

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



УТВЕРЖДАЮ  
проректор по учебной работе  
Е. С. Богомолова

« июня » 2020 г.

## **ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине **ИНОСТРАННЫЙ ЯЗЫК (английский)**

направление подготовки - **37.04.01 Психология**

профиль **Клиническая психология**

Квалификация выпускника:

**Магистр**

Форма обучения:

**очно-заочная**

Нижний Новгород

2020

Фонд оценочных средств по дисциплине «Иностранный язык (английский)» предназначен для контроля знаний по программе подготовки в магистратуре по направлению подготовки 37.04.01 «Психология», профиль «Клиническая психология».

### 1. Паспорт фонда оценочных средств по дисциплине «Иностранный язык (английский)»

Компетенция	Результаты обучения	Виды занятий	Оценочные средства
<b>ОПК-1</b>	готовность к коммуникации в устной и письменной формах на иностранном языке для решения задач профессиональной деятельности		
	<p><i>Знать:</i> - профессиональную терминологию</p> <p><i>Уметь:</i> - осуществлять профессиональную коммуникацию на русском и иностранном языках.</p> <p><i>Владеть:</i> навыками совершенствования и развития своего профессионального потенциала</p>	Практические занятия, самостоятельная работа	Письменный перевод иноязычного текста. Тесты. Кейсы. Терминологический словарь. Аннотация, резюме, тезисы. Устное сообщение, беседа по содержанию сообщения
<b>ПК-4</b>	готовность представлять результаты научных исследований в различных формах (научные публикации, доклады)		
	<p><i>Знать:</i> - особенности функционального научного стиля иностранного языка, необходимые для интерпретации научных иноязычных текстов и оформления собственного дискурса; - правила поведения в ситуациях межкультурного научного и профессионального общения в устной и письменной формах; - требования к содержанию и оформлению научных трудов на изучаемом языке, принятых в международной практике.</p> <p><i>Уметь:</i> осуществлять устную коммуникацию (делать презентации, доклады, участвовать в обсуждении); - писать тезисы, аннотации; - читать литературу на иностранном языке и оформлять извлечённую информацию в виде аннотации, перевода</p> <p><i>Владеть:</i> - работы с обширными базами информации на иностранном языке; - использования различных видов чтения на иностранном языке: просмотрового, ознакомительного, изучающего для обработки большого количества информации;</p>	Практические занятия, самостоятельная работа	Аннотация, резюме, тезисы, доклады, Терминологический словарь. Устное сообщение, беседа по содержанию, перевод научных материалов с русского на иностранный, с иностранного на русский, презентации и

Компетенция	Результаты обучения	Виды занятий	Оценочные средства
	- выступления перед аудиторией с сообщениями, презентациями, докладами по теме научного исследования; - компрессией информации для составления аннотаций, обзоров		

Текущий контроль по дисциплине «Иностранный язык (английский)» осуществляется в течение всего срока освоения данной дисциплины. Выбор оценочного средства для проведения текущего контроля на усмотрение преподавателя.

Промежуточная аттестация обучающихся по дисциплине «Иностранный язык (английский)» проводится по итогам обучения и является обязательной.

## 2. Критерии и шкала оценивания

Данная дисциплина предусматривает проведение традиционной формы аттестации в виде экзамена.

Индикаторы компетенции	ОЦЕНКИ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ				
	плохо	неудовлетворительно	удовлетворительно	хорошо	отлично
<b>Полнота знаний</b>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки.	Минимально допустимый уровень знаний. Допущено много негрубых ошибок.	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки, без ошибок.
<b>Наличие умений</b>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	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.
<b>Наличие навыков (владение опытом)</b>	Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	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.
<b>Мотивация (личностное)</b>	Полное отсутствие	Учебная активность и	Учебная активность и	Учебная активность и	Учебная активность и

<b>отношение)</b>	учебной активности и мотивации	мотивация слабо выражены, готовность решать поставленные задачи качественно отсутствуют	мотивация низкие, слабо выражены, стремление решать задачи качественно	мотивация проявляются на среднем уровне, демонстрируется готовность выполнять поставленные задачи на среднем уровне качества	мотивация проявляются на высоком уровне, демонстрируется готовность выполнять все поставленные задачи на высоком уровне качества
<b>Характеристика сформированности компетенции</b>	Компетенция в не сформирована. отсутствуют знания, умения, навыки, необходимые для решения практических (профессиональных) задач. Требуется повторное обучение	Компетенция в полной мере не сформирована. Имеющихся знаний, умений, навыков недостаточно для решения практических (профессиональных) задач. Требуется повторное обучение	Сформированность компетенции соответствует минимальным требованиям. Имеющихся знаний, умений, навыков в целом достаточно для решения практических (профессиональных) задач, но требуется дополнительная практика по большинству практических задач	Сформированность компетенции в целом соответствует требованиям, но есть недочеты. Имеющихся знаний, умений, навыков и мотивации в целом достаточно для решения практических (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 практических (профессиональных) задач.
<b>Уровень сформированности компетенций</b>	Нулевой	Низкий	Ниже среднего	Средний	Высокий

<i>код компетенции</i>	<i>оценка 5 «отлично»</i>	<i>оценка 4 «хорошо»</i>	<i>оценка 3 «удовлетворительно»</i>	<i>оценка 2 «неудовлетворительно»</i>
	<b>ИЗУЧАЮЩЕЕ ЧТЕНИЯ (ПЕРЕВОД)</b>			
<b>ОПК-1</b>	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, предложенного на экзамене, 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.

<b>ПРОСМОТРОВОЕ ЧТЕНИЕ</b>				
	Текст передан в сжатой форме адекватно содержанию текста, ограничен меньшим объёмом, полное изложение основного содержания фрагмента текста	Текст передан семантически адекватно, ограничен меньшим объёмом, но содержание передано недостаточно полно.	Текст передан в сжатой форме с существенным искажением смысла.	Передано менее 50% основного содержания текста, имеется существенное искажение содержания текста.
<b>УСТНАЯ КОММУНИКАЦИЯ (сообщение и собеседование по научной и профессиональной деятельности обучающегося)</b>				
	Речь грамотная и выразительная. Правильно используются лексико-грамматические конструкции, если допускаются ошибки, то тут же исправляются говорящим. Стиль научного высказывания выдержан в течение всей беседы. Объём высказывания соответствует требованиям. Говорящий понимает и адекватно отвечает на вопросы.	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.	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.	Неполное высказывание (менее ½), более 15 грамматических/лексических/фонетических ошибок, грамматически неоформленная речь.

