



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

**SCHOOL OF BIOMEDICINE**

" AGREED BY"

«General medicine» educational program  
Supervising person

Yu.S. Khotimchenko

" APPROVED BY"

Clinical Medicine  
Department Director

B.I. Geltser



« 14 » of January 2021

« 14 » of January 2021

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

«Medical Foreign Language»  
Specialty 31.05.01 «General medicine»  
Form of study: full time

year 1, 2 semesters 1, 2, 3, 4  
lectures is not provided  
practical classes 288 hours  
laboratory works are not provided  
total amount of in-class lessons 432 hours  
including using ALM 160 hours  
independent self-preparation 117 hours  
including preparation to exam 27 hours  
test-papers (quantity) are not provided  
course paper / course project is not provided  
pass-fail exam at the 1, 2, 3 semester  
exam at the year 2, 4 semester

The working program was drawn up in accordance with the requirements of the federal state educational standard of higher education 31.05.01 in the direction of training "General Medicine" (level of training specialist), approved by order of the Ministry of Science and Higher Education of the Russian Federation dated August 12, 2020 No. 988 and the Educational Plan in the direction of training "General Medicine".

The working program of the discipline was discussed at the meeting of the Department of the clinical medicine. Protocol No.5, January 14, 2021.

Clinical Medicine Department Director: MD, Professor, T.A. Brodskaya.  
Prepared by: Senior teacher V.I. Korosteleva, senior teacher A.V. Sokolova

Vladivostok 2021

**Reverse side of the title page of the WPAD**

**I. The work program was revised at the meeting of the Department:**

Protocol dated "\_\_\_\_\_" \_\_\_\_\_ 20\_\_ No. \_\_\_\_\_

Department Director \_\_\_\_\_  
(signature) (Full Name)

**II. The work program was revised at the meeting of the Department:**

Protocol dated "\_\_\_\_\_" \_\_\_\_\_ 20\_\_ No. \_\_\_\_\_

Department Director \_\_\_\_\_  
(signature) (Full Name)

**III. The work program was revised at the meeting of the Department:**

Protocol dated "\_\_\_\_\_" \_\_\_\_\_ 20\_\_ No. \_\_\_\_\_

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(signature) (Full Name)

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## **THE GOALS AND TASKS OF SUBJECT MASTERING**

**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 necessary the adequate foreign language skills for the future professional activity of a specialist in 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.

For the successful study of the discipline "Medical Foreign Language", students should have the following preliminary competencies:

- understand information when reading texts of educational, reference, nonfiction/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 audio recordings, 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 non-reflexive 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.

Name of the category (group) of universal competencies	The code and name of the universal competence (theresultofimplementation)	Code and name of the competence achievement indicator
Communication	UC-4 Able to apply modern communication technologies, including in a foreign language(s), for academic and professional interaction	UC -4.1 The ability to use the studied lexical units in situations of everyday, social, cultural, and business communication in the Russian language
		UC -4.2 The ability to recognize and use the studied grammatical categories and constructions for the implementation of intercultural communication in the Russian language

		UC -4.3 Ability to build utterances using the studied lexical and grammatical units in accordance with the rules of the Russian language
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Code and name of the universal competence		The name of the evaluation indicator (The result of forming the competence)
UC -4 Able to apply modern communication technologies, including in a foreign language(s), for academic and professional interaction	UC -4.1 The ability to use the studied lexical units in situations of everyday, social, cultural, and business communication in the Russian language	Knows foreign language at the level necessary to retrieve professional information and terminology;
		Can freely communicate ideas and understand the interlocutor in the foreign language;
		Possesses various speaking skills to communicate in the professional community.
	UC -4.2 The ability to recognize and use the studied grammatical categories and constructions for the implementation of intercultural communication in the Russian language	Knows communication basics, principles and methods of organizing communication in Russian and a foreign language
		Can 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
		Possess skills of business and public communications, basic grammatical structures of the scientific and spoken language
	UC -4.3 Ability to build utterances using the studied lexical and grammatical units in accordance with the rules of the Russian language	Knows methods of public presentation of medical information in Russian
		Can make a report, report, presentation in Russian
		Possesses skills of public speaking in Russian

## 2. Workload of the discipline and types of training in the discipline

The total workload of the discipline is 6 credit points (216 academic hours).

