



MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN  
FEDERATION  
Federal state autonomous educational institution  
of higher education  
**«Far Eastern Federal University»**  
(FEFU)

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**SCHOOL OF BIOMEDICINE**

«AGREED»

Head of education program  
«General medicine»

Khotimchenko Yu.S.

(signature)

(Full name)

«09» of July 2019

«APPROVED»

Director of the Department of Clinical  
Medicine

Geltser B.I.

(signature)

(Full name)

«09» of July 2019



**WORKING PROGRAM OF ACADEMIC DISCIPLINE (WPAD)**

**«Foreign Language»**

Education program

Specialty 31.05.01 «General medicine»

**Form of study: full time**

year 1,2, semester 1,2,3,4  
lectures not provided  
practical classes 288 hours  
laboratory works not provided  
total amount of in-classroom works 288 hours  
independent self-work 144 hours  
including preparation to exam 27 hours  
control works ()  
pass-fail exam year 1,2, semester 1,2,3  
exam year 2, semester 4

The working program is drawn up in accordance with the requirements of the Federal state educational standard of higher education (level of training), approved by the order of the Ministry of education and science of the Russian Federation from 09.02.2016 № 95.

The working program of the discipline was discussed at the meeting of the Department of fundamental and clinical medicine. Protocol No. 8, 09 of July 2019

Author: M. A. Lennikov

## ANNOTATION

The discipline "Foreign Language" is purposed for students enrolled in the educational program 31.05.01 "General medicine", and included in the basic part of the curriculum. Discipline is implemented on 1<sup>st</sup> and 2<sup>nd</sup> years, 1, 2, 3 and 4<sup>th</sup> semesters.

Development of the working program of the discipline was made in accordance with the Federal state educational standard of higher education in the specialty 31.05.01 "General medicine", the curriculum of training in the specialty 31.05.01 "General medicine".

The total complexity of the discipline studying is 12 credits, 432 hours. The curriculum provides 288 hours of practical classes and independent self-work of the student (144 hours.). Overall in-class learning activity amounts to 288 hours. Pass-fail exam is in the 4<sup>th</sup> semester.

**The goal of the discipline is** mastering of language knowledge (phonetic, lexical, grammatical and spelling), formation and improvement of language skills and oral skills, as well as deepening and broadening the cultural knowledge. When implementing the practical goal of training - formation of the future expert's ability and willingness to intercultural communication - occurs a gradual and progressive strengthening of vocational orientation of the training in accordance with the actually necessary the adequate foreign language skills for the future professional activity of a specialist in the area of medicine.

**The tasks of discipline are** - to give the students the theoretical bases of knowledge of Russian language in all its aspects, to develop practical skills and those of the communicative nature, to improve the overall language literacy; to form the skill of the proper language usage in accordance with the specific content of the discourse, the objectives of the speaker (writer), the situation and the communication environment.

*The student must know:*

- fundamentals of communications theory;
- genres of scientific speech;
- about the importance of speech culture in communication;
- the importance of national particularities in communication;
- **foreign language (Russian) to the extent necessary for professional communication and the possibility to obtain information in a foreign language.**

*The student must be able to:*

- understand information when reading texts of educational, reference, non-fiction/cultural nature in accordance with the specific purpose (introductory reading, studying, preview, search);
- transfer in foreign language the messages in the form of monological statements (within the determined subjects) and share information in the process of dialogical communication (in accordance with the goals, objectives and conditions of verbal interaction, as well as in relation to the content of the read/listened to text), while carrying out the certain communicative intentions within speech etiquette;
- comprehend information with direct and indirect (listening to audiorecordings, telephone conversation, etc.) communication with native speakers within the determined areas and themes of communication;
- transfer in foreign language and correctly arrange the information in accordance with the objectives and tasks of communication, and taking into account the receiver (recording information received while reading in the form of working notes, a plan; writing of a business letter, resume seeking employment, application, request; filling in forms, questionnaires; writing of a personal letter and postcard, etc.);
- use translation as a means of memorizing linguistic (lexical-grammatical) material from a foreign language to the mother tongue and from the mother

tongue to the foreign language; ability to use translation as a means of understanding the audio- and printed texts.

*The student must possess:*

- the norms of modern foreign language and culture;
- the basics of dialogical and monological speech (orally and in writing);
- technique of speech activity;
- knowledge of descriptive-expressive language tools and proper usage in speech of the various kinds of tropes and figures;
- knowledge about processes of speech planning and monitoring, methods of variational interpretation of reality,
- technology of nonreflexive and emphatic listening;
- knowledge about processes of speech planning and monitoring, methods of variational interpretation of reality,
- **foreign language to the extent necessary to receive information from foreign sources.**

As a result of the study of this discipline the students form the following types of the general cultural and general professional competence.

Competence code and formulation	Stages of forming the competence	
the readiness to self-development, self-realization, self-education, to use of creativity (GCC -5)	Knows	Foreign language at the level necessary to retrieve professional information and terminology;
	Is able to	Freely communicate ideas and understand the interlocutor in the foreign language;
	Possesses	Various speaking skills to communicate in the professional community.
the willingness to communicate in oral and written forms in Russian and foreign languages to solve the problems of professional activity (GPC-2)	Knows	communication basics, principles and methods of organizing communication in Russian and a foreign language
	Is able to	create and edit texts of the scientific and professional orientation; summarize and annotate information; create communication materials; organize the negotiating process, including with the use of modern means of

		communication in Russian and a foreign language
	Possesses	skills of business and public communications, basic grammatical structures of the scientific and spoken language
the readiness to analysis and public presentation of medical information based on evidence-based medicine (PC – 20)	Knows	Methods of public presentation of medical information in Russian
	Is able to	To make a report, report, presentation in Russian
	Possesses	Skills of public speaking in Russian

## **I. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE**

The discipline "Foreign Language (Russian)" does not have the theoretical part.

## **II. THE STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE**

The basic form of teaching the Russian language are practical exercises which depending on the particular purpose of the lesson may vary in the forms of work and activities (reading and retelling, writing an assignment, discussion of the topic, making a presentation, watching a movie, listening to the news, etc.).

Selection of the organizational form of work corresponds to the type of assignments: 1) language, conditionally communicative tasks involve work in pairs; 2) situational tasks can be implemented when working in groups and in pairs; 3) written assignments are completed, as a rule, individually.

Modern communicative approach to teaching the Russian language involves the widespread use of non-traditional forms of training: integrated lesson, lesson-dispute, conference, a trip, video lesson, organizing and

conducting role-playing and aspect games of different focus, as well as the use of multimedia technologies.

Discipline "Foreign language (Russian)" is a discipline of humanitarian, social and economic cycle of the fundamental part of the Federal State Educational Standard of higher vocational education (FSES HVE) for specialization 31.05.01. General Medicine.

Russian language fluency provides foreign students with the necessary basis for successful communication in the Russian language environment.

No. п/п	Topic	Number of teaching hours
<b>1<sup>st</sup> semester</b>		
1	Sounds and letter. Introduction to the alphabet. Vowels (a, o, u, e, y, i). Consonants (m, n, r, p, b, t, d, f, v, s, z, k, g). Sonar, paired consonants (voiceless and voiced).	2
2	Syllable, accent, rhythm. Weakening (a, o). Intonation of the narrative sentence.	2
3	Concept of gender.	2
4	Consonant <sup>j</sup> . Vowels (e, jo, ju, ja). Rhythm, stress. Weakening (je, ja).	2
5	Intonation of the question sentence with a question word.	2
6	Review unit.	2
7	A direct animate object. Question WHO? The singular and plural forms of nouns.	2
8	Personal pronouns. Possessive pronouns (adjectives).	2
9	Consonants (l, l', ž, š, ch). Rhythm, stress.	2
10	Intonation of question sentence without question words. Negative response.	2
11	Review unit.	2
12	Consonants (h, ts, šč). Rhythm, stress.	2
13	Concept of the verb. Group I (to know, to do, to read ...).	2

14	Review unit.	2
15	Numerals. Question HOW MANY/HOW MUCH? Count (1-10)	2
16	Intonation in the comparative question with conjunction A.	2
17	Speech development. Text 1	2
18	Review unit.	2
19	Speech development. My family.	2
20	Adjectives.	2
21	Question: what kind - masculine, feminine, neutral, plural.	2
22	Possessive models (I have).	2
23	Review unit.	2
24	Speech development. Text 2.	2
25	Verb, group II.	2
26	Adverb. Questions: how?, where?, when?	2
27	Review unit.	2
28	Numerals. Count (10-20).	2
29	Review of possessive adjectives (my, your, our, your, his, hers, theirs).	2
30	Model: Whose brother (son...)? Whose sister (mom...)?	2
31	Review unit.	2
32	Where do you live.	2
33	Prepositional case of nouns	2
34	Model - I live in Paris (in Moscow, in Germany).	2
35	Review unit.	2
36		2

