.

b) Find in the text the words that mean the following

Correct answers:

1. innovation
2. dermatology
3. symptom
4. treatment
5. disease
6. ENT specialist
7. X-ray

II. Match each organ listed below with the disease that can affect it; then write the name of the doctor who treats the disease.

Correct answers:

- 1 d, dermatologist
- 2 h, cardiologist
- 3 a, gastroenterologist
- 4 f, oncologist
- 5 g, pulmonologist
- 6 c, nephrologist
- 7 e, neurologist
- 8 b, ENT specialist

III. Rephrase the sentences using the words given in brackets.

Correct answers:

- 1. nervous
- 2. operation
- 3. imaging
- 4. smoking
- 5. expectancy
- 6. treatable
- 7. surgeon
- 8. dizziness
- 9. inflammation
- 10. illnesses

IV. Unscramble the names of different diseases and symptoms.

Correct answers:

1. coughing
2. diarrhoea
3. burping
4. nausea
5. headache
6. swelling
7. fatigue
8. allergy
9. bronchitis

V. Read the report and complete it with the words from the box.

Correct answers:

1. experience
2. treat
3. conferences
4. presentations
5. articles
6. research
7. condition
8. experiments
9. Q&A session

VI. Answer the questions.

Possible answers:

1. Hospitals have various hospital departments, such as cardiology, ENT, gastroenterology, neurology, ophthalmology, etc., to provide medical care for different conditions.
2. Good medical equipment is essential in hospitals because it helps doctors assess patients' conditions, diagnose illnesses, and treat them effectively.
3. Doctors listen carefully to signs and symptoms described by the patient, examine the patient physically when necessary, and may order tests to gather more information for diagnosis.
4. Doctors must communicate effectively with patients to ensure they understand the treatment plan, which helps patients follow instructions accurately and recover faster.
5. Technology has advanced the field of medicine through electronic medical records for quick access to patient history, artificial intelligence for diagnoses and treatments, and ongoing medical research bringing new innovations.
6. Medical research plays a crucial role in improving treatments and discovering new ways to combat illnesses, contributing to ongoing advancements in healthcare.
7. Medical specialties are important in healthcare as each focuses on a different area, such as anaesthesiology, dermatology, paediatrics, psychiatry, radiology, surgery, or heart diseases, ensuring expertise in specific healthcare areas.