

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

УТВЕРЖДАЮ  
Проректор по учебной работе  
Богомолова Е.С.

« 25 » мая 2021 г.



## **ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине

**ИНОСТРАННЫЙ ЯЗЫК (английский)**

направление подготовки **06.04.01 Биология**

профиль **Экспериментальная медицина**

Квалификация выпускника:

**Магистр**

Форма обучения:

**очно-заочная**

Нижний Новгород

2021

Фонд оценочных средств по дисциплине «Иностранный язык (английский)» предназначен для контроля знаний по программе подготовки в магистратуре по направлению подготовки 06.04.01 «Биология», профиль «Экспериментальная медицина».

### 1. Паспорт фонда оценочных средств по дисциплине «Иностранный язык (английский)»

Компетенция	Результаты обучения	Виды занятий	Оценочные средства
<b>УК-4</b>	<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>	Практические занятия, самостоятельная работа	<p>Письменный перевод иноязычного текста. Тесты.</p> <p>Кейсы.</p> <p>Терминологический словарь.</p> <p>Аннотация, резюме, тезисы.</p> <p>Устное сообщение, беседа по содержанию сообщения, перевод научных материалов с русского на иностранный, с иностранного на русский языки, презентации.</p>
<b>ОПК-6</b>	<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>	Практические занятия, самостоятельная работа	<p>Аннотация, резюме, тезисы, доклады, обзоры.</p> <p>Терминологический словарь.</p> <p>Устное со-</p>

Компетенция	Результаты обучения	Виды занятий	Оценочные средства
			общение, беседа по содержанию сообщения, перевод научных материалов с русского на иностранный, с иностранного на русский, презентации

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

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

## 2. Критерии и шкала оценивания

Данная дисциплина предусматривает проведение традиционной формы аттестации в виде экзамена.

Индикаторы компетенции	ОЦЕНКИ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ				
	плохо	неудовлетворительно	удовлетворительно	хорошо	отлично
<b>Полнота знаний</b>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки.	Минимально допустимый уровень знаний. Допущено много негрубых ошибок.	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки, без ошибок.
<b>Наличие умений</b>	Отсутствие минимальных умений. Невозможность оценить наличие	При решении стандартных задач не продемонстрированы основные	Продемонстрированы основные умения. Решены типовые задачи с не-	Продемонстрированы все основные умения. Решены все основные задачи с	Продемонстрированы все основные умения, решены все основные задачи с

	умений вследствие отказа обучающегося от ответа	умения. Имели место грубые ошибки.	грубыми ошибками. Выполнены все задания, но не в полном объеме.	негрубыми ошибками. Выполнены все задания, в полном объеме, но некоторые с недочетами.	отдельными несущественными недочетами, выполнены все задания в полном объеме.
<b>Наличие навыков (владение опытом)</b>	Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки.	Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами	Продемонстрированы базовые навыки при решении стандартных задач с некоторыми недочетами	Продемонстрированы навыки при решении нестандартных задач без ошибок и недочетов.
<b>Мотивация (личностное отношение)</b>	Полное отсутствие учебной активности и мотивации	Учебная активность и мотивация слабо выражены, готовность решать поставленные задачи качественно отсутствуют	Учебная активность и мотивация низкие, слабо выражены, стремление решать задачи качественно	Учебная активность и мотивация проявляются на среднем уровне, демонстрируется готовность выполнять поставленные задачи на среднем уровне качества	Учебная активность и мотивация проявляются на высоком уровне, демонстрируется готовность выполнять все поставленные задачи на высоком уровне качества
<b>Характеристика сформированности компетенции</b>	Компетенция в не сформирована. отсутствуют знания, умения, навыки, необходимые для решения практических (профессиональных) задач. Требуется повторное обучение	Компетенция в полной мере не сформирована. Имеющихся знаний, умений, навыков недостаточно для решения практических (профессиональных) задач. Требуется повторное обучение	Сформированность компетенции соответствует минимальным требованиям. Имеющихся знаний, умений, навыков в целом достаточно для решения практических (профессиональных) задач, но требуется дополнительная прак-	Сформированность компетенции в целом соответствует требованиям, но есть недочеты. Имеющихся знаний, умений, навыков и мотивации в целом достаточно для решения практических (профессиональных) задач, но требуется до-	Сформированность компетенции полностью соответствует требованиям. Имеющихся знаний, умений, навыков и мотивации в полной мере достаточно для решения сложных практических (профессиональных) задач.

			тика по большинству практических задач	полнительная практика по некоторым профессиональным задачам.	
<b>Уровень сформированности компетенций</b>	Нулевой	Низкий	Ниже среднего	Средний	Высокий

<i>код компетенции</i>	<i>оценка 5 «отлично»</i>	<i>оценка 4 «хорошо»</i>	<i>оценка 3 «удовлетворительно»</i>	<i>оценка 2 «неудовлетворительно»</i>
<b>ИЗУЧАЮЩЕЕ ЧТЕНИЯ (ПЕРЕВОД)</b>				
<b>УК-4 ОПК-6</b>	<p>Полный перевод (100%) адекватный смысловому содержанию текста на русском языке.</p> <p>Текст – грамматически корректен, лексические единицы и синтаксические структуры, характерные для научного стиля речи, переведены адекватно</p>	<p>Полный перевод (100%–90%).</p> <p>Встречаются лексические, грамматические и стилистические неточности, которые не препятствуют общему пониманию текста, однако не согласуются с нормами языка перевода и стилем научного изложения.</p>	<p>Фрагмент текста, предложенного на экзамене, переведён не полностью (<math>2/3 - 1/2</math>) или с большим количеством лексических, грамматических и стилистических ошибок, которые препятствуют общему пониманию текста.</p>	<p>Неполный перевод (менее <math>1/2</math>).</p> <p>Непонимание содержания текста, большое количество смысловых и грамматических ошибок.</p>
<b>ПРОСМОТРОВОЕ ЧТЕНИЕ</b>				
	<p>Текст передан в сжатой форме адекватно содержанию текста, ограничен меньшим объёмом, полное изложение основного содержания фрагмента текста</p>	<p>Текст передан семантически адекватно, ограничен меньшим объёмом, но содержание передано недостаточно полно.</p>	<p>Текст передан в сжатой форме с существенным искажением смысла.</p>	<p>Передано менее 50% основного содержания текста, имеется существенное искажение содержания текста.</p>
<b>УСТНАЯ КОММУНИКАЦИЯ</b> (сообщение и собеседование по научной и профессиональной деятельности обучающегося)				

<p><b>УК-4 ОПК-6</b></p>	<p>Речь грамотная и выразительная. Правильно используются лексико-грамматические конструкции, если допускаются ошибки, то тут же исправляются говорящим. Стилль научного высказывания выдержан в течение всей беседы. Объём высказывания соответствует требованиям. Говорящий понимает и адекватно отвечает на вопросы.</p>	<p>При высказывании встречаются грамматические ошибки. Объём высказывания соответствует требованиям или не составляет более чем 20–25 предложений. Вопросы говорящий понимает полностью, но ответы иногда вызывают затруднения. Научный стиль выдержан в 70–80% высказываний.</p>	<p>При высказывании встречаются грамматические ошибки, иногда очень серьёзные. Объём высказывания составляет не более ½. Как вопросы, так и ответы вызывают затруднение. Научный стиль выдержан не более чем в 30–40% высказываний.</p>	<p>Неполное высказывание (менее ½), более 15 грамматических/лексических/фонетических ошибок, грамматически неформальная речь.</p>
------------------------------	---	---	---	---