<b>2<sup>nd</sup> semester</b>		
1	Occupations. Present tense of verbs (review). Prepositions in/on the prepositional case.	2
2	Model - Alice performs in the theatre. Builder works on a construction site. Appointment to the doctor.	2
3	Weather and climate. Numerals (up to 100). Past tense of verbs.	2
4	Review unit.	2
5	Models: winter is cold here. It was warm yesterday, + 25.	2
6	My day. Past tense of verbs (review).	2
7	Model - at the day time I was at work and in a restaurant. Verbs "to get up, to give, to sell".	2
8	Review unit.	2
9	Time on the clock. Model: what time? (what time is it?)	2
10	When do you get up? I get up at one at (two o'clock, at in 6 o'clock)	2
11	Speech development. Text 3	2
12	Review unit.	2
13	Clothes shop. Accusative case of inanimate nouns and adjectives.	2
14	Verb "to want". Model: do you have shirts? I want this red shirt.	2
15	Review unit.	2
16	Grocery store. Model: where and what you buy?	2
17	Speech development. Text 4.	2
18	At a doctor's. Body parts. Model: where does it hurt? I have a headache. I have a toothache.	2
19	Review unit.	2
20	Languages and countries. Impersonal models (in Spain they speak Spanish).	2
21	Prepositional case of nouns as the object of speech or thought.	2
22	Model: what is this book about? This is a book about Moscow.	2



23	Review unit.	2
24	Speech development. A letter to a friend.	2
25	In the city. Prepositional case of adjectives.	2
26	Model: in what city? On which street?	2
27	Home and apartment. Prepositional case of possessive pronouns.	2
28	Model: Do you have an escalator in your house. What do you have in your living room?	2
29	Plan for a week. V + prepositional case meaning time.	2
30	Speech development. Text 5.	2
31	Review unit.	2
32	Verb with suffixes -ova/-eva. Model: I had a meeting Wednesday.	2
33	Summer vacation. Verbs with -s'ja.	2
34	Verbs "to be able to, can". Model: in the summer we went on a bike.	2
35	Review unit.	2
36		2
<b>3<sup>rd</sup> semester</b>		
1	Declension of singular nouns, adjectives. The use of forms of prepositional case.	2
2		2
3	Perfective and imperfective verbs, reflexive and nonreflexive verbs. Verbs in present, past, future tenses. Verbs of motion	2
4	Impersonal models: possible, necessary, needed + infinitive.	2
5	Complex sentence (conjunctions that, in order to, because, therefore, if, when, where and whether)	2
6	Review unit.	2
7		2
8	Genitive case of the plural nouns. Adjectives, demonstrative and possessive pronouns in the genitive plural. The pronoun 'self'. Speaking on the theme of "My summer vacation".	2

9	Agreement of the numerals and nouns in the genitive case. Words: a lot, a little, few, how much.	2
10	Expression 'each other'.	2
11	Review unit.	2
12	Accusative case of the plural nouns.	2
13	Adjectives, demonstrative and possessive pronouns in the accusative plural. Speaking on the theme "Holidays in India".	2
14	Impersonal sentence. Design let + verb in 3rd person singular. or plural. Preposition case of plural nouns. Adjectives, demonstrative and possessive pronouns in prepositional case plural.	2
15		2
16	Review unit.	2
17	Dative case of the plural nouns.	2
18	Adjectives, demonstrative and possessive pronouns in dative case plural. Speaking on the theme "Holidays in Russia".	2
19	Complex sentences with conjunction 'which' singular.	2
20	Speech development. Text 6	2
21	Ablative case of the plural nouns.	2
22	Adjectives, demonstrative and possessive pronouns in the ablative case plural. Speaking on the theme "Remote tour to Archangelsk".	2
23		2
24	Review unit.	2
25	Speech development. Text 7	2
26	Sub-clauses with conjunction 'which' plural.	2
27	Motion verbs with prefixes.	2
28	Model 'in order to + infinitive', sub-clauses with conjunction 'in order to'. Discussion topic «Moscow is the capital of Russia».	2
29		2
30	Review unit. Review - declensions of nouns and adjectives in singular and plural.	2
31	Direct and indirect speech. Review unit.	2

32		2
33		2
34		2
35	Speaking on the theme "St.-Petersburg".	2
36	Review unit.	2
<b>4<sup>th</sup> semester</b>		
1		2
2	Degree of comparison of adjective and adverbs.	2
3		2
4	Speaking on the theme "Alexander Pushkin".	2
5	Review unit.	2
6		2
7	Active present participles.	2
8		2
9	Active past participles.	2
10	Passive present participles.	2
11	Speaking on the theme "Education system in India".	2
12		2
13	Passive past participles.	2
14	Passive past participles: full and short forms.	2
15		2
16	Review unit.	2
17	Active and passive models.	2

18	Speaking of the theme "Educational System in Russia".	2
19	Review unit.	2
20	Verbal adverb. Forming verbal adverbs of perfective and unperfective aspects.	2
21		2
22	Speech development. Text 8.	2
23	Review unit.	2
24	Complex sentences with coordinating conjunctions.	2
25		2
26	Compound sentences with sub-clauses of place.	2
27	Compound sentences with sub-clauses of time.	2
28	The theme of "Famous doctors-scientists of Russia".	2
29	Compound sentences with sub-clauses of cause and effect.	2
30	Compound sentences with sub-clauses of modal, measure and extent.	2
31	Compound sentences with sub-clauses of purpose.	2
32	Speech development. Text 9.	2
33	Compound sentences with concessive sub-clause.	2
34	Negative and indefinite pronouns and adverbs.	2
35	Review unit.	2
36		2
	<b>Total</b>	288

### **III. SCHOLASTIC-METHODICAL PROVISIONING FOR THE STUDENTS' INDIVIDUAL WORK**

Scholastic-methodical provisioning for the students' individual work in the discipline Russian Language and speech culture is presented in Supplement 1 and includes:

- schedule for performing individual work in the discipline, including the approximate time to allocate on each task;
- description of the tasks for individual work of students and methodical recommendations for their completion;
- requirements for submission and registration of results of individual work;
- criteria for evaluation of completion of the individual work.

#### IV. CONTROL FOR ATTAINING THE COURSE GOAL

№	Controlled sections/topics of the discipline	Codes and stages of forming the competences		Means for evaluation	
				Current control	Half-way attestation
3	Practical material of 1, 2, 3 and 4 <sup>th</sup> semesters	the readiness to self-development, self-realization, self-education, to use of creativity (GCC -5)	Knows	a foreign language at the level necessary to retrieve professional information and terminology	OQ-1 Interview
			Is able to	freely express the ideas and understand an interlocutor in a foreign language	WW-3 Essay
			Possesses	various speaking skill to communicate in the professional community	WW-3 Essay
5	Practical material of 1, 2, 3 and 4 <sup>th</sup> semesters	the willingness to communicate in oral and	Knows	foreign language (Russian) to the extent necessary for professional communication	OQ-1 Interview

		written forms in Russian and foreign languages to solve the problems of professional activity (GPC-2)		and the possibility to obtain information in a foreign language.	
			Is able to	express the thoughts and opinions in interpersonal and business communication in a foreign language;	WW-3 Essay
			Possesses	foreign language to the extent necessary to receive information from foreign sources.	WW-3 Essay
6	Practical material of 1, 2, 3 and 4 <sup>th</sup> semesters	- the readiness to analysis and public presentation of medical information based on evidence-based medicine (PC – 20)		communication basics, principles and methods of organizing communication in Russian and a foreign language	OQ-1 Interview
				create and edit texts of the scientific and professional orientation; summarize and annotate information; create communication materials; organize the negotiating process, including with the use of modern means of communication in Russian and a foreign language	WW-3 Essay

				skills of business and public communications, basic grammatical structures of the scientific and spoken language	WW-3 Essay
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The model tests, methodical materials prescribing procedures for evaluation of knowledge, skills and/or practical experience, as well as criteria and indicators necessary to assess knowledge, abilities, skills and the defined stages of forming competencies in the process of acquiring educational program, are presented in Appendix 2.

