Orenburg state medical university

**METHODOLOGICAL RECOMMENDATIONS FOR A TEACHER FOR ORGANIZING THE STUDY OF THE DISCIPLINE**

**«LATIN LANGUAGE»**

for

*31.05.01 General Medicine, Faculty of Foreign Students*

It is part of the main professional educational program of higher education 31.05.01. General Medicine, Faculty of Foreign Students approved by the Academic Council of the Orenburg state medical university

record No. 9 dated «30» April 2021

Orenburg, 2021

**Methodological recommendations for practical classes training.**

**Module 1.**

**Bacics of anatomical terminology.**

**Theme 1.** **Latin alphabet. Reading rules.**

**The type of training session**: practical lesson.

**Aim:**

• To concretize students' ideas about the place and importance of the discipline "Latin language" in the professional training of a doctor.

• Become familiar with the Latin alphabet.

• Learn to pronounce Latin vowels and consonants.

• Learn to pronounce Latin diphthongs and digraphs.

• Learn to read Latin words and word combinations.

**Lesson plan**

|  |  |
| --- | --- |
| **№** | **Stages and content of the lesson** |
| 1. | **Organizing time.**   1. Make students’ acquaintance. 2. Tell the students about the goals and objectives of the discipline "Latin language". 3. Tell the students about the point-rating system of grading. 4. Announce of the topic and the purpose of the lesson. 5. Motivational aspect (relevance of studying the lesson topic). |
| 2. | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation). |
| 3. | **The main part of the lesson.**  New topic **"Latin alphabet. Reading rules".**  ***Points to consider***   1. How many letters are there in the Latin alphabet? 2. Name all the letters. 3. Name vowel and consonant letters. 4. How are the Latin vowels pronounced? 5. What distinctive features does the pronunciation of the letters **L, H, C, S, X, Z** have? 6. What is “diphthong”? 7. How many diphthongs are there in Latin? How are they pronounced? 8. What is “digraph”? 9. Name all digraphs. How are they pronounced? 10. How are the letter combinations **qu, ngu, ti** pronounced? Give examples.   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 1,** *ex. 1-11 p. 8-11* |
| 4. | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students* – **Theme 1**   1. *learn rules of reading;* 2. *ex.12, 13 p.12-13 – for test reading;* 3. *vocabulary p.12 – by heart;* 4. *test p.14-15.* |

**Means of education:**

* didactic (tables).
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 2. Introduction to anatomical terminology.**

**A noun and its basic grammatical categories.**

**Type of training session:** practical lesson.

**Aim:** • Learn grammatical categories of Latin nouns.

• Learn how to determine the stem, the gender and the declension of nouns.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation) |
| 3 | **The main part of the lesson.**  New topic **“Introduction to Latin Anatomical Terminology.**  **Latin noun and its grammatical categories**”**.**  ***Points to consider***   1. What is a noun? 2. What grammatical categories does a Latin noun have? 3. What genders do Latin nouns have? 4. How are the genders of Latin nouns abbreviated? 5. How many cases does the Latin language have? 6. What cases are used in the Latin anatomical terminology? 7. How many numbers do Latin nouns have? 8. What does the dictionary form of a Latin noun consist of? 9. How many declensions are there in the Latin language? 10. How can we define the declension of a noun? 11. How can we define the gender of a noun? 12. How can we determine the stem of a Latin noun? 13. Name the Nominative singular endings of all five declensions. 14. Name the Genitive singular endings of all five declensions.   ***Skill-building exercises:***(*Study guide for foreign students)*  **Theme 3,** *ex. 1-2 p.23-24* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students –* **Theme 3**   1. *learn the theory;* 2. *ex.3, p.24 – in writing;* 3. *vocabulary p.23 – by hear;* 4. *test p.24-25.* |

**Means of education:**

* didactic (tables).
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 3.** **The structure of the anatomical term with non-agreed attribute.**

**Type of training session:** practical lesson.

**Aim:** • Become familiar with structure of anatomical terms.

• Learn to construct the Latin terms with non-agreed attribute from English into Latin.

