

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



УТВЕРЖДАЮ
проректор по учебной работе
Е. С. Богомолова

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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

2024

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
УК-4.	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Практические занятия, самостоятельная работа	Письменный перевод иноязычного текста. Тесты. Кейсы. Терминологический словарь. Аннотация, резюме, тезисы. Устное сообщение, беседа по содержанию сообщения, перевод научных материалов с русского на иностранный, с иностранного на русский языки, презентации.
	<p>ИД-1_{УК-4.1}. Устанавливает и развивает профессиональные контакты в соответствии с потребностями совместной деятельности, включая обмен информацией и выработку единой стратегии взаимодействия;</p> <p>ИД-2_{УК-4.2}. Составляет, переводит и редактирует различные академические тексты (рефераты, эссе, обзоры, статьи и т. д.);</p> <p>ИД-3_{УК-4.3}. Представляет результаты академической и профессиональной деятельности на различных публичных мероприятиях, включая международные.</p> <p>ИД-4_{УК-4.4}. Аргументированно и конструктивно отстаивает свои позиции и идеи в академических и профессиональных дискуссиях на государственном языке РФ и иностранном языке</p>		
УК-5	Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	Практические занятия, самостоятельная работа	Аннотация, резюме, тезисы, доклады. Терминологический словарь. Устное сообщение, беседа по содержанию, перевод научных материалов
	<p>ИД-1_{УК-5.1}. Анализирует важнейшие идеологические и ценностные системы, сформировавшиеся в ходе исторического развития; обосновывает актуальность их использования при социальном и профессиональном взаимодействии;</p> <p>ИД-2_{УК-5.2}. Выстраивает социальное профессиональное взаимодействие с учетом особенностей основных форм научного и религиозного сознания, деловой и общей культуры представителей других этносов и конфессий, различных социальных групп;</p> <p>ИД-3_{УК-5.3}. Обеспечивает создание недискриминационной среды взаимодействия при выполнении профессиональных задач</p>		

Компетенция	Результаты обучения	Виды занятий	Оценочные средства
			риалов с русского на иностранный, с иностранного на русский, презентации
ОПК-2	Способен планировать, разрабатывать и реализовывать программы научного исследования для решения теоретических и практических задач в сфере профессиональной деятельности (на иностранном языке)		
	ИД-1опк-2.1 участвует в планировании и реализации научных исследований для решения теоретических и практических задач в сфере профессиональной деятельности (на иностранном языке)	Практические занятия, самостоятельная работа	Аннотация, резюме, тезисы, доклады, обзоры. Терминологический словарь. Устное сообщение, перевод научных материалов с русского на иностранный, с иностранного на русский, презентации

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
Полнота знаний	Отсутствие знаний теоретического материала. Невозмож-	Уровень знаний ниже минимальных требований. Имели место	Минимально допустимый уровень знаний. Допущено много негрубых	Уровень знаний в объеме, соответствующем программе подготовки. Допу-	Уровень знаний в объеме, соответствующем программе подготовки, без

	ность оценить полноту знаний вследствие отказа обучающегося от ответа	грубые ошибки.	ошибки.	щено несколько негрубых ошибок	ошибок.
Наличие умений	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 несущественными недочетами, выполнены все задания в полном объеме.
Наличие навыков (владение опытом)	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.
Мотивация (личностное отношение)	Полное отсутствие учебной активности и мотивации	Учебная активность и мотивация слабо выражены, готовность решать поставленные задачи качественно отсутствуют	Учебная активность и мотивация низкие, слабо выражены, стремление решать задачи качественно	Учебная активность и мотивация проявляются на среднем уровне, демонстрируется готовность выполнять поставленные задачи на среднем уровне качества	Учебная активность и мотивация проявляются на высоком уровне, демонстрируется готовность выполнять все поставленные задачи на высоком уровне качества
Характеристика сформированности компетенции	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 дополни-	Сформированность компетенции в целом соответствует требованиям, но есть недочеты. Имеющихся знаний, умений, навыков и мотивации в целом достаточно для решения практических (профессиональных) задач, но требу-	Сформированность компетенции полностью соответствует требованиям. Имеющихся знаний, умений, навыков и мотивации в полной мере достаточно для решения сложных практических (профессиональ-