## V. LIST OF EDUCATIONAL LITERATURE AND INFORMATIONAL-METHODICAL REQUIREMENTS FOR THE DISCIPLINE

Textbooks

### *Primary*

1. Ermachenkova, V.S. *Word: a handbook on vocabulary and conversation*. - 3th ed. - St. Petersburg : Zlatoust, 2012. - 212 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:673836&theme=FEFU>

2. Ermachenkova, V.S. *Listen and hear: listening to learners of Russian as a foreign language*. Basic level (A 2). - 6th ed. - St. Petersburg : Zlatoust, 2014. - 112 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:673849&theme=FEFU>

3. Karavanova, N.B. *Matryoshka: elementary Russian practical course: 0-A1*. – M. : The Russian language. Courses, 2015. - 334 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:764045&theme=FEFU>

4. Khavronina, S.A. *Russian language in exercises : textbook (for English speakers)*/S.A. Khavronina, A.I. Shirochenskaya. – M. : Russian language. Courses, 2015. - 384 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:673760&theme=FEFU>

### ***Additional***

1. Akishina A. A. *Russian in Games* : textbook ; study guide / A. A. Akishina. – 3<sup>rd</sup> ed. – M.: Russian Language. Courses, 2016. – 64 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:833180&theme=FEFU>

2. Volodina G. I. *How to say about that? Special phrases of the spoken Russian* : [textbook] / G. I. Volodina – 5<sup>th</sup> ed., ster. – M.: Russian Language. Courses, 2016. – 245 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:839613&theme=FEFU>

3. Glebova N. N. *About Russian films in Russian* : textbook for oral practice / N. N. Glebova, I. A. Orekhova. – 2<sup>nd</sup> ed., ster. – M.: Russian Language. Courses, 2016. – 175 p.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:830810&theme=FEFU>

### **A list of resources**

#### **of the information and telecommunication network "Internet"**

1. State Russian Language Institute named after Alexander Pushkin, <http://www.pushkin.institute/Certificates/CCT/tests-online.php>
2. Linguistics online, [http://linguistics-online.narod.ru/index/resursy\\_rki/0-483](http://linguistics-online.narod.ru/index/resursy_rki/0-483)
3. TsMO Tekstoteka, <http://texts.cie.ru/>
4. Portal Russian as a foreign language "RussNet" (in English) <http://www.russnet.org>
5. Resources for those studying Russian language and culture (Russian Studies Department, Bucknell University) (in English), <http://www.departments.bucknell.edu/russian>



6. Russian for everybody – Russian language course as a foreign language, the Peoples' Friendship University of Russia 2000 (Russian and English version) <http://www.LinguaRus.com>

7. News from Russia - remote course of Russian as a foreign language for advanced level (Center for international education, MSU).

<http://www.iec.ru>

8. Russian Web Tutor (Interactive materials on Russian as a foreign language), <http://www.auburn.edu/~mitrege/RWT>

9. Materials in Russian as a foreign language by Professor. T. Bayer (MiddleburyCollege), <http://community.middlebury.edu/~beyer/mapryal/>

## LIST OF INFORMATION TECHNOLOGIES AND SOFTWARE

The location of the computer equipment on which the software is installed, the number of jobs	List of licensed software
<p>Multimedia auditorium Vladivostok Russian island, Ayaks 10, building 25.1, RM. M723 Area of 80.3 m2 (Room for independent work)</p>	<p>Windows Seven enterprice SP3x64 Operating System Microsoft Office Professional Plus 2010 office suite that includes software for working with various types of documents (texts, spreadsheets, databases, etc.); 7Zip 9.20 - free file archiver with a high degree of data compression; ABBYY FineReader 11 - a program for optical character recognition; Adobe Acrobat XI Pro 11.0.00 - software package for creating and viewing electronic publications in PDF; WinDjView 2.0.2 - a program for recognizing and viewing files with the same format DJV and DjVu.</p>

In order to provide special conditions for the education of persons with disabilities all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilet rooms, information and navigation support signs

## **VI. METHODOICAL RECOMMENDATIONS AS TO STUDY THE DISCIPLINE**

The main purpose of foreign language teaching students (Russian as a foreign language) is to achieve the practical command of language which involves the formation of skills of individual work with the sources in the professional area in order to retrieve scientific and practical information.

Performing students off-class individual work in extracurricular time, as under the guidance of the instructor, and without his/her direct involvement is important in order to achieve the task in hand.

The objectives of students' individual work are: organizing and strengthening the students' knowledge gained by learning Russian language; formation of skills to use in speech various language construct models, to work with texts of different genres and styles, to make different kinds of plans, to answer questions to the texts, the development of the 4 types of speech activities (speaking, reading, writing and listening).

Students' individual work in the course "Foreign language (Russian)» is mandatory for every student, its volume is determined by the State Educational Standard and curriculum. It is necessary at the very beginning of learning period to carefully plan the time allocated for individual work with sources and literature on the subject.

Individual work includes:

a) reading fiction. The purpose of this type of work is to form an interest in reading and to teach students to overcome language difficulties in reading, to extract the necessary information from the text, to teach to use Russian sources for self-study and skills improving.

Reading should be carried out in conjunction with the mastery of language theory: 1) to analyze the grammatical forms to better understand the material; 2) to make syntax and morphological analysis of the most challenging sentences;

3) to split the complex types of sentences for syntax groups (the group of the subject, the group of the predicate); 4) to interpret the meaning of the idiomatic expressions; 5) to determine the similarity or difference of language forms.

b) work with audio and video materials contributes to the development of listening comprehension of foreign language (Russian).

c) work with resources published on the Internet, and software applications designed for devices using the Android operating system.

Self-control and monitoring by the teacher include various types of testing and individual control.

### **LOGISTICS DISCIPLINE**

For practical work, as well as for the organization of independent work, students have access to the following laboratory equipment and specialized classrooms that meet the current sanitary and fire regulations, as well as safety requirements during training and scientific and industrial works:

<b>Name of the equipped rooms and rooms for independent work</b>	<b>List of main equipment</b>
The computer class of the School of biomedical AUD. M723, 15 work places	<p>Screen, electrically 236*147 cm to trim the screen; Projector DLP technology, 3000 ANSI LM, WXGA with 1280x800 resolution, 2000:1 Mitsubishi EW330U; Subsystem of specialized mounting equipment course-2007 Tuarex; Subsystem of videocommunity: matrix switch DVI and DXP 44 DVI Pro advertising; extension cable DVI over twisted pair DVI 201 TX/RX advertising; Subsystem of audiocommentary and sound; speaker system for ceiling si 3ct LP Extron on from; digital audio processor DMP 44 LC the Extron; the extension for the controller control IPL T CR48; wireless LAN for students is provided with a system based on 802.11 a/b/g/N 2x2 MIMO(2SS) access points.</p> <p>Monoblock HP Loope 400 all-in-one 19.5 in (1600x900), core i3-4150t, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, and a DVD+ / -RW, GigEth, Wi-Fi and BT, the USB port of roses/MSE, Win7Pro (64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty</p>

Multimedia audience	Monoblock Lenovo C360G-i34164G500UDK; projection Screen Projecta Elpro Electrol, 300x173 cm; Multimedia projector, Mitsubishi FD630U, 4000 ANSI Lumen 1920 x 1080; Flush interface with automatic retracting cables TLS TAM 201 Stan; Avervision CP355AF; lavalier Microphone system UHF band Sennheiser EW 122 G3 composed of a wireless microphone and receiver; Codec of videoconferencing LifeSizeExpress 220 - Codeconly - Non-AES; Network camera Multipix MP-HD718; Two LCD panel, 47", Full HD, LG M4716CCBA; Subsystem of audiocommentary and sound reinforcement; centralized uninterrupted power supply
Reading rooms of the Scientific library of the University open access Fund (building a - 10)	Monoblock HP Loope 400 All-in-One 19.5 in (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW,GigEth,wifi,BT,usb kbd/mse,Win7Pro (64-bit)+Win8.1Pro(64-bit),1-1-1 Wty Speed Internet access 500 Mbps. Jobs for people with disabilities equipped with displays and Braille printers.; equipped with: portable reading devices flatbed texts, scanning and reading machines videovelocity with adjustable color spectrums; increasing electronic loops and ultrasonic marker
Accreditation-simulation center of the school of Biomedicine	



THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION  
Federal State autonomous education institution of higher education  
**«Far Eastern Federal University»**  
(FEFU)

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**SCHOOL OF BIOMEDICINE**

**TRAINING AND METHODOLOGICAL SUPPORT**  
**INDIVIDUAL WORK OF TRAINEES**

in discipline Foreign Language (Russian)  
Educational program  
Preparation for 31.05.01. General Medicine  
Form of training full-time