### 3. Оценочные средства

<p>Для текущего контроля</p>	<p>Лексико-грамматические тесты</p>
	<p>Перевод словосочетаний с терминами с русского языка на иностранный</p>
	<p>Перевод предложений с изученной грамматикой с иностранного на русский язык</p>
	<p>Собеседование по содержанию текста</p>
	<p>Письменный перевод статьи с иностранного языка на русский</p>
<p>Для промежуточного контроля</p>	<p>Составление аннотаций</p>
	<p>Перевод словосочетаний с терминами с русского языка на иностранный</p>
	<p>Собеседование по прочитанному тексту на иностранном языке</p>
	<p>Письменный перевод научной статьи на русский язык. Сообщение по заданной теме.</p>
	<p>Лексико-грамматический тест, аннотация, сообщение, беседа, презентация.</p>

#### 3.1. Текущий контроль

##### 3.1.1 Контролируемый раздел дисциплины «лексика, грамматика»

**Задание 1. Переведите предложения, выберите правильный вариант грамматической конструкции**

<p>Variant 1</p>		
<p>1. Students ... many practical classes in IT last year. a) had</p>	<p>b) has</p>	<p>c) have had</p>
<p>2. He ... his entrance exams recently and entered the Medical University.</p>		

- a) passes                      b) are passing                      c) has passed
3. Tomorrow at 3 o'clock I ... in our scientific laboratory.  
a) will be working                      b) has worked                      c) works
4. Artificial metal joints ... in many cases now to replace the diseased joints.  
a) used                      b) are used\_                      c) will use
5. The doctor ... determine the origin of the disease for its successful treatment.  
a) must                      b) are able                      c) have
6. The doctor saw that the patient's eyes ... swollen.  
a) is                      b) were                      c) has been
7. The patient ... to the hospital was a 45-year-old female.  
a) admitting                      b) are admitted                      c) admitted
8. The vessels ... blood to the heart are called veins.  
a) carrying                      b) carried                      c) being carried
9. No physician can make a proper diagnosis without ... the patient.  
a) are examined    b) having examined                      c) will be examined
10. The doctor determined organic changes in the mitral valve ...  
a) to be clearly marked    b) has clearly marked    c) marks clearly
11. In gastric ulcers pain is found ... worse after meals.  
a) will be grown                      b) have been grown                      c) to grow
12. The patient ... the operation well, the danger of peritonitis was eliminated.  
a) have survived    b) having survived                      c) are survived
13. If the foreign body had been present in the eye, there ... an edema.  
a) are                      b) would have been                      c) have been

TEST PAPER  
Variant 2

1. They ... an interesting lecture on IT yesterday.  
a) has                      b) will have                      c) had
2. Usually a surgical nurse ... instruments for the operation.  
a) prepares                      b) have prepared                      c) are preparing
3. He ... constantly ... at the library preparing for his classes.  
a) work                      b) is working                      c) have worked
4. During the operation the muscles from her back and abdomen ... to the thigh.  
a) transplants    b) has transplanted                      c) were transplanted
5. The heart ... pump blood harder to warm the body better.  
a) are able to                      b) am to                      c) has to

6. The doctor was told that the patient ... well the night before.  
a) is sleeping      b) will sleep      c) had slept
7. ... the necessary fluid we could continue our experiments.  
a) having obtained      b) obtained      c) is obtaining
8. The method ... by him will help greatly to cure people.  
a) are developing      b) developed      c) have developed
9. He told us of his ... to frequent heart attacks.  
a) being exposed      b) to be exposed      c) exposes
10. The doctor expected the analyses ... normal.  
a) are      b) was      c) to be
11. The patient was considered ... some kidney disease.  
a) will have      b) had had      c) to have
12. The physical examination ..., tenderness in the left lower part of the abdomen was revealed.  
a) being carried on      b) have carried on      c) are carried on
13. If you follow the prescribed treatment, you ... soon.  
a) to be recovered      b) has recovered      c) will recover

TEST PAPER  
Variant 3

1. Students ... many special subjects next year.  
a) has      b) will have      c) is having
2. Last year my father ... from regular attacks of chest pain.  
a) suffered      b) were suffered      c) am suffered
3. The investigator ... important findings before he finished his observations.  
a) are obtaining      b) had obtained      c) obtained
4. A patient ... by a famous cardiologist now.  
a) examine      b) are examining      c) is being examined
5. Aerobic microorganisms ... have oxygen for their life and growth.  
a) must      b) is able to      c) has to
6. The doctor was sure that the patient ... soon.  
a) will walk      b) would walk      c) have been walking
7. Physical overstrain increases the incidence of heart attacks in people ... from angina pectoris.  
a) suffering      b) were suffered      c) suffers
8. The device ... in our scientific laboratory is up-to-date.



a) is used                      b) are being used                      c) used

9. The cardiologist insisted on ... an electrocardiogram as soon as possible.

a) to take                      b) taking                      c) has taken

10. She considers him ... a promising scientist.

a) is                      b) to be                      c) were

11. Nausea is known ... in some stomach diseases.

a) to develop                      b) will develop                      c) develops

12. In chronic cholecystitis patients complain of pain in the right hypochondrium, it ... to the right shoulder.

a) radiating                      b) are radiated                      c) has radiated

13. Had you consulted the doctor in time you ... .

a) is not hospitalized                      b) wouldn't have been hospitalized                      c) wouldn't hospitalized

#### TEST PAPER

#### Variant 4

1. The patient ... the disease of the joints in his childhood.

a) have                      b) will be having                      c) had

2. Every mother ... for her children.

a) cares                      b) are cared                      c) to care

3. Now my father ... a bed regimen because he has a bad heart disease.

a) to follow                      b) is following                      c) are followed

4. A patient suffering from a disease ... by several specialists next week.

a) will examine                      b) to examine                      c) will be examined

5. Pneumococci ... be revealed in the alveoli of the lung in lobar pneumonia.

a) is to                      b) can                      c) has to

6. The nurse said that she ... this patient's blood count already.

a) had made                      b) are making                      c) made

7. ... the patient's past history the physician made a correct diagnosis.

a) having investigated                      b) are investigating                      c) to be investigated

8. The experiment... by the scientist was a success.

a) made                      b) are making                      c) is made

9. On ... of an acute pain in the heart the patient was allowed to sit up.

a) relieving                      b) to relieve                      c) being relieved

10. The physician did not expect the tissues of the spleen ... in the disease.

a) is involved                      b) has involved                      c) to be involved





**TEST 1****CANCER**

One of major killers is cancer. Cancer is characterized by an unrestrained growth of abnormal cells. There are three main types of cancer: a carcinoma originates from the surface cells of the skin or the linings of the internal organs; a sarcoma attacks the muscles, bones, tendons, cartilage, fat, blood vessels, lymph system, or connective tissue; leukaemias afflict the blood-forming cells. Some cancers grow slowly; others spread rapidly, doubling in bulk in days. Cancer can appear anywhere in the body, but some common sites are the lungs, breasts, uterus, skin, colon, prostate, and blood. Symptoms vary greatly depending upon the location, but some of the most common symptoms are unusual bleeding or discharge, a thickening in any area, a sore that doesn't heal, hoarseness or difficulty swallowing, indigestion, a change in bowel or bladder habits, or unexplained weight loss.

Today, many types of cancer can be cured, especially if detected early. For this reason, many diagnostic procedures—such as a biopsy, mammogram, or colonoscopy (examination of the large intestine) or other internal examinations are employed when cancer is suspected. A localized malignancy is sometimes treated and cured by surgery alone, but sometimes radiation or chemotherapy (drug or chemical treatment) is used in combination with surgery. A malignancy that has metastasied (spread from its place of origin to another organ or site) requires higher doses of chemotherapy and/or radiation and is more difficult to cure.

The etiology of many types of cancer remains an enigma to scientists. Some of the causes are known, however, including cigarette smoking, overexposure to X-rays or sunlight, and contact with certain chemicals. Some forms of cancer seem to run in families; others may be caused by a virus.