(1 credit corresponds to 36 academic hours)

The types of training sessions and work of the student in the discipline are:

Designation	Types of training sessions and student work
PS	Practical sessions
SW	Self - work of a student
Assessment	Self-work of the student and face-to-face work of the student with the teacher during the midterm assessment

### The structure of the course

Form of study: full time

№	Discipline section name	Semester	Number of hours by type of training and student work						Midterm assessment form
			Lectures	Lab work	PS	Online	SW	Control	
1	Foreign language	1			72				Pass-fail exam
2	Foreign language	2			72	-	36		
	Total:	1-2			144	-	72		216

### I. The structure and content of the theoretical part of the course

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

### II. The structure and content of the practical part of the course

Practical sessions (144 hours)

No.	Topic	Academic hours
1	Correctional phonetic course	
1.1	Russian alphabet. Sound system of the Russian language. Vowels and consonants. The concept of deafness - viscidness. Pronunciation, rhythm of the word, syllable, stress, reduction. Intonation, intonation constructions.	20

2	The grammatical structure of the Russian language	
2.1	Indicative constructions with the word "this". Personal pronouns 3rd person singular numbers. Question - answer (yes / no). The concept of parts of speech. Gender of nouns. Animation-inanimate category. Interrogative sentence construction.	10
2.2	Personal pronouns. Possessive pronouns, singular. Whose? The concept of a complex sentence (complex sentence with union "a").	10
2.3	Negative constructs (нет, это не ...). Generalization of the category of nouns.  Using an imperative to express an appeal and requests (Дайте! Скажите!)  Construction of an interrogative sentence with a question to an inanimate noun. Constructions with the question "Где".	10
2.4	Plural of nouns. Whose questions? Whose? Whose? Whose? Interrogative construction (Who is he?). Paradigm of verb 1 conjugation (know)	10
2.5	Adjective name, agreement of adjectives with nouns in gender and number.  Demonstrative pronouns (this, this, this, these). The constructions "Мне/тебе нравится...", "Сколько это стоит...?"	10
2.6	The concept of the tenses of the verb.  Verbs 1 conjugation in the present tense. Peculiarities question to the subject.  The use of adverbs. The concept of the case system of nouns. The concept of a subject expressed by a noun in nominative case. Prepositional case of nouns in the meaning of place, meaning of prepositions В and На	10
2.7	Verbs 2 conjugations in the present tense. Peculiarities conjugation of verbs with the particle -ся. Accusative case of nouns and personal pronouns in the meaning of a direct object. Negative pronouns nobody, nothing. The infinitive after the verb "to love". Comparison of situations of using the verbs	10

	to learn and study. Complicated sentence with linking word “поэтому”. Construction: где можно + verb infinitive	
2.8	<p>Past tense of the verb features of use the verb to be in the past tense.</p> <p>Adverbs of time (сегодня, вчера). Features of the use of the verbs look and see. Movement verbs идти – ехать (in the present tense). Ходить – ездить (in the past tense). Accusative for direction of movement. Prepositional case for the designation of modes of transport.</p>	10
2.9	<p>The concept of the types of a verb (fact, repetition, process, result). The use of Perfective and Imperfective verbs (in the past tense).</p> <p>Verb хотеть + verb infinitive. Movement verbs пойти - поехать (хочу пойти, хочу поехать) Dative case in the meaning of the direction of movement to</p> <p>to any person (to whom?). Verb мочь + verb infinitive. Time expression {Когда? Сколько времени?}</p>	10
2.10	<p>Genitive nouns, personal pronouns in the meanings: a) the owner (У меня ...) -, b) denial presence (нет сестры) c) place of residence (откуда? - из...).</p> <p>Genitive case combined with numbers 2-4. Movement verbs пойти - поехать, прийти – приехать to past tense.</p>	10
2.11	<p>The future is simple and complex. Situations of the use of the perfective\imperfective verbs in the future time. Dative case of nouns and pronouns in the value of the addressee of the action, age. Construction: Кому нравится что/что сделать? Constructions with words надо, нужно be logical subject in the dative case.</p>	12
2.12	<p>Using imperfective verbs for expressions simultaneity of action. Using perfective verbs for expression sequence of actions. A complex sentence with a union when. Instrumental case of nouns and pronouns in meaning: a) compatibility of actions (with a friend); b) definitions to various kinds of objects (tea with milk); c) to indicate the occupation of a person (works as a doctor). Prepositional case of nouns and pronouns</p>	12



	forexpressing the object of thought and speech and for characterizing objects in question	
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### III. Educational and methodological support for students' self-work.

Students' self-work is an integral part of the educational process and is considered as an organizational form of education. The goals of the SW are the formation of students' ability and skills of continuous self-education and professional development.

