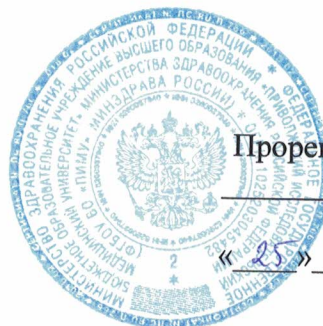


федеральное государственное бюджетное образовательное учреждение высшего образования "Приволжский исследовательский медицинский университет"  
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УТВЕРЖДАЮ

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«25» \_\_\_\_\_ 2021 г.

## ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по факультативной дисциплине

**НАУЧНЫЙ ИНОСТРАННЫЙ ЯЗЫК (английский)**

направление подготовки **06.04.01 Биология**

профиль **Нейробиология**

Квалификация выпускника:

**Магистр**

Форма обучения:

**очно-заочная**

Нижний Новгород

2021

Фонд оценочных средств по факультативной дисциплине «Научный иностранный язык (английский)» предназначен для контроля знаний по программе подготовки в магистратуре по направлению подготовки 06.04.01 Биология, профиль Нейробиология.

**1. Паспорт фонда оценочных средств по факультативной дисциплине «Научный иностранный язык (английский)»**

| Компетенция         | Результаты обучения   | Виды занятий  | Оценочные средства   |
|---------------------|---|---|--|
| <p><b>УК-4</b></p>  | <p>Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия</p>   |   |  |
|                     | <p>ИД-1<sub>УК-4.1</sub>. Устанавливает и развивает профессиональные контакты в соответствии с потребностями совместной деятельности, включая обмен информацией и выработку единой стратегии взаимодействия;</p> <p>ИД-2<sub>УК-4.2</sub>. Составляет, переводит и редактирует различные академические тексты (рефераты, эссе, обзоры, статьи и т. д.),</p> <p>ИД-3<sub>УК-4.3</sub>. Представляет результаты академической и профессиональной деятельности на различных публичных мероприятиях, включая международные.</p> <p>ИД-4<sub>УК-4.4</sub>. Аргументированно и конструктивно отстаивает свои позиции и идеи в академических и профессиональных дискуссиях на государственном языке РФ и иностранном языке</p> | <p>Практические занятия, самостоятельная работа</p> | <p>Письменный перевод иноязычного теста. Тесты.<br/>Кейсы.<br/>Терминологический словарь.<br/>Аннотация, резюме, тезисы.<br/>Устное сообщение, беседа по содержанию сообщения, перевод научных материалов с русского на иностранный, с иностранного на русский языки, презентации.</p> |
| <p><b>ОПК-6</b></p> | <p>Способен работать с профессиональными базами данных, профессионально оформлять и представлять результаты новых разработок</p>  |   |  |
|                     | <p>ИД-2<sub>ОПК-6.2</sub>. Использует для работы профессиональные базы данных (на иностранном языке)</p> <p>ИД-3<sub>ОПК-6.3</sub>. Профессионально оформляет и представляет результаты новых разработок с использованием компьютерных технологий (на иностранном языке)</p>  | <p>Практические занятия, самостоятельная работа</p> | <p>Аннотация, резюме, тезисы, доклады, обзоры.<br/>Терминологический словарь.<br/>Устное сообщение, беседа по содержанию сообщения, перевод научных материалов с русского на иностранный, с иностранно-</p>  |



|             |                     |              |                            |
|-------------|---------------------|--------------|----------------------------|
| Компетенция | Результаты обучения | Виды занятий | Оценочные средства         |
|             |                     |              | го на русский, презентации |

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

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

## 2. Критерии и шкала оценивания

Данная дисциплина предусматривает проведение традиционной формы аттестации в виде зачета.

| Индикаторы компетенции                             | Критерии оценивания   |   |
|--|---|---|
|  | Не зачтено  | Зачтено   |
| <b>Полнота знаний</b>                              | Уровень знаний ниже минимальных требований. Имели место грубые ошибки.  | Уровень знаний в объеме, соответствующем программе подготовки. Могут быть допущены несущественные ошибки  |
| <b>Наличие умений</b>                              | При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки.   | Продемонстрированы основные умения. Решены типовые задачи, выполнены все задания. Могут быть допущены несущественные ошибки.  |
| <b>Наличие навыков (владение опытом)</b>           | При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки.  | Продемонстрированы базовые навыки при решении стандартных задач. Могут быть допущены несущественные ошибки.   |
| <b>Мотивация (личностное отношение)</b>            | Учебная активность и мотивация слабо выражены, готовность решать поставленные задачи качественно отсутствуют  | Проявляется учебная активность и мотивация, демонстрируется готовность выполнять поставленные задачи.   |
| <b>Характеристика сформированности компетенции</b> | Компетенция в полной мере не сформирована. Имеющихся знаний, умений, навыков недостаточно для решения практических (профессиональных) задач. Требуется повторное обучение | Сформированность компетенции соответствует требованиям. Имеющихся знаний, умений, навыков и мотивации в целом достаточно для решения практических (профессиональных) задач. |
| <b>Уровень сформированности компетенций</b>        | Низкий  | Средний/высокий   |

В результате изучения факультативной дисциплины «Научный иностранный язык (английский)» обучающийся должен:

На зачете представить доклад-презентацию научного материала и ответить на вопросы, связанные с темой доклада. Обучающийся должен продемонстрировать умение пользоваться иностранным языком как средством профессионального общения и научных исследований. Обучающиеся должны владеть орфографической, орфоэпической, лексической и граммати-

ческой нормами изучаемого языка и правильно использовать их во всех видах речевой коммуникации, представленных в сфере профессионального общения и научных исследований

На зачете обучающийся должен продемонстрировать владение подготовленной монологической речью, а также неподготовленной монологической и диалогической речью в ситуации профессионального общения в пределах программных требований. Оценивается содержательность, адекватная реализация коммуникативного намерения, логичность, связанность, смысловая и структурная завершенность, нормативность высказывания.

