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Министерства здравоохранения Российской Федерации

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ**

**«ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)»**

Направление подготовки: **06.04.01 - Биология**

Профиль: **Молекулярные и клеточные технологии**

Квалификация: **Магистр**

Кафедра: **Иностранных языков**

Форма обучения: **Очно-заочная**

Нижний Новгород  
2023

## 1. Фонд оценочных средств для текущего контроля успеваемости, промежуточной аттестации обучающихся по дисциплине иностранный язык (английский).

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

## 2. Перечень оценочных средств

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

№ п/п	Оценочное средство	Краткая характеристика оценочного средства	Представление оценочного средства в ФОС
1	Диагностический тест	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося	Фонд тестовых заданий
2	Тесты	Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося	Фонд тестовых заданий
3	Письменный перевод иноязычной статьи, научных тестов	Средство, позволяющее оценить умение обучающегося максимально точно и адекватно извлекать основную информацию, содержащуюся в тексте, с учётом отсутствия смысловых искажений, соответствия норме и узусу языка перевода, включая употребление терминов.	Тематика текстов подбирается индивидуально с учетом научной специализации обучающегося
4	Кейсы	Проблемное задание, в котором обучающемуся предлагают осмыслить реальную профессионально-ориентированную ситуацию, необходимую для решения данной проблемы.	Задания для решения кейс-задания
5	Аннотация, резюме, тезисы.	Средство, позволяющее оценить умение обучающегося правильно извлечь информацию, адекватно реализовать коммуникативное намерение с учетом содержательности, смысловой и структурной завершенности, нормативности текста.	Аннотация составляется к индивидуально подобранному тексту по научной работе обучающегося. Обучающиеся индивидуально выбирают 3-5 клише из предлагаемых клише.
6	Терминологический	Средство контроля усвоения учебного материала темы, раздела или разделов	Образец терминологического

	словарь.	дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися.	словаря
7	Устное сообщение	Средство, позволяющее оценить умение обучающегося продемонстрировать владение подготовленной монологической речью в ситуации официального общения в пределах программных требований.	Невозможно представить точный эталон ответа. Обучающиеся составляют рассказ индивидуально в соответствии со своей профессиональной и научной деятельностью. Клише и образец сообщения представлены в ФОС.
8	Беседа по научной и профессиональной деятельности.	Средство, позволяющее оценить умение обучающегося продемонстрировать владение диалогической речью в ситуации официального общения в пределах программных требований. Оценочные средства, позволяющие включить обучающихся в процесс обсуждения вопроса, проблемы и оценить умение обучающегося аргументировать собственную точку зрения.	Перечень вопросов для проведения беседы
9	Презентация научного материала.	Конечный продукт, получаемый в результате планирования и выполнения комплекса учебных и исследовательских заданий. Позволяет оценить умения обучающихся самостоятельно конструировать свои знания в процессе решения практических задач и проблем, ориентироваться в информационном пространстве и оценить уровень сформированности практических навыков по дисциплине.	Темы индивидуальных презентаций обучающихся. Невозможно представить точный эталон ответа. Магистранты составляют презентацию индивидуально в соответствии со своей профессиональной и проектной деятельностью. Клише представлены в ФОС.

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

	Код и формулировка компетенции	Этап формирования компетенции	Контролируемые разделы дисциплины	Оценочные средства		
				Вид	Кол-во вопросов, заданий	Кол-во независимых вариантов
1.	<b>УК-4</b> -Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Входной	Лексика, грамматика	Тест	20	1-4
2.	<b>УК-4</b> -Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Текущий Контроль освоения темы	Фонетика лексика	Тест	10-12	5
3.	<b>УК-4</b> -Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Текущий Контроль освоения темы	Грамматика	Тест	10-12	15
4.	<b>УК-4</b> -Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Текущий Контроль освоения темы	Лексика, грамматика	Тест	15	по количеству обучающихся в группе

5.	<b>УК-4</b> <b>УК-5-</b> Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	Текущий Контроль самостоятельной работы обучающегося	Устная профессиональная коммуникация	Сообщение	3-5	по количеству обучающихся в группе
6.	<b>УК-4</b> <b>УК-5</b> Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия	Текущий Контроль освоения темы	Устная профессиональная коммуникация	Кейсы	5-17	4
7.	<b>УК-4</b> <b>УК-5</b> Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия <b>ОПК-6</b> Способен работать с профессиональными базами данных, профессионально оформлять и представлять результаты новых разработок	Текущий Контроль самостоятельной работы обучающегося	Письменная профессиональная коммуникация	Перевод статей	800–900 п. зн	по количеству обучающихся в группе
8.	<b>УК-4</b> <b>УК-5</b> Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия <b>ОПК-6</b> Способен работать с профессиональными базами данных, профессионально оформлять и представлять результаты новых разработок	Текущий Контроль самостоятельной работы обучающегося	Письменная профессиональная коммуникация	тест	2000 п. зн.	по количеству обучающихся в группе
9.	<b>УК-4</b> <b>УК-5</b> - Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия <b>ОПК-6</b> Способен работать с	Рубежный Контроль освоения темы	Лексика, грамматика	Тест	12-15	12
			Письменная профессиональная коммуникация	Перевод учебных текстов	1000–1500 п. зн.	по количеству обучающихся в группе
			Устная профессиональная коммуникация	Сообщение, беседа	3-5	по количеству обучающихся

	профессиональными базами данных, профессионально оформлять и представлять результаты новых разработок					щихся в группе
10.	<b>УК-4</b> <b>УК-5</b> - Способен анализировать и учитывать разноеобразие культур в процессе межкультурного взаимодействия	Промежуточный	Устная профессиональная коммуникация	Устная презентация научного материала	20–25 предложений.	по количеству обучающихся в группе

#### 4. Содержание оценочных средств входного, текущего контроля

Текущий контроль по дисциплине «иностранный язык (английский)» осуществляется в течение всего срока освоения данной дисциплины. Текущий контроль осуществляется преподавателем дисциплины при проведении занятий в форме тестов, переводов иноязычных статей, аннотаций, резюме, тезисов, кейсов, терминологического словаря, устного сообщения, беседы и презентации научного материала.

