

федеральное государственное бюджетное образовательное учреждение высшего образования «Приволжский исследовательский медицинский университет»
Министерства здравоохранения Российской Федерации

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ
ИНОСТРАННЫЙ ЯЗЫК**

Направление подготовки (специальность): **32.05.01 МЕДИКО-**

ПРОФИЛАКТИЧЕСКОЕ ДЕЛО

Кафедра **ИНОСТРАННЫХ ЯЗЫКОВ**

Форма обучения: **ОЧНАЯ**

1. Фонд оценочных средств для текущего контроля успеваемости, промежуточной аттестации обучающихся по дисциплине/практике

Настоящий Фонд оценочных средств (ФОС) по дисциплине «Иностранный язык (английский)» является неотъемлемым приложением к рабочей программе дисциплины «Иностранный язык». На данный ФОС распространяются все реквизиты утверждения, представленные в РПД по данной дисциплине.

2. Перечень оценочных средств

Для определения качества освоения обучающимися учебного материала по дисциплине «Иностранный язык (английский)» используются следующие оценочные средства:

№ п/п	Оценочное средство	Краткая характеристика оценочного средства	Представление оценочного средства в ФОС
1	Диагностический тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося	Фонд тестовых заданий
2	Тесты	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося	Фонд тестовых заданий
3	Письменный перевод учебного текста, иноязычной статьи	Средство, позволяющее оценить умение обучающегося максимально точно и адекватно извлекать основную информацию, содержащуюся в тексте, с учётом отсутствия смысловых искажений, соответствия норме и узусу языка перевода, включая употребление терминов.	Тематика текстов соответствует учебно-методической карте занятий, статьи подбираются индивидуально с учетом профессиональных интересов обучающегося
4	Кейсы	Проблемное задание, в котором обучающемуся предлагают осмыслить реальную профессионально-ориентированную ситуацию, необходимую для решения данной проблемы.	Задания для решения кейс-задания
5	Аннотация, резюме, тезисы.	Средство, позволяющее оценить умение обучающегося правильно извлечь информацию, адекватно реализовать коммуникативное намерение с учетом содержательности, смысловой и	Аннотация составляется к индивидуально подобранному тексту. Обучающиеся

		структурной завершенности, нормативности текста.	индивидуально выбирают 3-5 клише из предлагаемых клише.
6	Терминологический словарь.	Средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися.	Образец терминологического словаря
7	Устное сообщение	Средство, позволяющее оценить умение обучающегося продемонстрировать владение подготовленной монологической речью в ситуации общения в пределах программных требований.	Невозможно представить точный эталон ответа. Студенты составляют рассказ индивидуально. Клише и образец сообщения представлены в ФОС.
8	Беседа	Средство, позволяющее оценить умение обучающегося продемонстрировать владение диалогической речью в ситуации общения в пределах программных требований. Оценочные средства, позволяющие включить обучающихся в процесс обсуждения вопроса, проблемы и оценить умение обучающегося аргументировать собственную точку зрения.	Перечень вопросов для проведения беседы
9	Презентация учебного/ научного материала.	Конечный продукт, получаемый в результате планирования и выполнения комплекса учебных и исследовательских заданий. Позволяет оценить умения обучающихся самостоятельно конструировать свои знания в процессе решения практических задач и проблем, ориентироваться в информационном пространстве и оценить уровень сформированности практических навыков по дисциплине.	Темы индивидуальных презентаций студентов. Невозможно представить точный эталон ответа. Студенты составляют презентацию индивидуально в соответствии со своей профессиональной и научной деятельностью. Клише представлены в

			ФОС.
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3. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы и видов оценочных средств

Код и формулировка компетенции*	Этап формирования компетенции	Контролируемые разделы дисциплины	Оценочные средства
УК-4: способен применять современные коммуникативные технологии, в том числе на иностранном языке, для академического и профессионального взаимодействия;	Текущий	Раздел 1 Фонетика Раздел 2 Лексика Раздел 3 Грамматика Раздел 4 Основы письменной коммуникации по специальности «Медико-профилактическое дело» Раздел 5 Основы устной коммуникации по специальности «Медико-профилактическое дело».	Перевод текста Аннотация Тест Сообщение Беседа Кейсы Презентация
УК-5: способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия;	Текущий	Раздел 2 Лексика Раздел 3 Грамматика Раздел 4 Основы письменной коммуникации по специальности «Медико-профилактическое дело» Раздел 5 Основы устной коммуникации по специальности «Медико-профилактическое дело»	Перевод текста Аннотация Тест Сообщение Беседа Кейсы Презентация
ОПК-1: Способен реализовывать моральные и правовые нормы, этические и деонтологические принципы в	Текущий	Раздел 2 Лексика Раздел 3 Грамматика Раздел 4 Основы письменной коммуникации по специальности «Медико-профилактическое дело» Раздел 5 Основы устной коммуникации по специальности «Медико-профилактическое	Перевод текста Аннотация Тест Сообщение Беседа Кейсы Презентация

профессиональной деятельности		дело»	
УК-4: способен применять современные коммуникативные технологии, в том числе на иностранном языке, для академического и профессионального взаимодействия;	Промежуточный	Раздел 2 Лексика Раздел 3 Грамматика Раздел 4 Основы письменной коммуникации по специальности «Медико-профилактическое дело»	Перевод текста Тест

Примечание: специфика обучения иностранному языку в неязыковом вузе не предусматривает его поаспектное (по разделам) преподавание. В силу ограниченного количества часов, отводимого на изучение данной дисциплины в медицинском вузе, все разделы иностранного языка преподаются студентам в комплексе

4. Содержание оценочных средств входного, текущего контроля

Входной/текущий контроль осуществляется преподавателем дисциплины при проведении занятий в форме тестов, переводов иноязычных текстов, статей, аннотаций, кейсов, устного сообщения, беседы и презентации.

Оценочные средства для текущего контроля.

1. Входной тест

1. The human body _____ of the head, the trunk and the extremities.

- | | |
|----------------|-----------------|
| a) composes | c) was composed |
| b) is composed | d) composed |

2. _____

- | | |
|----------------------|-------------------------|
| a) Where it hurts? | c) Where does it hurt? |
| b) Where is it hurt? | d) Where does it hurts? |

3. He _____ a severe heart attack six years ago.

- a) had
- b) has had
- c) has
- d) was having

4. He complains of the cough which he _____ for over 3 years.

- a) had
- b) was having
- c) has had
- d) has

5. I'd like you _____ me about this patient.

- a) telling
- b) told
- c) tell
- d) to tell

6. He doesn't mind _____ to the hospital.

- a) to go
- b) going
- c) go
- d) to going

7. _____ is harmful for you.