• Learn to analyze the Latin terms with non-agreed attribute from Latin into English.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic **"Structure of anatomical terms with non-agreed attribute".**  ***Points to consider***   1. What are the grammar categories of Latin nouns? 2. What does a dictionary form of a noun consist of? 3. How can one recognize each of the five declensions? 4. How can one determine the stem of a noun? 5. What is the nucleus word? 6. What is a non-agreed attribute? 7. Recall the scheme of constructing a term with non-agreed attribute.   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 4,** *ex. 1 (a), ex. 2 (a) p.28* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students –* **Theme 4**   1. *learn the theory;* 2. *ex.1 (b, c), ex. 2 (b) p.28 – in writing;* 3. *vocabulary p.27-28 – by heart.* |

**Means of education:**

* didactic (tables).
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 4.** **Adjective. Adjectives of group I of positive degree. Agreed attribute.**

**Type of training session:** practical lesson.

**Aim:**

• Become familiar with the characteristics of Latin adjectives.

• Learn morphological categories of Latin adjectives.

• Learn how to find the stem and the declension of adjectives.

• Learn how to make grammatical agreement of adjectives with nouns.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  Control of assignments in the workbook.  ***Recitation:***   1. What grammatical categories does a Latin noun have? 2. What genders do Latin nouns have? 3. How many numbers do Latin nouns have? 4. How many cases does the Latin language have? 5. How many declensions are there in the Latin language? 6. How can we define the declension of a noun? 7. How can we define the gender of a noun? 8. What does the dictionary form of a Latin noun consist of? 9. How can we determine the stem of a Latin noun? 10. Name the Nominative and Genitive singular endings of all five declensions. 11. What is the nucleus word? 12. What is a non-agreed attribute? 13. Recall the scheme of constructing a term with a non-agreed attribute.   ***Written questionnaire***   * Terminological dictation (Theme 4); * Table of endings of 5 declensions; * Construction of 2-word terms with a non-agreed attribute. |
| 3 | **The main part of the lesson.**  New topic **“Adjective. Adjectives of group I-II of positive degree. Agreed attribute”.**  ***Points to consider***   1. What grammatical categories do Latin adjectives have? 2. How many groups do adjectives have in positive degree? 3. What adjectives belong to the 1-st group? 4. Name the gender endings of the 1-st group adjectives. 5. What does the dictionary form of the 1-st group adjectives consist of? 6. How are they declined? 7. How many subgroups do 2-nd group adjectives have? 8. Name all gender endings of the 2-nd group adjectives. 9. What does the dictionary form of the 2-nd group adjectives consist of? 10. How are they declined? 11. What is an agreed attribute? 12. How do adjectives and nouns agree? 13. What is the word order in the terms having agreed attributes?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 5,** *ex. 1-3 p.* 31; *ex. 2 (a), ex. 3(a) p.33-34* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students –* **Theme 5**   1. *learn the theory;* 2. *ex.1, ex. 2 (b), ex. 3(b) p.33-34 – in writing;* 3. *vocabulary p.27-28 – by heart;* 4. *test p.34-35.* |

**Means of education:**

* didactic (tables).
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 5.** **Degrees of comparison of adjectives. Structure of anatomical terms with agreed attribute.**

**Type of training session:** practical lesson.

**Aim:**

• Become familiar with the degrees of comparison.

• Learn how to form the comparative degree.

• Learn how to form the superlative degree.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic **“Degrees of comparison of adjectives. Structure of anatomical terms with agreed attribute”.**  ***Points to consider***   1. How many degrees of comparison are there? 2. How does the Comparative degree form? 3. What does the dictionary form of adjectives in Comparative consist of? 4. On what pattern are the adjectives in Comparative degree declined? 5. Name all adjectives in Comparative used in the anatomic nomenclature. 6. How does the Superlative degree form? 7. What does the dictionary form of adjectives in Superlative consist of? 8. On what pattern are the adjectives in Superlative degree declined?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 6**, *ex. 1-5; ex. 6(a); ex. 7(a) p. 40-41* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students –* **Theme 6**   1. *learn the theory;* 2. *ex. 6(b, c); ex. 7(b, c) p.41 – in writing;* 3. *vocabulary p.39-40 – by heart;* 4. *test p.41-42.* |

**Means of education:**

* didactic (tables).
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 6.** **The structure of multiword anatomical terms.**

**Type of training session:** practical lesson.

**Aim:**

• Become familiar with structure of anatomical terms.