#### Оценочные средства для текущего контроля.

##### 4.1. Диагностический тест для оценки компетенции УК-4

1. The human body \_\_\_\_\_ of the head, the trunk and the extremities.
  - a) composes
  - b) is composed
  - c) was composed
  - d) composed
2.
  - a) Where it hurts?
  - b) Where is it hurt?
  - c) Where does it hurt?
  - d) Where does it hurts?
3. He \_\_\_\_\_ a severe heart attack six years ago.
  - a) had
  - b) has had
  - c) has
  - d) was having
4. He complains of the cough which he \_\_\_\_\_ for over 3 years.
  - a) had
  - b) was having
  - c) has had
  - d) has
5. I'd like you \_\_\_\_\_ me about this patient.
  - a) telling
  - b) told
  - c) tell
  - d) to tell
6. He doesn't mind \_\_\_\_\_ to the hospital.
  - a) to go
  - b) going
  - c) go
  - d) to going
7. \_\_\_\_\_ is harmful for you.
  - a) smoking
  - b) to smoke

- c) the smoking  
d) smoke
8. The woman \_\_\_\_\_ a child is our pediatrician.  
a) to examine  
b) examined  
c) examining  
d) examine
9. He said that he \_\_\_\_\_ 4 exams at the end of the year.  
a) takes  
b) would have taken  
c) will take  
d) would take
10. If you \_\_\_\_\_ heavy things you would not have damaged your spine.  
a) didn't lift  
b) don't lift  
c) hadn't lifted  
d) were not lifting
11. The conference was \_\_\_\_\_ in Moscow in May.  
a) to be arranged  
b) to arrange  
c) being arranged  
d) be arranged
12. You should \_\_\_\_\_ this medicine 3 times a day.  
a) taken  
b) to take  
c) taking  
d) take
13. All the patients were children, the eldest \_\_\_\_\_ 12 years old.  
a) be  
b) being  
c) to be  
d) is
14. He \_\_\_\_\_ a good doctor.  
a) is said to be  
b) says to be  
c) is said being  
d) d. has to said being
15. He must \_\_\_\_\_ malaria when he was travelling in Africa.  
a) to have got  
b) 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
17. I wish he \_\_\_\_\_ to hospital in an ambulance.  
a) were taken  
b) was taken  
c) is taken  
d) d. was take
18. Passing the room, the doctor heard a child \_\_\_\_\_ badly.  
a) coughs  
b) coughing  
c) to cough  
d) coughed

**4.2 Задания для оценки компетенций УК-4, УК-5. Контролируемый раздел дисциплины «лексика, грамматика»**

**Оценочное средство 1. Тест.**

<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>	<p>УК-4 УК-5</p>
<p>2. HE ... HIS ENTRANCE EXAMS RECENTLY AND ENTERED THE MEDICAL UNIVERSITY.</p> <p>1) passes; 2) are passing; 3) has passed.</p>	<p>УК-4 УК-5</p>
<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>	<p>УК-4 УК-5</p>
<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>	<p>УК-4 УК-5</p>
<p>5. THE DOCTOR ... DETERMINE THE ORIGIN OF THE DISEASE FOR ITS SUCCESSFUL TREATMENT.</p> <p>1) must; 2) are able; 3) have.</p>	<p>УК-4 УК-5</p>
<p>6. THE DOCTOR SAW THAT THE PATIENT’S EYES ... SWOLLEN.</p> <p>1) is; 2) were; 3) has been.</p>	<p>УК-4 УК-5</p>
<p>7. THE PATIENT ... TO THE HOSPITAL WAS A 45–YEAR–OLD FEMALE.</p>	<p>УК-4 УК-5</p>



<p>1) admitting; 2) are admitted; 3) admitted.</p>	
<p>8. THE VESSELS ... BLOOD TO THE HEART ARE CALLED VEINS.</p> <p>1) carrying; 2) carried; 3) being carried.</p>	<p>YK-4 YK-5</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>	<p>YK-4 YK-5</p>
<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>	<p>YK-4 YK-5</p>
<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>	<p>YK-4 YK-5</p>
<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>	<p>YK-4 YK-5</p>
<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>	<p>YK-4 YK-5</p>
<p>14. THEY ... AN INTERESTING LECTURE ON BIOLOGY YESTERDAY.</p> <p>1) has; 2) will have;</p>	<p>YK-4 YK-5</p>

3) had.	
15. USUALLY A SURGICAL NURSE ... INSTRUMENTS FOR THE OPERATION. 1) prepares; 2) have prepared; 3) are preparing.	YK-4 YK-5
16. HE ... CONSTANTLY ... AT THE LIBRARY PREPARING FOR HIS CLASSES. 1) works; 2) is working; 3) have worked.	YK-4 YK-5
17. DURING THE OPERATION THE MUSCLES FROM HER BACK AND ABDOMEN ... TO THE THIGH. 1) transplants; 2) has transplanted; 3) were transplanted.	YK-4 YK-5
18. THE HEART ... PUMP BLOOD HARDER TO WARM THE BODY BETTER. 1) are able to; 2) am to; 3) has to.	YK-4 YK-5
19. THE DOCTOR WAS TOLD THAT THE PATIENT ... WELL THE NIGHT BEFORE. 1) is sleeping; 2) will sleep; 3) had slept.	YK-4 YK-5
20.... THE NECESSARY FLUID WE COULD CONTINUE OUR EXPERIMENTS. 1) having obtained; 2) obtained; 3) is obtaining.	YK-4 YK-5
21. THE METHOD ... BY HIM WILL HELP GREATLY TO CURE PEOPLE. 1) are developing; 2) developed; 3) have developed.	YK-4 YK-5
22. HE TOLD US OF HIS ... TO FREQUENT HEART ATTACKS. 1) being exposed; 2) to be exposed;	YK-4 YK-5