<b>ИЗУЧАЮЩЕЕ ЧТЕНИЯ (ПЕРЕВОД)</b>				
<b>ПК-4</b>	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, предложенного на экзамене, переведён не полностью (2/3 – ½) или с большим количеством лексических, грамматических и стилистических ошибок, которые препятствуют общему пониманию текста.	Неполный перевод (менее ½). Непонимание содержания текста, большое количество смысловых и грамматических ошибок.
<b>ПРОСМОТРОВОЕ ЧТЕНИЕ</b>				
	Текст передан в сжатой форме адекватно содержанию текста, ограничен меньшим объёмом, полное изложение основного содержания фрагмента текста	Текст передан семантически адекватно, ограничен меньшим объёмом, но содержание передано недостаточно полно.	Текст передан в сжатой форме с существенным искажением смысла.	Передано менее 50% основного содержания текста, имеется существенное искажение содержания текста.
<b>УСТНАЯ КОММУНИКАЦИЯ (сообщение и собеседование по научной и профессиональной деятельности обучающегося)</b>				
	Речь грамотная и выразительная.	При высказывании встречаются	При высказывании встречаются	Неполное высказывание (менее ½)

<p>Правильно используются лексико-грамматические конструкции, если допускаются ошибки, то тут же исправляются говорящим. Стиль научного высказывания выдержан в течение всей беседы. Объём высказывания соответствует требованиям. Говорящий понимает и адекватно отвечает на вопросы.</p>	<p>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.</p>	<p>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.</p>	<p>½), более 15 грамматических/лексических/фонетических ошибок, грамматически неоформленная речь.</p>
--	--	--	---

### 3. Оценочные средства

Для входного контроля	Диагностический тест
Для текущего контроля	Лексико-грамматические тесты
	Перевод словосочетаний с терминами с русского языка на иностранный
	Перевод предложений с изученной грамматикой с иностранного на русский язык
	Собеседование по содержанию текста
Для рубежного (тематического) контроля	Письменный перевод статьи с иностранного языка на русский
	Составление аннотаций
	Перевод словосочетаний с терминами с русского языка на иностранный
	Собеседование по прочитанному тексту на иностранном языке
	Письменный перевод научной статьи на русский язык. Сообщение по заданной теме.
Лексико-грамматический тест, аннотация, сообщение, беседа, презентация.	

#### 3.1. Текущий контроль

##### 3.1.1 Контролируемый раздел дисциплины «лексика, грамматика»

###### Задание 1.

Variant 1		
1. Students ... many practical classes in IT last year.		
a) had	b) has	c) have had
2. He ... his entrance exams recently and entered the Medical University.		
a) passes	b) are passing	c) has passed
3. Tomorrow at 3 o'clock I ... in our scientific laboratory.		
a) will be working	b) has worked	c) works

4. Artificial metal joints ... in many cases now to replace the diseased joints.  
a) used                      b) are used\_                      c) will use
5. The doctor ... determine the origin of the disease for its successful treatment.  
a) must                      b) are able                      c) have
6. The doctor saw that the patient's eyes ... swollen.  
a) is                      b) were                      c) has been
7. The patient ... to the hospital was a 45-year-old female.  
a) admitting                      b) are admitted                      c) admitted
8. The vessels ... blood to the heart are called veins.  
a) carrying                      b) carried                      c) being carried
9. No physician can make a proper diagnosis without ... the patient.  
a) are examined    b) having examined                      c) will be examined
10. The doctor determined organic changes in the mitral valve ...  
a) to be clearly marked    b) has clearly marked    c) marks clearly
11. In gastric ulcers pain is found ... worse after meals.  
a) will be grown                      b) have been grown                      c) to grow
12. The patient ... the operation well, the danger of peritonitis was eliminated.  
a) have survived                      b) having survived                      c) are survived
13. If the foreign body had been present in the eye, there ... an edema.  
a) are                      b) would have been                      c) have been

TEST PAPER  
Variant 2

1. They ... an interesting lecture on IT yesterday.  
a) has                      b) will have                      c) had
2. Usually a surgical nurse ... instruments for the operation.  
a) prepares                      b) have prepared                      c) are preparing
3. He ... constantly ... at the library preparing for his classes.  
a) work                      b) is working                      c) have worked
4. During the operation the muscles from her back and abdomen ... to the thigh.  
a) transplants    b) has transplanted                      c) were transplanted
5. The heart ... pump blood harder to warm the body better.  
a) are able to                      b) am to                      c) has to

6. The doctor was told that the patient ... well the night before.  
a) is sleeping                      b) will sleep                      c) had slept
7. ... the necessary fluid we could continue our experiments.  
a) having obtained              b) obtained                      c) is obtaining
8. The method ... by him will help greatly to cure people.  
a) are developing              b) developed                      c) have developed
9. He told us of his ... to frequent heart attacks.  
a) being exposed              b) to be exposed                      c) exposes
10. The doctor expected the analyses ... normal.  
a) are                                      b) was                                      c) to be
11. The patient was considered ... some kidney disease.  
a) will have                      b) had had                                      c) to have
12. The physical examination ..., tenderness in the left lower part of the abdomen was revealed.  
a) being carried on              b) have carried on                      c) are carried on
13. If you follow the prescribed treatment, you ... soon.  
a) to be recovered              b) has recovered                      c) will recover

### TEST PAPER

#### Variant 3

1. Students ... many special subjects next year.  
a) has                                      b) will have                                      c) is having
2. Last year my father ... from regular attacks of chest pain.  
a) suffered                                      b) were suffered                                      c) am suffered
3. The investigator ... important findings before he finished his observations.  
a) are obtaining              b) had obtained                                      c) obtained
4. A patient ... by a famous cardiologist now.  
a) examine                                      b) are examining                                      c) is being examined
5. Aerobic microorganisms ... have oxygen for their life and growth.  
a) must                                      b) is able to                                      c) has to
6. The doctor was sure that the patient ... soon.  
a) will walk              b) would walk                                      c) have been walking
7. Physical overstrain increases the incidence of heart attacks in people ... from angina pectoris.  
a) suffering                                      b) were suffered                                      c) suffers
8. The device ... in our scientific laboratory is up-to-date.  
a) is used                                      b) are being used                                      c) used



9. The cardiologist insisted on ... an electrocardiogram as soon as possible.  
a) to take                      b) taking                      c) has taken
10. She considers him ... a promising scientist.  
a) is                              b) to be                      c) were
11. Nausea is known ... in some stomach diseases.  
a) to develop                      b) will develop                      c) develops
12. In chronic cholecystitis patients complain of pain in the right hypochondrium, it ... to the right shoulder.  
a) radiating                      b) are radiated                      c) has radiated
13. Had you consulted the doctor in time you ... .  
a) is not hospitalized                      b) wouldn't have been hospitalized                      c) wouldn't hospitalized

TEST PAPER  
Variant 4

1. The patient ... the disease of the joints in his childhood.  
a) have                              b) will be having                      c) had
2. Every mother ... for her children.  
a) cares                              b) are cared                      c) to care
3. Now my father ... a bed regimen because he has a bad heart disease.  
a) to follow                      b) is following                      c) are followed
4. A patient suffering from a disease ... by several specialists next week.  
a) will examine                      b) to examine                      c) will be examined
5. Pneumococci ... be revealed in the alveoli of the lung in lobar pneumonia.  
a) is to                              b) can                              c) has to
6. The nurse said that she ... this patient's blood count already.  
a) had made                      b) are making                      c) made
7. ... the patient's past history the physician made a correct diagnosis.  
a) having investigated                      b) are investigating                      c) to be investigated
8. The experiment... by the scientist was a success.  
a) made                              b) are making                      c) is made
9. On ... of an acute pain in the heart the patient was allowed to sit up.  
a) relieving                      b) to relieve                      c) being relieved
10. The physician did not expect the tissues of the spleen ... in the disease.  
a) is involved                      b) has involved                      c) to be involved
11. The patient was known ... for gangrenous appendicitis a year before.







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) I 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

### 3.1.2. Контролируемый раздел дисциплины «Письменная профессиональная коммуникация»

#### Задание 1.

##### TEST 1

#### DRUG ABUSE AND DEPENDENCE

Drug abuse is an area in which terminology can be confusing.