- a) smoking
- b) to smoke
- c) the smoking
- d) smoke

8. The woman _____ a child is our pediatrician.

- a) to examine
- b) examined
- c) examining
- d) examine

9. He said that he _____ 4 exams at the end of the year.

- a) takes
- b) would have taken
- c) will take
- d) would take

10. If you _____ heavy things you would not have damaged your spine.

- a) didn't lift
- b) don't lift
- c) hadn't lifted
- d) were not lifting

11. The conference was _____ in Moscow in May.

- a) to be arranged
- b) to arrange
- c) being arranged
- d) be arranged

12. You should _____ this medicine 3 times a day.

- a) taken
- b) to take
- c) taking
- d) take

13. All the patients were children, the eldest _____ 12 years old.

- a) be
- b) being
- c) to be
- d) is

14. He _____ a good doctor.

- a) is said to be
- b) says to be
- c) is said being
- d) d. has to said being

15. He must _____ malaria when he was travelling in Africa.

- a) to have got
- b) get
- c) has got
- d) have got

16. If you _____ much, you will feel a pain in the leg again.

- a) will walk
- b) walked
- c) walking
- d) walk

17. I wish he _____ to hospital in an ambulance.

- a) were taken
- b) was taken
- c) is taken
- d) d. was take

18. Passing the room, the doctor heard a child _____ badly.

a) coughs

c) coughing

b) to cough

d) coughed

4.1. Тесты для оценки компетенций «УК-4, УК-5»

<i>Тестовые вопросы и варианты ответов</i>
1. STUDENTS ... MANY PRACTICAL CLASSES IN IT LAST YEAR. 1) had; 2) has; 3) have had.
2. HE ... HIS ENTRANCE EXAMS RECENTLY AND ENTERED THE MEDICAL UNIVERSITY. 1) passes; 2) are passing; 3) has passed.
3. 3. TOMORROW AT 3 O’CLOCK I ... IN OUR SCIENTIFIC LABORATORY. 1) will be working; 2) has worked; 3) works.
4. ARTIFICIAL METAL JOINTS ... IN MANY CASES NOW TO REPLACE THE DISEASED JOINTS. 1) used; 2) are used; 3) will use.
5. THE DOCTOR ... DETERMINE THE ORIGIN OF THE DISEASE FOR ITS SUCCESSFUL TREATMENT. 1) must; 2) are able; 3) have.
6. THE DOCTOR SAW THAT THE PATIENT’S EYES ... SWOLLEN. 1) is; 2) were; 3) has been.
7. THE PATIENT ... TO THE HOSPITAL WAS A 45–YEAR–OLD FEMALE. 1) admitting; 2) are admitted; 3) admitted.
8. THE VESSELS ... BLOOD TO THE HEART ARE CALLED VEINS. 1) carrying; 2) carried; 3) being carried.
9. NO PHYSICIAN CAN MAKE A PROPER DIAGNOSIS WITHOUT ... THE PATIENT.

- 1) are examined;
- 2) having examined;
- 3) will be examined.

10. THE DOCTOR DETERMINED ORGANIC CHANGES IN THE MITRAL VALVE

...

- 1) to be clearly marked;
- 2) has clearly marked;
- 3) marks clearly.

11. IN GASTRIC ULCERS PAIN IS FOUND ... WORSE AFTER MEALS.

- 1) will be grown;
- 2) have been grown;
- 3) to grow.

12. THE PATIENT ... THE OPERATION WELL, THE DANGER OF PERITONITIS WAS ELIMINATED.

- 1) have survived;
- 2) having survived;
- 3) are survived.

13. IF THE FOREIGN BODY HAD BEEN PRESENT IN THE EYE, THERE ... AN EDEMA.

- 1) are;
- 2) would have been;
- 3) have been.

14. THEY ... AN INTERESTING LECTURE ON BIOLOGY YESTERDAY.

- 1) has;
- 2) will have;
- 3) had.

15. USUALLY A SURGICAL NURSE ... INSTRUMENTS FOR THE OPERATION.

- 1) prepares;
- 2) have prepared;
- 3) are preparing.

16. HE ... CONSTANTLY ... AT THE LIBRARY PREPARING FOR HIS CLASSES.

- 1) works;
- 2) is working;
- 3) have worked.

17. DURING THE OPERATION THE MUSCLES FROM HER BACK AND ABDOMEN ... TO THE THIGH.

- 1) transplants;

- 2) has transplanted;
- 3) were transplanted.

18. THE HEART ... PUMP BLOOD HARDER TO WARM THE BODY BETTER.

- 1) are able to;
- 2) am to;
- 3) has to.

19. THE DOCTOR WAS TOLD THAT THE PATIENT ... WELL THE NIGHT BEFORE.

- 1) is sleeping;
- 2) will sleep;
- 3) had slept.

20.... THE NECESSARY FLUID WE COULD CONTINUE OUR EXPERIMENTS.

- 1) having obtained;
- 2) obtained;
- 3) is obtaining.

21. THE METHOD ... BY HIM WILL HELP GREATLY TO CURE PEOPLE.

- 1) are developing;
- 2) developed;
- 3) have developed.

22. HE TOLD US OF HIS ... TO FREQUENT HEART ATTACKS.

- 1) being exposed;
- 2) to be exposed;
- 3) exposed.

23. THE DOCTOR EXPECTED THE ANALYSES ... NORMAL.

- 1) are;
- 2) was;
- 3) to be.

24. THE PATIENT WAS CONSIDERED ... SOME KIDNEY DISEASE.

- 1) will have;
- 2) had had;
- 3) to have.

25. THE PHYSICAL EXAMINATION ..., TENDERNESS IN THE LEFT LOWER PART OF THE ABDOMEN WAS REVEALED.

- 1) being carried on;
- 2) have carried on;
- 3) are carried on.

26. IF YOU FOLLOW THE PRESCRIBED TREATMENT, YOU ... SOON.

- 1) to be recovered;
- 2) has recovered;
- 3) will recover.

27. STUDENTS ... MANY SPECIAL SUBJECTS NEXT YEAR.

- 1) has;
- 2) will have;
- 3) are having.