3) exposed.	
23. THE DOCTOR EXPECTED THE ANALYSES ... NORMAL. 1) are; 2) was; 3) to be.	YK-4 YK-5
24. THE PATIENT WAS CONSIDERED ... SOME KIDNEY DISEASE. 1) will have; 2) had had; 3) to have.	YK-4 YK-5
25. THE PHYSICAL EXAMINATION ..., TENDERNESS IN THE LEFT LOWER PART OF THE ABDOMEN WAS REVEALED. 1) being carried on; 2) have carried on; 3) are carried on.	YK-4 YK-5
26. IF YOU FOLLOW THE PRESCRIBED TREATMENT, YOU ... SOON. 1) to be recovered; 2) has recovered; 3) will recover.	YK-4 YK-5
27. STUDENTS ... MANY SPECIAL SUBJECTS NEXT YEAR. 1) has; 2) will have; 3) are having.	YK-4 YK-5
28. LAST YEAR MY FATHER ... FROM REGULAR ATTACKS OF CHEST PAIN. 1) suffered; 2) were suffered; 3) am suffered.	YK-4 YK-5
29. THE INVESTIGATOR ... IMPORTANT FINDINGS BEFORE HE FINISHED HIS OBSERVATIONS. 1) are obtaining; 2) had obtained; 3) obtained.	YK-4 YK-5
30. A PATIENT ... BY A FAMOUS CARDIOLOGIST NOW. 1) examine; 2) are examining; 3) is being examined.	YK-4 YK-5

**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

**4.3. Задания для оценки компетенций УК-4, УК-5. Контролируемый раздел дисциплины «лексика»**

**Оценочное средство 2. Тест. Выполните тесты по изученной теме.**

**Post-Test**

**Part I**

**Choose** the best word to complete the sentences. **Circle** the right answers. Only *one* variant is possible.

**e.g.:** A lot of students ... their scholarships by doing some part-time work.

**a) supplement**   b) utilize   c) verify

1. A computer ... shows what will happen if the blood flow does indeed change its direction.  
a) stage   b) procedure   c) simulation
2. The research assistance had to ... a huge amount of data to run the experiment.  
a) insert   b) input   c) display
3. Students may submit their poster drafts in ... or in handwriting.  
a) format   b) typescript   c) manuscript
4. The dentist stopped drilling as soon as he felt me...  
a) flinch   b) snort   c) sniff
5. As the next ... in our research we plan to carry out some experiments.  
a) step   b) behavior   c) application
6. As well as pros, there are also...  
a) advantages   b) cons   c) compromises
7. Are there any ... questions? We have a few minutes.  
a) few   b) fast   c) quick
8. Let's put the plan ... practice.  
a) into   b) for   c) in
9. Ballpark figures are ...  
a) exact   b) the main   c) approximate
10. The opposite of responsible is ...  
a) irresponsible   b) nonresponsible   c) irresponsible

11. A Research Associate is a person working at a University and ... .
  - a) will receive a higher degree (Master's or Doctor's)
  - b) has a higher degree
  - c) is preparing a Doctoral Dissertation
12. a) The Academy of Sciences named after Ivanov.
  - b) The Ivanov Science Academy.
  - c) The Ivanov's Science Academy.
13. This period of time is real ... .
  - a) innovative    b) innovatory    c) innovation
14. As I said at the beginning, I'm sorry I didn't have enough time to prepare this presentation.
  - a) This phrase is good for any presentation.
  - b) The phrase is bad for the presentation.
  - c) The phrase is sometimes possible.
15. Presentations are good if everyone ... for them very carefully in advance.
  - a) summaries    b) prepares    c) works

## Part II

**Complete** the sentences using the acquired knowledge. *Variants* are possible. The first sentence has been done as an example.

1. I'm a professor ...*at*... the University of Moscow.
2. I work ..... the Academy of Science.
3. Let's start with some ..... information.
4. I'd like to ..... on to the next point.
5. Please ..... if you have anything to add.
6. I'll ..... summarize the main issues because we don't have much time.
7. So, that ..... me to the end of my presentation.
8. That ..... everything I want to say.
9. Now we'll go over the ..... points again.
10. The conference was a ..... success.
11. The posters will ..... from 9 am till 5 pm.
12. The congress ..... an excellent opportunity for young scientists.
13. The chair asked for ....., because the idea was not clear enough.
14. The speaker almost ..... of time.
15. That's a good idea to ..... some graphs into the second part of the article.
16. .... the agenda is the responsibility of the secretary.
17. Yours .....,  
Lucy Rich.
18. A fact which is well-expressed and easy to follow is .....
19. A covering letter accompanies an article ..... to a journal.
20. A well-designed poster has a ..... title.
21. A poster title banner should be readable from ..... m.
22. The case is full of hidden difficulties. It's really..... .
23. This ..... block may prevent the agreement.

24. These anatomical structures have close ..... with modern humans. A lot in common.
25. The article ..... a lot of anger among female scientists.
26. Avoid ..... colors for slides.
27. .... read your slides during the presentation!
28. The number of such problems decreased ..... . It went down ..... 60%.
29. (28%) ..... 30% of patients were over 50 years of old.
30. He is the most ..... of my friends. He always does his work on time.
31. We need your Resume asap! (That is .....).
32. You've missed D.O.B. in your application. It means..... .
33. The book is ..... . It's no longer being printed.
34. I can't catch what you are ..... at. It's not clear.
35. I ..... if it's possible.
36. Is there a ..... office here? I've lost my camera.
37. I missed my ..... . I had to wait 3 hours in the airport for another flight.
38. Feel free to ..... in ..... with me. My contact details are in the handouts.
39. I'm ..... by what I have learned here.
40. .... in mind all this information!

### Эталоны ответов

#### Part I

1. a 2. c 3. b 4. b 5. a 6. a 7. b 8. c 9. a 10. c 11. c 12. a 13. b 14. c 15. a 16. b

#### Part II

1. at	11. be displayed	21. 5-7	31. as soon as possible
2. for	12. provides	22. tricky	32. date of Birth
3. background	13. clarification	23. stumbling	33. out of print
4. move	14. run out	24. affinities	34. driving / laughing
5. interrupt	15. insert / put	25. provoked	35. doubt / am not sure
6. briefly	16. Drawing up	26. neon, pastel, random	36. property
7. brings	17. faithfully / sincerely	27. never	37. connection (flight)
8. covers	18. coherent	28. sharply / greatly, by	38. keep in touch
9. main / key	19. submitted	29. roughly / around	39. impressed / pleased
10. huge / great	20. phrase	30. sensible / responsible	40. keep

### 4.3. Задания для оценки компетенций УК-4, УК-5, ОПК-6. Контролируемый раздел дисциплины «Письменная профессиональная коммуникация»

#### Задание 1. Прочитайте текст (беглое чтение) и выполните задания.

#### TEXT 1

#### MAGNETIC SCANNER

A new British medical instrument is about to change dramatically our ability to recognize disease hidden inside the body. It is called the magnetic scanner, and it gives information about the body which current machines, such as the brain scanner and the more recent body scanner, cannot provide. And unlike existing machines the new machine does not use X-ray radiation waves, which makes it much safer for patients.