			тельная практика по большинству практических задач	ется дополнительная практика по некоторым профессиональным задачам.	ных) задач.
Уровень сформированности компетенций	Нулевой	Низкий	Ниже среднего	Средний	Высокий

код компетенции	оценка 5 «отлично»	оценка 4 «хорошо»	оценка 3 «удовлетворительно»	оценка 2 «неудовлетворительно»
ИЗУЧАЮЩЕЕ ЧТЕНИЯ (ПЕРЕВОД)				
УК-4	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.
ПРОСМОТРОВОЕ ЧТЕНИЕ				
	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.
УСТНАЯ КОММУНИКАЦИЯ (сообщение и собеседование по научной и профессиональной деятельности обучающегося)				
УК-4 УК-5 ОПК-2	Речь грамотная и выразительная. Правильно используются лексико-грамматические конструкции, если допускаются ошибки, то тут же исправляются	При высказывании встречаются грамматические ошибки. Объём высказывания соответствует требованиям или не составляет более чем 20–25 предложений.	При высказывании встречаются грамматические ошибки, иногда очень серьёзные. Объём высказывания составляет не более ½. Как вопросы, так и ответы вы-	Неполное высказывание (менее ½), более 15 грамматических/лексических/фонетических ошибок, грамматически не оформленная речь.

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.

- a) are operated on b) to have been operated on c) will operated on

12. Air pollution varies considerably from one area to another, it ... most pronounced in heavy industrial zones.

- a) being b) are c) have been

13. If some infectious fever is diagnosed, the patient ... to the hospital.

- a) is taken b) were taken c) has taken

TEST PAPER

Variant 5

1. At the end of the third year all students ... a six – weeks` practical training.
a) have b) has c) is having
2. They ... the book on their discoveries yet.
a) is not published b) doesn't publish c) have not published
3. The scientist... an experiment yesterday at this time.
a) was performing b) will perform c) performed
4. All observations ... by the psychologist by the end of his experimental work next month.
a) will have been analyzed b) is analyzing c) will analyze
5. He ... eat heavy food because he suffers from a stomach disease.
a) cannot b) don't have to c) are not to
6. I thought that I ... my investigations by the beginning of the next month.
a) was finished b) would finish c) finishes
7. All experimental patients ... here had some mental diseases.
a) described b) describing c) is described
8. Lymphocytes fight diseases ... antibodies.
a) producing b) were produced c) are producing
9. He told us of his ... to the Congress of psychologists with his report.
a) being sent b) to send c) are sending
10. Next day he felt the pains ... worse.
a) to get b) get c) gotten
11. Three general types of substances are known ... the atmosphere of all industrial environments.
a) to pollute b) polluted c) will pollute
12. Involving of the liver and bile ducts is often found after gastrointestinal diseases, gastritis ... one of them.
a) to be b) being c) were
13. ... I a doctor, I would administer him a strict diet.
a) were b) am c) are

TEST PAPER

Variant 6

1. Case 5 ... his high blood pressure over all period of investigation.
a) have b) had c) are having
2. Some days ago I ... some interesting laboratory findings of my experiments.

- 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 psychiatrist.
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 psychologist.
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) 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:

- Abuse means that
 - the drug is being used to a degree which causes physical harm to the user or damages his relationships or those around him
 - the user cannot do without the drug
 - there exists psychological dependence to the drug
 - you take 3 or 4 drugs at once
- What is meant by dependence?
 - the drug causes physical harm to the user
 - the user cannot do without the drug
 - the state of delirium
 - the state of discomfort
- Which are the 2 types of dependence?
 - moral and sexual
 - psychological and moral
 - physical addiction and fatigue
 - psychological dependence and physical addiction
- Drugs causing the greatest problems of abuse in Britain are
 - heroin or cocaine
 - 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 lifetime 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
 - a) 90 years
 - b) 20-30 years
 - c) 30-40 years
 - d) in childhood

3. In the United States, approximately 3.4 % of people with major depression
 - a) complain of headaches
 - b) suffer from low self-esteem
 - c) commit suicide
 - d) recover completely

4. Most patients in the community are treated with
 - a) antidepressants
 - b) antidepressants, psychotherapy or counseling
 - c) tranquilizers
 - d) psychotherapy

5. Patients with major depressive disorder are more susceptible to
 - a) committing suicide.
 - b) committing suicide and medical illnesses.
 - c) vomiting and nausea.
 - d) 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.