28. LAST YEAR MY FATHER ... FROM REGULAR ATTACKS OF CHEST PAIN. 1) suffered; 2) were suffered; 3) am suffered.	
29. THE INVESTIGATOR ... IMPORTANT FINDINGS BEFORE HE FINISHED HIS OBSERVATIONS. 1) are obtaining; 2) had obtained; 3) obtained.	
30. A PATIENT ... BY A FAMOUS CARDIOLOGIST NOW. 1) examine; 2) are examining; 3) is being examined.	
<i>Номер тестового задания</i>	<i>Номер эталона ответа</i>
1	1
2	3
3	1
4	2
5	1
6	2
7	3
8	1
9	2
10	1
11	3
12	2
13	2
14	3
15	1
16	2
17	3
18	3
19	3
20	1

21	2
22	1
23	3
24	3
25	1
26	3
27	2
28	1
29	2
30	3

4.2. Аннотация (резюме) к прочитанному тексту для оценки компетенции «УК-4, УК-5, ОПК-1»

Обучающиеся индивидуально выбирают 3-5 клише из предлагаемых ниже клише. Аннотация составляется к индивидуально подобранному тексту.

Клише для введения

This text concerns the problem of ... (the question of ...)	Текст касается проблемы ... (вопроса ...)
The title of the article/text is ...	Название статьи/текста – ...
The article deals with ...	Статья рассматривает вопрос ...
The text/article/report/paper/issue is devoted to ...	Текст/статья/доклад/статья/издание посвящен(а) ...
The paper is about ...	Статья повествует о ...
The problem(s) of ... is (are) presented/ discussed/ revealed/suggested/reported	Представлена(ы)/обсуждается(ются)/ показана(ы)/предлагается(ются)/ сообщается(ются) проблема(ы) ...
The main purpose of the article is to show	Главная цель статьи – показать ...
The aim/object/goal of the investigation is to reveal/confirm ...	Цель исследования – показать/ подтвердить ...

Клише для основной части

The text/article/paper/author tells us about (the problems of ...)	Текст/статья/автор рассказывает нам о (проблеме ...)
The text/article/paper/author presents gives a description of describes suggests the solution shows reveals reports covers	Текст/статья представляет даёт описание описывает предлагает решение показывает показывает сообщает охватывает

The	role problem importance method	of...	is	described reviewed considered discussed shown given examined studied investigated explored evaluated	Описывается Рассматривается Обсуждается Изучается Исследуется Определяется	роль проблема важность метод
It informs us about ...					Статья (текст, т.п.) информирует нас о ...	
It illustrates ...					Статья (текст, т.п.) иллюстрирует...	
Great attention is given to the question(s) of ...					Огромное внимание уделено вопросу(ам) ...	
Particular attention is given/paid to ...					Особое внимание уделено ...	
The author considers ... to be of great importance					... автор считает очень важным	
It is necessary to underline/emphasize that ...					Необходимо подчеркнуть, что ...	
... is known to be the subject of particular active studies					Известно, что ... является предметом пристального изучения	
The author raises the question of ...					Автор поднимает вопрос о ...	
The most striking observation is that ...					Самое поразительное наблюдение состоит в том, что ...	
To assess the significance of these findings one must ...					Чтобы оценить значение этих данных, нужно ...	
The author has clearly shown (that) ...					Автор ясно показал, что ...	
As far as ... is concerned, we may say ...					Что касается ... , нужно сказать, что ...	
It is worth mentioning that ...					Стоит заметить, что ...	
From the point of view of the author/our scientists ...					С точки зрения автора/наших учёных ...	
With regard to ...					Что касается ...	
The author reports the instance of ...					Автор сообщает о случае ...	
The author also believes that ...					Автор также полагает, что ...	
Different aspects/factors affecting ... are also included					Также включены различные аспекты/факторы, влияющие на ...	
The author tries to draw one's attention to the fact ...					Автор пытается привлечь ч.-л. внимание к факту ...	

Клише для заключения

The article is useful/ valuable/of interest/interesting for...	Статья полезна/интересна для ...
The paper is/may be recommended	Статья рекомендована/может быть

to ...	рекомендована ...
The present data suggest that ...	Настоящие данные говорят о том, что ...
The author comes to the conclusion that ...	Автор приходит к выводу, что ...
Finally, /At last	Наконец, ...
In summary	Вобщем, ...
This text is an excellent approach to the problems of treating/preventing ...	Данный текст является прекрасным подходом к проблеме лечения/предотвращения ...
It is a student-oriented text	Текст ориентирован на студентов
The paper serves as a deep source of information for ...	Статья служит серьёзным источником информации, касающейся ...
This text will provide interesting/invaluable/useful reference for scientists, dentists, ...	Настоящий текст предоставляет интересную/ценную/полезную информацию для ученых, стоматологов, ...
The book can serve as a valuable teaching tool for students and scientists.	Книга может служить в качестве полезного обучающего средства для студентов и ученых.
Reflecting the latest advances in this field, this paper will prove invaluable to a wide readership.	Отражая самые последние достижения в этой области, настоящая статья окажется полезной для широкого круга читателей.
Primarily intended for specialists in the nuclear medicine field, this volume will also be of considerable interest to clinicians, including cardiologists, oncologists, ...	Первоначально предназначенное для специалистов в области радиологии, настоящее издание вызовет также значительный интерес у практикующих врачей, включая кардиологов, онкологов.
The article is addressed to everyone involved in internal medicine, pediatrics, intensive care and emergency medicine.	Статья адресована всем, кто занят в терапии, педиатрии, интенсивной терапии и неотложной медицинской помощи.
This volume provides state-of-the-art information about ... for both clinicians and clinical researchers.	Данное издание предоставляет информацию о современном состоянии развития ... как для практикующих врачей, так и для клинических исследователей.

4.3. Кейсы для оценки компетенции «УК-4, УК-5, ОПК-1»

Задание 1.

Case Study

Below is a list of the medical specialties. Choose from this list to identify the specialist(s) likely to handle each situation below.

allergist and immunologist
anesthesiologist
colon and rectal surgeon

orthopedic surgeon
otolaryngologist
pathologist

dermatologist	pediatrician
emergency physician	physiatrist
family practice physician	plastic surgeon
Internist	preventive medicine physician
neurological surgeon	psychiatrist
neurologist	radiologist
nuclear medicine specialist	general surgeon
obstetrician-gynecologist	thoracic surgeon
ophthalmologist	urologist

1. Juan Rodriguez fell out of a tree. Now his arm hurts. Which specialist can read the X-ray and determine if the arm is broken? _____. If there is a fracture, which specialist should Juan see? _____.
2. George Lewis flunked out of law school last week, and since then, he's been too depressed to get out of bed. Which specialist should his family consult? _____.
3. Ilya Freyman's TV antenna punctured a hole in his eardrum, leaving him with a substantial hearing loss. Which specialist, should he consult? _____.
4. Mona Patel has a rash on her hands. It itches and stings. Which specialist can help? _____.
5. During the late summer, Young Ran Kim sneezes about 200 times a day. Name two specialists who might treat her for this common problem. _____.
6. Sofia Miller felt a lump in her breast. Which doctors might she go to for an opinion about what to do next? _____.
7. Jose Perez had an emergency appendectomy last week. Who probably operated on him?
8. George Jones was murdered last week. The specialist performing the autopsy to determine the cause of death is a forensic _____.
9. Boris Rothman went to a health fair and had his blood pressure taken. He was told that it was elevated and that he should see a doctor. Which specialist did he probably consult? _____.