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

1. A disease that may be fatal if not detected and treated early is
  - a) arthritis
  - b) acne
  - c) cancer
  - d) headache
2. What is the common site of cancer in women?
  - a) breasts
  - b) prostate
  - c) lungs
  - d) blood
3. \_\_\_\_\_ is some malignant disease where an abnormal number of leucocytes form in the blood.
  - a) sarcoma
  - b) leukaemia
  - c) carcinoma
  - d) lymphoma
4. Cancer can be caused by
  - a) virus A
  - b) well-balanced diet
  - c) gonococcus
  - d) tobacco smoking
5. Many cancers are curable by

- a) psychotherapy and psychosurgery
- b) chemotherapy and surgery
- c) homoeopathy
- d) occupational therapy

**TEST 2****HIV INFECTION**

AIDS is the most severe manifestation of infection with HIV. HIV is a retrovirus that primarily infects vital components of the human immune system such as CD4+ T-cells (a subset of T-cells), macrophages and dendritic cells. It directly and indirectly destroys CD4+ T-cells. CD4+ T-cells are required for the proper functioning of the immune system. When HIV kills CD4+ T-cells so that there are fewer than 200 CD4+ T-cells per microliter ( $\mu\text{L}$ ) of blood, cellular immunity is lost, leading to the condition known as AIDS. Acute HIV infection progresses over time to clinical latent HIV infection and then to early symptomatic HIV infection and later to AIDS.

In the absence of antiretroviral therapy, the median time of progression from HIV infection to AIDS is nine to ten years, and the median survival time after developing AIDS is only 9,2 months. However, the rate of clinical disease progression varies widely between individuals, from two weeks up to 20 years. Many factors affect the rate of progression. These include factors that influence the body's ability to defend against HIV such as the infected person's general immune function. Older people have weaker immune systems, and therefore have a greater risk of rapid disease progression than younger people. Poor access to health care and the existence of coexisting infections such as tuberculosis also may predispose people to faster disease progression. The infected person's genetic inheritance plays an important role and some people are resistant to certain strains of HIV. The use of highly active antiretroviral therapy prolongs both the median time progression to AIDS and the median survival time.

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

1. HIV is a retrovirus that primarily affects
  - a) vital components of the immune system
  - b) the nervous system
  - c) the brain
  - d) the blood circulation
2. What is required for the proper functioning of the immune system?
  - a) vitamins and minerals
  - b) CD4+ T-cells
  - c) dendritic cells
  - d) macrophages
3. The median time of progression from HIV infection to AIDS in the absence of antiretroviral therapy is
  - a) nine to ten years
  - b) one year
  - c) more than 20 years
  - d) less than a year
4. AIDS is identified on the basis of
  - a) the amount of CD4+ T-cells
  - b) the amount of CD4+ T-cells in the blood and the presence of certain infections
  - c) weak immune system

d) weakness and pallor

5. Who has a greater risk of rapid disease progression?

- a) young people
- b) older people
- c) school children
- d) healthy people

### TEST 3

#### OCCUPATIONAL HEALTH - THE ROLE OF THE PHYSICIAN

Occupational medicine is a speciality that is more and more recognized as fundamental to the role of the physician in the prevention of injuries and illnesses.

Several disturbing press-releases have lately made the working population most insecure about their professional environment ('Lead poisoning from ceramics,' 'Transmission of AIDS among hospital workers' etc.).

Preventive medicine is already in the fluoridation of drinking water in order to prevent decay of teeth. Although most sugars (sucrose or fructose) are seen as 'enemies of teeth', some, like Xylitol, seem not to generate acid or promote decay. (Xylitol is found in plums, raspberries, strawberries, and cauliflower and can be made from some raw materials such as birch bark, corn cobs and sugar cane bagasse.) Studies of the WHO have found that fluoride alone helps to prevent cavities, but that Xylitol by itself also helps - and a combination of both is still better. So, in preventive medicine the replacement of fructose or sucrose by Xylitol looks promising.

A comprehensive, long-term weight-control program incorporating diet, exercise and behaviour modification is the only effective treatment for obesity. Obesity in itself is a cause of several occupational accidents; therefore, concern with weight control should begin sufficiently early in life to reduce the risk of developing obesity.

Although major advances have been made in preventive medicine, preventive health services are seriously limited by physician's failure to promote recommended practices. This is part due to the lack of emphasis placed on preventive practices during medical training, including the remarkable evolution of preventing medicine to combat problems such as violence, environmental contamination, and chronic diseases.

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

1. What makes the working population insecure about their professional environment?
  - a) reports on air pollution
  - b) pharmaceutical companies research
  - c) several disturbing press-releases
  - d) neglect of hygiene
2. Which of the following looks promising in preventive medicine?
  - a) sucrose
  - b) fluoride
  - c) fructose
  - d) the replacement of sucrose and fructose by Xylitol
3. Why is Xilitol important in preventing decay of teeth?
  - a) It is an enemy of teeth
  - b) It doesn't generate acid

- c) It seems not to promote decay
  - d) It seems not to generate acid or promote decay
4. The only effective treatment for obesity is
- a) weight-control program
  - b) milk-based foods
  - c) exercise
  - d) fresh air breathing
5. What makes preventive medicine still ineffective?
- a) lack of information
  - b) neglect of hygiene
  - c) lack of preventive practices
  - d) lack of both, preventive practices and information

#### TEST 4

#### DRUG ABUSE AND DEPENDENCE

Drug abuse is an area in which terminology can be confusing.

By the term abuse, we don't simply mean use. We mean that the drug is being used to a degree which causes either physical harm to the user or damage to his relationships or to those around him. Nor is abuse the same thing as dependence. By dependence, we mean that the user cannot do without the drug. This includes psychological dependence where the drug is regarded as an indispensable prop in the user's life and he is consequently not motivated to stop using it. But the main form of dependence with which we are concerned is true physical addiction. This is due to a direct chemical effect of a drug on the body. If the person stops taking the drug, very unpleasant and sometimes dangerous withdrawal effects occur. But addiction or dependence is not the same thing as abuse. Some drugs can be abused, but are not addictive.

What do you think is the greatest drug abuse problem in Britain? Do you think it might be heroin or cocaine, or some other exotic compound that makes headlines in the press? No. In fact the most serious problem of abuse is with alcohol. This causes a huge amount of death, disease, crime, family break-up and economic loss to the country. Second comes tobacco which is legal, but causes the deaths of 100000 people in Britain every year, as well as enormous costs to the National Health Service and to the economy in terms of working days lost. The third most important drugs of abuse are medically prescribed minor tranquilizers. Like alcohol and tobacco, these are addictive.

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

1. Abuse means that
- a) the drug is being used to a degree which causes physical harm to the user or damages his relationships or those around him
  - b) the user cannot do without the drug
  - c) there exists psychological dependence to the drug
  - d) you take 3 or 4 drugs at once
2. What is meant by dependence?
- a) the drug causes physical harm to the user
  - b) the user cannot do without the drug

- c) the state of delirium
  - d) the state of discomfort
3. Which are the 2 types of dependence?
- a) moral and sexual
  - b) psychological and moral
  - c) physical addiction and fatigue
  - d) psychological dependence and physical addiction
4. Drugs causing the greatest problems of abuse in Britain are
- a) heroin or cocaine
  - b) alcohol, tobacco and minor tranquilizers
  - c) marihuana
  - d) hallucinogens
5. Tobacco causes the deaths of \_\_\_\_\_ people in Great Britain every year.
- a) 50000
  - b) 60000
  - c) 100000
  - d) 200000

**TEXT 5****MAGNETIC SCANNER**

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

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

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

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

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

1. What does the new magnetic scanner machine do?



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

**Задание 2.**

Составьте аннотацию к прочитанному тексту

**АННОТАЦИЯ****Annotation****Клише для введения**

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

**Клише для основной части**

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

problems of ...)

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

The	role problem importance method	of...	is	described
				reviewed
				considered
				discussed
				shown
				given
				examined
				studied
				investigated
				explored
				evaluated

It informs us about ...

It illustrates ...

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

Particular attention is given/paid to ...

The author considers ... to be of great importance

It is necessary to underline/emphasize that ...

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

The author raises the question of ...