TEST 3. HEADACHES

1 – b, 2 – a, 3 – c, 4 – a, 5 – d.

TEXT 4. MAJOR DEPRESSIVE DISORDER

1 – c, 2 – c, 3 – c, 4 – b, 5 – b.

Задание 2.**Составьте аннотацию к прочитанному тексту****АННОТАЦИЯ****Annotation****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	Текст/статья представляет
gives a description of	даёт описание
describes	описывает
suggests the solution	предлагает решение
shows	показывает
reveals	показывает
reports	сообщает
covers	охватывает

The	role problem importance method	of...	is	described	Описывается	роль
				reviewed		
				considered	Обсуждается	важность
				discussed	Изучается	метод
				shown	Исследуется	
				given	Определяется	
				examined		
				studied		
				investigated		
				explored		
				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	Статья служит серьёзным источником ин-

for ...

This text will provide interesting/invaluable/useful reference for scientists, dentists, ...

The book can serve as a valuable teaching tool for students and scientists.

Reflecting the latest advances in this field, this paper will prove invaluable to a wide readership.

Primarily intended for specialists in the nuclear medicine field, this volume will also be of considerable interest to clinicians, including cardiologists, oncologists, ...

The article is addressed to everyone involved in internal medicine, pediatrics, intensive care and emergency medicine.

This volume provides state-of-the-art information about ... for both clinicians and clinical researchers.

формации, касающейся ...

Настоящий текст предоставляет интересную/ценную/полезную информацию для ученых, стоматологов, ...

Книга может служить в качестве полезного обучающего средства для студентов и ученых.

Отражая самые последние достижения в этой области, настоящая статья окажется полезной для широкого круга читателей.

Первоначально предназначенное для специалистов в области радиологии, настоящее издание вызовет также значительный интерес у практикующих врачей, включая кардиологов, онкологов.

Статья адресована всем, кто занят в терапии, педиатрии, интенсивной терапии и неотложной медицинской помощи.

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
blue - dead or expected to die	So badly injured that victim will die soon. Should be given painkillers to ease passing.
red - immediate	Victim could survive with immediate treatment.
yellow - observation	Condition is stable for the moment but requires watching (would receive immediate priority care under 'normal' circumstances).
green - wait	Victim will require a doctor's care within hours, but not immediately.
white - 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 β -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.

Benzylopenicillin (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
anesthesiologist
colon and rectal surgeon
dermatologist
emergency physician
family practice physician
Internist
neurological surgeon
neurologist
nuclear medicine specialist
obstetrician-gynecologist
ophthalmologist

orthopedic surgeon
otolaryngologist
pathologist
pediatrician
physiatrist
plastic surgeon
preventive medicine physician
psychiatrist
radiologist
general surgeon
thoracic surgeon
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 your 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.

✳
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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?

*
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.....

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

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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...

✿
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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.

✿
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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 ~~(s)~~

-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.

✱
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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.

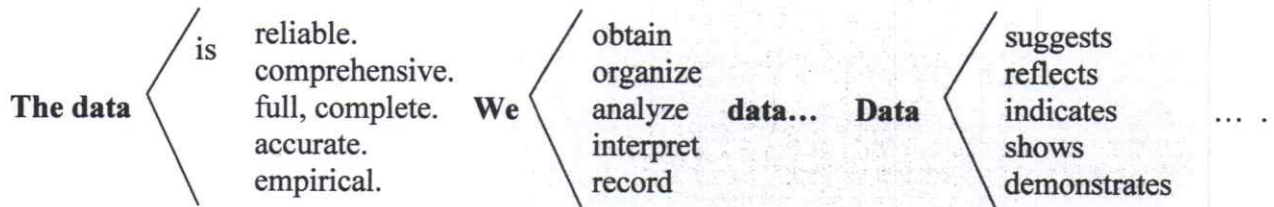
Can / could anyone help me with this?