**Vladivostok**

**2018**

**The schedule execution of individual work on discipline  
(144 hours)**

<b>№</b>	<b>Date / deadlines</b>	<b>Type of independent work</b>	<b>Estimated time to complete rules</b>	<b>Form of control</b>
<b>1 semester</b>				
1	1 week	Textbook №1 pp. 8-13	3 hours	Task check, Answer for questions
2	2 week	Textbook №1 pp.13-19	3 hours	Task check, Answer for questions
3	3 week	Textbook №1 pp.19-25	3 hours	Task check, Answer for questions
4	4 week	Textbook №1 pp.25-30	3 hours	Task check, Answer for questions
5	5 week	Научный текст, Перевод реферирование	3 hours	Translation check
6	6 week	Textbook №1 pp..32-35	3 hours	Task check, Answer for questions
7	7 week	Textbook №1 pp.35-40	3 hours	Task check, Answer for questions
8	8 week	Textbook №1 pp. 40-45	3 hours	Task check, Answer for questions
9	9 week	Textbook №1 pp.45-50	2 hours	Task check, Answer for questions
10	10 week	Textboook №3 pp. 1-7	2 hours	Translation check
11	11 week	Textbook №3	2 hours	Task check,

		pp. 7-14		Answer for questions
12	12 week	Textbook №3 pp. 14-21	2 hours	Task check, Answer for questions
13	13 week	Textbook №3 pp. 22-27	2 hours	Task check, Answer for questions
14	14 week	Preparation for the Test	2 hours	Test control
<b>2 semester</b>				
1	In accordance with calendar theme plan	Textbook №1 pp. 50-55	3 hours	Task check, Answer for questions
2	In accordance with calendar theme plan	Textbook №1 pp. 55-60	3 hours	Task check, Answer for questions
3	In accordance with calendar theme plan	Textbook №1 pp. 60-65	3 hours	Task check, Answer for questions
4	In accordance with calendar theme plan	Textbook №1 pp. 65-70	3 hours	Task check, Answer for questions
5	In accordance with calendar theme plan	Научный текст, Перевод аанотирование	3 hours	Translation check
6	In accordance with calendar theme plan	Textbook №1 pp. 70-75	3 hours	Task check, Answer for questions
7	In accordance with calendar theme plan	Textbook №1 pp. 75-80	3 hours	Task check, Answer for questions
8	In accordance with calendar theme plan	Textbook №1 pp. 80-85	3 hours	Task check, Answer for questions
9	In accordance with calendar theme	Textbook №3	2 hours	Task check,

	plan	pp. 27-30		Answer for questions
10	In accordance with calendar theme plan	Textbook №3 pp.30-35	2 hours	Task check, Answer for questions
11	In accordance with calendar theme plan	Textbook №3 pp. 35-40	2 hours	Task check, Answer for questions
12	In accordance with calendar theme plan	Textbook №3 pp.40-45	2 hours	Task check, Answer for questions
13	In accordance with calendar theme plan	Textbook №3 pp.45-50	2 hours	Task check, Answer for questions
14	In accordance with calendar theme plan	Preparation for the pass	2 hours	Pass
<b>3 semester</b>				
1	In accordance with calendar theme plan	Textbook №3 pp. 50-55	3 hours	Task check, Answer for questions
2	In accordance with calendar theme plan	Textbook №3 pp. 55-60	3 hours	Task check, Answer for questions
3	In accordance with calendar theme plan	Textbook №1 pp. 94-100	3 hours	Task check, Answer for questions
4	In accordance with calendar theme plan	Textbook №1 pp. 100-105	3 hours	Task check, Answer for questions
5	In accordance with calendar theme plan	Textbook №1 pp. 105-110	3 hours	Translation check
6	In accordance with calendar theme plan	Textbook №1 pp.110-115	3 hours	Task check, Answer for questions



7	In accordance with calendar theme plan	Textbook №1 pp 115-120	3 hours	Task check, Answer for questions
8	In accordance with calendar theme plan	Textbook №1 pp 120-125	3 hours	Task check, Answer for questions
9	In accordance with calendar theme plan	Textbook №1 pp. 125-130	2 hours	Task check, Answer for questions
10	In accordance with calendar theme plan	Textbook №1 pp.142-155	2 hours	Task check, Answer for questions
11	In accordance with calendar theme plan	Textbook №1 pp 155-160	2 hours	Task check, Answer for questions
12	In accordance with calendar theme plan	Textbook №1 pp 161-165	2 hours	Task check, Answer for questions
13	In accordance with calendar theme plan	Medical science text, Annotation translation	2 hours	Translation check
14	In accordance with calendar theme plan	Medical science text, Annotation translation	2 hours	Translation check
15	In accordance with calendar theme plan	Preparation for the test	2 hours	Test control
<b>4 semester</b>				
1	In accordance with calendar theme plan	Textbook №2 pp. 9-15	3 hours	Task check, Answer for questions
2	In accordance with calendar theme plan	Textbook №2 pp. 15-20	3 hours	Task check, Answer for questions

3	In accordance with calendar theme plan	Textbook №2 pp. 20-30	3 hours	Task check, Answer for questions
4	In accordance with calendar theme plan	Textbook №2 pp. 30-40	3 hours	Task check, Answer for questions
5	In accordance with calendar theme plan	Textbook №2 pp. 40-50	3 hours	Task check, Answer for questions
6	In accordance with calendar theme plan	Textbook №2 pp. 50-60	3 hours	Task check, Answer for questions
7	In accordance with calendar theme plan	Textbook №2 pp. 60-70	3 hours	Task check, Answer for questions
8	In accordance with calendar theme plan	Textbook №2 pp. 70-80	3 hours	Task check, Answer for questions
9	In accordance with calendar theme plan	Textbook №2 pp. 80-90	2 hours	Task check, Answer for questions
10	In accordance with calendar theme plan	Textbook №2 pp. 90-100	2 hours	Task check, Answer for questions
11	In accordance with calendar theme plan	Textbook №2 pp. 130-140	2 hours	Task check, Answer for questions
12	In accordance with calendar theme plan	Textbook №2 pp. 140-150	2 hours	Task check, Answer for questions
13	In accordance with calendar theme plan	Textbook №2 pp. 50-160	2 hours	Task check, Answer for questions
14	In accordance with calendar theme plan	Preparation for the test	2 hours	Pass

## **Recommendations for individual students' work**

The main forms of individual work of students are:

1. Doing grammatical and lexical exercises from the manual:

No. 1. Dialogue of the doctor with the patient: the manual on development of the speech for foreign students – Physicians / Dyakova V.N.; The 6th edition, St. Petersburg: Zlatoust, 2014, 228 pages.

No. 2. Preparation for clinical practice: a grant on development of the speech for foreign students – Physicians / Dyakova V.N.; The 6th edition, St. Petersburg: Zlatoust, 2014, 308 pages.

No. 3. Collecting anamnesis and execution of the clinical record: The manual on Russian for foreign students / Orlova E.V.; St. Petersburg: Zlatoust, 2012, 60 pages.

2. Reading fiction and preparation of statements of read;

3. Translation - annotation of the scientific medical text

And additional forms of individual work of students are in case of need added.

## **Methodical instructions for doing of grammatical and lexical exercises**

Manuals "Dialogue of the Doctor with the Patient" and "Preparation for Linichesky Practice" by Dyakova V.N. contain about 400 written tasks and exercises of varying complexity with the purpose to prepare foreign medical students for oral communication with the patient, for record of subjective and objective data on the patient in the medical record of the inpatient. The grant contains to a spetsialnyka texts on the basis of textbooks on medicine. The manual is supplied with the application in which answers to the majority of exercises are given that allows students to work mostly independently. Tasks to

which answers are not provided, it is planned to sort on a practical training. The purpose of independent work of this type is fixing of the grammatical and lexical material studied during a practical training. Works are submitted in writing, their performance is set off upon, it is not supposed to put down on them marks.

### **Methodical instructions**

#### **For reading literature texts and preparation of statements**

This type of independent work expansion of the general lexicon of students and better understanding of the written Russian presented in the best samples of the Russian classical and modern literature sets the task. Following the results of reading of the offered texts students submit the list of new lexicon, statement of their main contents and the translation into English of fragments from the text.

### **Methodical instructions**

#### **to annotation - translation of the text from English into Russian**

The summary has to give a preliminary idea of the unfamiliar text and help with search and selection of unfamiliar material. The summary differs from the paper, it does not disclose content, and only reports about availability of material on a certain subject and specifies a source.

The most difficult question is the summary typology. All variety of summaries comes down to the following genres: the general, analytical, group, help and recommendatory.

The general summary characterizes contents of the document in general.

The analytical summary characterizes contents of the document from a certain point of view, in a certain aspect.

The group summary is formed on the basis of several documents of similar contents, one author, publishing house, etc.