The most striking observation is that ...

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

The author has clearly shown (that) ...

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

It is worth mentioning that ...

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

With regard to ...

The author reports the instance of ...

The author also believes that ...

Different aspects/factors affecting ... are also includ-

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

Описывается	роль проблема важность метод
Рассматривается	
Обсуждается	
Изучается	
Исследуется	
Определяется	

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

Статья (текст, т.п.) иллюстрирует...

Огромное внимание уделено вопросу(ам) ...

Особое внимание уделено ...

... автор считает очень важным

Необходимо подчеркнуть, что ...

Известно, что ... является предметом пристального изучения

Автор поднимает вопрос о ...

Самое поразительное наблюдение состоит в том, что ...

Чтобы оценить значение этих данных, нужно ...

Автор ясно показал, что ...

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

Стоит заметить, что ...

С точки зрения автора/наших учёных ...

Что касается ...

Автор сообщает о случае ...

Автор также полагает, что ...

Также включены различные аспек-

ed	ты/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 ... The author comes to the conclusion that ...	Настоящие данные говорят о том, что ... Автор приходит к выводу, что ...
Finally/At last In summary	Наконец, ... 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 3. Кейсы.

### *Case-studies (кейсы)*

**Topic “Symptoms of diseases”**

READ THE ELEVEN descriptions which follow, using your dictionary as and when necessary.

What is the disease or illness being described in each case?

1. A disorder of the nervous system in which there are convulsions and loss of consciousness due to disordered discharge of cerebral neurons. In its more severe form, the patient may lose consciousness and fall to the ground in convulsions.
2. A condition where tissues die and decay as a result of bacterial action because the blood supply has been lost through injury or disease of the artery. Infected limbs may have to be amputated.
3. A condition where the lens of the eye gradually becomes hard and opaque.
4. A slow, progressive disorder of elderly people, it affects the parts of the brain which control movement. The symptoms include trembling of the limbs, a shuffling walk and difficulty with speaking.
5. An infectious disease, its commonest form attacks the lungs, causing patients to lose weight, cough blood and have a fever. It is caught by breathing in germs or eating contaminated food, especially unpasteurised milk.
6. A hereditary disease of the pancreas or mucoviscidosis, leading to malfunction of the exocrine glands. Symptoms include loss of weight, abnormal faeces and bronchitis. If diagnosed early, it can be controlled with vitamins, physiotherapy and pancreatic enzymes.
7. A serious bacterial disease spread through infected food or water. The infected person suffers stomach cramps, diarrhoea, cramp in the intestines and dehydration. The disease is often fatal and vaccination is only effective for a relatively short period.
8. A serious, infectious disease of children, its first symptoms are a sore throat, followed by a slight fever, rapid pulse and swelling of the glands in the neck. A membrane-like structure forms in the throat and can close the air passages, asphyxiating the patient. The disease is often fatal for this reason or because the heart becomes fatally weakened.
9. A disorder of the brain, mainly due to brain damage occurring before birth or due to lack of oxygen during birth. The patient may have bad coordination of muscular movements, impaired speech, hearing and sight, and sometimes mental retardation.
10. A virus disease, it can take a long time, even years, for it to show symptoms. It causes a breakdown of the body's immune system, making the patient susceptible to any infection.
11. Inflammation of the membrane lining the intestines and the stomach, caused by a viral infection, and resulting in diarrhoea and vomiting.

**Задание 4. Кейсы.****Case-studies (кейсы)****Topic “Triage system”**

There has been a terrorist bomb attack at a railway station, and you and your partner are among the first at the scene. Use the triage categories below and decide with your partner how to classify each victim.

CATEGORY	DESCRIPTION
<b>blue</b> - dead or expected to die	So badly injured that victim will die soon. Should be given

	painkillers to ease passing.
<b>red</b> - immediate	Victim could survive with immediate treatment.
<b>yellow</b> - observation	Condition is stable for the moment but requires watching (would receive immediate priority care under 'normal' circumstances).
<b>green</b> - wait	Victim will require a doctor's care within hours, but not immediately.
<b>white</b> - dismiss	Victim has minor injuries - first aid and home care are enough.

1. Child, about 11 - no bleeding - dazed and confused - doesn't squeeze hand when asked \_\_\_\_\_
2. Pregnant woman - can walk and talk - some bleeding from head \_\_\_\_\_
3. Elderly man - very bloody leg - unconscious - no breathing - no pulse \_\_\_\_\_
4. Teenage girl - no signs of bleeding - coughing and clear fluid coming from ears \_\_\_\_\_
5. Man, mid-twenties - minor bleeding - conscious but not disorientated - slow breathing rate \_\_\_\_\_
6. Woman, about 50 - walking around - says she cannot hear anything - has pains in the chest \_\_\_\_\_
7. Teenage boy - cuts on face - very pale - sitting on the ground and falling asleep \_\_\_\_\_
8. Young woman - no pulse - no bleeding - no response when you clear her airway \_\_\_\_\_
9. Young woman - no signs of injuries - vomiting and constant shaking and will not stop crying - 30 breaths per minute \_\_\_\_\_
10. Middle-aged man - broken arm - large chest wound - unconscious - breathing erratic \_\_\_\_\_
11. Elderly woman - clear fluid running out of nose- walking around but is confused and angry \_\_\_\_\_
12. Elderly woman - coughing up blood, severe pain in her chest and difficulty breathing \_\_\_\_\_
13. Middle-aged man - has lost leg - massive bleeding - conscious and talking \_\_\_\_\_
14. Young man - bruises and some bleeding on arms and legs - confused and complaining of headache and ringing in the ears \_\_\_\_\_
15. Child, about four - clinging to his mother who is not injured - pale, with moist skin - rapid breathing and rapid pulse \_\_\_\_\_
16. Child, about four - lying on ground with black skin caused by burns - appears not to be in pain \_\_\_\_\_
17. Young woman - skin has painful red burnt areas-has cuts on her leg but walking \_\_\_\_\_

#### **Задание 5. Кейсы.**

#### **Case Study**

**Using the prescribing information which follows, choose the most appropriate antibiotic for these patients.**

1. A four-year-old boy with meningitis due to pneumococcus. He is allergic to penicillin.
2. A 10-year-old girl with a history of chronic bronchitis now suffering from pneumonia. The causative organism is resistant to tetracycline.
3. A 7-year-old girl with cystitis.
4. A 4-year-old girl with septic arthritis due to haemophilus influenza.
5. A 12-year-old boy with left leg fracture above the knee following a road traffic accident.
6. A 15-year-old girl with endocarditis caused by strep. viridans.
7. A 13-year-old girl with disfiguring acne.
8. An 8-year-old boy with tonsillitis due to  $\beta$ -haemolytic streptococcus.
9. A 3-year-old boy with otitis media.
10. A 4-year-old unimmunised sibling of a 2-year-old boy with whooping cough.

### **Erythromycin**

**Indications:** alternative to penicillin in hypersensitive patients; sinusitis, diphtheria and whooping cough prophylaxis; chronic prostatitis.

**Cautions:** hepatic impairment.

**Contra-indications:** contra-indicated in liver disease.

**Side-effects:** nausea, vomiting, diarrhoea after large doses.

**Dose: by mouth:** 250-500 mg every 6 hours;

CHILD: 125-250 mg every 6 hours,

*Syphilis:* 20 g in divided doses over 10 days.

*By slow intravenous injection or infusion:* 2g daily; in divided doses, increased to 4 g in severe infections;

CHILD: 30-50 mg/kg daily in divided doses.

### **Gentamicin**

**Indications:** septicaemia and neonatal sepsis; meningitis and other CNS infections; biliary tract infection, acute pyelonephritis or prostatitis, endocarditis caused by *Strep. viridans* or *faecalis* (with penicillin).