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

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

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>1. Conference / Meeting</p> <p>to call to organize to fix to arrange to schedule</p> <p>a meeting</p> <p>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 All in favor? / Those against?</p>	<p>1. Конференция / Заседание</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? Поднимите руки, пожалуйста.</p>
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<p>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>2. Session 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 to / to follow the agenda to draw up the agenda to run through the agenda to put smth on the agenda</p> <p>3. Conference Program opening address</p>	<p>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 конферен- ции)</p> <p>крайний срок уложиться в срок опоздать / не уложиться в срок</p> <p>2. Заседание 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>3. Программа Конференции</p>
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<p>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>4. Participant</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>5. Paper / Address</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 write-up / review</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>4. Участник</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>5. Доклад</p> <p>представить (научный) доклад основной доклад 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>
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<p>printed / reading matters to proofread</p> <p>6. Party / Reception get-acquainted / get-together / ice-breaker party informal reception official / conference reception buffet social</p> <p>7. Services, Equipment 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>6. Приём приём с целью знакомства участников неофициальный приём официальный приём коктейльный приём</p> <p>7. Службы, Оборудование 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>
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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»

Задание 1. Переведите текст (тексты подбираются индивидуально с учетом научной специализации обучающегося).

3.2.3 Тестовые вопросы

<i>Тестовые вопросы и варианты ответов</i>	<i>Компетенция, формируемая тестовым вопросом</i>
<p>1. STUDENTS ... MANY PRACTICAL CLASSES IN IT LAST YEAR.</p> <p>1) had; 2) has; 3) have had.</p>	УК-4
<p>2. HE ... HIS ENTRANCE EXAMS RECENTLY AND ENTERED THE MEDICAL UNIVERSITY.</p> <p>1) passes; 2) are passing; 3) has passed.</p>	УК-4
<p>3. 3. TOMORROW AT 3 O'CLOCK I ... IN OUR SCIENTIFIC LABORATORY.</p> <p>1) will be working; 2) has worked; 3) works.</p>	УК-4
<p>4. ARTIFICIAL METAL JOINTS ... IN MANY CASES NOW TO REPLACE THE DISEASED JOINTS.</p> <p>1) used; 2) are used; 3) will use.</p>	УК-4
<p>5. THE DOCTOR ... DETERMINE THE ORIGIN OF THE DISEASE FOR ITS SUCCESSFUL TREATMENT.</p> <p>1) must; 2) are able; 3) have.</p>	УК-4
<p>6. THE DOCTOR SAW THAT THE PATIENT'S EYES ... SWOLLEN.</p> <p>1) is; 2) were; 3) has been.</p>	УК-4
<p>7. THE PATIENT ... TO THE HOSPITAL WAS A 45-YEAR-OLD FEMALE.</p> <p>1) admitting; 2) are admitted; 3) admitted.</p>	УК-4
<p>8. THE VESSELS ... BLOOD TO THE HEART ARE CALLED VEINS.</p> <p>1) carrying;</p>	УК-4