The estimated summary estimates the information importance, signals about availability of new social information in the document in relation to already available in the system of social communication.

The recommendatory summary gives general concept of existence, novelty and value of the annotated documents, after their preliminary account, systematization and the analysis.

### **Structure of the summary**

#### Helpful summary

1. Full name the author in a foreign language. Translation of the name.
2. The output data (the name of the magazine in a foreign language, number, year, the place of the edition, volume, a release series, the number of pages of the annotated article (from — to), the number of drawings, tables. bibliographic names).

#### Descriptive summary

Same scheme. Summary of work.

The summary can be made in any language, but it is necessary to use impersonal descriptive designs: it is reported ...; it is in detail described ...; it is briefly told ...; special attention is paid.

#### Contents of the summary

The text of the help summary can include the following data:

- a subject of the annotated document, characteristic of its perspective, the main conclusions of the author;
- a type of the annotated document (the book, the thesis, article);
- purpose of the annotated document;
- the tasks set by the author;
- the method used by the author;
- information about the author;

- characteristic of auxiliary and illustrative materials, including the bibliography;
- characteristic of novelty, originality and relevance of a problem and also theoretical and practical value of the annotated work.

### Summary volume

The average volume of the summary – 500 printed characters. Language of the summary has to be short, compressed. The summary can be from 2-3 words to several offers (or 10-15 lines). The summary makes 1/8 originals. The summary of advisory nature is allowed to make summaries which volume is not regulated, for example.

### **Technique of drawing up summary**

Drawing up the summary breaks into several stages:

- a) acquaintance with the text of the document, i.e. viewing reading;
- b) secondary viewing of material for check and specification of basic data;
- c) allocation of a basic provision of the annotated document, i.e. deletion of minor, unimportant data and preservation of the most important minimum which has to enter the summary;
- d) logical integration of related problems, phenomena;
- e) synthesis of the received data in the coherent text (draft option);
- e) final version.

The annotational translation is the type of the translation consisting in drawing up the summary of the original in other language.

Translation process includes three the main a stage: perception, intelligent storing and reproduction. At a translation of article from English into Russian in the center of attention there is a text, at first as object of studying, and then as information source.

Discrepancy in sentence structure of the learned language and native, differences in some regularities of their constructions which cause difficulties of understanding of the text and lead to need of special consideration of its logical pokstroyeniye, allocation of speech stamps and the analysis of samples of summaries and the annotational translations of books, journal and newspaper articles.

Therefore, the second stage of work includes the analysis of ready summaries and the annotational translations of texts after which studying, it is necessary to answer questions, giving detailed characteristic to process of annotation and annotational transfer.

The simple summary gives the short description of contents of article in a coherent look what written drawing up the logical plan of this text can precede to. The plan can be made in the form of headings, key offers of the text, theses or questions. To some semantic parts of the text it is difficult to make the logical plan in the form of headings, in that case it is possible to use not only theses or questions, but also terminological chains of words taken from the text.

Having written the logical plan of article, it is necessary to check attentively it and to choose basic elements which will be necessary for a further compression of contents of the text that is an indispensable condition of annotation.

Difficult types of summaries (analytical, group, estimated and recommendatory) can include: citing, assessment of the work, excerpt from the review or the reference to them, the information about the author, about creative history of the work, etc. The difficult summary not only contains the description of the logical plan, but also gives short characteristic of contents of article. In this type of work questions according to contents of the text and questions of the conclusions drawn by the author of article are appropriate. All difficult types of summaries, mentioned above on maintenance and registration more complex, than the general summary.

### **General requirements to summaries**

1. Language of the summary has to be simple and intelligible and stylistically correct. It is necessary to avoid excess introductory phrases. For example: "The author of article considers ...", "Are presented in article ...". It is recommended to use the syntactic designs peculiar to language of the scientific and technical documentation, to avoid the compound sentences including several subordinate clauses.

2. It is desirable to build the summary of short phrases, not to use in the text verbs occurring at different times, for example: "Are described", and "Are described", i.e. to observe unity of time in all offers of the summary.

3. It is necessary to save the text of the summary from excess details.

4. In the text of the summary it is necessary to apply the standardized terminology. Not to use rare terms, or to explain them at the first mention in the text, to observe unity of terminology within the summary.

5. Reductions and symbols, except common, apply in exceptional cases or give their definitions at the first use.

6. Proper names are given in a look in which they are given in the text of article.

7. Place names are provided in a look in which they are given in the text of article.

8. Summaries on articles, except for fiction, include characteristic of a subject, problem, purpose of work and its main results and/or conclusions.

### **The summary should not**

9. To copy the data which are contained in the bibliographic description, in particular, the title of article. The summary cannot repeat the title of article in accuracy.

10. To contain difficult syntactic constructions.



11. To contain estimated characteristics of the bibliographer – the author of the summary.

12. To contain the little-used reductions used in article without their interpretation at the first mention.

13. To use verbs occurring at different times in the text.

The sample of a task for translation – annotation is given in the Addition 2 - Training complex of Discipline.



THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION  
Federal State autonomous education institution of higher education  
«**Far Eastern Federal University**»  
(FEFU)

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**SCHOOL OF BIOMEDICINE**

**FUND ASSESSMENT TOOLS**

"Foreign Language (Russian)"  
Educational program  
Preparation for 31.05.01. General Medicine  
**Form of training full-time**

**Vladivostok**

**2018**

## Passport of assessment fund

Completed in accordance with the Regulations on the Funds of Evaluation Assets of Educational Programs of Higher Education - Bachelor's Programs, Specialties, FEFU Magistrates, approved by order of the Rector No. 12-13-850 of May 12, 2015.

Competence code and formulation	Stages of forming the competence	
the ability to use basic philosophical knowledge to form a worldview (GCC -2);	Knows	Foreign language at the level necessary to retrieve professional information and terminology;
	Is able to	Freely communicate ideas and understand the interlocutor in the foreign language;
	Possesses	Various speaking skills to communicate in the professional community.
the willingness to communicate in oral and written forms in Russian and foreign languages to solve the problems of professional activity (GPC-2)	Knows	communication basics, principles and methods of organizing communication in Russian and a foreign language
	Is able to	create and edit texts of the scientific and professional orientation; summarize and annotate information; create communication materials; organize the negotiating process, including with the use of modern means of communication in Russian and a foreign language
	Possesses	skills of business and public communications, basic grammatical structures of the scientific and spoken language
the readiness to analysis and public presentation of medical information based on evidence-based medicine (PC – 20)	Knows	Methods of public presentation of medical information in Russian
	Is able to	To make a report, report, presentation in Russian
	Possesses	Skills of public speaking in Russian

## CONTROL FOR ATTAINING THE COURSE GOAL

№	Controlled sections/topics of the discipline	Codes and stages of forming the competences		Means for evaluation	
				Current control	Half-way attestation
3	Practical material of 1, 2, 3 and 4 <sup>th</sup> semesters	the ability to use basic philosophical knowledge to form a worldview (GCC -2);	Knows	a foreign language at the level necessary to retrieve professional information and terminology	OQ-1 Interview
			Is able to	freely express the ideas and understand an interlocutor in a foreign language	WW-3 Essay
			Possesses	various speaking skill to communicate in the professional community	WW-3 Essay
5	Practical material of 1, 2, 3 and 4 <sup>th</sup> semesters	the willingness to communicate in oral and written forms in Russian and foreign languages to solve the problems of professional activity (GPC-2)	Knows	foreign language (Russian) to the extent necessary for professional communication and the possibility to obtain information in a foreign language.	OQ-1 Interview
			Is able to	express the thoughts and opinions in interpersonal and business communication in a foreign language;	WW-3 Essay
			Possesses	foreign language to the extent necessary to receive information from foreign	WW-3 Essay

				sources.	
6	Practical material of 1, 2, 3 and 4 <sup>th</sup> semesters	- the readiness to analysis and public presentation of medical information based on evidence-based medicine (PC – 20)		communication basics, principles and methods of organizing communication in Russian and a foreign language	OQ-1 Interview
				create and edit texts of the scientific and professional orientation; summarize and annotate information; create communication materials; organize the negotiating process, including with the use of modern means of communication in Russian and a foreign language	WW-3 Essay
				skills of business and public communications, basic grammatical structures of the scientific and spoken language	WW-3 Essay