**Cautions:** increase dose interval in renal impairment (see below).

**Contra-indications:** pregnancy, myasthenia gravis.

**Side-effects:** vestibular damage, reversible nephrotoxicity.

**Dose: by intramuscular injection or slow intravenous injection or infusion:** 2-5 mg/kg daily, in divided doses every 8 hours. In renal impairment the interval between successive doses should be increased to 12 hours when the creatinine clearance is 30-70 ml/minute, 24 hours for 10-30 ml/minute, 48 hours for 5-10 ml/minute, and 3-4 days after dialysis for less than 5 ml/minute; CHILD: up to 2 weeks, 3 mg/kg every 12 hours; 2 weeks-12 years, 2 mg/kg every 8 hours. *By intramuscular injection* in divided doses every 8 hours.

### **Phenoxymethylpenicillin (Penicillin V)**

**Indications:** tonsillitis, otitis media, rheumatic fever prophylaxis, endocarditis prophylaxis.

**Cautions: Contra-indications: Side-effects:** see under Benzylpenicillin.

**Dose:** 250-500 mg every 6 hours, at least 30 minutes before food; CHILD: every 6 hours, up to 1 year 62.5 mg, 1-5 years 125 mg, 6-12 years 250 mg

### Tetracycline

**Indications:** exacerbations of chronic bronchitis; infections due to brucella, chlamydia, mycoplasma, and rickettsia; severe acne vulgaris.

**Cautions:** breast-feeding; rarely causes photosensitivity. Avoid intravenous administration in hepatic impairment.

**Contra-indications:** renal failure, pregnancy, children under 12 years of age.

**Side-effects:** nausea, vomiting, diarrhoea; super-infection with resistant organisms; rarely allergic reactions.

**Dose:** *by mouth:* 250-500 mg every 6 hours

Syphilis: 30-40 g in divided doses over 10-15 days

Non-gonococcal urethritis: 500 mg 4 times daily for 10-21 days.

*By intramuscular injection:* 100 mg every 8-12 hours, or every 4-6 hours in severe infections.

*By intravenous infusion:* 500 mg every 12 hours; max. 2 g daily

### Ampicillin

**Indications:** urinary-tract infections, otitis media, chronic bronchitis, invasive salmonellosis, gonorrhoea.

**Cautions:** **Contra-indications:** **Side-effects:** see under Benzylpenicillin; also, erythematous rashes in glandular fever and chronic lymphatic leukaemia; reduce dose in renal impairment.

**Dose:** *by mouth:* 0.25-1 g every 6 hours, at least 30 minutes before food;

Gonorrhoea: 2g as a single dose repeated for women.

Urinary-tract infections: 500 mg every 8 hours.

*By intramuscular injection or intravenous injection or infusion:* 500 mg every 4-6 hours; higher doses in meningitis

CHILD: any route, 1/2 adult dose.

### Benzylpenicillin (Penicillin G)

**Indications:** tonsillitis, otitis media, streptococcal endocarditis, meningococcal and pneumococcal meningitis, prophylaxis in limb amputation.

**Cautions:** history of allergy; renal impairment.

**Contra-indications:** penicillin hypersensitivity.

**Side-effects:** sensitivity reactions, fever, joint pains; angioedema; anaphylactic shock in hypersensitive patients; diarrhoea after administration by mouth.

**Dose:** *By intramuscular injection:* 300-600 mg 2-4 times daily; CHILD up to 12 years: 10-20 mg/kg daily; NEONATE: 30 mg/kg daily

*By intravenous infusion:* up to 24 g daily

Prophylaxis in dental procedures and limb amputation.

#### Задание 6. Кейсы.

#### Case Study

**Below is a list of the medical specialties. Choose from this list to identify the specialist(s) likely to handle each situation below.**

allergist and immunologist  
anesthesiologist  
colon and rectal surgeon  
dermatologist

orthopedic surgeon  
otolaryngologist  
pathologist  
pediatrician

emergency physician	physiatrist
family practice physician	plastic surgeon
Internist	preventive medicine physician
neurological surgeon	psychiatrist
neurologist	radiologist
nuclear medicine specialist	general surgeon
obstetrician-gynecologist	thoracic surgeon
ophthalmologist	urologist

1. Juan Rodriguez fell out of a tree. Now his arm hurts. Which specialist can read the X-ray and determine if the arm is broken? \_\_\_\_\_. If there is a fracture, which specialist should Juan see? \_\_\_\_\_.
2. George Lewis flunked out of law school last week, and since then, he's been too depressed to get out of bed. Which specialist should his family consult? \_\_\_\_\_.
3. Ilya Freyman's TV antenna punctured a hole in his eardrum, leaving him with a substantial hearing loss. Which specialist, should he consult? \_\_\_\_\_.
4. Mona Patel has a rash on her hands. It itches and stings. Which specialist can help? \_\_\_\_\_.
5. During the late summer, Young Ran Kim sneezes about 200 times a day. Name two specialists who might treat her for this common problem. \_\_\_\_\_.
6. Sofia Miller felt a lump in her breast. Which doctors might she go to for an opinion about what to do next? \_\_\_\_\_.
7. Jose Perez had an emergency appendectomy last week. Who probably operated on him?
8. George Jones was murdered last week. The specialist performing the autopsy to determine the cause of death is a forensic \_\_\_\_\_.
9. Boris Rothman went to a health fair and had his blood pressure taken. He was told that it was elevated and that he should see a doctor. Which specialist did he probably consult? \_\_\_\_\_.

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

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

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

1. Do you do any research?
2. What is your medical specialty?
3. What is the subject of your research?
4. Is your supervisor a highly skilled psychologist?
5. Is your supervisor a highly experienced scientist?
6. In what field of psychology is he famous for his investigations?
7. Is your supervisor the author of any books?
8. At what problem do you work under his guidance?
9. Do you have all the necessary equipment to carry out your research?
10. What medical equipment and instruments do you use in your investigations?
11. What equipment do you use for carrying out experiments and tests?
12. Do you use computers to record and analyze the data?
13. Is the subject matter of your research of great importance? Why?
14. What is the purpose of your research?



15. Have you published any articles devoted to your research?
16. What parts does your report consist of?
17. What part discusses the introductory account of the theory?
18. What part deals with the methods of research?
19. What part presents a detailed account of the experiment results?
20. When are you going to make a report?
21. Does your research present a new trend in psychology?
22. Does the paper include the description of a new method?
23. Is it important to read journals in your field?
24. Is it important to test the results?
25. How do you get information in your field?
26. Is your new research project under way?
27. When you read a research article, which section do you read first? Why?
28. What are the main problems encountered in designing a research study?
29. What research study are you interested in?
30. What makes a good presentation of a material, in your opinion?
31. Have you participated in any Conference?
32. Where was the Conference held?
33. Was the Conference a success?
34. Did the Programme Committee create an appealing programme?
35. Did the Programme contain plenary lectures, topic workshops, poster sessions and refresher courses?
36. What topical workshops were presented during the Congress?
37. How many posters were displayed?
38. Was the poster area a hub of activity and discussions during the days of the Congress?
39. What refresher courses were organized?
40. What did the participants learn about?
41. Did you submit abstracts containing new and exciting findings?
42. Did the committee publish the proceedings of the congress?
43. What did the proceedings of the congress include?
44. Under whose presidency was the Congress held?
45. What was the number of registered participants and guests of the Organizing Committee?
46. Who was the main speaker of the session?
47. Were pre-prints of the main congress lectures and of the contributions available to participants before meeting?
48. Where were the participants of the Congress accommodated?
49. Was a scientific exhibition arranged at the Congress?
50. Did you make a presentation at the Congress? Was it effective?

## Задание 2.

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

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

I work in the field of ....

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

I am currently doing my master's degree in ..... studies. I decided to get my master's degree in ... My main motivation for getting my master's degree was that I wanted to ... I major (*specialize*) in the field of ... The **title** of my future thesis is.... **The subject of my research** is ... Let me now go

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

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

### Задание 3.

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

#### Презентация научного материала

##### 1. Getting Started

##### a). Opening Address

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**b). Outlining the Presentation**

**Introduction**

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

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

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

We should make a start.