Independent work on the discipline "Medical foreign language" is carried out in the form of classroom and extracurricular forms of cognitive activity. Students' self-work includes:

- Preparation for classroom practical and laboratory exercises.
- Reading additional literature.
- Drawing up a plan and theses of the answer.
- Performing translations of sentences with active vocabulary.
- Computer, Internet testing, on paper.
- Preparation of oral communication.
- Preparation of reports, presentations.
- Preparation for participation in a business, role-playing game, solving cases, etc.

To successfully master the material, students independently complete tasks in the Matreshka, Zhivayarech, and Russian in exercisestextbooks.

Various types of students' independent work are mutually supplement one another, and often one of the types is an element of another one, that involves more skills and knowledges. Therefore, the main forms of work are described below, clarifying all the elements of self-preparation.

Ongoing preparation for practical sessions includes mainly work on the texts of the lessons and complete grammar exercises. This is an independent reading practice, translation texts, answering questions after texts or thinking through the intended answers to possible questions of the teacher. Learning new lexical units, training grammatical structures.

#### Schedule for the implementation of self-work in the discipline

<b>№ п/п</b>	<b>Dates and deadlines</b>	<b>Self-work type</b>	<b>Estimated required time</b>	<b>Assessment form</b>
1		Russian alphabet. Sound system of the Russian language. Vowels and consonants. The concept of	10 hours	<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u>

	First semester 1-18 weeks	deafness - viscidness. Pronunciation, rhythm of the word, syllable, stress, reduction. Intonation, intonation constructions. Listening to the provided audios and drilling the right pronunciation.		<u>PW-10</u> <u>PW-11</u>
2		Indicative constructions with the word "this". Personal pronouns 3rd person singular numbers. Question - answer (yes / no). The concept of parts of speech. Gender of nouns. Animation-inanimate category. Interrogative sentence construction. Practicing grammar exercises. Reading text that are given in student's book.	5 hours	<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>
3		Personal pronouns. Possessive pronouns, singular. Whose? The concept of a complex sentence (complex sentence with union "a"). Practicing grammar exercises. Reading text that are given in student's book.	5 hours	<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>
4		Negative constructs (нет, это не ...). Generalization of the category of nouns. Using an imperative to express an appeal and requests (Дайте! Скажите!) Construction of an interrogative sentence with a question to an inanimate noun. Constructions with the question "Где". Practicing grammar exercises. Reading text that are given in student's book.	5 hours	<u>OT-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>  <u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>
5		Plural of nouns. Whose questions? Whose? Whose? Interrogative construction (Who is he?). Paradigm of verb 1 conjugation (know) Practicing grammar exercises. Reading text that are given in student's book.	5 hours	<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>
6		Adjective name, agreement of adjectives with nouns in gender and number.		<u>OQ-3,</u> <u>PW-1</u>

	Total first semester	Demonstrative pronouns (this, this, this, these). The constructions "Мне/тебе нравится...", "Сколько это стоит...?". Practicing grammar exercises. Reading text that are given in student's book.	6 hours  36 hours	<u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>
7	Second semester  1 – 18 week	The concept of the tenses of the verb. Verbs 1 conjugation in the present tense. Peculiarities question to the subject. The use of adverbs. The concept of the case system of nouns. The concept of a subject expressed by a noun in nominative case. Prepositional case of nouns in the meaning of place, meaning of prepositions В and На. Practicing grammar exercises. Reading text that are given in student's book.	5 hours	<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>
8		Verbs 2 conjugations in the present tense. Peculiarities conjugation of verbs with the particle -ся. Accusative case of nouns and personal pronouns in the meaning of a direct object. Negative pronouns nobody, nothing. The infinitive after the verb "to love". Comparison of situations of using the verbs to learn and study. Complicated sentence with linking word "поэтому". Construction: где можно + verb infinitive Practicing grammar exercises. Reading text that are given in student's book.	5 hours	<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>
9		Past tense of the verb features of use the verb to be in the past tense. Adverbs of time (сегодня, вчера). Features of the use of the verbs look and see. Movement verbs <i>идти – ехать</i> (in the present tense). <i>Ходить – ездить</i> (in the past tense). Accusative for	5 hours	<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>