• Learn to construct the Latin terms with non-agreed and agreed attributes from English into Latin.

• Learn to analyze the Latin terms with non-agreed and agreed attributes from Latin into English.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  Control of assignments in the workbook  ***Recitation***   1. What is the function of a noun in the multiword terms? 2. What is “nucleus”? 3. What is “non-agreed attribute”? 4. What is the function of an adjective in the multiword terms? 5. What is “agreed attribute”?   ***Written questionnaire***   * Terminological dictation; * Construction of terms with agreed attribute. |
| 3 | **The main part of the lesson.**  New topic **"The structure of multiword anatomical terms".**  ***Points to consider***   1. How many words may anatomical term consist of? 2. What is the structure of three-word anatomical terms? 3. What is the structure of multiword anatomical term?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 7**, *ex. 1, 2(a), 3(a) p. 45-46* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students –* **Theme 7**   1. *learn the theory;* 2. *ex. 2(b, c), 3(b, c) p.46 – in writing;* 3. *vocabulary p.45 – by heart.* |

**Means of education:**

* didactic (tables).
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 7. Revision (Anatomical Terminology).**

**Type of training session:** practical lesson.

**Aim:** • Training of analyzing the Latin anatomical terms.

• Training of constructing the Latin anatomical terms.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  Control of assignments in the workbook |
| 3 | **The main part of the lesson.**  *Recitation.* ***Revision of theoretical questions:***   1. What grammatical categories does a Latin noun have? 2. What cases are used in the Latin anatomical terminology? 3. What does the dictionary form of a Latin noun consist of? 4. How can we define the declension of a noun? 5. What is the nucleus word? 6. What is a non-agreed attribute? 7. What grammatical categories do Latin adjectives have? 8. How many groups do adjectives have in positive degree? 9. Name the gender endings of the 1-st group adjectives. 10. What does the dictionary form of the 1-st group adjectives consist of? 11. How are they declined? 12. How many subgroups do 2-nd group adjectives have? 13. Name all gender endings of the 2-nd group adjectives. 14. What does the dictionary form of the 2-nd group adjectives consist of? 15. How are they declined? 16. What is an agreed attribute? 17. How do adjectives and nouns agree? 18. What is the word order in the terms having agreed attributes? 19. How does the Comparative degree form? 20. What does the dictionary form of adjectives in Comparative consist of? 21. On what pattern are the adjectives in Comparative degree declined? 22. Name all adjectives in Comparative used in the anatomic nomenclature. 23. How does the Superlative degree form? 24. What does the dictionary form of adjectives in Superlative consist of? 25. On what pattern are the adjectives in Superlative degree declined? 26. How many words may anatomical term consist of? 27. What is the structure of three-word anatomical terms? 28. What is the structure of multiword anatomical term?   ***Written questionnaire***   * Terminological dictation (Vocabulary of Themes 1-6)   ***Training exercises:***  translation of anatomical terms from Latin into English and from English into Latin (on the blackboard). |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *1) revise theory (nouns, adjectives, structure of anatomical terms);*  *2) p.59 ex.4 (15 terms), ex.5 (15 terms);*  *3) corrections of mistakes in control terms;*  *4) test p.66-67.* |

**Means of education:**

* didactic (tables).
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 8. Final Test on Anatomical Terminology**

**Type of training session:** practical lesson.

**Aim:** • Check the knowledge of anatomical vocabulary.

• Check the skill of constructing the Latin terms from English into Latin.

• Check the skill of analyzing the Latin terms from Latin into English.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  Practical task completion monitoring |
| 3 | **The main part of the lesson.**  Final Tests are administered in written form.   1. 5 terms – translation from Latin into English 2. 5 terms – translation from English into Latin |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal; |

**Means of education:**

* didactic (tables).
* material and technical (textbook, notebook, chalk, blackboard).

**Module 2.**

**Basics of clinical terminology.**

**Theme 1.** **Introduction to Latin Clinical Terminology. Structure of Clinical Terms. Derivatives.**

**Type of training session:** practical lesson.

**Aim:** • Become familiar with the characteristic features of the Greek and Latin medical terms.

• Learn to divide the medical terms into their basic parts.