Unlike existing scanners, a magnetic scanner can show the side or the back of a suspect part of the body. Used on, for example, a lung with suspected damage; it can turn the image of the lung to give a series of different views. The image is not simply worked out in the computer's imagination: the magnetic scanner actually examines every side of the lung.

When examining the softer part of the body with existing scanner, doctors frequently have to use a contrast medium to make a muscular organ show up to X-ray waves. The usual contrast medium given to patients before a stomach X-ray scan takes place is harmless, but for some brain-scans a contrast medium has to be given in an injection so that it passes into the brain. This is unpleasant and painful and it can be dangerous. The magnetic scanner needs no contrast medium.

The new machine can also see in greater detail than ever before. Growths of all kinds show up clearly on the brain and so do the dead patches which are the signs of the disease, multiple sclerosis. Until now patients complaining of double vision or an inability to control their muscles from time could be suffering from multiple sclerosis or, equally, from some much more easily cured disease and a brain scanner could not distinguish between these with certainty. The doctor can now definitely say whether or not cancer or multiple sclerosis is present. Previously, these diseases have been missed and patients have been given false information about their health. The technique is still improving with great speed: pictures produced a couple of years ago look very simple compared with those of today.

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

1. What does the new magnetic scanner machine do?
  - a) It looks at a diseased part of the body from all directions.
  - b) It can look right through a diseased part of the body.
  - c) It sends waves round the diseased part of the body.
  - d) It uses a computer to have different views of the body.
2. What disadvantage do existing machines have?
  - a) Patients need an injection before they are examined.
  - b) The contrasts recorded are too strong.
  - c) It is often necessary to use a contrast medium.
  - d) The X-ray waves are sometimes painful.
3. In what way is the new machine an improvement?
  - a) It can cure some diseases much more easily.
  - b) It will never give a double view.
  - c) The techniques involved can be learnt quickly.
  - d) It can show all the details of a diseased part of the body.
4. The machine is useful in identifying the disease, multiple sclerosis, because it shows
  - a) dark spots in the eyes
  - b) dead areas in the brain
  - c) cancer-like growths
  - d) damage to muscle

**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	Описывается
role	Рассматривается
problem	Обсуждается
importance	Изучается
method	Исследуется
of...	Определяется
is	
described	
reviewed	
considered	
discussed	
shown	
given	
examined	
studied	
investigated	
explored	
evaluated	
role	роль
problem	проблема
importance	важность
method	метод

It informs us about ...	Статья (текст, т.п.) информирует нас о ...
It illustrates ...	Статья (текст, т.п.) иллюстрирует...
Great attention is given to the question(s) of ...	Огромное внимание уделено вопросу(ам) ...
Particular attention is given/paid to ...	Особое внимание уделено ...
The author considers ... to be of great	... автор считает очень важным

importance

It is necessary to underline/emphasize that ...

... is known to be the subject of particular active studies

The author raises the question of ...

The most striking observation is that ...

To assess the significance of these findings one must ...

The author has clearly shown (that) ...

As far as ... is concerned, we may say ...

It is worth mentioning that ...

From the point of view of the author/our scientists ...

With regard to ...

The author reports the instance of ...

The author also believes that ...

Different aspects/factors affecting ... are also included

The author tries to draw one's attention to the fact ...

Необходимо подчеркнуть, что ...

Известно, что ... является предметом пристального изучения

Автор поднимает вопрос о ...

Самое поразительное наблюдение состоит в том, что ...

Чтобы оценить значение этих данных, нужно ...

Автор ясно показал, что ...

Что касается ... , нужно сказать, что ...

Стоит заметить, что ...

С точки зрения автора/наших учёных ...

Что касается ...

Автор сообщает о случае ...

Автор также полагает, что ...

Также включены различные аспекты/факторы, влияющие на ...

Автор пытается привлечь ч.-л. внимание к факту ...

### Клише для заключения

The article is useful/ valuable/of interest/interesting for...

The paper is/may be recommended to ...

The present data suggest that ...

The author comes to the conclusion that ...

Finally/At last

In summary

This text is an excellent approach to the problems of treating/preventing ...

It is a student-oriented text

The paper serves as a deep source of information 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.

Статья полезна/интересна для ...

Статья рекомендована/может быть рекомендована ...

Настоящие данные говорят о том, что ...

Автор приходит к выводу, что ...

Наконец, ...

В общем, ...

Данный текст является прекрасным подходом к проблеме лечения/ предотвращения ...

Текст ориентирован на студентов

Статья служит серьёзным источником информации, касающейся ...

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

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.

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.

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. Напишите резюме / CV по образцу**

#### **Sample RESUME / CURRICULUM VITAE**

##### **PERSONAL DETAILS**

Family Name	Shirova
First Name	Marina
Mr / Mrs / Ms / Miss	Mrs
Date of Birth	20.02.1995
Marital Status	Married
Nationality	Russian
Home address	15 Gorky St., Nizhny Novgorod, Russia
Telephone:	
Mobile	+7 9006058786
Office	+7 (831)4854112
Home	+7 (831)4880070
E-mail:	<a href="mailto:Shirova_m@mail.ru">Shirova_m@mail.ru</a>

##### **EDUCATION**

###### **2019 - current period**

N.I. Lobachevsky State University of Nizhny Novgorod, Biology Department, Postgraduate in Biophysics

###### **2011 - 2017**

N.I. Lobachevsky State University of Nizhny Novgorod, Biology Department

##### **EMPLOYMENT**

###### **September 2017- current period**

Institute of Fundamental and Applied Medicine, Privolzhsky Research Medical University, junior researcher

**MEMBERSHIP**

2020 – Member of ESP (European Society for Photobiology)

**LANGUAGE**

English – intermediate

**CONFERENCE PARTICIPATION**

- Scientific practical student conference, Department of Biology, N.I. Lobachevsky State University (Nizhny Novgorod, Russia, 2016)
- International conference “Nanotechnology in oncology” (Moscow, Russia, 2018)
- European Conference on Biomedical Optics (Munich, Germany, 2019)
- International Spring School “Biophysics and Bioelectrochemistry for Medicine” (Cisnădioara, Romania, 2019)
- VII Oncology International Congress (Moscow, Russia, 2019)
- Medical Forum (Nizhny Novgorod, Russia, 2020)
- IX International conference “Domestic anticancer drugs” (Nizhny Novgorod, Russia, 2020)
- 2019 ESP Photobiology School (Brixen, Italy, 2019)