Эталоны ответов:

Задание1. Кейсы.

1. radiologist, orthopedic surgeon
2. psychiatrist
3. otolaryngologist
4. dermatologist
5. allergist and immunologist, otolaryngologist
6. family practice physician, thoracic surgeon
7. general surgeon
8. pathologist
9. Internist, familypracticephysician

4.4.Переводтекстадляоценкикомпетенции «УК-4, УК-5»

Выполните перевод текста (изучающее чтение по теме «Иммунизация»).

ТЕКСТ 1.

Immunization

immunization [ˌɪmjənaɪˈzeɪʃən] – иммунизация
antibodies [ˈæntɪˌbɒdɪz] – антитела (иммуноглобулины)
immunity [ɪˈmjʊːnəti] – иммунитет
vaccine [ˈvæksɪːn] – вакцина
vaccination [ˌvæksɪˈneɪʃən] – вакцинация
to trigger [ˈtrɪɡə] – инициировать
immune response [ɪˈspɒns] – иммунный ответ
to expose [ɪkˈspəʊz] – подвергнуться
antigen [ˈæntɪdʒən] – антиген
either ...or [ˌaɪðər] [ˈɔːr] – или..или
to weaken [ˈwiːkən] – ослаблять
to trick [trɪk] – обманывать
consequence [ˈkɒnsɪkwəns] – последствие, следствие, результат
life-threatening [ˈlaɪfˌθretənɪŋ] – угрожающий жизни
complication [ˌkɒmplɪˈkeɪʃən] – осложнение
encounter [ɪnˈkaʊntə] – сталкиваться, столкнуться
tetanus [ˈtetənəs] - столбняк
booster dose [ˈbuːstər dəʊs] – вспомогательная/дополнительная доза
to maintain [meɪnˈteɪn] – поддерживать
preventable [prɪˈventəbəl] – предотвратимый
critical [ˈkrɪtɪkəl] – важный, крайне необходимый
require [rɪˈkwaɪə] – требовать, нуждаться, потребоваться
vulnerable [ˈvʌlnərəbəl] – уязвимый

When you get sick, your body makes antibodies to fight the disease to help you get better. These antibodies stay in your body even after the disease is gone, and protect you from getting the same illness again. This is called immunity. However, you don't have to get sick to develop immunity. You can gain immunity against disease through immunization.

Immunization (or vaccination) protects people from disease by introducing a vaccine into the body that triggers an immune response, just as though you had been exposed to a disease naturally. The vaccine contains the same antigens or parts of antigens that cause the disease, but the antigens in vaccines are either killed or greatly weakened. Vaccines work because they trick your body into thinking it is being attacked by the actual disease. Immunity through immunization happens without the consequence of being ill and without the risk of potential life-threatening complications from the disease. Once a person is immunized, specific immune cells called memory cells prevent re-infection when they encounter that disease again in the future. However, not all vaccines provide lifelong immunity. Vaccines such as the tetanus vaccine require booster doses every ten years for adults to maintain immunity.

At any age, vaccination provides the longest-lasting, most effective protection against disease. Vaccine-preventable diseases can be serious, and in some cases can cause life-threatening complications that can lead to hospitalization. This is especially critical for infants and young children, who are particularly more vulnerable. Having children vaccinated on time is important and

helps ensure that they receive the protection they need as early as possible to fight off diseases before they are exposed to them.

4.5. Вопросы для сообщения по теме «Healthcare system in Russia», компетенции «УК-4, УК-5».

Вариант 1

- 1) In what medical institutions are healthcare services provided in our country?
- 2) Where are polyclinics located?
- 3) What kinds of medical services do polyclinics provide?
- 4) What kinds of medical services do hospitals provide?
- 5) What specialized hospitals do you know?
- 6) What medicines and goods can be bought at chemist's shops?
- 7) At what time and in what cases can we call an ambulance?
- 8) What kinds of medical services do private medical centers and private diagnostic laboratories provide?
- 9) What are the purposes of sanatoriums?

4.6. Вопросы собеседования, компетенции «УК-4, УК-5».

1. What hospital departments do you know?
2. What specialists work in the hospital?
3. What are the most common sports injuries?
4. Why bones are important for general wellbeing?
5. What types of fractures do you know?
6. What are the main parts of the respiratory system?
7. What common diseases of the respiratory system do you know?
8. What are the main parts of the circulatory system?
9. How does blood move through the circulatory system?
10. What is the purpose of blood donation?
11. What different blood types are there?
12. What cardiovascular diseases do you know?
13. How can people lower the risk of a heart disease?
14. What are the main parts of the digestive system?
15. What afflictions of the digestive system do you know?
16. How do infections spread?
17. What are some ways to prevent infections from spreading?
18. What infectious diseases do you know?
19. What are the symptoms of Covid-19?
20. What information is included in a patient's medical history?
21. What is the importance of describing symptoms?
22. What are some symptoms of the flu?
23. What is involved in physical examination?
24. What are some adjectives to describe pain?
25. What kinds of medical imaging techniques do you know?

4.7. Задание к презентации по теме «Самые масштабные эпидемии и пандемии в истории человечества», компетенции «УК-4, УК-5, ОПК-1».

a). Outlining the Presentation

Introduction

The subject/topic of my lecture/talk/presentation is...

I'm going to focus/talk about/inform you/explain ...

Let me begin/start **by** (with)...

We should make a start.

Right. If everyone's ready, let's start.

My purpose/objective/aim today is...

What I want to do is...

I'd like to give you some information **about**...

We are here today to decide/agree/learn **about**.../update you **on**.../give you the background **to**...

Is everybody ready to begin?

b) Importance

In particular/especially...

It should be said (noted, mentioned) that...

It is interesting to know that...

That's one thing I'd like to stress very heavily.

Do remember! / Keep in mind...

This is very important.

I want to reinforce the following...

The following is extremely informative (badly needed).

I'd like (want) to call (to draw, to invite) your attention **to**...

c). Linking with a Previous Point

As I've said/mentioned (before)...

As it was said earlier...

As I said **at** the beginning...