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

My purpose / objective / aim today is...

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

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

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

Is everybody ready to begin?

**OK, are we ready to start?**

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

**Importance**

In particular / especially...

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

It is interesting to know that...

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

Do remember! / Keep in mind...

This is very important.

I want to reinforce the following...

The following is extremely informative (badly needed).

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

✿ – add your ideas

It should be kept in mind that...

It's worth doing this.

Mr. Clark asked me to present my ideas.

Today I'd like to present a solution.

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

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

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

✿ .....

.....

.....

.....

.....

## 2. Moving on Dialogue

### a) Moving on

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

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

Let me turn (now) **to**...

Now I call **to**...

I'm coming on to speak **about**...

Now we may pass **to** the next item (**on** the agenda).

That leads me **to** the second point.

Here we can say...

This brings me **to** my next question.

We may pass these details.

Furthermore / Moreover...

**On** the one hand... (and **on** the other hand).

Besides these (factors)...

Firstly, secondly, thirdly, fourthly...

Let's leave that.

Let's get back **to**...

That's why...

As a result... / Therefore / so...

So, what is the solution **to** this problem?

**Well, there are two possible solutions.**

So, that's an overall look at the situation.

**So, could we move on?**

☼ – add your ideas

Let's now look at predictions **for** the next year.

**The good news is that we've just began a new research.**

To sum up, we've done better this year than ever before.

**Unfortunately, the number of new clinics was below target.**

I'm sorry to say that...

**Sadly, we will not be able to...**

It is unfortunate that...

**Unfortunately / regrettably, we won't be able to...**

You'll be happy to know that...

**In short, we need to improve our service.**

There could / may / might (not) be positive results **from** this.

**This is excellent / very good / better than we had expected.**

This is disappointing / This is worse than expected

**This is not very good for this time of year.**

**For** the next six months / For this period...

**For** this point in the five-year business-plan...

**Over** this two-year period...

☼ .....  
.....  
.....  
.....

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

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

**As it was said earlier...**

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

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

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

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

I've already explained...

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

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

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

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

**Now, let's take a more detailed look.**

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

☼ – add your ideas

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

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

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

✱ .....

.....

.....

.....

.....

### 3. Statistics, figures

1/2 – half / a half / one-half

**1/3 – a third / one-third**

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

**2/3 – two-thirds**

3/4 – three-quarters

**5/8 – five-eighths**

84.749 – eighty-four point seven four nine

**74.750 – seventy-four point seven five oh**

\$25.50 – twenty-five dollars fifty cents

**€67.25 – sixty-seven euros twenty-five cents**

29% – twenty-nine per cent ~~(s)~~

**-5.4 – minus five point four**

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

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

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

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

The number has leveled **out**.

**Staff numbers have stabilized / stayed the same.**

The results reached a high / low point.

**Almost / nearly 10 per cent of patients responded.**

Only **about** one quarter (1/4) of the people replied.

**Over two-fifths (2/5) of the population have these results.**

**Around / approximately** 100 students answered our questionnaire.

**There was a fall in the number of complaints last year.**

We'll make a loss **of** \$20 000 this year.

✱ – add your ideas

**You can see this number in the third column: - 88.**

This year the number has gone **up to** 50.

**Sales of these drugs peaked in May.**

The results are still **below** prediction.

There'll be a dramatic / significant rise in prices.

The resources dropped dramatically.

Birth rate began to increase gradually.

There was an increase of 5%.

The rise was in the range of 20° to 30°.

The temperature stayed more or less the same.

The average home in Europe has 2.4 children.

Just less than / under 20% of the patients were women.

The graph shows a rise in the number of hospitals.

☼ .....  
.....  
.....  
.....  
.....

4. Visual Aids

You can see from the slide that I'm going to cover 3 points.

I'll leave this up as I talk.

On the next slide you can see the new model.

Let's look at these figures more closely.

I'll do a quick break down for you on the flipchart.

Let me find the relevant slide.

The vertical axis represents the main symptoms.

Each line on the graph features one of our methods.

This table shows the extra features.

The models are listed here in the top row.

Positive effects have increased dramatically.

From the slide you can see clearly how the process works.

The point is illustrated in this pie chart.

The laboratories are in this area at the top of the plan.

The system can be seen in this flow chart.

Take a look at this graph and you'll see...

As you can see from the slide / graph / chart...

☼ – add your ideas

Here is the next slide. This shows...

Let's look at another example which is on the following slide.

I'd also like to draw your attention to...

Right here you can see...

Notice the...

Let me go back to the video and show you the clip again.

Just a moment / minute while I'm looking for the slide.

According to the graph the number is...

The months are shown along the bottom / the horizontal axis.

Each line indicates the progress.

The third most popular / the second biggest / the fourth.

The least commonly used / the least popular...

At / on the top...

At the bottom... (~~on the bottom~~)

On the left / the right...

In the middle / center...

In the top / bottom left / right-hand corner...

You can see the extra features for each model in this table.

The features for each model are shown in the table.

The extra features appear on this slide.

\* \* \*

The projector / computer doesn't seem to be working.

The computer is not working properly.

Does anyone know how it works?

I'll adjust it. Is that better?

There's a problem with it / the computer.

I'm afraid there is (a technical) problem with it.

I can't get it to work.

Can / could anyone help me with this?

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

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

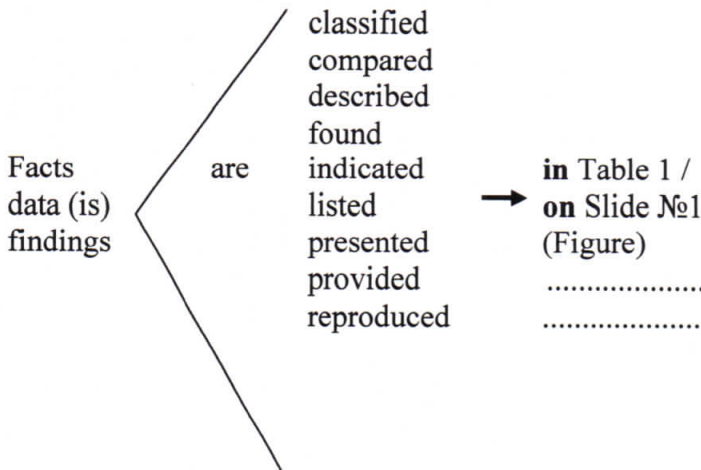
I'll focus it. Is that clearer now?

The lights have gone off.

There must be a problem with the microphone / light.

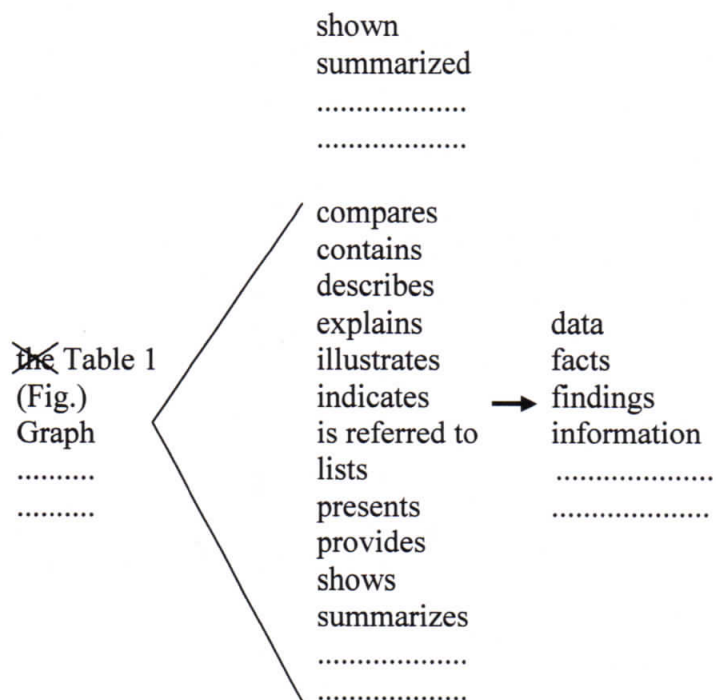
We'll make a stop / resume some points until it's repaired.