By the term abuse, we don't simply mean use. We mean that the drug is being used to a degree which causes either physical harm to the user or damage to his relationships or to those around him. Nor is abuse the same thing as dependence. By dependence, we mean that the user cannot do without the drug. This includes psychological dependence where the drug is regarded as an indispensable prop in the user's life and he is consequently not motivated to stop using it. But the main form of dependence with which we are concerned is true physical addiction. This is due to a direct chemical effect of a drug on the body. If the person stops taking the drug, very unpleasant and sometimes dangerous withdrawal effects occur. But addiction or dependence is not the same thing as abuse. Some drugs can be abused, but are not addictive.

What do you think is the greatest drug abuse problem in Britain? Do you think it might be heroin or cocaine, or some other exotic compound that makes headlines in the press? No. In fact the most serious problem of abuse is with alcohol. This causes a huge amount of death, disease, crime, family break-up and economic loss to the country. Second comes tobacco which is legal, but causes the deaths of 100000 people in Britain every year, as well as enormous costs to the National Health Service and to the economy in terms of working days lost. The third most important drugs of abuse are medically prescribed minor tranquilizers. Like alcohol and tobacco, these are addictive.

#### I. Choose the correct answer – a), b), c) or d). Only one answer is possible:

1. Abuse means that
  - a) the drug is being used to a degree which causes physical harm to the user or damages his relationships or those around him
  - b) the user cannot do without the drug
  - c) there exists psychological dependence to the drug
  - d) you take 3 or 4 drugs at once
2. What is meant by dependence?
  - a) the drug causes physical harm to the user
  - b) the user cannot do without the drug
  - c) the state of delirium
  - d) the state of discomfort
3. Which are the 2 types of dependence?
  - a) moral and sexual
  - b) psychological and moral
  - c) physical addiction and fatigue
  - d) psychological dependence and physical addiction
4. Drugs causing the greatest problems of abuse in Britain are
  - a) heroin or cocaine

- b) alcohol, tobacco and minor tranquilizers
  - c) marihuana
  - d) hallucinogens
5. Tobacco causes the deaths of \_\_\_\_\_ people in Great Britain every year.
- a) 50000
  - b) 60000
  - c) 100000
  - d) 200000

**TEST 2****SLEEP AND DREAMS**

Sleep is very important to humans; the average person spends 220,000 hours of a life-time sleeping.

Scientists study the body characteristics that change during sleep, such as body temperature, brain waves, blood pressure, breathing, and heartbeat. They also study rapid eye movement (REM). These scientists have learned that there is a kind of sleep with REM and another kind with no rapid eye movement (NREM).

Sleep is a biological need, but your brain never really sleeps. The things that were on your mind during the day are still there at night. They appear as dreams, which people have been discussing for centuries. At times people believed that dreams had magical powers or that they could tell the future.

Sometimes dreams are terrifying but they are usually a collection of scattered, confused thoughts. If you dream about something that is worrying you, you may wake up exhausted, sweating, and with a rapid heartbeat. Dreams have positive effects on our lives. During a dream, the brain may concentrate on a problem and look for different solutions.

Researchers say that normal people may have four or five REM periods of dreaming a night. Each period of dreaming is a little longer, the last one lasting up to an hour. Dreams also become more intense as the night continues.

People dream in colour, but many don't remember the colours. Some people get relief from bad dreams by writing them down and then changing the negative stories or thoughts into positive ones on the written paper. Then they study the paper before they go to sleep again.

**I. Choose the correct answer – a), b), c) or d). Only one answer is possible:**

1. The average person spends \_\_\_\_\_ hours of a lifetime sleeping.
  - a) 100,000
  - b) 220,000
  - c) 225,000
  - d) 280,000
2. What is REM?
  - a) no rapid eye movement
  - b) rapid head movement
  - c) slow body movement
  - d) rapid eye movement
3. Does your brain really sleep?
  - a) never
  - b) often
  - c) sometimes
  - d) at times

4. Dreams are usually
  - a) a collection of frightening pictures
  - b) a mixture of colours and lines
  - c) a collection of scattered confused thoughts
  - d) a collection of endings
5. Some people get relief from bad dreams by
  - a) writing the dreams down
  - b) studying the paper they have written down their dreams on
  - c) changing the negative stories into positive ones
  - d) writing the dreams and then changing the negative stories into positive ones on a written paper

### TEST 3

### HEADACHES

Doctors say there are several kinds of headaches. Each kind begins in a different place and needs a different treatment. One kind starts in the arteries in the head. The arteries swell and send pain signals to the brain. Some of these headaches start with a change in vision. The person sees wavy lines, black dots, or bright spots in front of the eyes. This is a warning that a headache is coming. The headache occurs on only one side of the head. The vision is blurred, and the person may vomit from the pain. These headaches, which are called migraine headaches, are more frequent in women than in men. Sleep is the best cure for them. Cluster headaches, which also start in the arteries, are called cluster headaches because they come in clusters or groups for 2 or 3 months. Then they are no more for several months or even years. A cluster headache lasts up to 2 hours and then goes away. At the beginning of the headache, the eyes are red and watery. There is a steady pain in the head. When the pain finally goes away, the head is sore. Men have more cluster headaches than women do.

The muscle headache, which starts in the muscles in the neck or forehead, is caused by tension. A person works too hard, is nervous about something, or has problems at work, at school or at home. The neck and head muscles become tense, and the headache starts. A muscle headache usually starts in the morning and gets worse as the hours pass. There is a steady pain, pressure, and a bursting feeling. Usually aspirin doesn't help a muscle headache very much.

About 90 per cent of all headaches start in the head and neck muscles. Another 10 per cent start in the arteries.

#### **I. Choose the correct answer – a), b), c) or d). Only one answer is possible:**

1. Migraine headaches are more frequent in
  - a) men than in women
  - b) women than in men
  - c) children than in adults
  - d) girls than in boys
2. Migraine headaches start with
  - a) a change in vision
  - b) a severe pain in the posterior part of the head
  - c) a loss of vision
  - d) vomiting and nausea
3. Some headaches are called cluster headaches because they



- a) occur in only one side of the head
  - b) are intermittent in character
  - c) come in clusters or groups for 2 or 3 months
  - d) come in groups for 5 months
4. The muscle headache is caused by
- a) tension
  - b) microorganisms
  - c) relaxation
  - d) depression
5. Muscle headaches start
- a) in the evening
  - b) in the afternoon
  - c) at night
  - d) in the morning

#### TEST 4

### MAJOR DEPRESSIVE DISORDER

Major depressive disorder (also known as clinical depression, major depression, unipolar depression, or unipolar disorder) is a mental disorder characterised by an all-encompassing low mood accompanied by a low self-esteem, and loss of interest or pleasure in normally enjoyable activities.

Major depression is a disabling condition which adversely affects a person's family, work or school life, sleeping and eating habits, and general health. In the United States, approximately 3.4% of people with major depression commit suicide, and up to 60% of people who commit suicide have depression or another mood disorder.

The diagnosis of major depressive disorder is based on the patient's self-reported experiences, behavior reported by relatives or friends, and a mental status exam. There is no laboratory test for major depression, although physicians generally request tests for physical conditions that may cause similar symptoms. The most common time of onset is between the ages of 30 and 40 years, with a later peak between 50 and 60 years. Major depression is reported about twice as frequently in women as in men, and women attempt suicide more often, although men are at higher risk for succeeding.