Объектом контроля на зачете являются навыки владения подготовленной и неподготовленной монологической речи.

При беседе на иностранном языке по вопросам, связанным с темой доклада и научными исследованиями обучающегося, оцениваются умения монологической речи на уровне самостоятельно подготовленного и неподготовленного высказывания по теме курса и умения диалогической речи, позволяющими ему принимать участие в обсуждении вопросов, связанных с его научной деятельностью.

## 1. Оценочные средства

### 3.1.1 Тестовые вопросы

| <i>Тестовые вопросы и варианты ответов</i>   | <i>Компетенция, формируемая тестовым вопросом</i> |
|--|---|
| 1. STUDENTS ... MANY PRACTICAL CLASSES IN IT LAST YEAR.<br>1) had;<br>2) has;<br>3) have had.                                | УК-4  |
| 2. HE ... HIS ENTRANCE EXAMS RECENTLY AND ENTERED THE MEDICAL UNIVERSITY.<br>1) passes;<br>2) are passing;<br>3) has passed. | УК-4  |
| 3. TOMORROW AT 3 O'CLOCK I ... IN OUR SCIENTIFIC LABORATORY.<br>1) will be working;<br>2) has worked;<br>3) works.           | УК-4  |
| 4. ARTIFICIAL METAL JOINTS ... IN MANY CASES NOW TO REPLACE THE DISEASED JOINTS.<br>1) used;<br>2) are used;<br>3) will use. | УК-4  |
| 5. THE DOCTOR ... DETERMINE THE ORIGIN   | УК-4  |



|  |      |
|--|------|
| <p>OF THE DISEASE FOR ITS SUCCESSFUL TREATMENT.</p> <p>1) must;<br/>2) are able;<br/>3) have.</p>  |      |
| <p>6. THE DOCTOR SAW THAT THE PATIENT'S EYES ... SWOLLEN.</p> <p>1) is;<br/>2) were;<br/>3) has been.</p>  | YK-4 |
| <p>7. THE PATIENT ... TO THE HOSPITAL WAS A 45-YEAR-OLD FEMALE.</p> <p>1) admitting;<br/>2) are admitted;<br/>3) admitted.</p>                                 | YK-4 |
| <p>8. THE VESSELS ... BLOOD TO THE HEART ARE CALLED VEINS.</p> <p>1) carrying;<br/>2) carried;<br/>3) being carried.</p>                                       | YK-4 |
| <p>9. NO PHYSICIAN CAN MAKE A PROPER DIAGNOSIS WITHOUT ... THE PATIENT.</p> <p>1) are examined;<br/>2) having examined;<br/>3) will be examined.</p>           | YK-4 |
| <p>10. THE DOCTOR DETERMINED ORGANIC CHANGES IN THE MITRAL VALVE ...</p> <p>1) to be clearly marked;<br/>2) has clearly marked;<br/>3) marks clearly.</p>      | YK-4 |
| <p>11. IN GASTRIC ULCERS PAIN IS FOUND ... WORSE AFTER MEALS.</p> <p>1) will be grown;<br/>2) have been grown;<br/>3) to grow.</p>                             | YK-4 |
| <p>12. THE PATIENT ... THE OPERATION WELL, THE DANGER OF PERITONITIS WAS ELIMINATED.</p> <p>1) have survived;<br/>2) having survived;<br/>3) are survived.</p> | YK-4 |
| <p>13. IF THE FOREIGN BODY HAD BEEN PRESENT IN THE EYE, THERE ... AN EDEMA.</p> <p>1) are;<br/>2) would have been;</p>   | YK-4 |

|  |      |
|--|------|
| 3) have been.  |      |
| 14. THEY ... AN INTERESTING LECTURE ON BIOLOGY YESTERDAY.<br>1) has;<br>2) will have;<br>3) had.   | YK-4 |
| 15. USUALLY A SURGICAL NURSE ... INSTRUMENTS FOR THE OPERATION.<br>1) prepares;<br>2) have prepared;<br>3) are preparing.                            | YK-4 |
| 16. HE ... CONSTANTLY ... AT THE LIBRARY PREPARING FOR HIS CLASSES.<br>1) works;<br>2) is working;<br>3) have worked.                                | YK-4 |
| 17. DURING THE OPERATION THE MUSCLES FROM HER BACK AND ABDOMEN ... TO THE THIGH.<br>1) transplants;<br>2) has transplanted;<br>3) were transplanted. | YK-4 |
| 18. THE HEART ... PUMP BLOOD HARDER TO WARM THE BODY BETTER.<br>1) are able to;<br>2) am to;<br>3) has to.   | YK-4 |
| 19. THE DOCTOR WAS TOLD THAT THE PATIENT ... WELL THE NIGHT BEFORE.<br>1) is sleeping;<br>2) will sleep;<br>3) had slept.                            | YK-4 |
| 20.... THE NECESSARY FLUID WE COULD CONTINUE OUR EXPERIMENTS.<br>1) having obtained;<br>2) obtained;<br>3) is obtaining.                             | YK-4 |
| 21. THE METHOD ... BY HIM WILL HELP GREATLY TO CURE PEOPLE.<br>1) are developing;<br>2) developed;<br>3) have developed.                             | YK-4 |
| 22. HE TOLD US OF HIS ... TO FREQUENT HEART ATTACKS.   | YK-4 |