At the beginning (of the talk) I said...

As you've heard/understood/seen...

In my last point I mentioned (that)...

I've already explained...

There are three questions I'd like to ask / answer.

There are several questions we need to think **about**.

I'll answer each of these questions one **by** one.

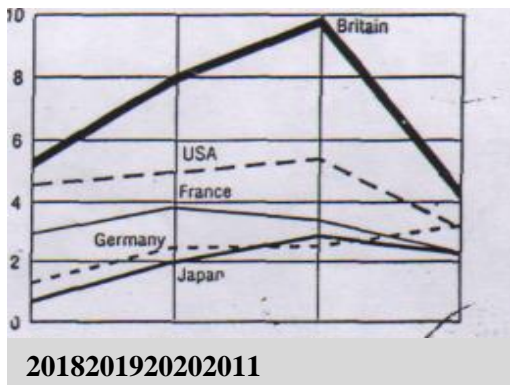
That's the issue **in** general, now let's look at the first problem **in** (more) detail.

Now, let's take a more detailed look.

Let's now turn **to** specific questions / problems / issues.

Примерная модель доклада-презентации

A model of a presentation



Notes:

1. Introduces presentation
2. Presents Britain
3. Refers to visuals
4. Changes topic to Japan
5. Turns to Germany
6. Finishes

- 1 – *Good morning*, ladies and gentlemen. Today, *I'm going to talk about* changes in medical equipment prices in Britain, the US, France, Germany and Japan during the period 2018 to 2020.
- 2 – *First of all, let's look at* a country whose price inflation was the highest during this period.
- 3 – *As you can see from* the graph, price inflation in Britain stood at around 5% in 2018, rising to almost 10% in 2020, before falling back to 4% in 2019.
- 4 – *Now, if we turn to* Japan, we can see that the situation is different. Price inflation in Japan was as low as 1% in 2018, and even though it subsequently rose, it was always below 4%.
- 5 – *Finally, let's look at* Germany, the only country experiencing an upward trend in inflation in 2019. This rise from around 2% in 2018 to over 3% in 2019 was due to the extra costs of Germany.
- 6 – *In conclusion, we can observe* that Britain had the highest rate of inflation of the five countries.

4.8.Задания (оценочные средства), выносимые на экзамен:

1. Итоговый лексико-грамматический тест (УК-4).

<https://sdo.pimunn.net/mod/quiz/view.php?id=151797>

2. Перевод научно-медицинского текста (УК-4, УК-5, ОПК-1).

Текст 1: Climate change now takes the shape of a health emergency

At present times climate change has become a health emergency. If global temperatures are not restricted well below 2°C (35.6°F), it can pose a major threat to the children's health worldwide, thereby shaping the future of a whole generation, the 2019 Lancet Countdown Report on health and climate change shows. "Over the past 30 years, we've seen progressive decline in the numbers of deaths for all people and indeed for children," Anthony Costello, co-chair of The Lancet Countdown, told DW. "But what we're worrying about is that all of these gains could go into reverse if we don't urgently tackle the problem of climate change." Around 35 global institutions that compiled the research, including the World Health Organisation and the World Bank, clearly shows the relationship between climate change, environmental destruction, and health. The increase in temperature has resulted in hunger and malnutrition, an increase in the scale as well as the scope of infectious diseases, and also increased the frequency of extreme weather events. Air pollution has already become deadly to the human lungs and has effects similar to smoking tobacco. Climate

change affects a newborn from the very beginning of its life. Rising temperatures cause drought and flooding, which devastate crops, causing global fields to decline. It pushes up food prices leading to hunger and malnutrition and deprives people of their livelihoods, particularly in countries that are heavily dependent on agriculture. The increase in infectious diseases also poses a threat to the health of children under five. These days increase in temperatures, changing rainfall patterns, warming waters, and high levels of humidity cause the spread of bacteria that lead to diarrheal diseases like cholera and also create ideal breeding conditions for mosquitoes that carry germs of malaria or dengue fever.

Текст 2: Air Pollution

Sometimes, air pollution is visible. A person can see dark smoke pour from the exhaust pipes of large trucks or factories, for example. More often, however, air pollution is invisible. Polluted air can be dangerous, even if the pollutants are invisible. It can make people's eyes burn and make them have difficulty breathing. It can also increase the risk of lung cancer. Sometimes, air pollution kills quickly. In 1984, an accident at a pesticide plant in Bhopal, India, released a deadly gas into the air. At least 8,000 people died within days. Hundreds of thousands more were permanently injured. Natural disasters can also cause air pollution to increase quickly. When volcanoes erupt, they eject volcanic ash and gases into the atmosphere. Volcanic ash can discolor the sky for months. After the eruption of the Indonesian volcano of Krakatoa in 1883, ash darkened the sky around the world. The dimmer sky caused fewer crops to be harvested as far away as Europe and North America. Volcanic gases, such as sulfur dioxide, can kill nearby residents and make the soil infertile for years. Mount Vesuvius, a volcano in Italy, famously erupted in 79, killing hundreds of residents of the nearby towns of Pompeii and Herculaneum. Most victims of Vesuvius were not killed by lava or landslides caused by the eruption. They were choked, or asphyxiated, by deadly volcanic gases. In 1986, a toxic cloud developed over Lake Nyos, Cameroon. Lake Nyos sits in the crater of a volcano. Though the volcano did not erupt, it did eject volcanic gases into the lake. The heated gases passed through the water of the lake and collected as a cloud that descended the slopes of the volcano and into nearby valleys. As the toxic cloud moved across the landscape, it killed birds and other organisms in their natural habitat. This air pollution also killed thousands of cattle and as many as 1,700 people. Most air pollution is not natural, however. It comes from burning fossil fuels—coal, oil, and natural gas. When gasoline is burned to power cars and trucks, it produces carbon monoxide, a colorless, odorless gas. The gas is harmful in high concentrations, or amounts. City traffic produces highly concentrated carbon monoxide.