Most patients are treated in the community with antidepressant medication and some with psychotherapy or counseling. Hospitalization may be necessary in cases with associated self-neglect or a significant risk of harm to self or others. A minority are treated with electroconvulsive therapy (ECT), under a short-acting general anesthetic. The course of the disorder varies widely, from one episode lasting months to a lifelong disorder with recurrent major depressive episodes. Depressed individuals have shorter life expectancies than those without depression, in part because of greater susceptibility to medical illnesses and suicide. Current and former patients may be stigmatized.

**Choose the correct answer – a), b), c) or d). Only one answer is possible:**

1. Mental disorder is characterized by
- a) a low self-esteem but a good mood
  - b) a high self-esteem and depression
  - c) a low mood, low self-esteem and loss of interest in life

- d) agitation and seizures
2. The most common time of onset is
- 90 years
  - 20-30 years
  - 30-40 years
  - in childhood
3. In the United States, approximately 3.4 % of people with major depression
- complain of headaches
  - suffer from low self-esteem
  - commit suicide
  - recover completely
4. Most patients in the community are treated with
- antidepressants
  - antidepressants, psychotherapy or counseling
  - tranquillizers
  - psychotherapy
5. Patients with major depressive disorder are more susceptible to
- committing suicide.
  - committing suicide and medical illnesses.
  - vomiting and nausea.
  - taking greater amounts of food

Ключи к тестовым заданиям по английскому языку

1	2	3	4	5	6
1a	1c	1b	1c	1a	1b
2c	2a	2a	2a	2c	2c
3a	3b	3b	3b	3a	3a
4b	4c	4c	4c	4a	4b
5a	5c	5a	5b	5a	5b
6b	6c	6b	6a	6b	6b
7c	7a	7a	7a	7a	7b
8a	8b	8c	8a	8a	8a
9b	9a	9b	9c	9a	9c
10a	10c	10b	10c	10b	10c
11c	11c	11a	11b	11a	11a
12b	12a	12a	12a	12b	12c
13b	13c	13b	13a	13a	13a

**TEST 1. DRUG ABUSE AND DEPENDENCE**

1 – a, 2 – b, 3 – d, 4 – b, 5 – c.

**TEXT 2. SLEEP AND DREAMS**

1 – b, 2 – d, 3 – a, 4 – c, 5 – d.



evaluated	
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 to ...	Статья рекомендована/может быть 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	В общем, ...
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.

### Задание 3. Кейсы.

#### *Case-studies (кейсы)* *Topic "Symptoms of diseases"*

READ THE ELEVEN descriptions which follow, using your dictionary as and when necessary.

What is the disease or illness being described in each case?

1. A disorder of the nervous system in which there are convulsions and loss of consciousness due to disordered discharge of cerebral neurons. In its more severe form, the patient may lose consciousness and fall to the ground in convulsions.
2. A condition where tissues die and decay as a result of bacterial action because the blood supply has been lost through injury or disease of the artery. Infected limbs may have to be amputated.
3. A condition where the lens of the eye gradually becomes hard and opaque.
4. A slow, progressive disorder of elderly people, it affects the parts of the brain which control movement. The symptoms include trembling of the limbs, a shuffling walk and difficulty with speaking.

5. An infectious disease, its commonest form attacks the lungs, causing patients to lose weight, cough blood and have a fever. It is caught by breathing in germs or eating contaminated food, especially unpasteurised milk.
6. A hereditary disease of the pancreas or mucoviscidosis, leading to malfunction of the exocrine glands. Symptoms include loss of weight, abnormal faeces and bronchitis. If diagnosed early, it can be controlled with vitamins, physiotherapy and pancreatic enzymes.
7. A serious bacterial disease spread through infected food or water. The infected person suffers stomach cramps, diarrhoea, cramp in the intestines and dehydration. The disease is often fatal and vaccination is only effective for a relatively short period.
8. A serious, infectious disease of children, its first symptoms are a sore throat, followed by a slight fever, rapid pulse and swelling of the glands in the neck. A membrane-like structure forms in the throat and can close the air passages, asphyxiating the patient. The disease is often fatal for this reason or because the heart becomes fatally weakened.
9. A disorder of the brain, mainly due to brain damage occurring before birth or due to lack of oxygen during birth. The patient may have bad coordination of muscular movements, impaired speech, hearing and sight, and sometimes mental retardation.
10. A virus disease, it can take a long time, even years, for it to show symptoms. It causes a breakdown of the body's immune system, making the patient susceptible to any infection.
11. Inflammation of the membrane lining the intestines and the stomach, caused by a viral infection, and resulting in diarrhoea and vomiting.

#### Задание 4. Кейсы.

#### *Case-studies (кейсы)* *Topic "Triage system"*

There has been a terrorist bomb attack at a railway station, and you and your partner are among the first at the scene. Use the triage categories below and decide with your partner how to classify each victim.

CATEGORY	DESCRIPTION
<b>blue</b> - dead or expected to die	So badly injured that victim will die soon. Should be given painkillers to ease passing.
<b>red</b> - immediate	Victim could survive with immediate treatment.
<b>yellow</b> - observation	Condition is stable for the moment but requires watching (would receive immediate priority care under 'normal' circumstances).
<b>green</b> - wait	Victim will require a doctor's care within hours, but not immediately.
<b>white</b> - dismiss	Victim has minor injuries - first aid and home care are enough.

1. Child, about 11 - no bleeding - dazed and confused - doesn't squeeze hand when asked \_\_\_\_\_
2. Pregnant woman - can walk and talk - some bleeding from head \_\_\_\_\_
3. Elderly man - very bloody leg - unconscious - no breathing - no pulse \_\_\_\_\_
4. Teenage girl - no signs of bleeding - coughing and clear fluid coming from ears \_\_\_\_\_

5. Man, mid-twenties - minor bleeding - conscious but not disorientated - slow breathing rate \_\_\_\_\_
6. Woman, about 50 - walking around - says she cannot hear anything - has pains in the chest \_\_\_\_\_
7. Teenage boy - cuts on face - very pale - sitting on the ground and falling asleep \_\_\_\_\_
8. Young woman - no pulse - no bleeding - no response when you clear her airway \_\_\_\_\_
9. Young woman - no signs of injuries - vomiting and constant shaking and will not stop crying - 30 breaths per minute \_\_\_\_\_
10. Middle-aged man - broken arm - large chest wound - unconscious - breathing erratic \_\_\_\_\_
11. Elderly woman - clear fluid running out of nose- walking around but is confused and angry \_\_\_\_\_
12. Elderly woman - coughing up blood, severe pain in her chest and difficulty breathing \_\_\_\_\_
13. Middle-aged man - has lost leg - massive bleeding - conscious and talking \_\_\_\_\_
14. Young man - bruises and some bleeding on arms and legs - confused and complaining of headache and ringing in the ears \_\_\_\_\_
15. Child, about four - clinging to his mother who is not injured - pale, with moist skin - rapid breathing and rapid pulse \_\_\_\_\_
16. Child, about four - lying on ground with black skin caused by burns - appears not to be in pain \_\_\_\_\_
17. Young woman - skin has painful red burnt areas-has cuts on her leg but walking \_\_\_\_\_

### **Задание 5. Кейсы.**

#### **Case Study**

**Using the prescribing information which follows, choose the most appropriate antibiotic for these patients.**

1. A four-year-old boy with meningitis due to pneumococcus. He is allergic to penicillin.
2. A 10-year-old girl with a history of chronic bronchitis now suffering from pneumonia. The causative organism is resistant to tetracycline.
3. A 7-year-old girl with cystitis.
4. A 4-year-old girl with septic arthritis due to haemophilus influenza.
5. A 12-year-old boy with left leg fracture above the knee following a road traffic accident.
6. A 15-year-old girl with endocarditis caused by strep. viridans.
7. A 13-year-old girl with disfiguring acne.
8. An 8-year-old boy with tonsillitis due to  $\beta$ -haemolytic streptococcus.
9. A 3-year-old boy with otitis media.
10. A 4-year-old unimmunised sibling of a 2-year-old boy with whooping cough.