|   |      |
|---|------|
| <ul style="list-style-type: none"> <li>1) being exposed;</li> <li>2) to be exposed;</li> <li>3) exposed.</li> </ul>   |      |
| <p>23. THE DOCTOR EXPECTED THE ANALYSES ... NORMAL.</p> <ul style="list-style-type: none"> <li>1) are;</li> <li>2) was;</li> <li>3) to be.</li> </ul>   | YK-4 |
| <p>24. THE PATIENT WAS CONSIDERED ... SOME KIDNEY DISEASE.</p> <ul style="list-style-type: none"> <li>1) will have;</li> <li>2) had had;</li> <li>3) to have.</li> </ul>  | YK-4 |
| <p>25. THE PHYSICAL EXAMINATION ..., TENDERNESS IN THE LEFT LOWER PART OF THE ABDOMEN WAS REVEALED.</p> <ul style="list-style-type: none"> <li>1) being carried on;</li> <li>2) have carried on;</li> <li>3) are carried on.</li> </ul> | YK-4 |
| <p>26. IF YOU FOLLOW THE PRESCRIBED TREATMENT, YOU ... SOON.</p> <ul style="list-style-type: none"> <li>1) to be recovered;</li> <li>2) has recovered;</li> <li>3) will recover.</li> </ul>   | YK-4 |
| <p>27. STUDENTS ... MANY SPECIAL SUBJECTS NEXT YEAR.</p> <ul style="list-style-type: none"> <li>1) has;</li> <li>2) will have;</li> <li>3) are having.</li> </ul>   | YK-4 |
| <p>28. LAST YEAR MY FATHER ... FROM REGULAR ATTACKS OF CHEST PAIN.</p> <ul style="list-style-type: none"> <li>1) suffered;</li> <li>2) were suffered;</li> <li>3) am suffered.</li> </ul>   | YK-4 |
| <p>29. THE INVESTIGATOR ... IMPORTANT FINDINGS BEFORE HE FINISHED HIS OBSERVATIONS.</p> <ul style="list-style-type: none"> <li>1) are obtaining;</li> <li>2) had obtained;</li> <li>3) obtained.</li> </ul>                             | YK-4 |
| <p>30. A PATIENT ... BY A FAMOUS CARDIOLOGIST NOW.</p> <ul style="list-style-type: none"> <li>1) examine;</li> <li>2) are examining;</li> <li>3) is being examined.</li> </ul>  | YK-4 |

**Эталоны ответов**

| <i>Номер тестового задания</i> | <i>Номер эталона ответа</i> |
|--------------------------------|-----------------------------|
| 1                              | 1)                          |
| 2                              | 3)                          |
| 3                              | 1)                          |
| 4                              | 2)                          |
| 5                              | 1)                          |
| 6                              | 2)                          |
| 7                              | 3)                          |
| 8                              | 1)                          |
| 9                              | 2)                          |
| 10                             | 1)                          |
| 11                             | 3)                          |
| 12                             | 2)                          |
| 13                             | 2)                          |
| 14                             | 3)                          |
| 15                             | 1)                          |
| 16                             | 2)                          |
| 17                             | 3)                          |
| 18                             | 3)                          |
| 19                             | 3)                          |
| 20                             | 1)                          |
| 21                             | 2)                          |
| 22                             | 1)                          |
| 23                             | 3)                          |
| 24                             | 3)                          |
| 25                             | 1)                          |
| 26                             | 3)                          |



|    |    |
|----|----|
| 27 | 2) |
| 28 | 1) |
| 29 | 2) |
| 30 | 3) |

### 3.1.2 Контролируемый раздел дисциплины «Грамматика»

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

1. I'm a professor ...*at*... the University of Moscow.
2. I work ..... the Academy of Science.
3. Let's start with some ..... information.
4. I'd like to ..... on to the next point.
5. Please ..... if you have anything to add.
6. I'll ..... summarize the main issues because we don't have much time.
7. So, that ..... me to the end of my presentation.
8. That ..... everything I want to say.
9. Now we'll go over the ..... points again.
10. The conference was a ..... success.
11. The posters will ..... from 9 am till 5 pm.
12. The congress ..... an excellent opportunity for young scientists.
13. The chair asked for ....., because the idea was not clear enough.
14. The speaker almost ..... of time.
15. That's a good idea to ..... some graphs into the second part of the article.
16. .... the agenda is the responsibility of the secretary.
17. Yours .....,  
Lucy Rich.
18. A fact which is well-expressed and easy to follow is .....
19. A covering letter accompanies an article ..... to a journal.
20. A well-designed poster has a ..... title.
21. A poster title banner should be readable from ..... m.
22. The case is full of hidden difficulties. It's really..... .
23. This ..... block may prevent the agreement.
24. These anatomical structures have close ..... with modern humans. A lot in common.
25. The article ..... a lot of anger among female scientists.
26. Avoid ..... colors for slides.
27. .... read your slides during the presentation!
28. The member of such problems decreased ..... . It went down ..... 60%.
29. (28%) ..... 30% of patients were over 50 years of old.
30. He is the most ..... of my friends. He always does his work on time.
31. We need your Resume asap! (That is .....).
32. You've missed D.O.B. in your application. It means..... .
33. The book is ..... . It's no longer being printed.
34. I can't catch what you are ..... at. It's not clear.

35. I ..... if it's possible.  
 36. Is there a ..... office here? I've lost my camera.  
 37. I missed my ..... I had to wait 3 hours in the airport for another flight.  
 38. Feel free to ..... in ..... with me. My contact details are in the handouts.  
 39. I'm ..... by what I have learned here.  
 40. .... in mind all this information!