<p>2) carried; 3) being carried.</p>	
<p>9. NO PHYSICIAN CAN MAKE A PROPER DIAGNOSIS WITHOUT ... THE PATIENT.</p> <p>1) are examined; 2) having examined; 3) will be examined.</p>	YK-4
<p>10. THE DOCTOR DETERMINED ORGANIC CHANGES IN THE MITRAL VALVE ...</p> <p>1) to be clearly marked; 2) has clearly marked; 3) marks clearly.</p>	YK-4
<p>11. IN GASTRIC ULCERS PAIN IS FOUND ... WORSE AFTER MEALS.</p> <p>1) will be grown; 2) have been grown; 3) to grow.</p>	YK-4
<p>12. THE PATIENT ... THE OPERATION WELL, THE DANGER OF PERITONITIS WAS ELIMINATED.</p> <p>1) have survived; 2) having survived; 3) are survived.</p>	YK-4
<p>13. IF THE FOREIGN BODY HAD BEEN PRESENT IN THE EYE, THERE ... AN EDEMA.</p> <p>1) are; 2) would have been; 3) have been.</p>	YK-4
<p>14. THEY ... AN INTERESTING LECTURE ON BIOLOGY YESTERDAY.</p> <p>1) has; 2) will have; 3) had.</p>	YK-4
<p>15. USUALLY A SURGICAL NURSE ... INSTRUMENTS FOR THE OPERATION.</p> <p>1) prepares; 2) have prepared; 3) are preparing.</p>	YK-4
<p>16. HE ... CONSTANTLY ... AT THE LIBRARY PREPARING FOR HIS CLASSES.</p> <p>1) works; 2) is working; 3) have worked.</p>	YK-4
<p>17. DURING THE OPERATION THE</p>	YK-4

<p>MUSCLES FROM HER BACK AND ABDOMEN ... TO THE THIGH.</p> <ol style="list-style-type: none"> 1) transplants; 2) has transplanted; 3) were transplanted. 	
<p>18. THE HEART ... PUMP BLOOD HARDER TO WARM THE BODY BETTER.</p> <ol style="list-style-type: none"> 1) are able to; 2) am to; 3) has to. 	YK-4
<p>19. THE DOCTOR WAS TOLD THAT THE PATIENT ... WELL THE NIGHT BEFORE.</p> <ol style="list-style-type: none"> 1) is sleeping; 2) will sleep; 3) had slept. 	YK-4
<p>20.... THE NECESSARY FLUID WE COULD CONTINUE OUR EXPERIMENTS.</p> <ol style="list-style-type: none"> 1) having obtained; 2) obtained; 3) is obtaining. 	YK-4
<p>21. THE METHOD ... BY HIM WILL HELP GREATLY TO CURE PEOPLE.</p> <ol style="list-style-type: none"> 1) are developing; 2) developed; 3) have developed. 	YK-4
<p>22. HE TOLD US OF HIS ... TO FREQUENT HEART ATTACKS.</p> <ol style="list-style-type: none"> 1) being exposed; 2) to be exposed; 3) exposed. 	YK-4
<p>23. THE DOCTOR EXPECTED THE ANALYSES ... NORMAL.</p> <ol style="list-style-type: none"> 1) are; 2) was; 3) to be. 	YK-4
<p>24. THE PATIENT WAS CONSIDERED ... SOME KIDNEY DISEASE.</p> <ol style="list-style-type: none"> 1) will have; 2) had had; 3) to have. 	YK-4
<p>25. THE PHYSICAL EXAMINATION ..., TENDERNESS IN THE LEFT LOWER PART OF THE ABDOMEN WAS REVEALED.</p> <ol style="list-style-type: none"> 1) being carried on; 2) have carried on; 	YK-4

3) are carried on.	
26. IF YOU FOLLOW THE PRESCRIBED TREATMENT, YOU ... SOON. 1) to be recovered; 2) has recovered; 3) will recover.	УК-4
27. STUDENTS ... MANY SPECIAL SUBJECTS NEXT YEAR. 1) has; 2) will have; 3) are having.	УК-4
28. LAST YEAR MY FATHER ... FROM REGULAR ATTACKS OF CHEST PAIN. 1) suffered; 2) were suffered; 3) am suffered.	УК-4
29. THE INVESTIGATOR ... IMPORTANT FINDINGS BEFORE HE FINISHED HIS OBSERVATIONS. 1) are obtaining; 2) had obtained; 3) obtained.	УК-4
30. A PATIENT ... BY A FAMOUS CARDIOLOGIST NOW. 1) examine; 2) are examining; 3) is being examined.	УК-4

Эталоны ответов

<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)