**HONORS AND AWARDS**

- Diploma for the best report in the workshop. The VII Scientific session “Modern scientific problems in medicine” (2018)
- Diploma for the best report in the workshop. The VII Oncology International Congress (2019)

**PUBLISHED PAPERS**

- V. E. Zanova, G. A. Oreva, V. I. Balaeva, U. M. Kirin, A.V. Kamsky, L. M. Burova, **A. M. Shirova**. Gold nanoshells for OCT imaging contrast: From model to in-vivo study // Proceedings of SPIE, Vol. 6865, 6865 K, (2018)
- U. Kirin, **A. Shirova**, L. M. Burova, C. Khlov, V. Zanova. Contrasting properties of gold nanoshells and titanium dioxide nanoparticles for optical coherence tomography imaging of skin: Monte Carlo simulations and *in vivo* study // Journal of Biomedical Optics 14(2), 021017(2019)
- **A. M. Shirova**, V. E. Zanova, D. P. Agova, A.V. Kamsky. Detection of nanoparticles accumulation in biological tissues by optical coherence tomography in vivo // Proceeding of SPIE V.7188, 71880L (2019).

**RESEARCH INTERESTS**

- Optical coherence tomography
- Experimental oncology
- Light-tissue interaction
- Plasmon-resonant nanoparticles
- Optical diffuse tomography
- Fluorescence imaging

## OTHER SKILLS AND QUALIFICATIONS

- computer literate (Microsoft Office 2010, Adobe Photoshop CS3, Corel Draw) (since 2016)
- organizational abilities of scientific conferences (since 2018)
- driving license (since 2018)

## INTERESTS

- Drama, Opera and Theater.
- Cycling, skating, swimming, billiards, picking up puzzles.

## GENERAL

- A skilled young scientist with a high motivation for scientific research.
- A hard worker and a creative person with a strong sense of responsibility.
- Adventurous, optimistic, reliable and punctual.

## Задание 4. Подготовьте стендовый доклад (постер)

### The Contents of Your Poster

- |  |                                    |
|--|------------------------------------|
| 1. Title.                                  | 5. Materials and methods.          |
| 2. Authors and corresponding affiliations. | 6. Discussion.                     |
| 3. Poster number.                          | 7. Results (in figures and tables) |
| 4. Introduction.                           | 8. Acknowledgements etc.           |

### Before Attending the Conference

1. **Prepare a one-minute pre-poster overview and a short presentation** (several minutes) that you can periodically give to those assembled around your poster.
2. **Think about possible questions** (and answers) your audience may raise.
3. **Bring certain materials to repair** the posters after travelling if you think you may need, and **a disc** (or any common data storage device like a **USB flash drive**) with you.

### At the Conference meeting

1. **Plan** to spend the entire session at your poster. **The short presentation** can be **periodically given** to those assembled around your poster.
2. **Bring your own pointer** and your own laptop / notebook.
3. **Notify** a member of the conference committee **if your equipment needs change**.

### The Title Banner

1. **THE TITLE** should convey the “**issue**”, the **approach** and the **system** (organism); needs to be catchy in order to “reel in” intoxicated passersby (maximum length: **1-2 lines**).
2. **CAPITAL** letters are about **25 mm high** (for **the title**, of **the authors names**, **the institutional affiliations** and **the poster number**). Do *not* typeset the title in ALL capital letters (such text is difficult to read).
3. **The title banner** should be **readable** from **5-7 m** away. Use a **72-point type** (pt), as **Times New Roman** or **Arial** fonts.
4. **First names** for authors should be included, if space permits, to facilitate interactions. **Middle initials** and titles are seldom necessary.
5. **Abbreviations** are used where possible (Univ. = University).

6. **City names** or even states, often may be dropped from the institutional affiliations.
7. **Small words** such as *of, from, with, to, the, a, and* are used to separate details in the title.

### Introduction

1. **An Abstract** should not be included on a poster. If for some reason you are forced to include an abstract section on your poster, do not make your abstract long: aim for **50 words or less**.
2. **An Introduction** needs the absolute minimum of background information and definitions. It is good to use a photograph in this section (maximum length: ~ **200 words**).

### Materials and Methods

Briefly describe experimental equipment and methods, use **figures, tables and flow charts**. Include **photograph** or labeled drawing of organism; mention **statistical analyses** (maximum length: ~ **200 words**).

### Results

First, mention **whether experiment worked**; in same paragraph, briefly describe **qualitative and descriptive results**; in second paragraph, begin presentation of **data analysis** that more specifically addressed the hypothesis; refer to **supporting charts or images**; place **tables with legends** (maximum length: ~ **200 words**).

### Conclusions

**Remind** the reader of **hypothesis and result** and quickly **state** whether your hypothesis was supported; **discuss** why your results are conclusive and interesting (maximum length: ~ **300 words**).

### Literature Cited

Follow standard format exactly. Find a journal article that supports your needed fact (maximum length: ~ **10 citations**).

### Acknowledgments

Thank individuals for specific contributions to project (maximum length: ~ **40 words**).

### Further Information

There will be people, who want to know more about your research and you can use this section to provide your **e-mail address** and perhaps a **URL** where they can download a PDF version of the poster (maximum length: ~ **20 words**).

### The Poster's Background

1. Pay attention to "**contrast**" between **background color and text or figures**. The choice of a background (and complement) color is up to you. However **softer colors** (pastels, grays) **work best** as a background – they are easiest contrast for text, graphic and photographic elements.
2. You may use pieces of mat board to make a solid background for the entire poster. Then choose a **complementary color** as a border for **important elements** of the poster.

### Poster Text

1. **Double-space** all text, using **left-justification** and **jagged right sides**.
2. **Use text sparingly**. State your **main result** in **6 lines or less**.
3. **The text** should be **readable** easily from at least **2 m away**.
4. **Downward the flow** of your poster **in columns** (3-5), from **TOP LEFT** to the **BOTTOM RIGHT**.