### Эталоны ответов

#### Part II

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

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

**Задание 1. Составьте аннотацию к прочитанному тексту (статье)**

## АННОТАЦИЯ Annotation

### Клише для введения

|  |   |
|--|---|
| This text concerns the problem of ...<br>(the question of ...)                   | Текст касается проблемы ...<br>(вопроса ...)  |
| The title of the article/text is ...   | Название статьи/текста – ...  |
| The article deals with ...   | Статья рассматривает вопрос ...   |
| The text/article/report/paper/issue is devoted to ...                            | Текст/статья/доклад/статья/издание посвящен(а) ...  |
| The paper is about ...   | Статья повествует о ...   |
| The problem(s) of ... is (are) presented/ discussed/ revealed/suggested/reported | Представлена(ы)/обсуждается(ются)/ показана(ы)/предлагается(ются)/ сообщается(ются) проблема(ы) ... |
| The main purpose of the article is to show                                       | Главная цель статьи – показать ...  |
| The aim/object/goal of the investigation is to reveal/confirm ...                | Цель исследования – показать/ подтвердить ...   |

### Клише для основной части

|  |  |
|--|--|
| The text/article/paper/author tells us about (the problems of ...) | Текст/статья/автор рассказывает нам о (проблеме ...) |
|--|--|



The text/article/paper/author presents  
 gives a description of  
 describes  
 suggests the solution  
 shows  
 reveals  
 reports  
 covers

Текст/статья представляет  
 даёт описание  
 описывает  
 предлагает решение  
 показывает  
 показывает  
 сообщает  
 охватывает

|     |   |       |    |              |
|-----|---|-------|----|--------------|
| The | role<br>problem<br>importance<br>method | of... | is | described    |
|     |   |       |    | reviewed     |
|     |   |       |    | considered   |
|     |   |       |    | discussed    |
|     |   |       |    | shown        |
|     |   |       |    | given        |
|     |   |       |    | examined     |
|     |   |       |    | studied      |
|     |   |       |    | investigated |
|     |   |       |    | explored     |
|     |   |       |    | evaluated    |

|                 |                                       |
|-----------------|---------------------------------------|
| Описывается     | роль<br>проблема<br>важность<br>метод |
| Рассматривается |                                       |
| Обсуждается     |                                       |
| Изучается       |                                       |
| Исследуется     |                                       |
| Определяется    |                                       |

It informs us about ...

Статья (текст, т. п.) информирует нас о ...

It illustrates ...

Статья (текст, т. п.) иллюстрирует...

Great attention is given to the question(s) of ...

Огромное внимание уделено вопросу(ам)  
...

Particular attention is given/paid to ...

Особое внимание уделено ...

The author considers ... to be of great importance

... автор считает очень важным

It is necessary to underline/emphasize that ...

Необходимо подчеркнуть, что ...

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

Известно, что ... является предметом пристального изучения

The author raises the question of ...

Автор поднимает вопрос о ...

The most striking observation is that ...

Самое поразительное наблюдение состоит в том, что ...

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

Чтобы оценить значение этих данных, нужно ...

The author has clearly shown (that) ...

Автор ясно показал, что ...

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

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

It is worth mentioning that ...

Стоит заметить, что ...

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

С точки зрения автора/наших учёных ...

With regard to ...

Что касается ...

The author reports the instance of ...

Автор сообщает о случае ...

The author also believes that ...

Автор также полагает, что ...

Different aspects/factors affecting ... are also included

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

The author tries to draw one's attention to the fact ... Автор пытается привлечь ч.-л. внимание к факту ...

### Клише для заключения

The article is useful/ valuable/of interest/interesting for... Статья полезна/интересна для ...

The paper is/may be recommended to ... Статья рекомендована/может быть рекомендована ...

The present data suggest that ... Настоящие данные говорят о том, что ...  
The author comes to the conclusion that ... Автор приходит к выводу, что ...

Finally/At last Наконец, ...  
In summary В общем, ...

This text is an excellent approach to the problems of treating/preventing ... Данный текст является прекрасным подходом к проблеме лечения/ предотвращения ...

It is a student-oriented text Текст ориентирован на студентов

The paper serves as a deep source of information for ... Статья служит серьёзным источником информации, касающейся ...

This text will provide interesting/invaluable/useful reference for scientists, dentists, ... Настоящий текст предоставляет интересную/ценную/полезную информацию для ученых, стоматологов, ...

The book can serve as a valuable teaching tool for students and scientists. Книга может служить в качестве полезного обучающего средства для студентов и ученых.

Reflecting the latest advances in this field, this paper will prove invaluable to a wide readership. Отражая самые последние достижения в этой области, настоящая статья окажется полезной для широкого круга читателей.

Primarily intended for specialists in the nuclear medicine field, this volume will also be of considerable interest to clinicians, including cardiologists, oncologists, ... Первоначально предназначенное для специалистов в области радиологии, настоящее издание вызовет также значительный интерес у практикующих врачей, включая кардиологов, онкологов.

The article is addressed to everyone involved in internal medicine, pediatrics, intensive care and emergency medicine. Статья адресована всем, кто занят в терапии, педиатрии, интенсивной терапии и неотложной медицинской помощи.

This volume provides state-of-the-art information about ... for both clinicians and clinical researchers. Данное издание предоставляет информацию о современном состоянии развития ... как для практикующих врачей, так и для клинических исследователей.

## Задание 2. Напишите резюме / CV по образцу

### Sample RESUME / CURRICULUM VITAE



## **PERSONAL DETAILS**

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

## **EDUCATION**

### **2019 - current period**

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

### **2011 - 2017**

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

## **EMPLOYMENT**

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

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

## **MEMBERSHIP**

2020 – Member of ESP (European Society for Photobiology)