		direction of movement. Prepositional case for the designation of modes of transport. Practicing grammar exercises. Reading text that are given in student's book.		
10		The concept of the types of a verb (fact, repetition, process, result). The use of Perfective and Imperfective verbs (in the past tense). Verb хотеть + verb infinitive. Movement verbs <i>пойти - поехать</i> (хочу пойти, хочу поехать) Dative case in the meaning of the direction of movement to any person (to whom?). Verb <i>мочь</i> + verb infinitive. Time expression {Когда? Сколько времени?} Practicing grammar exercises. Reading text that are given in student's book.	5 hours	<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>
11		Genitive nouns, personal pronouns in the meanings: a) the owner (У меня ...) -, b) denial presence (нет сестры) c) place of residence (откуда? - из...). Genitive case combined with numbers 2-4. Movement verbs <i>пойти - поехать, прийти - приехать</i> to past tense. Practicing grammar exercises. Reading text that are given in student's book.		<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>
12		The future is simple and complex. Situations of the use of the perfective/imperfective verbs in the future time. Dative case of nouns and pronouns in the value of the addressee of the action, age. Construction: <i>Кому нравятся что/что сделать?</i> Constructions with words <i>надо, нужно</i> be logical subject in the dative case. Practicing grammar exercises. Reading text that are given in student's book.	5 hours	<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u> <u>PW-11</u>
13		Using imperfective verbs for expressions simultaneity of action. Using perfective verbs for expression sequence of actions. A	6 hours	<u>OQ-3,</u> <u>PW-1</u> <u>PW-9,</u> <u>PW-10</u>

		complex sentence with a union when. Instrumental case of nouns and pronouns in meaning: a) compatibility of actions (with a friend); b) definitions to various kinds of objects (tea with milk); c) to indicate the occupation of a person (works as a doctor). Prepositional case of nouns and pronouns for expressing the object of thought and speech and for characterizing objects in question. Practicing grammar exercises. Reading text that are given in student's book.		<u>PW-11</u>
	Total second semester.		36 hours	
	<b>Total</b>		<b>72 hours</b>	

### **Recommendation on students' self-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 based on 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 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.

#### IV. Control for attaining the course goal

№	Controlled sections/topics of the discipline	Codes and stages of forming the competences		Meansforevaluation	
				Currentcontrol	Half-way attestation
1	Practical material of 1, and 2 semesters	UK-4.1 UK-4.2 UK-4.3	Knows	a foreign language at the level necessary to retrieve professional information and terminology	OQ-1 Interview
			Can	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
2	Practical material of 1 and 2 semesters	UK-4.1 UK-4.2 UK-4.3	Knows	foreign language (Russian) to the extent necessary for professional communication and the possibility to obtain information in a foreign language.	OQ-1 Interview
			Can	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
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3	Practical material of 1 and 2 semesters	UK-4.1 UK-4.2 UK-4.3	Knows	communication basics, principles and methods of organizing communication in Russian and a foreign language	OQ-1 Interview
			Can	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
			Posses	skills of business and public communications, basic grammatical structures of the scientific and spoken language	WW-3 Essay

## 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://linguisticsonline.narod.ru/index/resursy\\_rki/0-483](http://linguisticsonline.narod.ru/index/resursy_rki/0-483)
3. TsMOTekstoteka, <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/>

### **VI. Methodical 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 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 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.

## VII. Logistic discipline

Name of the equipped rooms and rooms for independent work	Listofmainequipment
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>
Multimediaauditory	<p>Monoblock Lenovo C360G-i34164G500UDK; projection Screen ProjectaElproElectrol, 300x173 cm; Multimedia projector, Mitsubishi FD630U, 4000 ANSI Lumen 1920 x 1080; Flush interface with automatic retracting cables TLS TAM 201 Stan; Aversion 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</p>
Reading rooms of the Scientific library of the University open access Fund (building a - 10)	<p>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,usbkbd/mse,Win7Pro (64bit)+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 videovelocitly with adjustable color spectrums; increasing electronic loops and ultrasonic marker</p>
Accreditation-simulation center of the school of Biomedicine	



### **VIII. Fund assessment tools**

To be admitted to the credit or examination procedure, the student must have no more than 10 absences from classes. All of them must be confirmed by official documents and have a reasonable excuse. The student must take an active part in class work. Have all the homework completed. The student must have grades for all key activities in the class: monologues/dialogues by heart, reverse translations of texts, participation in listening comprehension, as well as completing the intermediate test and the final test at the end of the semester. In case of these parameters absence or in case of receiving unsatisfactory grades for key activities in the class, the student is not allowed to take the credit or examinational procedure and is sent to participate in the work of the Commission. For the work of the Commission, such a student must provide a notebook with all the exercises completed during the semester, be ready to write and answer additional questions in the context of the topics studied during the semester, and orally answer directly on the credit or exam material.