5. **Section headings** (Introduction, Methods etc.) – use **36 point (Boldface)**.  
**Supporting text** (Intro text, figure captions etc.) – use **24 point** (Boldface, if appropriate).
6. **Narrative details should be brief** (no smaller than **18 point** in size and printed in **plain text**).
7. **The conclusion text** – you may consider using a larger size – **36 pt. The Methods text** – **18 pt.**
8. **An acknowledgement section** – **14-18 pt.**
9. **Blocks of the text** are fit onto a **single page**. This simplifies cutting and pasting when you assemble the poster. Use **28x 35.5 cm** paper in the **landscape** mode printing text blocks.
10. **Options for fonts** include Helvetica, Arial, Geneva, Times New Roman, Palatino, Century Schoolbook, Courier and Prestige. They represent a range of letter spacing and letter heights.  
Keep in mind that characters **without curlicues** or other embellishments are easiest to read.
11. **Be consistent**. Use **one font** throughout the poster. **Add emphasis** by using **boldface**, **underlining** or **color**.
12. **Use arrows** to lead your viewer through the poster.
13. **Italics** are difficult to read!
14. **No large blocks of text. No long sentences.**

### Illustrations

1. **The clarity** of the illustrations **is the success**. **Self-explanatory graphics** should dominate the poster.
2. **Graphs and photos** should be **visible easily** from a minimum distance of **2 m**.
3. **2-3 colors** for emphasis are preferable. Overuse is not valuable.
4. **A minimum amount of text** materials should supplement the graphic materials.
5. **Regions of empty space** between poster elements are used to differentiate and accentuate these points.

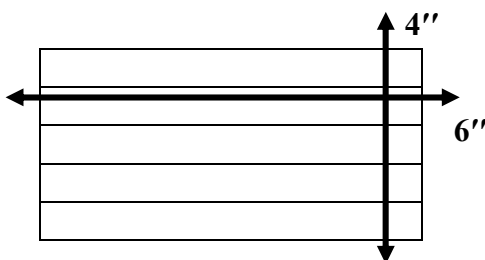
### AVOID common mistakes!

- too long poster
- densely packed
- more than 1000 words
- blocks of text longer than 10 sentences
- underlining (use *italics* instead)
- red and green together
- wrong fonts
- not checked and corrected (by yourself, your English teacher or a native speaker of English).

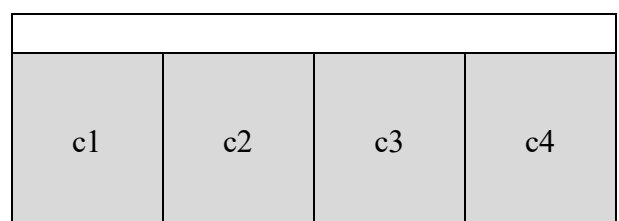
\* \* \*

### A Sketch of the Poster

1. The elements of the poster in position:



2. A series of columns:




3. The title (a)  
 A brief introduction (3-5 sentences) (b)  
 Conclusions (c)  
 Methods and Results (d)

a			
b			d
d	d	d	c

The poster should **QUICKLY** orient the audience to the subject and purpose.

A good test:

- **20 seconds to recognize** the subject and purpose of seeing the poster.
- **3 to 5 minutes to glean** your message of all the text.

**Постеры выполняются обучающимися индивидуально с учетом специфики научной и проектной работы обучающихся.**

**Задание 5. Прочитайте текст и ответьте на вопросы по содержанию текста.**

***At the Conference. Welcome to the 2nd World Congress on Pain, Boston, USA***  
**May 8 – 16, 2022**

The International Association for the Study of Pain (IASP) is pleased to welcome you to its World Congress on Pain in Boston. The 9th World Congress on Pain held in Paris, France, 2022 was a huge success. Neuroscientists, physicians from many disciplines, psychologists, dentists, nurses, physical therapists and other health care providers will meet, discuss and interact for one week to improve our understanding of pain. This World Congress is believed to have all the possibilities for being as successful as the 8th.

The Scientific Program Committee has created an appealing program that attempts to cover many aspects of pain focusing on those areas where exciting innovations have been made. We are sure that the program, containing plenary lectures, topical workshops, poster sessions and refresher courses will be attractive to many.

**Plenaries:** Beginning at the general level, “Pain in Society” will be dealt with in three lectures covering: *Culture and Pain*, *The Epidemiology of Persistent Pain*, and *Low Back Pain* with an overview of the cultural and society influences on pain conditions.

Five lectures will cover the questions of the transition of pain from the acute to the chronic state. This session is fundamental to the mission of IASP by bringing together basic scientists as well as clinicians to try to solve complex problems.

Two interesting plenary lectures will scrutinize *Agonists and Antagonists of Nociception* and the exciting new field, *Neurotrophic Factors and Pain*.

Musculoskeletal pain, a major problem in society, where our knowledge about basic mechanisms and how this condition is diagnosed is limited, will also be discussed in two plenaries.

In a session on innovations in assessing persistent pain, three areas will be highlighted: *Valid-*



*ity of Observational Measures, Quantitative Sensory Testing and The Epidemiology of Pain.*

As in the last congress several special lectures will be included in the Congress: Effects of Pain in Infants, a challenging lecture on *The Role of Imaging Techniques in Studying Pain* and an increasingly important topic in many societies: *Pain in the Elderly*.

**Topical workshops:** During the Congress approximately 70 topical workshops – many of them proposed by IASP members – will be presented. These topical workshops will in an informal way address almost every aspect of pain. The interaction between presenters and the audience is a major component of these sessions.

**Posters:** A significant part of the Congress will be the many free communications (approximately 1000 abstracts have been received) submitted by members of IASP and others. On each congress day posters will be displayed from 9:30 a.m. until 6:00 p.m. and the time for discussion is from 1 p.m. to 3 p.m. Posters will be displayed in the splendid exhibition hall of the convention center. It is the hope of the scientific program committee that the poster area will be a hub of activity and discussions during the 6 days of the Congress.

**Refresher courses:** On Saturday, May 8th before the start of official Congress sessions, the IASP Committee on Education has organized several refresher courses. Participants will have the opportunity to learn about: *Pain Assessment and Management in Nursing, Acute Pain Management, Cancer Pain: Basic and Advanced Principles, Pharmacology of Pain Control*.