Текст 3: Water Pollution

Some polluted water looks muddy, smells bad, and has garbage floating in it. Some polluted water looks clean, but is filled with harmful chemicals you can't see or smell. Polluted water is unsafe for drinking and swimming. Some people who drink polluted water are exposed to hazardous chemicals that may make them sick years later. Others consume bacteria and other tiny organisms that cause disease. The United Nations estimates that 4,000 children die every day from drinking dirty water. Sometimes, polluted water harms people indirectly. They get sick because the fish that live in polluted water are unsafe to eat. They have too many pollutants in their flesh. There are some natural sources of water pollution. Oil and natural gas, for example, can leak

into oceans and lakes from natural underground sources. These sites are called petroleum seeps. Human activity also contributes to water pollution. Chemicals and oils from factories are sometimes dumped or seep into waterways. These chemicals are called runoff. Chemicals in runoff can create a toxic environment for aquatic life. Mining and drilling can also contribute to water pollution. Acid mine drainage (AMD) is a major contributor to pollution of rivers and streams near coal mines. Acid helps miners remove coal from the surrounding rocks. The acid is washed into streams and rivers, where it reacts with rocks and sand. It releases chemical sulfur from the rocks and sand, creating a river rich in sulfuric acid. Sulfuric acid is toxic to plants, fish, and other aquatic organisms. Sulfuric acid is also toxic to people, making rivers polluted by AMD dangerous sources of water for drinking and hygiene. A major source of water pollution is fertilizer used in agriculture. Fertilizer is material added to soil to make plants grow larger and faster. Fertilizers usually contain large amounts of the elements nitrogen and phosphorus, which help plants grow. Rainwater washes fertilizer into streams and lakes.

Текст 4: Epidemics

Epidemics are outbreaks of contagious diseases among unusually large number of people or involving an extensive geographical area. Epidemics, which may be short-lived or can last for years, are brought on by the disease-causing organisms. These organisms can be transmitted by food or water, directly from one person to another or by the exchange of bodily secretions such as saliva, semen, or blood. Insects, rodents, and other disease-carrying animals, are agents that may infect human populations with epidemic diseases. Among the diseases that have occurred in epidemic proportions throughout history are bubonic plague, influenza, smallpox, typhoid, tuberculosis, cholera, bacterial meningitis, and diphtheria. Occasionally, childhood diseases such as mumps and German measles become epidemics. In the past, when sanitary conditions were poor and diseases were little understood, epidemics occurred periodically and killed thousands of people. One of the largest epidemics ever recorded was the one of bubonic plague that raged throughout Europe, Africa, and Asia from 1347 to 1350. This epidemic, known as the Black Death in Europe, is estimated to have killed one-third of the European population. An outbreak of influenza in 1918 killed more than 20 million people around the world. Such global epidemics are commonly called pandemics. Wars and foreign invasions have traditionally provided breeding grounds for epidemic disease. Prior to the 20th century, every European war produced more deaths from disease than from the use of weaponry. During the 1960s and 1970s, the medical professionals hoped that epidemic diseases would soon disappear. But since the 1970s, 30 new diseases, including acquired immunodeficiency syndrome (AIDS), Ebola hemorrhagic fever, and hepatitis C, have been identified, most of them emerging from new settlements in the rain forests of South America, Africa, and Asia.

Текст 5: The water cycle

The water cycle is the continuous movement of water all around the Earth. The water cycle is like a big circle and doesn't really have a starting point. There are 4 main stages involved in water cycle i.e. evaporation, condensation, precipitation and runoff. So, how does this cycle works? When the sun shines, the water from the ocean or lake evaporates due to heat from the sun. When it evaporates, it turns into water vapor and goes up into the atmosphere. This water vapor gets together with other water vapor and turns into a cloud. When clouds get dense, they drop the water back to Earth in some form of precipitation like rain, snow, hail or sleet. When the water falls back down to the Earth, they

find their way on the ground surface into puddles, streams and rivers. Again this water will evaporate and the whole cycle will start again. Water is one of the world's most valuable resources, and one that is becoming increasingly difficult to find in drinkable quality. All water in the world is subject to what is known as the water cycle, or the hydrologic cycle, or the H₂O cycle which is the process by which water moves around the world. Water goes through three different states in the water cycle. It can be a liquid (water), a gas (water vapor) or a solid (ice). These three states are interchangeable, as water can freeze into ice or evaporate into water vapor, water vapor can condense as water, and ice can melt into water. The water cycle consists of a number of steps which sees water go through each of these states.

Текст 6: Ozone depletion

Ozone depletion refers to the phenomenon of reductions in the amount of ozone in the stratosphere. There was a reduction of approximately 5% detected from 1979 to 1990. Since the ozone layer prevents most harmful wavelengths of ultraviolet light from passing through the Earth's atmosphere, observed and projected decreases in ozone have generated worldwide concern and led to adoption of the Montreal Protocol banning the use of chlorofluorocarbon (CFC) compounds, as well as other ozone depleting chemicals such as carbon tetrachloride, trichloroethane (also known as methyl chloroform), and bromine compounds known as halons. Ozone depletion varies geographically and by season. The term ozone hole refers to the annual, temporary reductions in the polar regions, where large losses in ozone occur each spring (up to 70% over 25 million km² of Antarctica and 30% over the Arctic) followed by recovery in the summer. This reduction is caused by an increase in concentrations of stratospheric chlorine from breakdown of human manufactured CFC emissions, as well as other gases. In public policy discussions, the term *ozone layer depletion* is considered synonymous with the theory that a trend of global ozone depletion, which is mainly caused by CFC emissions, is subsequently allowing more ultraviolet radiation to reach the Earth's surface. It is suspected that a variety of biological consequences, including, for example, increases in melanoma and the destruction of plankton populations in the ocean's photic zone, may result from the increased UV exposure due to ozone depletion.

Текст 7: What is Epidemiology?

Epidemiology is a branch of medical science concerned with the spread and nature of infection and disease. It examines diseases before it reaches or while it is at epidemic or pandemic stage. Rather than analyzing or studying the structure, evolution and genetics of a disease and the bacteria or virus that causes it - an area of study known as pathology - epidemiology examines how diseases or conditions exist, spread or survive in a given population. Epidemiology might look at why a condition is prevalent in one population and not another, and the potential risks of that condition spreading. Epidemiology is fundamental to understanding how diseases spread (waterborne or airborne). It works alongside pathology and other branches of medical science in understanding why a condition (including contagious diseases, but not exclusively so) is in one geographical area and not another, and what risk factors might lead to it spread. Also, they might seek to understand the cause of why a condition has not spread and appears unlikely to do so. Sometimes, there are geographical or social barriers to disease. Understanding these can be fundamental to preventing the spread of a disease. Epidemiology studies rates of infectious diseases, and also those with an environmental cause such as toxic spillage, food based diseases such as food poisoning or water

contamination, and localized air and water pollution. Today, it is not solely about infectious diseases, but also about biological, social and environmental causes. Some epidemiologists study instances of domestic violence, addiction or mental illness for example, to attempt to understand their causes and effects. This means that other social “diseases” such as suicide rates, substance abuse and other non-disease related conditions are also of interest to some types of epidemiologists. These conditions can be epidemic too, although not with the typical biological causes.