\* .....  
.....  
.....  
.....  
.....



.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



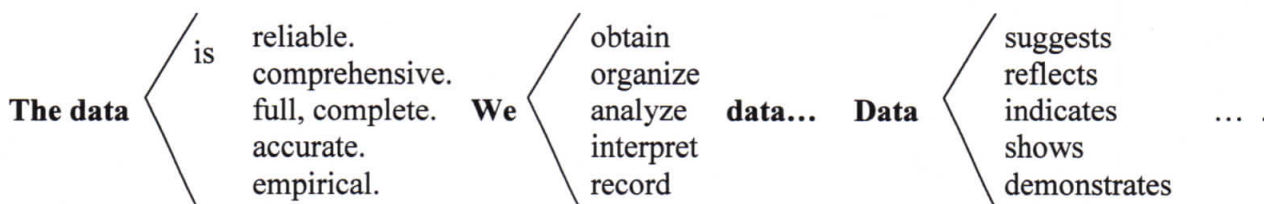


The main message **of** Table 2 is that...  
 See Table 2 / Slide №2  
 Refer **to** T. 2 / the next Slide  
 Look **at** T. 1 / the first Slide

} **for** this information

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

⚙ – add your ideas



⚙ .....  
 .....  
 .....

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

Задание 1. Составьте терминологический словарь.

#### ТЕРМИНОЛОГИЧЕСКИЙ СЛОВАРЬ

по теме: “Conference” / Meeting

<p><b>1. Conference / Meeting</b></p> <p>to call to organize to fix to arrange to schedule</p> <p style="margin-left: 150px;">} a meeting</p> <p>to hold a conference panel meeting / session briefing meeting opening session final sitting to write up the minutes to take the minutes to submit an abstract to sit on committees to take the floor, to address the meeting to fix time-limit; to set up to make a statement / a proposal / recommendation voting All in favor? / Those against? Can we have a quick show of hands? The proposal is accepted / rejected. to put a question to the vote matters arising a wide range of argment / pressing problems / issues to raise other issues to solve the problem to make / take / reach to meet the interests mutually acceptable at the request of ... to call the meeting to order to keep the point to ask the speakers to be brief to take place to resume AOB (Any Other Business) to be short of time to keep the item to 10 minutes / 10 minutes per item to run a little over / time out of to be behind schedule to get side-tracked to be (not) (strictly) relevant to cancel to skip / to forget the item to delay / to postpone / to put off advance / preliminary registration on-site registration</p> <p>deadline to meet / respect a deadline</p>	<p><b>1. Конференция / Заседание</b></p> <p>организовать / назначить встречу / заседание</p> <p>проводить конференцию совещание / заседание специалистов инструктивное совещание/заседание открытие конференции заключительное заседание оформить / заполнить протокол вести протокол представить тезисы быть членом комитета брать слово, выступать установить регламент сделать предложение / рекомендовать голосование Кто за / против? Поднимите руки, пожалуйста. Предложение принято / отклонено. поставить вопрос на голосование возникшие дела / проблемы большой круг острых / срочных вопросов поднять / обсудить другие проблемы решать проблему принять решение удовлетворять интересы взаимно приемлемый по поручению / просьбе призывать собрание к порядку говорить по существу попросить выступающих говорить кратко проходить, иметь место продолжить другие вопросы (не по теме) быть ограниченным по времени выступать по вопросу не более 10 минут опережать / отставать по времени отставать от графика отклониться от темы (не) соответствовать теме отменить пропустить вопрос отложить предварительная регистрация регистрация на месте (проведения конференции)</p> <p>крайний срок</p>
---	--

to go over / to miss a deadline	уложиться в срок опоздать / не уложиться в срок
<b>2. Session</b>	<b>2. Заседание</b>
afternoon, day-time session	дневное заседание
ceremonial gala session	торжественное заседание
extraordinary session	внеочередное заседание
full-day session	заседание (полный рабочий день)
joint session	совместное заседание
open / public session	открытое заседание
workshop	семинар
agenda	повестка дня
items / points of the agenda	вопросы на повестке дня
to stick to / to follow the agenda	придерживаться регламента
to draw up the agenda	составить повестку дня
to run through the agenda	просмотреть повестку дня (“пройтись по...”)
to put smth on the agenda	включить в повестку дня
<b>3. Conference Program</b>	<b>3. Программа Конференции</b>
opening address	вступительная речь, вступительное слово
welcome / welcoming address	приветственная речь
closing address / remarks	заключительная речь / слово
keynote address	основной доклад
awards ceremony	церемония вручения почетных наград
training / tutorial course	учебные курсы
panel discussion	дискуссия специалистов (в присутствии аудитории)
round table discussion / talk	дискуссия за “круглым столом”
to hold discussion	проводить дискуссию
book display / exhibition	книжная выставка
exposition	выставка, показ, экспозиция
board meeting	заседание правления
council meeting	заседание совета
draft program	проект программы
social program	культурная программа
<b>4. Participant</b>	<b>4. Участник</b>
chairperson	председатель
to participate; participant	участвовать; участник
associate participant	участник с неполными правами
full participant	участник с полными правами
honorary participant	почетный участник
registered participant	зарегистрированный участник
referee / reviewer	рецензент
secretariat	секретариат
executive secretary	исполнительный секретарь
scientific secretary	ученый секретарь
to appoint / to elect a secretary	назначать / избирать секретаря
speaker / reader	докладчик
invited speaker	приглашенный докладчик
key / keynote / lead / main / major / principal speaker	

<p>plenary speaker poster speaker</p> <p><b>5. Paper / Address</b></p> <p>to present a (scientific) paper background / key / keynote / lead / main / major / principal paper / address brief / short / summary paper contributed / free / voluntary / volunteer paper invited / solicited paper plenary paper poster paper review / overview paper section paper slide paper topical paper to reject / turn down a paper write-up / review printed / reading matters to proofread</p> <p><b>6. Party / Reception</b></p> <p>get-acquainted / get-together / ice-breaker party informal reception official / conference reception buffet social</p> <p><b>7. Services, Equipment</b></p> <p>bulletin / message / notice board display board technical services center / platform interpreter's office language department lost and found / lost property department property office information desk earphones technical equipment lounge lobby</p>	<p>основной докладчик пленарный докладчик стендовый докладчик</p> <p><b>5. Доклад</b></p> <p>представить (научный) доклад основной доклад</p> <p>краткий доклад доклад по инициативе участника заказной доклад пленарный доклад стендовый доклад обзорный доклад секционный доклад доклад с демонстрацией слайдов тематический доклад отклонить доклад рецензия печатный материал / для чтения (с)корректировать, откорректировать (статью / рукопись)</p> <p><b>6. Приём</b></p> <p>приём с целью знакомства участников неофициальный приём официальный приём коктейльный приём</p> <p><b>7. Службы, Оборудование</b></p> <p>доска объявлений демонстрационный стенд / трибуна технический центр служба перевода бюро перевода бюро находок бюро находок бюро находок стол информации наушники техническое оборудование холл, комната для отдыха или ожидания кулуары</p>
--	--

### 3.2 Промежуточный контроль

*Структура экзамена.*

Экзамена включает в себя три задания.

1. Изучающее чтение оригинального текста по специальности. Объём – 2000 печатных знаков. Время выполнения работы – 45-60 минут, форма проверки – контроль умений перевода.
2. Беглое чтение оригинального текста по теме исследования или по теме специальности. Объём – 1000 печатных знаков. Время выполнения – 3-5 минут. Форма проверки – передача извлечённой информации на русском языке.
3. Беседа с экзаменаторами на иностранном языке по вопросам, связанным с темами курса.