IASP will publish the proceedings of the congress, which will include plenary lectures and selected papers from submitted abstracts containing new and exciting findings. The scientific program committee believes that the 2nd World Congress provides an excellent opportunity for researchers and clinicians from all countries to join in the study of pain. We are looking forward to seeing you in Boston.

On behalf of the Scientific Program Committee.

James R. Jonson  
Chair

**a) Answer the questions.**

1. When and where will the 2-nd World Congress on Pain be held?
2. What health care providers will meet at the Congress?
3. What topic will the Congress be devoted to?
4. Has the Scientific Program Committee created an appealing program?
5. What does the program contain?
6. What will the plenary lectures scrutinize?
7. What will be highlighted in a session on innovations?
8. How many topical workshops will be presented during the Congress?
9. Where and when will posters be displayed?
10. What will the participants learn about at the refresher Courses?
11. Will the proceedings of the Congress be published?
12. What will the proceedings include?

**4.5. Задания для оценки компетенций УК-4, УК-5, ОПК-6. 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**

First, let me introduce myself. My name is... I am a master degree student at the department of ... My scientific advisor is Prof.... I work under the guidance of professor... My tutor is .... The research I am doing now is a part of a bigger work../ within the framework of the academic research conducted by professor.../a group of scientists...

I work in the field of ....

My major interest is in the field of....

I am currently doing my master's degree in ..... studies. I decided to get my master's degree in ... My main motivation for getting my master's degree was that I wanted to ... I major (*specialize*) in the field of ... The **title** of my future thesis is.... **The subject of my research** is ... Let me now go into some detail regarding the subject I have mentioned. I began with the study of literature on the subject including some basic works written by...I have used many different **sources of information** such as ...These problems ... are widely discussed in literature. **The object of my research** is the operation (behavior/ processes) of .... The immediate **aim (goal/objective)** is to examine the function (behaviour/ dynamics) of ...The main **aims** of my research work and the tasks to fulfill are ...The main purpose/goal/aim of it is...to find out/to define/to characterize/explore/ to investigate/to analyse/to gain/..... It is aimed at ..... A current study in our laboratory is addressing the question of .... The focus of my research is on the relationship between .... and ... . It is very important and interesting to examine (analyze/ evaluate/ describe) the complex interaction between ... and .... . I set myself a **task** to/of...

the tasks that face us /that we are faced with/are as follows.... Its objectives are the following:

The **methods and techniques** we apply in this research include experiments (observations, laboratory tests, field, and pilot plant study ....) The experimental part of my research will mostly consist of tests to be conducted on ... The most challenging problems I have faced with are ... My study deals in the problems of.../is devoted to the investigation of... It touches upon the problems of... Earlier studies of this subject show that the problem has not been yet properly explored. I consider my work to be **relevant** nowadays because ... Some of most recent **results** of the research in ... make use of the .... and the theory of.... The results may be constructed into a theoretic framework that I am going to describe by systemizing the data obtained in the experiments (observations). I think they will be of considerable **practical significance**, because ...I expect to obtain the following **results** ... **In the future** I'm going to continue my studies and take a postgraduate course. **In conclusion** I would like to say that ...

### 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 Dialogue**

**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 ~~(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** ~~(s)~~ (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?

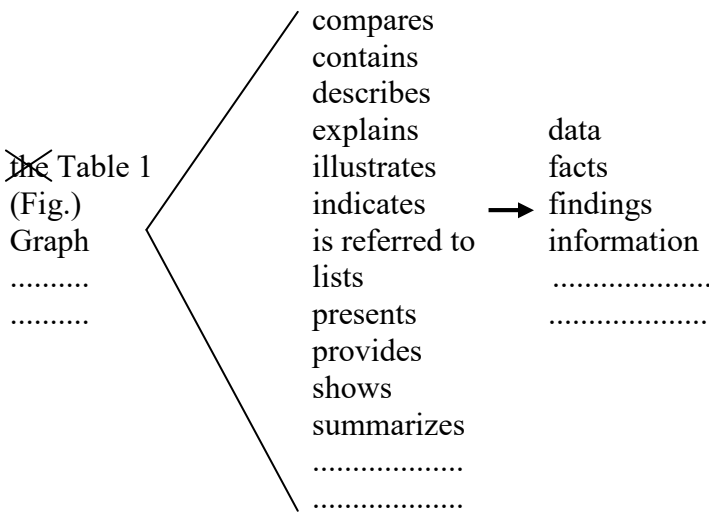
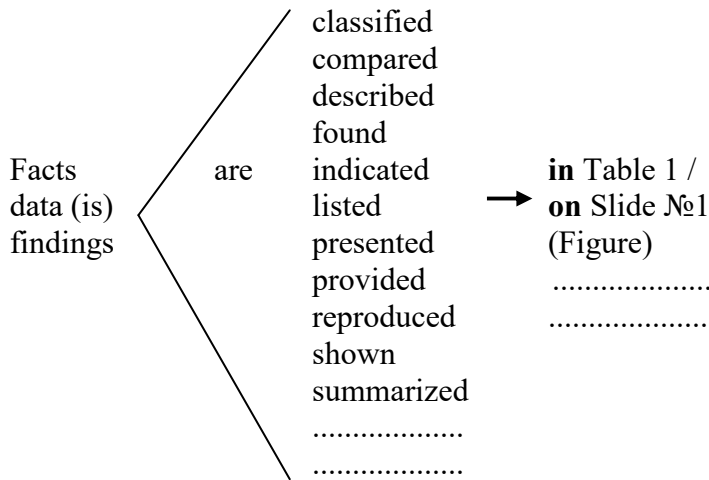
I'll focus it. Is that clearer now?

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

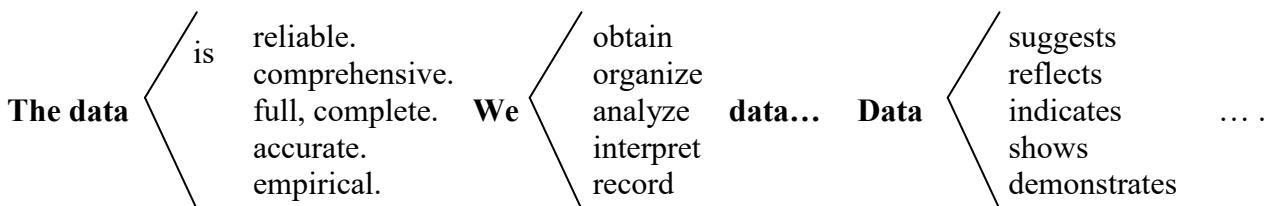
➤ **for** this information

.....