#### **Erythromycin**

**Indications:** alternative to penicillin in hypersensitive patients; sinusitis, diphtheria and whooping cough prophylaxis; chronic prostatitis.

**Cautions:** hepatic impairment.

**Contra-indications:** contra-indicated in liver disease.

**Side-effects:** nausea, vomiting, diarrhoea after large doses.

**Dose: by mouth:** 250-500 mg every 6 hours;

CHILD: 125-250 mg every 6 hours,

*Syphilis:* 20 g in divided doses over 10 days.

*By slow intravenous injection or infusion:* 2g daily; in divided doses, increased to 4 g in severe infections;

CHILD: 30-50 mg/kg daily in divided doses.

### Gentamicin

**Indications:** septicaemia and neonatal sepsis; meningitis and other CNS infections; biliary tract infection, acute pyelonephritis or prostatitis, endocarditis caused by *Strep. viridans* or *faecalis* (with penicillin).

**Cautions:** increase dose interval in renal impairment (see below).

**Contra-indications:** pregnancy, myasthenia gravis.

**Side-effects:** vestibular damage, reversible nephrotoxicity.

**Dose: by intramuscular injection or slow intravenous injection or infusion:** 2-5 mg/kg daily, in divided doses every 8 hours. In renal impairment the interval between successive doses should be increased to 12 hours when the creatinine clearance is 30-70 ml/minute, 24 hours for 10-30 ml/minute, 48 hours for 5-10 ml/minute, and 3-4 days after dialysis for less than 5 ml/minute; CHILD: up to 2 weeks, 3 mg/kg every 12 hours; 2 weeks-12 years, 2 mg/kg every 8 hours. *By intramuscular injection* in divided doses every 8 hours.

### Phenoxymethylpenicillin (Penicillin V)

**Indications:** tonsillitis, otitis media, rheumatic fever prophylaxis, endocarditis prophylaxis.

**Cautions: Contra-indications: Side-effects:** see under Benzylpenicillin.

**Dose:** 250-500 mg every 6 hours, at least 30 minutes before food; CHILD: every 6 hours, up to 1 year 62.5 mg, 1-5 years 125 mg, 6-12 years 250 mg

### Tetracycline

**Indications:** exacerbations of chronic bronchitis; infections due to brucella, chlamydia, mycoplasma, and rickettsia; severe acne vulgaris.

**Cautions:** breast-feeding; rarely causes photosensitivity. Avoid intravenous administration in hepatic impairment.

**Contra-indications:** renal failure, pregnancy, children under 12 years of age.

**Side-effects:** nausea, vomiting, diarrhoea; super-infection with resistant organisms; rarely allergic reactions.

**Dose: by mouth:** 250-500 mg every 6 hours

*Syphilis:* 30-40 g in divided doses over 10-15 days

Non-gonococcal urethritis: 500 mg 4 times daily for 10-21 days.

*By intramuscular injection:* 100 mg every 8-12 hours, or every 4-6 hours in severe infections.

*By intravenous infusion:* 500 mg every 12 hours; max. 2 g daily

### Ampicillin

**Indications:** urinary-tract infections, otitis media, chronic bronchitis, invasive salmonellosis, gonorrhoea.



**Cautions: Contra-indications: Side-effects:** see under Benzylpenicillin; also erythematous rashes in glandular fever and chronic lymphatic leukaemia; reduce dose in renal impairment.

**Dose: by mouth:** 0.25-1 g every 6 hours, at least 30 minutes before food;

Gonorrhoea: 2g as a single dose repeated for women.

Urinary-tract infections: 500 mg every 8 hours.

**By intramuscular injection or intravenous injection or infusion:** 500 mg every 4-6 hours; higher doses in meningitis

CHILD: any route, 1/2 adult dose.

### **Benzylpenicillin (Penicillin G)**

**Indications:** tonsillitis, otitis media, streptococcal endocarditis, meningococcal and pneumococcal meningitis, prophylaxis in limb amputation.

**Cautions:** history of allergy; renal impairment.

**Contra-indications:** penicillin hypersensitivity.

**Side-effects:** sensitivity reactions, fever, joint pains; angioedema; anaphylactic shock in hypersensitive patients; diarrhoea after administration by mouth.

**Dose: By intramuscular injection:** 300-600 mg 2-4 times daily; CHILD up to 12 years: 10-20 mg/kg daily; NEONATE: 30 mg/kg daily

**By intravenous infusion:** up to 24 g daily

Prophylaxis in dental procedures and limb amputation.

#### **Задание 6. Кейсы.**

#### **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	orthopedic surgeon
anesthesiologist	otolaryngologist
colon and rectal surgeon	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? \_\_\_\_\_.

### **3.1.3. Контролируемый раздел дисциплины «Устная профессиональная коммуникация»**

**Задание 1. Ответьте на вопросы по теме:**

**Примерные вопросы к собеседованию по теме  
«Научная и профессиональная деятельность обучающегося»**

1. Do you do any research?
2. What is your medical specialty?
3. What is the subject of your research?
4. Is your supervisor a highly skilled psychologist?
5. Is your supervisor a highly experienced scientist?
6. In what field of psychology is he famous for his investigations?
7. Is your supervisor the author of any books?
8. At what problem do you work under his guidance?
9. Do you have all the necessary equipment to carry out your research?
10. What medical equipment and instruments do you use in your investigations?
11. What equipment do you use for carrying out experiments and tests?
12. Do you use computers to record and analyze the data?
13. Is the subject matter of your research of great importance? Why?
14. What is the purpose of your research?
15. Have you published any articles devoted to you research?
16. What parts does your report consist of?
17. What part discusses the introductory account of the theory?
18. What part deals with the methods of research?
19. What part presents a detailed account of the experiment results?
20. When are you going to make a report?
21. Does your research present a new trend in psychology?
22. Does the paper include the description of a new method?
23. Is it important to read journals in your field?
24. Is it important to test the results?
25. How do you get information in your field?
26. Is your new research project under way?
27. When you read a research article, which section do you read first? Why?

28. What are the main problems encountered in designing a research study?
29. What research study are you interested in?
30. What makes a good presentation of a material, in your opinion?
31. Have you participated in any Conference?
32. Where was the Conference held?
33. Was the Conference a success?
34. Did the Programme Committee create an appealing programme?
35. Did the programme contain plenary lectures, topic workshops, poster sessions and refresher courses?
36. What topical workshops were presented during the Congress?
37. How many posters were displayed?
38. Was the poster area a hub of activity and discussions during the days of the Congress?
39. What refresher courses were organized?
40. What did the participants learn about?
41. Did you submit abstracts containing new and exciting findings?
42. Did the committee publish the proceedings of the congress?
43. What did the proceedings of the congress include?
44. Under whose presidency was the Congress held?
45. What was the number of registered participants and guests of the Organizing Committee?
46. Who was the main speaker of the session?
47. Were pre-prints of the main congress lectures and of the contributions available to participants before meeting?
48. Where were the participants of the Congress accommodated?
49. Was a scientific exhibition arranged at the Congress?
50. Did you make a presentation at the Congress? Was it effective?