## **LANGUAGE**

English – intermediate

## **CONFERENCE PARTICIPATION**

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

## HONORS AND AWARDS

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

## PUBLISHED PAPERS

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

## RESEARCH INTERESTS

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

## OTHER SKILLS AND QUALIFICATIONS

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

## INTERESTS

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

## GENERAL

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

## Задание 3. Подготовьте стендовый доклад (постер)

### The Contents of Your Poster

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

## Before Attending the Conference

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

### **At the Conference meeting**

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

### **The Title Banner**

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

### **Introduction**

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

### **Materials and Methods**

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

### **Results**

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

### **Conclusions**

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

### **Literature Cited**



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

### Acknowledgments

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

### Further Information

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

### The Poster's Background

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

### Poster Text

1. **Double-space** all text, using **left-justification** and **jagged right sides**.
2. **Use text sparingly**. State your **main result** in **6 lines or less**.
3. **The text** should be **readable** easily from at least **2 m** away.
4. **Downward the flow** of your poster **in columns** (3-5), from **TOP LEFT** to the **BOTTOM RIGHT**.
5. **Section headings** (Introduction, Methods etc.) – use **36 point (Boldface)**.  
**Supporting text** (Intro text, figure captions etc.) – use **24 point (Boldface, if appropriate)**.
6. **Narrative details should be brief** (no smaller than **18 point** in size and printed in **plain text**).
7. **The conclusion text** – you may consider using a larger size – **36 pt. The Methods text – 18 pt.**
8. **An acknowledgement section – 14-18 pt.**
9. **Blocks of the text** are fit onto a **single page**. This simplifies cutting and pasting when you assemble the poster. Use **28x 35.5 cm** paper in the **landscape** mode printing text blocks.
10. **Options for fonts** include Helvetica, Arial, Geneva, Times New Roman, Palatino, Century Schoolbook, Courier and Prestige. They represent a range of letter spacing and letter heights. Keep in mind that characters **without curlicues** or other embellishments are easiest to read.
11. **Be consistent**. Use **one font** throughout the poster. **Add emphasis** by using **boldface, underlining** or **color**.
12. **Use arrows** to lead your viewer through the poster.
13. **Italics are difficult to read!**
14. **No large blocks of text. No long sentences.**

### Illustrations

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

### AVOID common mistakes!

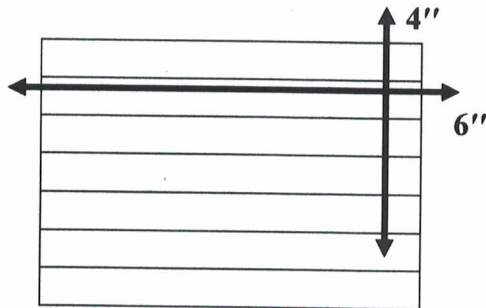
- too long poster
- densely packed
- more than 1000 words

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

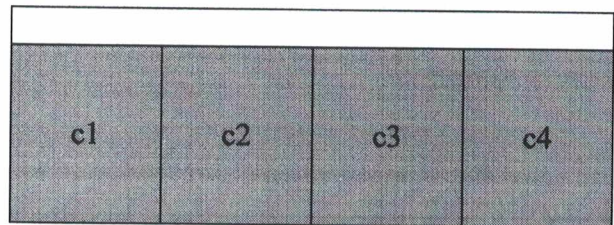
\* \* \*

### A Sketch of the Poster

1. The elements of the poster in position:



2. A series of columns:

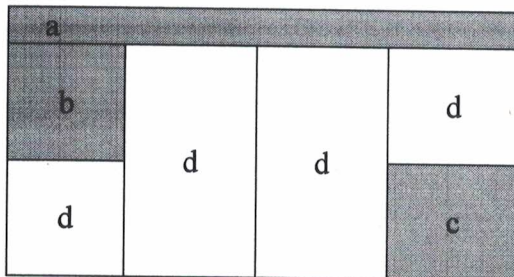


3. The title (a)

A brief introduction (3-5 sentences) (b)

Conclusions (c)

Methods and Results (d)



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

A good test:

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

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

**Задание 4. Прочитайте текст и ответьте на вопросы по содержанию текста.**

***At the Conference. Welcome to the 2nd World Congress on Pain, Boston, USA  
May 8 – 16, 2020***

The International Association for the Study of Pain (IASP) is pleased to welcome you to its World Congress on Pain in Boston. The 9th World Congress on Pain held in Paris, France, 2020 was a huge success. Neuroscientists, physicians from many disciplines, psychologists, dentists, nurses, physical therapists and other health care providers will meet, discuss and interact for one week to improve our understanding of pain. This World Congress is believed to have all the possibilities for being as successful as the 8th.

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

**Plenaries:** Beginning at the general level, "Pain in Society" will be dealt with in three lectures covering: *Culture and Pain*, *The Epidemiology of Persistent Pain*, and *Low Back Pain* with an



overview of the cultural and society influences on pain conditions.

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

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

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

In a session on innovations in assessing persistent pain, three areas will be highlighted: *Validity of Observational Measures, Quantitative Sensory Testing* and *The Epidemiology of Pain*.

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

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

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

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

IASP will publish the proceedings of the congress, which will include plenary lectures and selected papers from submitted abstracts containing new and exciting findings.

The scientific program committee believes that the 2nd World Congress provides an excellent opportunity for researchers and clinicians from all countries to join in the study of pain. We are looking forward to seeing you in Boston.

On behalf of the Scientific Program Committee.

James R. Jonson  
Chair

**a) Answer the questions.**

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

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

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



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

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

47. Were pre-prints of the main congress lectures and of the contributions available to participants before meeting?
48. Where were the participants of the Congress accommodated?
49. Was a scientific exhibition arranged at the Congress?
50. Did you make a presentation at the Congress? Was it effective?

### Задание 2.

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

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

I work in the field of ....

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

I am currently doing my master's degree in ..... studies. I decided to get my master's degree in ...

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

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

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

### Задание 3.

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

**Презентация научного материала**

#### 1. Getting Started

##### a). Opening Address

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

✻ .....  
.....  
.....  
.....  
.....

**b). Outlining the Presentation**

**Introduction**

The subject / topic of my lecture / talk / presentation is...

I'm going to focus / talk about / inform you / explain ...



Let me begin / start **by** (with)...

We should make a start.

Right. If everyone's ready, let's start.

My purpose / objective / aim today is...

**What I want to do** is...

I'd like to give you some information **about**...

We are here today to decide / agree / learn **about**... / update you **on**... / give you the background **to**...

Is everybody ready to begin?

OK, are we ready to start?

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

**Importance**

In particular / especially...

It should be said (noted, mentioned) that...

It is interesting to know that...

That's one thing I'd like to stress very heavily.