Текст 8: Toxic waste

Toxic waste, chemical waste material capable of causing death or injury to life. Waste is considered toxic if it is poisonous, radioactive, explosive, carcinogenic (causing cancer), mutagenic (causing damage to chromosomes), teratogenic (causing birth defects), or bioaccumulative (that is, increasing in concentration at the higher ends of food chains). Waste containing dangerous pathogens, such as used syringes, is sometimes considered to be toxic waste. Poisoning occurs when toxic waste is ingested, inhaled, or absorbed by the skin. Toxic waste results from industrial, chemical, and biological processes. Toxins are found in household, office, and commercial wastes. Examples of common products that routinely become part of the toxic waste streams of industrialized countries include batteries for electronic devices, pesticides, cell phones, and computers. The U.S. Environmental Protection Agency estimated that U.S. factories released 1.8 million metric tons (about 2 million tons) of toxic chemicals into the air, land, and surface waters in 2011, including a number of chemicals that are known carcinogens. In the United States hundreds of billions of gallons of groundwater are also contaminated with uranium and other toxic chemicals, and more than 63.5 million metric tons (about 70 million tons) of radioactive waste, which is mostly uranium waste derived from spent nuclear fuel, is buried in landfills, trenches, and unlined tanks. Toxic waste products are divided into three general categories: chemical wastes, radioactive wastes, and medical wastes. Chemical wastes, such as those that are considered corrosive, flammable, reactive (that is, chemicals that interact with others to create explosive or toxic by-products), acutely poisonous, carcinogenic, mutagenic, and teratogenic—as well as heavy metals (such as lead and mercury)—are placed in the first category. Radioactive wastes include elements and compounds that produce or absorb ionizing radiation and any material that interacts with such elements and compounds (such as the rods and water that moderate nuclear reactions in power plants). Medical wastes are a broad category, spanning the range from tissues and fluids capable of harbouring infectious disease-causing organisms to the materials and containers that hold and transfer them.

Текст 9: Allergies

Although the immune system generally protects the body, it can respond in certain ways that are detrimental to some individuals. Allergy, or hypersensitivity, is a condition of increased reactivity of the immune system toward an antigen that leads to adverse effects. Substances that cause allergies are known as allergens. Confusion is sometimes caused by the terms hypersensitivity, hypersusceptibility, and idiosyncrasy. Hypersensitivity is a reaction to a chemical or substance in certain individuals and has a basis in the immune system. Hypersusceptibility is an increased predisposition of certain individuals to react to a chemical. Because of biological variability among humans, some individuals respond to a chemical at a dose too low to produce a similar effect in others. Idiosyncrasy is a genetically determined hypersusceptibility. Allergic responses differ from the usual toxic responses in three ways. First, the allergic response does not

occur during the first exposure to an allergen, but is evident only after at least one previous exposure. In rare occasions, an allergic response can occur on the first exposure to a chemical if the individual has already developed a hypersensitivity toward a closely related chemical. For example, people allergic to one kind of penicillin are usually allergic to other penicillins as well. Second, allergy is specific to both the allergen and the individual. Unlike in a toxic response, in which everyone exposed develops the response if a sufficient dose is administered, only a small fraction of the exposed population is sensitized by an allergen, regardless of the dose. Third, the amount of a chemical required to elicit an allergic response is usually much less than that required to produce a toxic response. There are four types of hypersensitivities (allergies): immediate, cytotoxic, immune-complex, and delayed. Each differs from the others in the mechanism of induction and the responses produced. Immediate hypersensitivity is the most common form of allergy. Delayed hypersensitivity is the second most common, whereas cytotoxic and immune-complex hypersensitivities are relatively rare.

Текст 10:Pesticides

A pesticide is a toxic chemical substance or a mixture of substances or biological agents that are intentionally released into the environment in order to avert, deter, control and/or kill and destroy populations of insects, weeds, rodents, fungi or other harmful pests. Pesticides work by attracting, seducing and then destroying or mitigating the pests. Pests can be broadly defined as “ the plants or animals that jeopardize our food , health and / or comfort ”.The use of pesticides has increased many folds over the past few decades. According to an estimate, about 5.2 billion pounds of pesticides are used worldwide per year. The use of pesticides for pest mitigation has become a common practice all around the world. Their use is not only restricted to agricultural fields, but they are also employed in homes in the form of sprays, poisons and powders for controlling cockroaches, mosquitoes, rats, fleas, ticks and other harmful bugs. Due to this reason, pesticides are frequently found in our food commodities in addition to their presence in the air. Pesticides can be natural compounds or they can be synthetically produced. They may belong to any one of the several pesticide classes. Major classes include organochlorines, carbamates, organophosphates, pyrethroids and neonicotinoids to which most of the current and widely used pesticides belong. Pesticide formulations contain active ingredients along with inert substances, contaminants and occasionally impurities. Once released into the environment, pesticides break down into substances known as metabolites that are more toxic to active ingredients in some situations.Pesticides promise the effective mitigation of harmful bugs, but unfortunately, the risks associated with their use have surpassed their beneficial effects. Non- selective pesticides kill non-target plants and animals along with the targeted ones. Moreover, with the passage of time, some pests also develop genetic resistance to pesticides.

5. Содержание оценочных средств промежуточной аттестации

Промежуточная аттестация проводится в виде теста по итогам каждого модуля:

Модуль 1: <https://sdo.pimunn.net/mod/quiz/view.php?id=196789>

Модуль 2: <https://sdo.pimunn.net/mod/quiz/view.php?id=196790>

Модуль 3: <https://sdo.pimunn.net/mod/quiz/view.php?id=196791>

Модуль 4: <https://sdo.pimunn.net/mod/quiz/view.php?id=196792>

5.1 Перечень контрольных заданий и иных материалов, необходимых для оценки знаний, умений, навыков и опыта деятельности

5.1.1. Темы для устного сообщения, выносимые на экзамен по дисциплине иностранный язык (английский)

Вопрос	Код компетенции (согласно РПД)
1. Healthcare system in Russia.	УК-4, УК-5, ОПК-1
2. Medical institutions: polyclinic.	УК-4, УК-5, ОПК-1
3. Medical institution; hospitals.	УК-4, УК-5, ОПК-1
4. Epidemiology.	УК-4, УК-5, ОПК-1
5. Virology.	УК-4, УК-5, ОПК-1
6. Bacteriology	УК-4, УК-5, ОПК-1
7. Infectious diseases and their transmission.	УК-4, УК-5, ОПК-1
8. Disease outbreaks.	УК-4, УК-5, ОПК-1
9. Immunization	УК-4, УК-5, ОПК-1
10. Genetics	УК-4, УК-5, ОПК-1
11. Disinfection and disinfectants.	УК-4, УК-5, ОПК-1
12. Virus.	УК-4, УК-5, ОПК-1