### **Задание 2.**

#### **Подготовьте сообщение по теме своей специальности и научного исследования**

I am a ...of the ... . I am interested in .... because I ... am a ... doctor. ... diseases are the most important areas of medicine. ... are\ is the subject of my research. My supervisor is a highly skilled psychologist and a highly experienced scientist. He is famous for his investigations in this field of psychology. My scientific supervisor is the author of some books and many articles on this problem. As to me I work under his guidance at this problem. I try to work out a new method of diagnostics. I am glad to say we have all the necessary equipment to carry out research work in the field of ... . We have got up to date apparatuses, devices and instruments for carrying out experiments and tests. The doctors of our departments use modern infusion devices, X-ray diagnostic machines, ultrasonic apparatuses, microscopes and so on. Some of the research workers use computers, which help them to record and analyze the data.

The subject matter of my research is of great importance. I have read a lot of literature in English concerning the scientific problem of my research. The purpose of it is to find out ... and to use it in practice. I have published many articles devoted to this problem and I hope to publish an article abroad. I hope to present my report to the ... this year.

### **Задание 3.**

#### **Подготовьте презентацию по теме своего исследования и специальности**

**Презентация научного материала**

**1. Getting Started**

**a). Opening Address**

Hello. Thank you all **for coming**.

As you all know, I'm the Head of the Biology Department.

**Let me first express our sincere thanks** to you for accepting our invitation and for participating **in** the present meeting.

**It is a great pleasure and a great honor** for me to open this two-day International Symposium.

**We are delighted to see** that such a great number of distinguished scientists have accepted the invitation **to** this conference.

**It's good to have** Dr. Mogasser here.

**I would like to thank** the departments of Physics and Biology for sponsoring this symposium.

**We are very grateful to** Professor Bright and his collaborators for making this conference a reality. **I have the honor and pleasure today of** greeting you.

**I wish you a pleasant stay at our meeting** and a useful exchange of ideas and opinions.

**I am very pleased to offer my best wishes for** a successful conference.

**Personally, may I wish you pleasant days** here and many fruitful discussions.

**I am sure you will find the opportunity for** useful discussions.

**I hope that you will also have a chance** to see and experience Russia while you are here.

**I'm sure we will achieve a clear understanding of** several outstanding questions.

**By** the end of this session you'll know **about** the new research.

**I run the department of** Chemistry. In addition I teach, **supervise graduate students**.

I am a biologist and **I work for** the Academy of Sciences.

**I work for** "The Center **for** Northern Studies and Research" now. **I am a professor at the University** of Oslo.

**My area of research** is the population dynamics of marine animals. I am also **the Director of** the Research Center.

✧ .....  
.....  
.....  
.....

.....  
**b). 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?

OK, are we ready to start?

☀  
.....  
.....  
.....  
.....  
.....

**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**...

☀ – add your ideas

It should be kept in mind that...

It's worth doing this.

Mr. Clark asked me to present my ideas.

Today I'd like to present a solution.

I hope that you'll give your ideas and comments.

First, I'd like to outline the main areas **of** growth.

I have a handout with the main points of my presentation.

☀  
.....  
.....  
.....  
.....

## 2. Moving on Dialog

### a) Moving on

I'd now like to change direction (and talk about)...

Next I'd like to move **on to** the next point / issue / to look **at**...

Let me turn (now) **to**...

Now I call **to**...

I'm coming on to speak **about**...

Now we may pass **to** the next item (**on** the agenda).

That leads me **to** the second point.

Here we can say...

This brings me **to** my next question.

We may pass these details.

Furthermore / Moreover...

**On** the one hand... (and **on** the other hand).

Besides these (factors)...

Firstly, secondly, thirdly, fourthly...

Let's leave that.

Let's get back **to**...

That's why...

As a result... / Therefore / so...

So, what is the solution **to** this problem?

Well, there are two possible solutions.

So, that's an overall look at the situation.

So, could we move on?

★ – add your ideas

Let's now look at predictions **for** the next year.

The good news is that we've just began a new research.

To sum up, we've done better this year than ever before.

Unfortunately, the number of new clinics was below target.

I'm sorry to say that...

Sadly, we will not be able to...

It is unfortunate that...

Unfortunately / regrettably, we won't be able to...

You'll be happy to know that...

In short, we need to improve our service.

There could / may / might (not) be positive results **from** this.

This is excellent / very good / better than we had expected.

This is disappointing / This is worse than expected

This is not very good **for** this time **of** year.

**For** the next six months / For this period...

**For** this point in the five-year business-plan...

Over this two-year period...

☆ .....  
.....  
.....  
.....

**b). 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.

☆ – add your ideas

That's an overall look **at** the problem.

There are three options / items (in our discussion).

We can continue / go **on** as we are.

☆ .....  
.....  
.....  
.....  
.....

**3. Statistics, figures**

1/2 – half / a half / one-half

1/3 – a third / one-third

1/4 – quarter / a quarter / one-quarter

2/3 – two-thirds

3/4 – three-quarters

5/8 – five-eighths

84.749 – eighty-four point seven four nine

74.750 – seventy-four point seven five oh

\$25.50 – twenty-five dollars fifty cents

€67.25 – sixty-seven euros twenty-five cents

29% – twenty-nine per cent

-5.4 – minus five **point** four

The number has doubled/trebled (3 times **as** big / much)

The number “x” in 2010 was **double**, (**triple** / three times) than in 2000.

“x” was **twice** (three times) as effective as “y”.

Their role in healthcare is **twofold** (2 times bigger).

The number has leveled **out**.

Staff numbers have stabilized / stayed the same.

The results reached a high / low point.

Almost / nearly 10 per cent **of** patients responded.

Only **about** one quarter (1/4) of the people replied.

**Over** two-fifths (2/5) of the population have these results.

**Around / approximately** 100 students answered our questionnaire.

There was a fall **in** the number of complaints last year.

We'll make a loss **of** \$20 000 this year.

☆ – add your ideas

You can see this number **in** the third column: - 88.

This year the number has gone **up to** 50.

Sales of these drugs peaked in May.

The results are still **below** prediction.

There'll be a dramatic / significant rise **in** prices.

The resources dropped dramatically.

Birth rate began to increase gradually.

There was an increase **of** 5%.

The rise was in the range **of** 20° to 30°.

The temperature stayed more or less the same.

The average home in Europe has 2.4 children.

Just less than / under 20% **of** the patients were women.

The graph shows a rise **in** the number of hospitals.

☆ .....  
.....  
.....  
.....  
.....

**4. Visual Aids**

You can see **from** the slide that I'm going to cover 3 points.

I'll leave this **up** as I talk.

**On** the next slide you can see the new model.

Let's look **at** these figures more closely.

I'll do a quick break **down** for you **on** the flipchart.

Let me find the relevant slide.



The vertical axis represents the main symptoms.

Each line **on** the graph features one **of** our methods.

This table shows the extra features.

The models are listed here **in** the top row.

Positive effects have increased dramatically.

From the slide you can see clearly how the process works.