## The scale of assessment the level of formation of competences

<b>Code and the wording of competence</b>	<b>Stages of competence</b>		<b>Criteria</b>	<b>Indicators</b>	<b>points</b>
GCC-2 the ability to use basic philosophical knowledge to form a worldview;	Knows (begining)	Foreign language at the level necessary to retrieve professional information and terminology;	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign languages	supports competent oral and written communication in the Russian and foreign languages	65-71
	Is able to (advanced)	Freely communicate ideas and understand the interlocutor in the foreign language;	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign	- prepares and edits articles, papers and summaries in a foreign language; - conducts lectures and the presentations takes part in discussions and discussions	71-84
	Possesses (high)	Various speaking skills to communicate in the professional community.	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign	-speaks at significant internal and international conferences on regular basis; -individually prepares materials for them	85-100
GPC-2 Preparedness to communicate in spoken and written forms in Russian and a foreign language to meet the professional challenges	Knows (begining)	communication basics, principles and methods of organizing communication in Russian and a foreign language	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign languages	supports competent oral and written communication in the Russian and foreign languages	65-71
	Is able to (advanced)	create and edit texts of the scientific and professional orientation; summarize and annotate information; create communication materials; organize the negotiating process, including with the use of modern means of communication in Russian and a foreign language	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign	- prepares and edits articles, papers and summaries in a foreign language; - conducts lectures and the presentationstakes part in discussions and discussions	71-84
	Possesses (high)	skills of business and public communications, basic grammatical structures of the	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian	-speaks at significant internal and international conferences on regular basis;	85-100

		scientific and spoken language	and foreign	-individually prepares materials for them	
PC – 20 the readiness to analysis and public presentation of medical information based on evidence-based medicine	Knows (beginning)	Methods of public presentation of medical information in Russian	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign languages	supports competent oral and written communication in the Russian and foreign languages	65-71
	Is able to (advanced)	To make a report, report, presentation in Russian	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign	- prepares and edits articles, papers and summaries in a foreign language; - conducts lectures and the presentations takes part in discussions and discussions	71-84
	Possesses (high)	Skills of public speaking in Russian	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign	-speaks at significant internal and international conferences on regular basis; -individually prepares materials for them	85-100

### **The methodical recommendations defining procedures of estimation discipline results**

For the estimation of actual results of training of students in discipline "Foreign Language (Russian)" the current certification and intermediate certifications are carried out. The current certification is carried out in the form of offset in the fifth, sixth, seventh, eighth, ninth semester. Intermediate certification is carried out in the tenth semester in the form of offset with assessment. All certifications it is carried out by the leading teachers.

Act as subjects to estimation:

- a subject matter (activity on occupations, timeliness performance of different types of tasks, attendance of all types of classes in the certified discipline);
- extent of assimilation of theoretical knowledge;
- level of mastering practical skills on all

to types of study;

- results of individual work.

### Assesments tools for current certification

#### Control test 1 semester

Имя \_\_\_\_\_ Группа \_\_\_\_\_ Вариант 1

*Give Russian equivalents of the words and expressions below*

1.abscess	
2.to cough out expectoration	
3.viscous sputum	
4.fever	
5.sweating	
6.paroxyssmal cough	
7. sputum is discharged in the morning	
8.throat itching	
9.resting state	
10.superficial dream /sleep	
11.with localization in low side parts of chest	
12.bad appetite	
13.mucoïd sputum	
14.half glass of sputum	
15.in accordance with emergency indications	
16.passport <u>details/data</u> of the patient	
17.interrupted sleep	
18.ambulance car	
19.lungs	
20.job title, post, position	
21.general practitioner	



22.registered nurse	
23.urologist	
24.surgeon	
25.rubella immunization	
26.dental care	
27.oncology	
28.measles	
29.contagious disease	
30.smallpox	
31.breast milk	
32.hereditary anamnesis	

/32

*Answer the questions to the text*

**Медицина**

Практически невозможно представить себе современный мир без медицины. Слово медицина имеет латинское происхождение и означает "искусство исцеления". Будучи древней наукой, медицина всегда помогала лечить людей от опасных заболеваний. Основная задача медицины не только излечить болезнь, но также выявить и предотвратить её. Современная медицина настолько усовершенствована, что врачи могут предвидеть проблемы здоровья у ребенка ещё в утробе матери. Это стало возможным благодаря современным технологиям.

Развитие медицины началось в древние времена, когда для лечения людей использовались части животных, минералы и растения. Это было время «фитотерапии». Некоторые люди все еще следуют этому типу лечения, и находят его эффективным. В Средневековье появились небольшие больницы, закрепленные за соборами или монастырями. Современная медицина привнесла различные вакцины и антибиотики. В современной медицине есть также много направлений и высококлассных специалистов в области здравоохранения. Если кто-то страдает аллергией на некоторые продукты или растения, он или она может посетить аллерголога. Если кто-то страдает от плохого зрения, он или она может обратиться к офтальмологу. Если проблема связана с зубами, люди идут к стоматологу.

В настоящее время наша страна предлагает два вида медицинского обслуживания. Есть государственные учреждения, которые лечат местных жителей бесплатно, и частные клиники, где все услуги платные и довольно дорогие. Что касается моей семьи, мы обычно стараемся пойти в государственную клинику, если кто-то заболел, но это не всегда легко. Вам нужно записаться на прием заранее и быть жителем региона, где вы хотели бы лечиться.

1. От какого латинского слова произошло слово «Медицина» и что оно означает?

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2. Сегодня врачи могут предвидеть проблемы здоровья у ребенка при беременности матери? П Н

3. Что использовали для лечения людей в древние времена ?

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4. Некоторые люди и сегодня следуют фитотерапии в лечении. П Н

5. Где были первые больницы в Средневековье ?

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6. Когда появились первые вакцины и антибиотики?

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7. К кому обращаются люди, если страдают от плохого зрения?

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8. Какие виды медицинского обслуживания предлагает РФ сегодня?

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9. В частных клиниках все услуги платные? П Н

10. Какие условия приема в государственной клинике?

*Translate the sentences from Russian into English*

1. При поступлении он предъявил жалобы на сильный приступообразный кашель, возникающий в течение дня и усиливающийся к вечеру.

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2. Из истории жизни пациента стало известно, что в детском возрасте он перенес двустороннюю пневмонию.

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3. Первыми проявлениями заболевания были насморк, кашель, ощущение боли, царапания и першения в горле и загрудинной области и повышение температуры до 37,5, затем ощущение заложенности и болевые ощущения в нижнебоковых отделах грудной клетки при поворотах и кашле.

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4. Семейный и наследственный анамнез не отягощены.

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5. Головные боли вначале возникали нечасто, длились несколько часов и проходили самостоятельно, поэтому пациент к врачам не обращался и лечился самостоятельно.

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6. В детстве он 2 раза болел острым бронхитом, а в 1998 году перенес двустороннюю пневмонию.

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7. Врач осмотрел его, послушал легкие, простучал грудную клетку и отправил больного на рентген.

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8. Когда началось последнее ухудшение? Когда появились боли в нижнебоковых отделах грудной клетки и повысилась температура?

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/40

**Total:** \_\_\_\_\_ **/92**

Имя \_\_\_\_\_ Группа \_\_\_\_\_ Вариант 2

*Give Russian equivalents of the words and expressions below*

1.burn	
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2.food poisoning	
3.bleeding	
4.ulcer	
5.nurse-technician	
6. anesthesiologist	
7.dietitian	
8.vaccination	
9.unconventional methods	
10.out-patient treatment	
11.oncology	
12.pain at physical stresses	
13.compressive pain in the heart.	
14. living –household conditions	
15. bad habits	
16. I hear noise in my ears.	
17. premature child	
18. to be fed with breast milk	
19.infantile age	
20.The patient is concerned about paroxysmal cough	
21 Fear of death appears	
22. disordered stomach	
23. tumour	
24. pediatrics	
25. tonsillitis	
26.dysentery	
27.mucoïd sputum	
28.dispnea with difficult breath in	

/28

*Answer the questions to the text*

### **Медицина**

Медицина — это область прикладной науки, ставшая одной из

обязательных потребностей в современном мире. Слово «медицина» латинского происхождения. Оно обозначает «искусство исцеления». На самом деле, это отрасль науки помогает в лечении заболеваний. Она также включает диагностику и возможное предотвращение болезней. Сегодня медицина это не только наука о здоровье, но и область общественной жизни. Миллионы людей каждый день обращаются к врачам, чтобы сохранить свое здоровье. В зависимости от заболевания и его осложнений, они получают необходимое лечение. Например, одни люди просто соблюдают диету, вторые — делают упражнения, третьи — принимают предписанные лекарства, ну, а в более сложных случаях требуется оперативное вмешательство. Существуют различные виды медицины. Чаще всего практикуется традиционная медицина и фитотерапия.