Do remember! / Keep in mind...

This is very important.

I want to reinforce the following...

The following is extremely informative (badly needed).

I'd like (want) to call (to draw, to invite) your attention **to**...

✱ – add your ideas

It should be kept in mind that...

It's worth doing this.

Mr. Clark asked me to present my ideas.

Today I'd like to present a solution.

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

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

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

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

**2. Moving on Dialogue**

**a) Moving on**

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

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

Let me turn (now) **to**...  
Now I call **to**...  
I'm coming on to speak **about**...  
Now we may pass **to** the next item (**on** the agenda).  
That leads me **to** the second point.  
Here we can say...  
This brings me **to** my next question.  
We may pass these details.  
Furthermore / Moreover...  
**On** the one hand... (and **on** the other hand).  
Besides these (factors)...  
Firstly, secondly, thirdly, fourthly...  
Let's leave that.  
Let's get back **to**...  
That's why...  
As a result... / Therefore / so...  
So, what is the solution **to** this problem?  
Well, there are two possible solutions.  
So, that's an overall look at the situation.  
So, could we move on?

---

✱ – add your ideas  
Let's now look at predictions **for** the next year.  
The good news is that we've just began a new research.  
To sum up, we've done better this year than ever before.  
Unfortunately, the number of new clinics was below target.  
I'm sorry to say that...  
Sadly, we will not be able to...  
It is unfortunate that...  
Unfortunately / regrettably, we won't be able to...  
You'll be happy to know that...  
In short, we need to improve our service.  
There could / may / might (not) be positive results **from** this.  
This is excellent / very good / better than we had expected.  
This is disappointing / This is worse than expected  
This is not very good **for** this time **of** year.  
**For** the next six months / For this period...  
**For** this point in the five-year business-plan...  
**Over** this two-year period...

✱ .....  
.....  
.....  
.....

**b). Linking with a Previous Point**

As I've said / mentioned (before)...

As it was said earlier...

As I said **at** the beginning...

**At** the beginning (of the talk) I said...

As you've heard / understood / seen...

**In** my last point I mentioned (that)...

I've already explained...

There are three questions I'd like to ask / answer.

There are several questions we need to think **about**.

I'll answer each of these questions one **by** one.

That's the issue **in** general, now let's look at the first problem **in** (more) detail.

Now, let's take a more detailed look.

Let's now turn **to** specific questions / problems / issues.

✱ – add your ideas

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

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

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

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

**3. Statistics, figures**

1/2 – half / a half / one-half

1/3 – a third / one-third

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

2/3 – two-thirds

3/4 – three-quarters

5/8 – five-eighths

84.749 – eighty-four point seven four nine

74.750 – seventy-four point seven five oh

\$25.50 – twenty-five dollars fifty cents

€67.25 – sixty-seven euros twenty-five cents

29% – twenty-nine per cent~~(s)~~

-5.4 – minus five **point** four

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

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

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

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



The number has leveled **out**.  
Staff numbers have stabilized / stayed the same.  
The results reached a high / low point.  
Almost / nearly 10 per cent **of** patients responded.  
Only **about** one quarter (1/4) of the people replied.  
**Over** two-fifths (2/5) of the population have these results.  
**Around / approximately** 100 students answered our questionnaire.  
There was a fall **in** the number of complaints last year.  
We'll make a loss **of** \$20 000 this year.

---

✱ – add your ideas

You can see this number **in** the third column: - 88.  
This year the number has gone **up to** 50.  
Sales of these drugs peaked in May.  
The results are still **below** prediction.  
There'll be a dramatic / significant rise **in** prices.  
The resources dropped dramatically.  
Birth rate began to increase gradually.  
There was an increase **of** 5%.  
The rise was in the range **of** 20° to 30°.  
The temperature stayed more or less the same.  
The average home in Europe has 2.4 children.  
Just less than / under 20% **of** the patients were women.  
The graph shows a rise **in** the number of hospitals.

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

#### 4. Visual Aids

You can see **from** the slide that I'm going to cover 3 points.  
I'll leave this **up** as I talk.  
**On** the next slide you can see the new model.  
Let's look **at** these figures more closely.  
I'll do a quick break **down** for you **on** the flipchart.  
Let me find the relevant slide.  
The vertical axis represents the main symptoms.  
Each line **on** the graph features one **of** our methods.  
This table shows the extra features.  
The models are listed here **in** the top row.  
Positive effects have increased dramatically.  
From the slide you can see clearly how the process works.

The point is illustrated **in** this pie chart.  
The laboratories are **in** this area **at** the top of the plan.  
The system can be seen **in** this flow chart.  
Take a look at this graph and you'll see...  
As you can see **from** the slide / graph / chart...

---

✳ – add your ideas

Here is the next slide. This shows...  
Let's look at another example which is **on** the following slide.  
I'd also like to draw your attention **to**...  
Right here you can see...  
Notice the...  
Let me go **back to** the video and show you the clip again.  
Just a moment / minute while I'm looking **for** the slide.  
According **to** the graph the number is...  
The months are shown **along** the bottom / the horizontal axis.  
Each line indicates the progress.  
The third most popular / the second biggest / the fourth.  
The least commonly used / the least popular...  
**At** / **on** the top...  
**At** the bottom... (~~on the bottom~~)  
**On** the left / the right...  
**In** the middle / center...  
**In** the top / bottom left / right-hand corner...  
You can see the extra features **for** each model **in** this table.  
The features **for** each model are shown **in** the table.  
The extra features appear **on** this slide.

\* \* \*

The projector / computer doesn't seem to be working.  
The computer is not working properly.  
Does anyone know how it works?  
I'll adjust it. Is that better?  
There's a problem **with** it / the computer.  
I'm afraid there is (a technical) problem **with** it.  
I can't get it **to** work.  
Can / could anyone help me **with** this?  
**Which** key / switch / button do I need to press?  
Can / could you move the slide **down** / **up** / sideways?  
I'll focus it. Is that clearer now?  
The lights have gone **off**.  
There must be a problem **with** the microphone / light.  
We'll make a stop / resume some points **until** it's repaired.