The 1st semester credit procedure includes a written final test for a positive assessment, an oral response in the form of a short self-presentation, knowledge of the vocabulary, and reverse translation of dialogues and texts.

The 2nd semester credit procedure includes a written final test for a positive assessment, an oral response in the form of a conversation with the teacher, knowledge of the vocabulary, reverse translation of dialogues and texts.

### **Control for attaining the course goal**

№	Controlled sections/topics of the discipline	Codes and stages of forming the competences	Meansforevaluation	
			Currentcontrol	Half-way attestation

1	Practical material of 1, 2, 3 and 4 <sup>th</sup> semesters	UK-4.1 UK-4.2 UK-4.3	Knows	a foreign language at the level necessary to retrieve professional information and terminology	OQ-1 Interview
			Isableto	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
2	Practical material of 1, 2, 3 and 4 <sup>th</sup> semesters	UK-4.1 UK-4.2 UK-4.3	Knows	foreign language (Russian) to the extent necessary for professional communication and the possibility to obtain information in a foreign language.	OQ-1 Interview
			Isableto	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
3	Practical material of 1, 2, 3 and 4 <sup>th</sup> semesters	UK-4.1 UK-4.2 UK-4.3		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

Code and the wording of competence	Stages of competence		Criteria	Indicators	points
UK-4.1 The ability to use the studied lexical units in situations of everyday, social, cultural and business communication in a foreign language	Knows (beginning)	Knows the grammatical system and the lexical minimum of one of the foreign languages	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

	Can (advanced)	Able to use the state and foreign languages in professional activities	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)	Possesses the skills to extract the necessary information from the original text in a foreign language on professional issues.	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
UK-4.2 Understands the peculiarities of the behavior of selected groups of people with whom he works/interacts, takes them into account in his professional activities	Knows (begining)	Knows the behavior of selected groups of people in the process of communication in professional activities	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
	Can (advanced)	Able to use techniques for building integration links of communication interaction in professional activities	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 presentation takes part in discussions and discussions	71-84
	Possesses (high)	Able maintain the integration interaction of selected groups of people in the process of communication in professional activities	successful passing of diagnostic examinations of advanced level - supports competent oral and written	-speaks at significant internal and international conferences on regular basis;	85-100

			communication in the Russian		
		scientific and spoken language	and foreign	- individually prepares materials for them	
UK-4.3 The ability to build statements using the studied lexical and grammatical units in accordance with the rules of a foreign language	Knows (beginning)	Knows the terminology and rules of a foreign language in professional communication	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
	Can (advanced)	Able to optimally apply knowledge of a foreign language in professional communication	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)	Possesses the skill of oral and written communication to solve professional problems.	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.
- resultsofindividualwork.

### **Assessments 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 coughoutexpectoration	
3.viscous sputum	
4.fever	
5.sweating	
6.paroxysmal 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.muroid sputum	
14.half glassof 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	

### *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



высококласных 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?

---

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

3. Что использовали для лечения людей в древние времена?

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4. Некоторые люди и сегодня следуют фитотерапии в лечении.

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?

10. Какие условия приема в государственной клинике?

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/20

***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.

---

3. Первыми проявлениями заболевания были насморк, кашель, ощущение боли, царапания и першения в горле и за грудиной 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	
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 atphysicalstresses	
13.compressive pain in the heart.	
14. living – householdconditions	
15. badhabits	
16. I hear noise in my ears.	
17. prematurechild	
18. to be fed with breast milk	
19.infantile age	
20.The patient is concerned about paroxysmal cough	
21 Fearofdeathappears	
22. disorderedstomach	
23. tumour	
24. pediatrics	
25. tonsillitis	
26.dysentery	
27.mucoïd sputum	

28. dispnea with difficult breath in	
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*/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, иглоукалывание 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.
2. Что включает в себя медицина? \_  

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3. Что предпринимают врачи в лечении сложных случаев?  

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4. Что используют в традиционной медицине

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5. Что исключает традиционная медицина?

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6. Фитотерапия это траволечение?

7. Какие заболевания могут полностью вылечить или предотвратить травы?

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8. Кто такой Гиппократ?

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9. Что открыл Александр Флеминг в 1928г.?

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10. Открытие пенициллина было случайным?

***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 неотягощены.

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

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

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/30

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

**Task for translation – annotation the text**

**Text Organtransplants**



<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.</p> <p>Nevertheless, the donor would certainly not necessarily die.</p>	<p>to involve – включать в себя, затрагивать</p> <p>to survive – выживать</p> <p>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>
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<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>inturn – в свою очередь demandfor – 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>
<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.</p>	

## 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.
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