**Традиционную медицину** практикуют уже давно. Это система, в которой медицинские работники используют препараты для лечения симптомов и или заболеваний. Радиация и хирургия также используются в традиционной медицине. Этот тип медицины исключает гомеопатию, иглокалывание и ароматерапию. По мнению многих ученых, что это наиболее приемлемая система медицинской помощи.

**Фитотерапия** или траволечение основывается на различных видах растений, включая семена растений, корни, ягоды, листья и кору деревьев, цветы и т. д. Этот тип медицины становится все более распространенным и современным. Многочисленные исследования показывают, что травы могут полностью вылечить или предотвратить определенные заболевания, например, кашель, боль в горле, зубную боль, мигрень, лихорадку, артрит, экзему, бронхиальную астму и многие другие. По сравнению с предыдущими веками, современная медицина сделала большой прогресс. Если в древности пользовались только фитотерапией для лечения людей и других живых организмов, то в Средневековье уже появилось несколько больниц общественного пользования. Отцом медицины считается великий философ и врач Гиппократ. Современное время характеризуется разделением ветеринарии от человеческой медицины. Одно из основных изменений в области медицины произошло благодаря шотландскому бактериологу Александру Флемингу. Именно он открыл пенициллин в 1928, таким образом, положив начало эре современных антибиотиков. Открытие произошло случайно. В отличие от своих коллег, которые после завершения опытов тщательно очищали

посуду от бактериальных культур, Флеминг мог неделями не выбрасывать подопытные культуры. В одной из таких чашек он заметил плесень. Понаблюдав за этим явлением, Флеминг понял, что она угнетает высеянную культуру бактерии. В результате ученый выяснил, что этот компонент не только подавляет рост микроорганизмов, но и обладает бактерицидными свойствами. В последнее время фармакология становится все более изощренной. Если раньше вспышки таких заболеваний, как холера или чума, приводили к смерти, то сегодня большинство инфекционных заболеваний и эпидемий можно вылечить.

1. Слово медицина латинского происхождения. П Н

2. Что включает в себя

медицина? \_\_\_\_\_

\_\_\_\_\_

3. Что предпринимают врачи в лечении сложных случаев?

\_\_\_\_\_

4. Что используют в традиционной медицине

\_\_\_\_\_

\_\_\_\_\_

5. Что исключает традиционная медицина?

\_\_\_\_\_

\_\_\_\_\_

6. Фитотерапия это траволечение? П Н

7. Какие заболевания могут полностью вылечить или предотвратить травы?

\_\_\_\_\_

\_\_\_\_\_

8. Кто такой Гиппократ?

\_\_\_\_\_

9. Что открыл Александр Флеминг в 1928г.?

\_\_\_\_\_

10. Открытие пенициллина было случайным?

П

Н

/30

*Translate the sentences from Russian into English*

1. Больная Мария Л. 47 лет, пришла на прием к терапевту с жалобами на боли в левой половине грудной клетки, возникающие при движении, одышку с затрудненным вдохом и слабостью.

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2. Первые боли появились 3 дня назад, во время прогулки в лесу, сопровождались чувством страха смерти, сердцебиением, затем прекратились самостоятельно во время отдыха.

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3. Когда у вас бывает одышка? При физической нагрузке или в покое?

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4. Семейный и наследственный анамнез не отягощены.

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5. Жалобы на сильный кашель приступообразного характера преимущественно в вечернее время, сопровождаемый отделением слизисто-гноной мокроты желто-зеленого цвета.

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6. Жилищно – бытовые условия удовлетворительные. Он живет с женой и сыном в 3х комнатной квартире.
- 
- 
- 

/30

**Total:** \_\_\_\_\_/88

### **Task for translation – annotation the text**

#### **Text Organ transplants**

<p>When Christian Bernard, a South African doctor, performed the first human heart transplant in 1967, the result was a worldwide moral debate on the ethics of transplanting organs. Hearts were not the first human organs to be transplanted but, in this case, if a donor gave his or her heart, he or she would obviously and necessarily die (or be dead). Kidney transplants, which were already quite common in 1967, often involved the transfer of a single kidney from a close living relative. The chances of survival of the donor were somewhat diminished because he now had only one kidney and if that kidney were affected by disease, he would not have a healthy kidney in reserve. Nevertheless, the donor would certainly not necessarily die.</p>	<p>to involve – включать в себя, затрагивать to survive – выживать to diminish – снижать</p>
<p>Undoubtedly, another reason why the first heart transplant was so controversial was the fact that we associate so many</p>	

<p>personality traits with the heart. Questions were asked of the type: 'If a person had a different heart, would he still be the same person?', or ' If doctors needed a dying person's heart, would they tend to declare him dead prematurely?', and so on.</p>	<p>traits – черты характера</p>
<p>Since that time, surgical techniques and techniques to help prevent the patients' immunological systems from rejecting new organs have developed very quickly. Today, not only hearts and kidneys, but also such extremely delicate organs as lungs and livers, are transplanted. These developments have led to a far higher proportion of successful operations and this, in turn, has led to greater demand for transplants. At the same time, many of the original moral questions surrounding heart transplants have been almost forgotten.</p>	<p>in turn – в свою очередь demand for – потребность в</p>
<p>However, as a result of the heavy demand for organs, a new moral dilemma has emerged. For example, in the United States there are many people who would survive if lungs were available for transplanting. In fact, about 80% of them die before a suitable donor is found. In these circumstances who would decide if a donor were found whose lungs were equally suitable for two potential recipients?</p>	<p>to emerge – появляться circumstances – условия</p>
<p>This problem is made worse by the fact that many patients, or their families, become desperate to find a donor. Some succeed in publicizing their situation in newspapers, to politicians or on television. Sometimes, as a result, suitable donors are found. But what would happen if another patient needed the organ more than the one who got the publicity? Who would decide if the other patient should get the organ? Would it be the doctors?</p>	<p>desperate – доведенный до отчаяния</p>

Or the donor? Or the family who got the publicity? If such a dilemma developed, it would be very difficult to resolve - and it would be a matter of life or death to the patients involved.	
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## Exercices

### I

1. Просмотрите текст. Остановитесь на заглавии, переведите заглавие.
2. Прочитайте текст. Пронумеруйте абзацы.
3. В каком абзаце дается информация по следующим вопросам:
  - Современные достижения в области трансплантации органов?
  - Причина дискуссии о первой пересадке сердца?
  - Этические проблемы, связанные с пересадкой органов и как в это вовлечены пациенты?
4. В 1 абзаце найдите ответ на вопрос: «Что послужило причиной для обсуждения этических проблем во всем мире в 1967г.»?
5. В 1 абзаце показана разница между \_\_\_\_\_ трансплантацией и \_\_\_\_\_ трансплантацией. Объясните разницу между двумя этими видами трансплантации.
6. Завершите следующую причинно-следственную связь, которая показывает вероятные последствия для донора при пересадке почки.

причина

почка донора, пораженн ая болезнью	→
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7. Во 2 абзаце автор утверждает, что первая пересадка сердца была «противоречивой». Назовите две причины, которые объясняют это.
8. В 1 абзаце определите функцию слова “nevertheless” – это причина, дополнение, сравнение, противопоставление.
9. Определите функцию вводных слов, с которых начинаются 2, 3, 4 абзацы.
10. В 3 абзаце найдите предложение, которое начинается с Today... . Прочитайте и переведите его. О чём свидетельствует данный факт?
11. В 4, 5 абзацах выделите ключевые словосочетания.
12. В каждом абзаце проанализируйте функцию “would”.
13. В каждом абзаце найдите интернациональные слова, слова латинского происхождения. Как они влияют на понимание текста?
14. В 5 абзаце есть вопросы. Как вы считаете, решится ли проблема трансплантации органов, если найти ответы на эти вопросы?

## II

1. Прочитайте текст ещё раз.
2. Выделите основные мысли каждого абзаца.
3. Обобщите в одно целое все полученные сведения.
4. Составьте реферативную аннотацию.
5. Что вы узнали нового о трансплантации органов? Поддерживаете ли вы точку зрения автора и почему?

**Задание 1. Напишите вопросы к репликам-ответам.**

1. \_\_\_\_\_

2. Меня беспокоят головная боль и головокружения.