6. Критерии оценивания результатов обучения

Результаты обучения	Критерии оценивания	
	Не зачтено	Зачтено
Полнота знаний	Уровень знаний ниже минимальных требований. Имели место грубые ошибки.	Уровень знаний в объеме, соответствующем программе подготовки. Могут быть допущены несущественные ошибки
Наличие умений	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки.	Продемонстрированы основные умения. Решены типовые задачи, выполнены все задания. Могут быть допущены несущественные ошибки.
Наличие навыков (владение опытом)	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки.	Продемонстрированы базовые навыки при решении стандартных задач. Могут быть допущены несущественные ошибки.
Мотивация (личностное отношение)	Учебная активность и мотивация слабо выражены, готовность решать поставленные задачи качественно отсутствуют	Проявляется учебная активность и мотивация, демонстрируется готовность выполнять поставленные задачи.

Характеристика сформированности компетенции*	Компетенция в полной мере не сформирована. Имеющихся знаний, умений, навыков недостаточно для решения практических (профессиональных) задач. Требуется повторное обучение	Сформированность компетенции соответствует требованиям. Имеющихся знаний, умений, навыков и мотивации в целом достаточно для решения практических (профессиональных) задач.
Уровень сформированности компетенций*	Низкий	Средний/высокий

6.1 Для тестирования:

Оценка «5» (Отлично) - баллов (100-90%)

Оценка «4» (Хорошо) - балла (89-80%)

Оценка «3» (Удовлетворительно) - балла (79-70%)

Менее 70% – Неудовлетворительно – Оценка «2»

6.2 Для перевода:

ЗАЧТЕНО			НЕ ЗАЧТЕНО
ИЗУЧАЮЩЕЕ ЧТЕНИЯ (ПЕРЕВОД)			
Полный перевод (100%) адекватный смысловому содержанию текста на русском языке. Текст – грамматически корректен, лексические единицы и синтаксические структуры, характерные для научного стиля речи, переведены адекватно	Полный перевод (100%–90%). Встречаются лексические, грамматические и стилистические неточности, которые не препятствуют общему пониманию текста, однако не согласуются с нормами языка перевода и стилем научного изложения.	Фрагмент текста переведён не полностью (2/3 – 1/2) или с большим количеством лексических, грамматических и стилистических ошибок, которые препятствуют общему пониманию текста.	Неполный перевод (менее 1/2). Непонимание содержания текста, большое количество смысловых и грамматических ошибок.

6.3. Для экзамена:

Результаты обучения	Оценки сформированности компетенций			
	неудовлетворительно	удовлетворительно	хорошо	отлично
Полнота знаний	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибки	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки, без ошибок

Результаты обучения	Оценки сформированности компетенций			
	неудовлетворительно	удовлетворительно	хорошо	отлично
Наличие умений	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продемонстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме.	Продемонстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания, в полном объеме, но некоторые с недочетами	Продемонстрированы все основные умения, решены все основные задачи с отдельными несущественным и недочетами, выполнены все задания в полном объеме
Наличие навыков (владение опытом)	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами	Продемонстрированы базовые навыки при решении стандартных задач с некоторыми недочетами	Продемонстрированы навыки при решении нестандартных задач без ошибок и недочетов
Характеристики сформированности компетенции*	Компетенция в полной мере не сформирована. Имеющихся знаний, умений, навыков недостаточно для решения профессиональных задач. Требуется повторное обучение	Сформированность компетенции соответствует минимальным требованиям. Имеющихся знаний, умений, навыков в целом достаточно для решения профессиональных задач, но требуется дополнительная практика по большинству практических задач	Сформированность компетенции и в целом соответствует требованиям, но есть недочеты. Имеющихся знаний, умений, навыков и мотивации в целом достаточно для решения профессиональных задач, но требуется дополнительная практика по некоторым профессиональным задачам	Сформированность компетенции полностью соответствует требованиям. Имеющихся знаний, умений, навыков и мотивации в полной мере достаточно для решения сложных профессиональных задач
Уровень сформированности компетенций*	-	-	-	-

Критерии оценки:

6.4. Изучающее чтение оригинального текста(перевод)

Уровни знаний	Описание уровня	Баллы
Высокий оценивается «отлично»	Полный перевод (100%) адекватный смысловому содержанию текста на русском языке. Текст – грамматически корректен, лексические единицы и синтаксические структуры, характерные для научного стиля речи, переведены адекватно.	5
Выше среднего оценивается «хорошо»	Полный перевод (100% - 90%). Встречаются лексические, грамматические и стилистические неточности, которые не препятствуют общему пониманию текста, однако не согласуются с нормами языка перевода и стилем научного изложения.	4
Средний оценивается «удовлетворительно»	Фрагмент текста, предложенного на экзамене, переведён не полностью (2/3 – ½) или с большим количеством лексических, грамматических и стилистических ошибок, которые препятствуют общему пониманию текста.	3
Низкий оценивается «неудовлетворительно»	Неполный перевод (менее ½). Непонимание содержания текста, большое количество смысловых и грамматических ошибок.	2-1

6.5. Краткая беседа с преподавателем на свободную тему, сообщение по теме

Уровни знаний	Описание уровня	Баллы
Высокий оценивается «отлично»	Речь грамотная и выразительная. Правильно используются лексико-грамматические конструкции, если допускаются ошибки, то тут же исправляются говорящим. Стилль научного высказывания выдержан в течение всей беседы. Объём высказывания соответствует требованиям. Говорящий понимает и адекватно отвечает на вопросы.	5
Выше среднего оценивается «хорошо»	При высказывании встречаются грамматические ошибки. Объём высказывания соответствует требованиям или не составляет более чем 20-25 предложений. Вопросы говорящий понимает полностью, но ответы иногда вызывают затруднения. Научный стиль выдержан в 70-80% высказываний.	4
Средний оценивается «удовлетворительно»	При высказывании встречаются грамматические ошибки, иногда очень серьёзные. Объём высказывания составляет не более ½. Как вопросы, так и ответы вызывают затруднение. Научный стиль выдержан не более чем в 30-40% высказываний.	3
Низкий оценивается «неудовлетворительно»	Неполное высказывание (менее ½), более 15 грамматических/лексических/фонетических ошибок, грамматически неоформленная речь.	2-1

Разработчик: ст. преподаватель Козловская Е.Ю.

Дата «18» февраля 2023 г.