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





**4.6. Задания для оценки компетенций УК-4, УК-5. 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</p> <p style="margin-left: 150px;">} 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? 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)</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? 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</p>
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<p>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>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>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>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>
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<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 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 interpreter's office language department lost and found / lost</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 (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</p>
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property department property office information desk earphones technical equipment lounge lobby	бюро находок бюро находок стол информации наушники техническое оборудование холл, комната для отдыха или ожидания кулуары
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## 5. Содержание оценочных средств промежуточной аттестации

Промежуточная аттестация проводится в виде экзамена.

Структура экзамена

На экзамене обучающийся должен представить доклад-презентацию научного материала и ответить на вопросы, связанные с темой доклада.

Экзамен включает в себя два задания.

1. Выступление с докладом-презентацией научного материала по специальности обучающегося. Объём – 2000 печатных знаков. Продолжительности выступления – 8–10 минут, форма проверки – контроль коммуникативной компетентности.
2. Беседа с преподавателем на иностранном языке по вопросам, связанным с темой доклада.

### 5.1. Перечень контрольных заданий и иных материалов, необходимых для оценки знаний, умений, навыков

**Контролируемый раздел дисциплины «Устная профессиональная коммуникация»**

**Задание 1. Код компетенции УК-4, УК-5.**

**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?

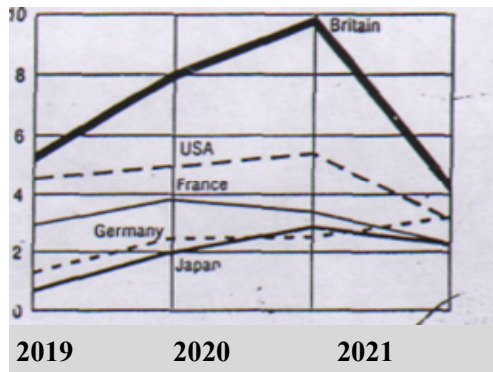
19. What part presents a detailed account of the experiment results?
20. When are you going to make a report?
21. Does your research present a new trend in psychology?
22. Does the paper include the description of a new method?
23. Is it important to read journals in your field?
24. Is it important to 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?
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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. Код компетенции УК-4, УК-5, ОПК-6.**

### **Примерная модель доклада-презентации**

Промежуточная аттестация обучающихся по дисциплине «**иностраный язык (английский)**» проводится по итогам обучения и является обязатель-

НО



### Medical equipment prices % change on previous years.

#### Notes:

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

- 1 – *Good morning*, ladies and gentlemen. Today, *I'm going to talk about* changes in medical equipment prices in Britain, the US, France, Germany and Japan during the period 2019 to 2022.
- 2 – *First of all, let's look at* a country whose price inflation was the *highest* during this period.
- 3 – *As you can see from* the graph, price inflation in Britain stood *at around* 5% in 2019, *rising to* almost 10% in 2021, before *falling back to* 4% in 2022.
- *Now, if we turn to* Japan, we can see that the situation is *different*. Price inflation in Japan was *as low as* 1% in 2019, and even though it *subsequently rose*, it was always *below* 4%.
- 4 – *Finally, let's look at* Germany, the only country experiencing *an upward trend in* inflation in 2022. *This rise from around* 2% in 2021 *to over* 3% in 2022 was due to the extra costs of Germany.
- *In conclusion, we can observe* that Britain had *the highest rate* of inflation of the five countries.

## 6. Критерии оценивания результатов обучения

Данная дисциплина предусматривает проведение традиционной формы аттестации в виде экзамена.

В результате изучения дисциплины «Иностранный язык» обучающийся должен:

На экзамене представить доклад-презентацию научного материала и ответить на вопросы, связанные с темой доклада. Обучающийся должен продемонстрировать умение пользоваться иностранным языком как средством профессионального общения и научных исследований. Обучающиеся должны владеть орфографической, орфоэпической, лексической и грамматической нормами изучаемого языка и правильно использовать их во всех видах речевой коммуникации, представленных в сфере профессионального общения и научных исследований. На экзамене обучающийся должен продемонстрировать владение подготовленной монологической речью, а также неподготовленной монологической и диалогической речью в ситуации профессионального общения в пределах программных требований. Оценивается содержательность, адекватная реализация коммуникативного намерения, логичность, связанность, смысловая и структурная завершенность, нормативность высказывания. Объектом контроля на экзамене являются навыки владения подготовленной и неподготовленной монологической речи.

Индикаторы компетенции	ОЦЕНКИ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ				
	плохо	неудовлетворительно	удовлетворительно	хорошо	отлично
Полнота знаний	Отсутствие знаний теоретического материала.	Уровень знаний ниже минимальных требований. Имели	Минимально допустимый уровень знаний. Допущено много	Уровень знаний в объеме, соответствующем программе подготов-	Уровень знаний в объеме, соответствующем программе подготов-



	Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	место грубые ошибки.	негрубых ошибки.	ки. Допущено несколько негрубых ошибок	ки, 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 несущественными 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 отношение)</b>	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
<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

код компетенции	оценка 5 «отлично»	оценка 4 «хорошо»	оценка 3 «удовлетворительно»	оценка 2 «неудовлетворительно»
	<b>ИЗУЧАЮЩЕЕ ЧТЕНИЯ (ПЕРЕВОД)</b>			
<b>УК-4 УК-5 ОПК-6</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 экзаме-не, 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>			
<b>УК-4 УК-5</b>	Речь грамотная и выразительная. Правильно используются лексико-грамматические конструкции, если допускаются ошибки, то тут же исправляются говорящим. Стилль научного высказывания выдержан в течение всей беседы. Объём высказывания соответствует требованиям. Говорящий понимает и адекватно отвечает на вопросы.	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 стилль 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 стилль выдержан не более чем в 30–40% высказываний.	Неполное высказывание (менее ½), более 15 грамматических/лексических/фонетических ошибок, грамматически неоформленная речь.

**Для тестирования:**

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

Оценка «4» (Хорошо) - балла (89-80%)

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

Менее 70% – Неудовлетворительно – Оценка «2»

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