⚙️ .....  
 .....  
 .....  
 .....  
 .....

Facts  
 data (is)  
 findings

are

classified  
 compared  
 described  
 found  
 indicated  
 listed  
 presented  
 provided  
 reproduced  
 shown  
 summarized  
 .....  
 .....

→ **in Table 1 /  
 on Slide №1  
 (Figure)**  
 .....  
 .....

~~The~~ Table 1  
 (Fig.)  
 Graph  
 .....  
 .....

compares  
 contains  
 describes  
 explains  
 illustrates  
 indicates  
 is referred to  
 lists  
 presents  
 provides  
 shows  
 summarizes  
 .....  
 .....

→ data  
 facts  
 findings  
 information  
 .....  
 .....

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

→ **for** this information

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

⚙️ – add your ideas

The data is reliable.  
 comprehensive.

We obtain  
 organize data... Data suggests  
 reflects

27

|                 |           |              |     |
|-----------------|-----------|--------------|-----|
| full, complete. | analyze   | indicates    | ... |
| accurate.       | interpret | shows        |     |
| empirical.      | record    | demonstrates |     |

⚙ .....  
.....

### 3.1.5. Контролируемый раздел дисциплины «Лексика, фонетика»

Задание 1. Составьте терминологический словарь.

#### ТЕРМИНОЛОГИЧЕСКИЙ СЛОВАРЬ

по теме: "Conference" / Meeting

|   |  |
|---|--|
| <p><b>1. Conference / Meeting</b></p> <p>to call<br/> to organize<br/> to fix<br/> to arrange<br/> to schedule</p> <p>    ) a meeting</p> <p>to hold a conference<br/> panel meeting / session<br/> briefing meeting<br/> opening session<br/> final sitting<br/> to write up the minutes<br/> to take the minutes<br/> to submit an abstract<br/> to sit on committees<br/> to take the floor, to address the meeting<br/> to fix time-limit; to set up<br/> to make a statement / a proposal / recommendation<br/> voting<br/> All in favor? / Those against?<br/> Can we have a quick show of hands?<br/> The proposal is accepted / rejected.<br/> to put a question to the vote<br/> matters arising<br/> a wide range of argent / pressing problems / issues<br/> to raise other issues<br/> to solve the problem<br/> to make / take / reach<br/> to meet the interests<br/> mutually acceptable<br/> at the request of ...<br/> to call the meeting to order<br/> to keep the point<br/> to ask the speakers to be brief<br/> to take place<br/> to resume<br/> AOB (Any Other Business)<br/> to be short of time</p> | <p><b>1. Конференция / Заседание</b></p> <p>организовать / назначить встречу / заседание</p> <p>проводить конференцию<br/> совещание / заседание специалистов<br/> инструктивное совещание/заседание<br/> открытие конференции<br/> заключительное заседание<br/> оформить / заполнить протокол<br/> вести протокол<br/> представить тезисы<br/> быть членом комитета<br/> брать слово, выступать<br/> установить регламент<br/> сделать предложение / рекомендовать<br/> голосование<br/> Кто за / против?<br/> Поднимите руки, пожалуйста.<br/> Предложение принято / отклонено.<br/> поставить вопрос на голосование<br/> возникшие дела / проблемы<br/> большой круг острых / срочных вопросов<br/> поднять / обсудить другие проблемы<br/> решать проблему<br/> принять решение<br/> удовлетворять интересы<br/> взаимно приемлемый<br/> по поручению / просьбе<br/> призывать собрание к порядку<br/> говорить по существу<br/> попросить выступающих говорить кратко<br/> проходить, иметь место<br/> продолжить<br/> другие вопросы (не по теме)<br/> быть ограниченным по времени</p> |
|---|--|



|  |  |
|--|--|
| <p>to keep the item to 10 minutes / 10 minutes per item<br/> to run a little over / time out of<br/> to be behind schedule<br/> to get side-tracked<br/> to be (not) (strictly) relevant<br/> to cancel<br/> to skip / to forget the item<br/> to delay / to postpone / to put off<br/> advance / preliminary registration<br/> on-site registration</p> <p>deadline<br/> to meet / respect a deadline<br/> to go over / to miss a deadline</p> <p><b>2. Session</b></p> <p>afternoon, day-time session<br/> ceremonial gala session<br/> extraordinary session<br/> full-day session<br/> joint session<br/> open / public session<br/> workshop<br/> agenda<br/> items / points of the agenda<br/> to stick to / to follow the agenda<br/> to draw up the agenda<br/> to run through the agenda<br/> to put smth on the agenda</p> <p><b>3. Conference Program</b></p> <p>opening address<br/> welcome / welcoming address<br/> closing address / remarks<br/> keynote address<br/> awards ceremony<br/> training / tutorial course<br/> panel discussion</p> <p>round table discussion / talk<br/> to hold discussion<br/> book display / exhibition<br/> exposition<br/> board meeting<br/> council meeting<br/> draft program<br/> social program</p> <p><b>4. Participant</b></p> <p>chairperson</p> | <p>выступать по вопросу не более 10 минут<br/> опережать / отставать по времени<br/> отставать от графика<br/> отклониться от темы<br/> (не) соответствовать теме<br/> отменить<br/> пропустить вопрос<br/> отложить<br/> предварительная регистрация<br/> регистрация на месте (проведения конференции)</p> <p>крайний срок<br/> уложиться в срок<br/> опоздать / не уложиться в срок</p> <p><b>2. Заседание</b></p> <p>дневное заседание<br/> торжественное заседание<br/> внеочередное заседание<br/> заседание (полный рабочий день)<br/> совместное заседание<br/> открытое заседание<br/> семинар<br/> повестка дня<br/> вопросы на повестке дня<br/> придерживаться регламента<br/> составить повестку дня<br/> просмотреть повестку дня (“пройтись по...”)<br/> включить в повестку дня</p> <p><b>3. Программа Конференции</b></p> <p>вступительная речь, вступительное слово<br/> приветственная речь<br/> заключительная речь / слово<br/> основной доклад<br/> церемония вручения почетных наград<br/> учебные курсы<br/> дискуссия специалистов (в присутствии<br/> аудитории)<br/> дискуссия за “круглым столом”<br/> проводить дискуссию<br/> книжная выставка<br/> выставка, показ, экспозиция<br/> заседание правления<br/> заседание совета<br/> проект программы<br/> культурная программа</p> <p><b>4. Участник</b></p> <p>председатель</p> |
|--|--|