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

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

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

49. What refresher courses were organized?
50. What did the participants learn about?
51. Did you submit abstracts containing new and exciting findings?
52. Did the committee publish the proceedings of the congress?
53. What did the proceedings of the congress include?
54. Under whose presidency was the Congress held?
55. What was the number of registered participants and guests of the Organizing Committee?
56. Who was the main speaker of the session?
57. Were pre-prints of the main congress lectures and of the contributions available to participants before meeting?
58. Where were the participants of the Congress accommodated?
59. Was a scientific exhibition arranged at the Congress?
60. Did you make a presentation at the Congress? Was it effective?

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

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

**Задание 2. Просмотрите текст. Кратко расскажите об основном содержании текста на русском языке.** (тексты подбираются индивидуально с учетом научной специализации обучающегося)

### 3.2.3 Тестовое задание

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

<p>5. THE DOCTOR ... DETERMINE THE ORIGIN OF THE DISEASE FOR ITS SUCCESSFUL TREATMENT.</p> <ol style="list-style-type: none"> <li>1) must;</li> <li>2) are able;</li> <li>3) have.</li> </ol>	YK-4
<p>6. THE DOCTOR SAW THAT THE PATIENT'S EYES ... SWOLLEN.</p> <ol style="list-style-type: none"> <li>1) is;</li> <li>2) were;</li> <li>3) has been.</li> </ol>	YK-4
<p>7. THE PATIENT ... TO THE HOSPITAL WAS A 45-YEAR-OLD FEMALE.</p> <ol style="list-style-type: none"> <li>1) admitting;</li> <li>2) are admitted;</li> <li>3) admitted.</li> </ol>	YK-4
<p>8. THE VESSELS ... BLOOD TO THE HEART ARE CALLED VEINS.</p> <ol style="list-style-type: none"> <li>1) carrying;</li> <li>2) carried;</li> <li>3) being carried.</li> </ol>	YK-4
<p>9. NO PHYSICIAN CAN MAKE A PROPER DIAGNOSIS WITHOUT ... THE PATIENT.</p> <ol style="list-style-type: none"> <li>1) are examined;</li> <li>2) having examined;</li> <li>3) will be examined.</li> </ol>	YK-4
<p>10. THE DOCTOR DETERMINED ORGANIC CHANGES IN THE MITRAL VALVE ...</p> <ol style="list-style-type: none"> <li>1) to be clearly marked;</li> <li>2) has clearly marked;</li> <li>3) marks clearly.</li> </ol>	YK-4
<p>11. IN GASTRIC ULCERS PAIN IS FOUND ... WORSE AFTER MEALS.</p> <ol style="list-style-type: none"> <li>1) will be grown;</li> <li>2) have been grown;</li> <li>3) to grow.</li> </ol>	YK-4
<p>12. THE PATIENT ... THE OPERATION WELL, THE DANGER OF PERITONITIS WAS ELIMINATED.</p> <ol style="list-style-type: none"> <li>1) have survived;</li> <li>2) having survived;</li> <li>3) are survived.</li> </ol>	YK-4
<p>13. IF THE FOREIGN BODY HAD BEEN PRESENT IN THE EYE, THERE ... AN</p>	YK-4

<p>EDEMA.</p> <ol style="list-style-type: none"> <li>1) are;</li> <li>2) would have been;</li> <li>3) have been.</li> </ol>	
<p>14. THEY ... AN INTERESTING LECTURE ON BIOLOGY YESTERDAY.</p> <ol style="list-style-type: none"> <li>1) has;</li> <li>2) will have;</li> <li>3) had.</li> </ol>	YK-4
<p>15. USUALLY A SURGICAL NURSE ... INSTRUMENTS FOR THE OPERATION.</p> <ol style="list-style-type: none"> <li>1) prepares;</li> <li>2) have prepared;</li> <li>3) are preparing.</li> </ol>	YK-4
<p>16. HE ... CONSTANTLY ... AT THE LIBRARY PREPARING FOR HIS CLASSES.</p> <ol style="list-style-type: none"> <li>1) works;</li> <li>2) is working;</li> <li>3) have worked.</li> </ol>	YK-4
<p>17. DURING THE OPERATION THE MUSCLES FROM HER BACK AND ABDOMEN ... TO THE THIGH.</p> <ol style="list-style-type: none"> <li>1) transplants;</li> <li>2) has transplanted;</li> <li>3) were transplanted.</li> </ol>	YK-4
<p>18. THE HEART ... PUMP BLOOD HARDER TO WARM THE BODY BETTER.</p> <ol style="list-style-type: none"> <li>1) are able to;</li> <li>2) am to;</li> <li>3) has to.</li> </ol>	YK-4
<p>19. THE DOCTOR WAS TOLD THAT THE PATIENT ... WELL THE NIGHT BEFORE.</p> <ol style="list-style-type: none"> <li>1) is sleeping;</li> <li>2) will sleep;</li> <li>3) had slept.</li> </ol>	YK-4
<p>20.... THE NECESSARY FLUID WE COULD CONTINUE OUR EXPERIMENTS.</p> <ol style="list-style-type: none"> <li>1) having obtained;</li> <li>2) obtained;</li> <li>3) is obtaining.</li> </ol>	YK-4
<p>21. THE METHOD ... BY HIM WILL HELP GREATLY TO CURE PEOPLE.</p> <ol style="list-style-type: none"> <li>1) are developing;</li> <li>2) developed;</li> <li>3) have developed.</li> </ol>	YK-4



<p>22. HE TOLD US OF HIS ... TO FREQUENT HEART ATTACKS.</p> <ol style="list-style-type: none"> <li>1) being exposed;</li> <li>2) to be exposed;</li> <li>3) exposed.</li> </ol>	YK-4
<p>23. THE DOCTOR EXPECTED THE ANALYSES ... NORMAL.</p> <ol style="list-style-type: none"> <li>1) are;</li> <li>2) was;</li> <li>3) to be.</li> </ol>	YK-4
<p>24. THE PATIENT WAS CONSIDERED ... SOME KIDNEY DISEASE.</p> <ol style="list-style-type: none"> <li>1) will have;</li> <li>2) had had;</li> <li>3) to have.</li> </ol>	YK-4
<p>25. THE PHYSICAL EXAMINATION ..., TENDERNESS IN THE LEFT LOWER PART OF THE ABDOMEN WAS REVEALED.</p> <ol style="list-style-type: none"> <li>1) being carried on;</li> <li>2) have carried on;</li> <li>3) are carried on.</li> </ol>	YK-4
<p>26. IF YOU FOLLOW THE PRESCRIBED TREATMENT, YOU ... SOON.</p> <ol style="list-style-type: none"> <li>1) to be recovered;</li> <li>2) has recovered;</li> <li>3) will recover.</li> </ol>	YK-4
<p>27. STUDENTS ... MANY SPECIAL SUBJECTS NEXT YEAR.</p> <ol style="list-style-type: none"> <li>1) has;</li> <li>2) will have;</li> <li>3) are having.</li> </ol>	YK-4
<p>28. LAST YEAR MY FATHER ... FROM REGULAR ATTACKS OF CHEST PAIN.</p> <ol style="list-style-type: none"> <li>1) suffered;</li> <li>2) were suffered;</li> <li>3) am suffered.</li> </ol>	YK-4
<p>29. THE INVESTIGATOR ... IMPORTANT FINDINGS BEFORE HE FINISHED HIS OBSERVATIONS.</p> <ol style="list-style-type: none"> <li>1) are obtaining;</li> <li>2) had obtained;</li> <li>3) obtained.</li> </ol>	YK-4
<p>30. A PATIENT ... BY A FAMOUS CARDIOLOGIST NOW.</p> <ol style="list-style-type: none"> <li>1) examine;</li> </ol>	YK-4

- |  |  |
|--|--|
| 2) are examining;<br>3) is being examined. |  |
|--|--|

**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)