The point is illustrated **in** this pie chart.

The laboratories are **in** this area **at** the top of the plan.

The system can be seen **in** this flow chart.

Take a look at this graph and you'll see...

As you can see **from** the slide / graph / chart...

---

✳ – add your ideas

Here is the next slide. This shows...

Let's look at another example which is **on** the following slide.

I'd also like to draw your attention **to**...

Right here you can see...

Notice the...

Let me go **back to** the video and show you the clip again.

Just a moment / minute while I'm looking **for** the slide.

According **to** the graph the number is...

The months are shown **along** the bottom / the horizontal axis.

Each line indicates the progress.

The third most popular / the second biggest / the fourth.

The least commonly used / the least popular...

**At** / **on** the top...

**At** the bottom... (~~on the bottom~~)

**On** the left / the right...

**In** the middle / center...

**In** the top / bottom left / right-hand corner...

You can see the extra features **for** each model **in** this table.

The features **for** each model are shown **in** the table.

The extra features appear **on** this slide.

\* \* \*

The projector / computer doesn't seem to be working.

The computer is not working properly.

Does anyone know how it works?

I'll adjust it. Is that better?

There's a problem **with** it / the computer.

I'm afraid there is (a technical) problem **with** it.

I can't get it **to** work.

Can / could anyone help me **with** this?

**Which** key / switch / button do I need to press?

Can / could you move the slide **down / up / sideways?**

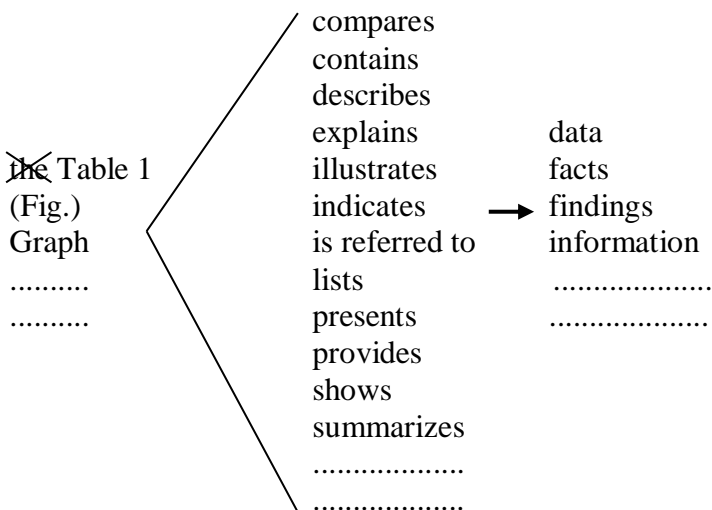
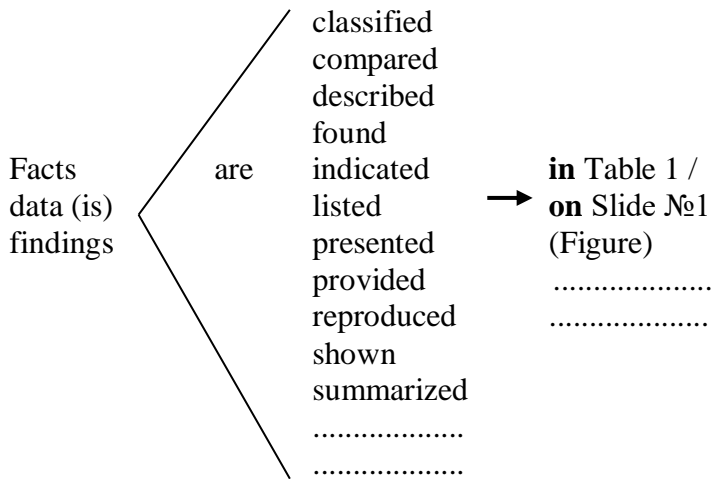
I'll focus it. Is that clearer now?

The lights have gone **off**.

There must be a problem **with** the microphone / light.

We'll make a stop / resume some points **until** it's repaired.

✱ .....  
.....  
.....  
.....  
.....



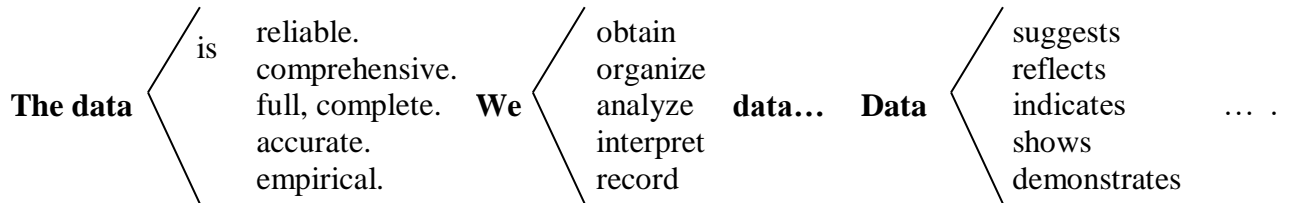
The main message **of** Table 2 is that...  
 See Table 2 / Slide №2  
 Refer **to** T. 2 / the next Slide  
 Look **at** T. 1 / the first Slide

> **for** this information

As you can see (understand) **from** this table / picture / class...

If you look **at** this picture / table / curve...  
 Pay attention **to** Slide №2.  
 It's (quite) clear **from** these figures / data..., that...

☆ – add your ideas



☆ .....  
 .....

**3.1.4. Контролируемый раздел дисциплины «Лексика, фонетика»**

**Задание 1. Составьте терминологический словарь.**

**ТЕРМИНОЛОГИЧЕСКИЙ СЛОВАРЬ**  
**по теме: “Conference” / Meeting**

<p><b>1. Conference / Meeting</b></p> <p>to call                  to organize                  to fix                  to arrange                  to schedule                  to hold a conference                  panel meeting / session                  briefing meeting                  opening session                  final sitting                  to write up the minutes                  to take the minutes                  to submit an abstract                  to sit on committees                  to take the floor, to address the meeting                  to fix time-limit; to set up                  to make a statement / a proposal / recommendation                  voting</p>	<p><b>1. Конференция / Заседание</b></p> <p>организовать / назначить встречу / заседание</p> <p>проводить конференцию                  совещание / заседание специалистов                  инструктивное совещание/заседание                  открытие конференции                  заключительное заседание                  оформить / заполнить протокол                  вести протокол                  представить тезисы                  быть членом комитета                  брать слово, выступать                  установить регламент                  сделать предложение / рекомендовать                  голосование                  Кто за / против?</p>
--	---