|  |  |
|--|--|
| <p>to participate; participant<br/> associate participant<br/> full participant<br/> honorary participant<br/> registered participant<br/> referee / reviewer<br/> secretariat<br/> executive secretary<br/> scientific secretary<br/> to appoint / to elect a secretary<br/> speaker / reader</p>   | <p>участвовать; участник<br/> участник с неполными правами<br/> участник с полными правами<br/> почетный участник<br/> зарегистрированный участник<br/> рецензент<br/> секретариат<br/> исполнительный секретарь<br/> ученый секретарь<br/> назначать / избирать секретаря<br/> докладчик</p>  |
| <p>invited speaker<br/> key / keynote / lead / main / major / principal speaker<br/> plenary speaker<br/> poster speaker</p>   | <p>приглашенный докладчик<br/> основной докладчик<br/> пленарный докладчик<br/> стендовый докладчик</p>  |
| <p><b>5. Paper / Address</b><br/> to present a (scientific) paper<br/> background / key / keynote / lead / main / major /<br/> principal paper / address<br/> brief / short / summary paper<br/> contributed / free / voluntary / volunteer paper<br/> invited / solicited paper<br/> plenary paper<br/> poster paper<br/> review / overview paper<br/> section paper<br/> slide paper<br/> topical paper<br/> to reject / turn down a paper<br/> write-up / review<br/> printed / reading matters<br/> to proofread</p> | <p><b>5. Доклад</b><br/> представить (научный) доклад<br/> основной доклад<br/> краткий доклад<br/> доклад по инициативе участника<br/> заказной доклад<br/> пленарный доклад<br/> стендовый доклад<br/> обзорный доклад<br/> секционный доклад<br/> доклад с демонстрацией слайдов<br/> тематический доклад<br/> отклонить доклад<br/> рецензия<br/> печатный материал / для чтения<br/> (с)корректировать, откорректировать<br/> (статью / рукопись)</p> |
| <p><b>6. Party / Reception</b><br/> get-acquainted / get-together / ice-breaker party<br/> informal reception<br/> official / conference reception<br/> buffet social</p>  | <p><b>6. Приём</b><br/> приём с целью знакомства участников<br/> неофициальный приём<br/> официальный приём<br/> коктейльный приём</p>   |
| <p><b>7. Services, Equipment</b><br/> bulletin / message / notice board<br/> display board<br/> technical services center / platform<br/> interpreters office<br/> language department<br/> lost and found / lost<br/> property department<br/> property office<br/> information desk</p>  | <p><b>7. Службы, Оборудование</b><br/> доска объявлений<br/> демонстрационный стенд / трибуна<br/> технический центр<br/> служба перевода<br/> бюро перевода<br/> бюро находок<br/> бюро находок<br/> бюро находок</p>   |



|   |   |
|---|---|
| earphones<br>technical equipment<br>lounge<br>lobby | стол информации<br>наушники<br>техническое оборудование<br>холл, комната для отдыха или ожидания<br>кулуары |
|---|---|

### 3.2 Промежуточный контроль

#### *Структура зачета*

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

Зачет включает в себя два задания.

1. Выступление с докладом-презентацией научного материала по специальности обучающегося. Объём – 2000 печатных знаков. Продолжительности выступления – 8–10 минут, форма проверки – контроль коммуникативной компетентности.

2. Беседа с преподавателем на иностранном языке по вопросам, связанным с темой доклада.

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

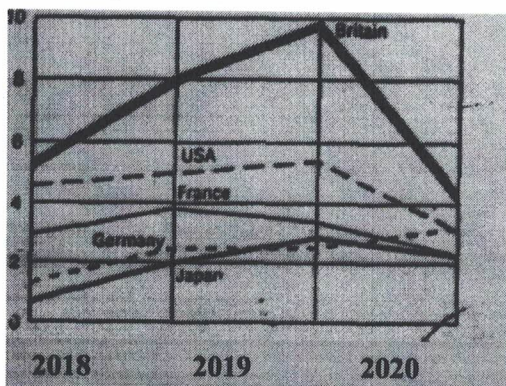
**Задание 1. Примерные вопросы к собеседованию по теме «Научная и профессиональная деятельность обучающегося»**

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

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

## Задание 2. Примерная модель доклада-презентации

### A model of a presentation



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

#### Notes:

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

- *Good morning*, ladies and gentlemen. Today, *I'm going to talk about* changes in medical equipment prices in Britain, the US, France, Germany and Japan during the period 2018 to 2020.
- *First of all, let's look at* a country whose price inflation was the highest during this period.
- *As you can see from* the graph, price inflation in Britain stood at around 5% in 2018, rising to almost 10% in 2020, before falling back to 4% in 2019.
- *Now, if we turn to* Japan, we can see that the situation is different. Price inflation in Japan was as low as 1% in 2018, and even though it subsequently rose, it was always below 4%.
- *Finally, let's look at* Germany, the only country experiencing an upward trend in inflation in 2019. This rise from around 2% in 2018 to over 3% in 2019 was due to the extra costs of Germany.
- *In conclusion, we can observe* that Britain had the highest rate of inflation of the five countries.