3. \_\_\_\_\_?
4. Боль в затылке.
5. \_\_\_\_\_?
6. Боль давящая.
7. \_\_\_\_\_?
8. Боль длится до обеда.
9. \_\_\_\_\_?
10. Головокружение возникает при изменении положения тела.
11. \_\_\_\_\_?
12. При головокружении обычно бывает тошнота.
13. \_\_\_\_\_?
14. Память стала значительно хуже.
15. \_\_\_\_\_?
16. Внимание тоже снижено.
17. \_\_\_\_\_?
18. Сон беспокойный. Просыпаюсь несколько раз за ночь
19. \_\_\_\_\_?
20. Да, бывает слабость в руках и ногах.
21. \_\_\_\_\_?
22. Когда понервничаю, в правом глазу бывают тики

**Задание 2 . Разыграйте ролевую игру «Врач - пациент» на основе информации текста.**

1. Больная Н., 44 года, жалуется на давящие боли в затылке и головокружения. Боль возникает при смене погоды, при эмоциональной нагрузке, в стрессовых ситуациях. Жалуется на снижение памяти, внимания, бессоницу, вялость, беспричинную тревогу, слабость в конечностях, дрожание рук. Во время приступов головной боли наблюдаются изменения вкуса и обоняния, тошнота и рвота. После рвоты боль уменьшается. Боль купируется отдыхом в тишине без света.

2. Больная О., 39 лет, вызвала на дом участкового терапевта с жалобами на сильные головные боли давящего характера в лобной части, выраженное головокружение, ощущение давления на глаза изнутри, сердцебиение, колющие боли в области сердца. Больна первый день. Утром на работе после стрессовой ситуации внезапно почувствовала себя плохо, появились головная боль, головокружение, тошнота и рвота. Обратилась в здравпункт по месту работы, фельдшером измерены температура тела, АД, сделаны внутримышечные инъекции, отправлена домой с рекомендацией обратиться к врачу. До настоящего времени считала себя здоровой, обращалась только при простудных заболеваниях. Головные боли отмечала ранее, но всегда после стрессовых ситуаций или при смене погоды, считала это нормальным.

**Задание 3. Напишите устойчивые медицинские словосочетания, соединив слова в соседних столбцах.**

собрать	диагноз
определить	лекарство
поставить	анамнез
пройти	рентгенологическое
сделать	обследование обследование
выписать	биохимическое
принять	исследование
	забор крови

**Задание 4. К словам из левого столбца подберите синонимы из правого столбца.**

обеззараживание территории	иррадиация
регулярные медицинские осмотры	конституция
ночной санаторий	диспансеризация
телосложение	локализация
ослабление заболевания повышенная	ремиссия
выработка секрета	профилакторий
окраска	дезинфекция
чувство	локализоваться

**Задание 5 . К аббревиатурам из левого столбца подберите синонимы из правого столбца.**

РГА	врачебно-консультационная комиссия
РТГА	желудочно-кишечный тракт
РИФ	артериальное давление
ВКК	острое респираторное заболевание
ВТЭК	реакция торможения гемагглютинации
СОЭ	врачебно-трудовая экспертная комиссия
нцц	реакция иммунной флокуляции
ОРВИ	фиброэзофагогастроуденоскопия
ОРЗ	скорость оседания эритроцитов
жкт	реакция гемагглютинации
АД	нейроциркуляторная дистония
ФЭГДС	острая респираторная вирусная инфекция

**Задание 43. К словам из левого столбца подберите синонимы из правого**



**Задание 6 – Соедините синонимы – разговорное и научное названия заболеваний.**

Воспаление легких	Лейкоцитоз
Малокровие	Гепатит
Понос	Диарея
Желтуха	пневмония
Белокровие	Абстинентный синдром
Похмелье	Анемия

**Задание 7. Опишите характер заболевания, о котором говорит пациент, научным языком. В случае затруднения обращайтесь к словосочетаниям справа.**

Пациент говорит, что у него	Научные синонимы
боли в груди боли в сердце боли под ложечкой боли под рёбрами слева ощущает боль внизу живота справа боль отдаёт в левую руку во время болей тошнит и рвёт  на грудь (в груди) сильно давит грудь сжимает клешами в сердце колет не спит по ночам саднит в горле нет аппетита временами бывает кашель часто просыпается пучит живот тошнит, рвёт, изжога, общая слабость волчий аппетит	за грудиные боли боли в области сердца боли в эпигастральной области или боли в области мечевидного отростка боли в области проекции желудка боли в подвздошной области справа боль иррадирует в левую руку  тошнота и рвота давящие боли за грудиной сжимающие боли в области грудной колющие боли в области сердца бессонница царапающие боли в горле (в области отсутствие аппетита, анорексия редкий кашель беспокойный сон метеоризм диспепсические расстройства

**Задание 47. Распределите данные синонимичные словосочетания по графам.**

голова рвётся на части — сильная, распирающего характера боль в области головы

болит сердце — боли локализуются в области сердца

не хватает воздуха — приступ удушья

слезотечение — всё время текут слёзы

боль справа внизу груди — боль в правом нижнебоковом отделе грудной клетки

кровохарканье — кашель с кровью

голова сжимается обручем — спазм сосудов головного мозга

заразился — был инфицирован

извращённая температура — утром температура больше, чем вечером

утром температура ниже 36 °С, а вечером выше 39 °С — гектическая температура  
послабляющая, или истощающая, температура — постоянно утром нормальная температура, вечером больше 37 °С.

целую неделю днём температура постепенно повышается, а после 6 вечера постепенно падает — волнообразная температура

Пациент говорит, что у него	Врач записывает в истории болезни

**Задание 8. Измените вопросы, где это необходимо сделать, чтобы они стали понятнее пациенту. В случае затруднения обращайтесь к заданию 37.**

1. Где локализуется боль?
2. Куда иррадиируют боли?
3. Наблюдаются ли у вас диспепсические расстройства?
4. Наблюдается ли у вас анорексия?

5. Кто вас инфицировал?
6. Какова интенсивность боли?
7. Ощущаете ли вы ригидность мышц?
8. Вам когда-нибудь делали рентгеноскопию грудной клетки?
9. Какова этиология заболевания?
10. Каков патогенез заболевания?
11. Когда вы последний раз проходили диспансеризацию?
12. Давно ли наблюдается ремиссия?
13. Какая конституция была у вашего отца?
14. Чувствуете ли вы боли в левом нижнебоковом отделе грудной клетки?
15. Наблюдается ли у вас ишурия?
16. Чем купируется боль?
- 17.

### Tests

1. Корректная последовательность разделов истории болезни:...
  - а) «Жалобы»
  - б) «Паспортная часть»
  - в) «Anamnesis vitae»
  - г) «Anamnesis morbi»
  - д) «Status praesens»
  - 1) а, в, б, г, д
  - 2) б, а, г, в, д
  - 3) д, г, в, б, а
2. Возраст и место работы указываются в разделе ....
  - 1) «Жалобы»
  - 2) «Паспортная часть»
  - 3) «Anamnesis vitae»
3. В разделе «Жалобы» описываются жалобы, предъявляемые пациентом
 

....

  - 1) на день поступления
  - 2) на день курации

- 3) на день выписки
4. Специфические ведущие жалобы - это жалобы ....
  - 1) характерные для определённой болезни
  - 2) характерные для патологии определённой системы внутренних органов, явившиеся поводом для обращения за медицинской помощью
  - 3) характерные для определённых пациентов
5. При поражении дыхательной системы ведущей жалобой является ....
  - 1) головная боль
  - 2) кашель с мокротой
  - 3) боль в животе
6. При поражении органов кровообращения ведущей жалобой является ....
  - 1) боль в области сердца
  - 2) рвота
  - 3) боль в животе
7. При поражении желудочно-кишечного тракта ведущей жалобой является ... .
  - 1) одышка
  - 2) отрыжка
  - 3) отёки
8. При поражении печени и желчного пузыря ведущей жалобой является ....
  - 1) желтуха
  - 2) боль в области сердца
  - 3) удушье
9. При поражении органов мочевого пузыря ведущей жалобой является ....
  - 1) нарушение мочеиспускания
  - 2) отёки на ногах

- 3) сердцебиение
10. История настоящего заболевания описывается в разделе ....
  - 1) «Anamnesis vitae»
  - 2) «Anamnesis morbi»
  - 3) «Status praesens»
11. История жизни описывается в разделе ....
  - 1) «Status praesens»
  - 2) «Anamnesis morbi»
  - 3) «Anamnesis vitae»
12. Динамика жалоб на фоне лечения описывается в разделе ....
  - 1) «Жалобы»
  - 2) «Anamnesis morbi»
  - 3) «Anamnesis vitae»
13. Перенесённые пациентом заболевания перечисляются в разделе ... .
  - 1) «Жалобы»
  - 2) «Anamnesis morbi»
  - 3) «Anamnesis vitae»
14. «Не курит, алкоголь и наркотики не употребляет». Эти данные приведены в разделе
  - 1) «Anamnesis morbi»
  - 2) «Anamnesis vitae»
  - 3) «Status praesens»