<p>All in favor? / Those against?  Can we have a quick show of hands?  The proposal is accepted / rejected.  to put a question to the vote  matters arising  a wide range of argent / pressing problems / issues  to raise other issues  to solve the problem  to make / take / reach  to meet the interests  mutually acceptable  at the request of ...  to call the meeting to order  to keep the point  to ask the speakers to be brief  to take place  to resume  AOB (Any Other Business)  to be short of time  to keep the item to 10 minutes / 10 minutes per item  to run a little over / time out of  to be behind schedule  to get side-tracked  to be (not) (strictly) relevant  to cancel  to skip / to forget the item  to delay / to postpone / to put off  advance / preliminary registration  on-site registration</p> <p>deadline  to meet / respect a deadline  to go over / to miss a deadline</p> <p><b>2. Session</b></p> <p>afternoon, day-time session  ceremonial gala session  extraordinary session  full-day session  joint session  open / public session  workshop  agenda  items / points of the agenda  to stick <b>to</b> / to follow the agenda  to draw up the agenda  to run through the agenda  to put smth <b>on</b> the agenda</p> <p><b>3. Conference Program</b></p>	<p>Поднимите руки, пожалуйста.  Предложение принято / отклонено.  поставить вопрос на голосование  возникшие дела / проблемы  большой круг острых / срочных вопросов  поднять / обсудить другие проблемы  решать проблему  принять решение  удовлетворять интересы  взаимно приемлемый  по поручению / просьбе  призывать собрание к порядку  говорить по существу  попросить выступающих говорить кратко  проходить, иметь место  продолжить  другие вопросы (не по теме)  быть ограниченным по времени  выступать по вопросу не более 10 минут  опережать / отставать по времени  отставать от графика  отклониться от темы  (не) соответствовать теме  отменить  пропустить вопрос  отложить  предварительная регистрация  регистрация на месте (проведения  конференции)</p> <p>крайний срок  уложиться в срок  опоздать / не уложиться в срок</p> <p><b>2. Заседание</b></p> <p>дневное заседание  торжественное заседание  внеочередное заседание  заседание (полный рабочий день)  совместное заседание  открытое заседание  семинар  повестка дня  вопросы на повестке дня  придерживаться регламента  составить повестку дня  просмотреть повестку дня (“пройтись  по...”)  включить в повестку дня</p> <p><b>3. Программа Конференции</b></p>
--	---

<p>opening address welcome / welcoming address closing address / remarks keynote address awards ceremony training / tutorial course panel discussion</p> <p>round table discussion / talk to hold discussion book display / exhibition exposition board meeting council meeting draft program social program</p> <p><b>4. Participant</b></p> <p>chairperson to participate; participant associate participant full participant honorary participant registered participant referee / reviewer secretariat executive secretary scientific secretary to appoint / to elect a secretary speaker / reader</p> <p>invited speaker key / keynote / lead / main / major / principal speaker plenary speaker poster speaker</p> <p><b>5. Paper / Address</b></p> <p>to present a (scientific) paper background / key / keynote / lead / main / major / principal paper / address brief / short / summary paper contributed / free / voluntary / volunteer paper invited / solicited paper plenary paper poster paper review / overview paper section paper slide paper topical paper to reject / turn down a paper</p>	<p>вступительная речь, вступительное слово приветственная речь заключительная речь / слово основной доклад церемония вручения почетных наград учебные курсы дискуссия специалистов (в присутствии аудитории) дискуссия за “круглым столом” проводить дискуссию книжная выставка выставка, показ, экспозиция заседание правления заседание совета проект программы культурная программа</p> <p><b>4. Участник</b></p> <p>председатель участвовать; участник участник с неполными правами участник с полными правами почетный участник зарегистрированный участник рецензент секретариат исполнительный секретарь ученый секретарь назначать / избирать секретаря докладчик</p> <p>приглашенный докладчик основной докладчик пленарный докладчик стендовый докладчик</p> <p><b>5. Доклад</b></p> <p>представить (научный) доклад основной доклад</p> <p>краткий доклад доклад по инициативе участника заказной доклад пленарный доклад стендовый доклад обзорный доклад секционный доклад доклад с демонстрацией слайдов тематический доклад отклонить доклад рецензия печатный материал / для чтения</p>
---	---

<p>write-up / review printed / reading matters to proofread</p> <p><b>6. Party / Reception</b></p> <p>get-acquainted / get-together / ice-breaker party informal reception official / conference reception buffet social</p> <p><b>7. Services, Equipment</b></p> <p>bulletin / message / notice board display board technical services center / platform interpreters office language department lost and found / lost property department property office information desk earphones technical equipment lounge lobby</p>	<p>(с)корректировать, откорректировать (статью / рукопись)</p> <p><b>6. Приём</b></p> <p>приём с целью знакомства участников неофициальный приём официальный приём коктейльный приём</p> <p><b>7. Службы, Оборудование</b></p> <p>доска объявлений демонстрационный стенд / трибуна технический центр служба перевода бюро перевода бюро находок бюро находок бюро находок стол информации наушники техническое оборудование холл, комната для отдыха или ожидания кулуары</p>
---	--

### 3.2 Промежуточный контроль

*Структура экзамена.*

Экзамена включает в себя три задания.

1. Изучающее чтение оригинального текста по специальности. Объём – 2000 печатных знаков. Время выполнения работы – 45-60 минут, форма проверки – контроль умений перевода.
2. Беглое чтение оригинального текста по теме исследования или по теме специальности. Объём – 1000 печатных знаков. Время выполнения – 3-5 минут. Форма проверки – передача извлечённой информации на русском языке.
3. Беседа с экзаменаторами на иностранном языке по вопросам, связанным с темами курса.

#### 3.2.1. Контролируемый раздел дисциплины «Устная профессиональная коммуникация»

**Примерные вопросы к собеседованию по теме «Научная и профессиональная деятельность обучающегося»**

11. Do you do any research?
12. What is your medical specialty?
13. What is the subject of your research?

14. Is your supervisor a highly skilled psychologist?
15. Is your supervisor a highly experienced scientist?
16. In what field of psychology is he famous for his investigations?
17. Is your supervisor the author of any books?
18. At what problem do you work under his guidance?
19. Do you have all the necessary equipment to carry out your research?
20. What medical equipment and instruments do you use in your investigations?
21. What equipment do you use for carrying out experiments and tests?
22. Do you use computers to record and analyze the data?
23. Is the subject matter of your research of great importance? Why?
24. What is the purpose of your research?
25. Have you published any articles devoted to your research?
26. What parts does your report consist of?
27. What part discusses the introductory account of the theory?
28. What part deals with the methods of research?
29. What part presents a detailed account of the experiment results?
30. When are you going to make a report?
31. Does your research present a new trend in psychology?
32. Does the paper include the description of a new method?
33. Is it important to read journals in your field?
34. Is it important to test the results?
35. How do you get information in your field?
36. Is your new research project under way?
37. When you read a research article, which section do you read first? Why?
38. What are the main problems encountered in designing a research study?
39. What research study are you interested in?
40. What makes a good presentation of a material, in your opinion?
41. Have you participated in any Conference?
42. Where was the Conference held?
43. Was the Conference a success?
44. Did the Programme Committee create an appealing programme?
45. Did the programme contain plenary lectures, topic workshops, poster sessions and refresher courses?
46. What topical workshops were presented during the Congress?
47. How many posters were displayed?
48. Was the poster area a hub of activity and discussions during the days of the Congress?
49. What refresher courses were organized?
50. What did the participants learn about?
51. Did you submit abstracts containing new and exciting findings?
52. Did the committee publish the proceedings of the congress?
53. What did the proceedings of the congress include?
54. Under whose presidency was the Congress held?
55. What was the number of registered participants and guests of the Organizing Committee?
56. Who was the main speaker of the session?
57. Were pre-prints of the main congress lectures and of the contributions available to participants before meeting?
58. Where were the participants of the Congress accommodated?
59. Was a scientific exhibition arranged at the Congress?
60. Did you make a presentation at the Congress? Was it effective?

### **3.2.2. Контролируемый раздел дисциплины «Письменная профессиональная**

**коммуникация»**

**Задание1. Переведите текст** (тексты подбираются индивидуально с учетом научной специализации обучающегося).