• Learn basic roots and suffixes used in the Greek and Latin medical terms.

• Usethese component elements to form and understand medical terms.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook) |
| 3 | **The main part of the lesson.**  New topic **"Introduction to Latin Clinical Terminology. Structure of Clinical Terms. Derivatives Terms".**  ***Points to consider***   1. What is a term and a terminology? 2. What are the main nomenclature groups of medical terminology? 3. What terms does the clinical terminology include? 4. What language is basic for clinical terminology? 5. What structure may a clinical term have? 6. What is the structure of a derivative term? 7. What is the structure of a compound term? 8. What is called "a combining form"? 9. What types of combining forms do you know? 10. What meaning do usually have combining forms used *as the first part* of a term? 11. What meaning do usually have combining forms used *as the final part* of a compound term? 12. How should we translate a derivative term? 13. How should we translate a compound term? 14. When is the combining vowel **-o-** dropped? 15. Name all meanings of the suffix *-osis*. 16. Name all meanings of the suffix *-ismus*.   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 1**, p.9 ex. 1-3 |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *(Study guide for foreign students)* **Theme 1**   1. *learn the theory;* 2. *learn Latin and Greek suffixes by heart;* 3. *p.10-11 ex. 1-2 – in writing.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 2.** **Derivatives.**

**Type of training session:** practical lesson.

**Aim:** • Learn to divide the medical terms into their basic parts.

• Learn basic roots and prefixes used in the Greek and Latin medical terms.

• Usethese component elements to form and understand medical terms.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook) |
| 3 | **The main part of the lesson.**  New topic **"Derivatives".**  ***Points to consider***   1. What terms does the clinical terminology include? 2. What is the structure of a derivative term? 3. How should we translate a derivative term? 4. What prefixes are used to denote   a) disorder, difficulty of a function?  b) excessive function?  c) absence of a function?  ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 1**, p.9 ex. 1-3 |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *(Study guide for foreign students)* **Theme 1**   1. *learn the theory;* 2. *learn Latin and Greek prefixes by heart;* 3. *p.10-11 ex. 1-2 – in writing.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 3.** **Compound Terms.**

**Type of training session:** practical lesson.

**Aim:** • Learn new basic roots and suffixes used in the Greek and Latin medical terms.

• Use these component elements to form and understand medical terms.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic "**Structure of Clinical Terms. Compound terms**".  ***Points to consider***   1. What terms does the clinical terminology include? 2. What is the structure of a compound term? 3. What is called "a combining form"? 4. What meaning do usually have combining forms used *as the first part* of a term? 5. What meaning do usually have combining forms used *as the final part* of a compound term?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 2**, *p.13-14 ex. 1 (1-5) - 2 (1-2)* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *(Study guide for foreign students)* **Theme 2**   1. *learn Greek combining forms and Latin equivalents by heart;* 2. *p.13-14 ex. 1 (6-12), 2 (3-6), ex.3 – in writing.* |

**Means of education:**

* didactic (tables).
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 4. Compound Terms. Initial and Final Combining Forms.**

**Type of training session:** practical lesson.

**Aim:**

• Learn new basic roots and suffixes used in the Greek and Latin medical terms.

• Use these component elements to form and understand medical terms.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic "**Compound Terms. Initial and Final Combining Forms**".  ***Points to consider***   1. What terms does the clinical terminology include? 2. What language is basic for clinical terminology? 3. What structure may a clinical term have? 4. What is the structure of a derivative term? 5. What is the structure of a compound term? 6. What is called "a combining form"? 7. What types of combining forms do you know? 8. What meaning do usually have combining forms used *as the first part* of a term? 9. What meaning do usually have combining forms used *as the final part* of a compound term?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 3**, *p.17-18 ex. 1 (A), 2 (1-7)* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *(Study guide for foreign students) –* **Theme 3**   1. *learn Greek combining forms and Latin equivalents by heart;* 2. *p.17-19 ex. 1 (B), 2 (3-6), ex.3 – in writing.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 5.** **Compound Terms. Greek-Latin Doublets of tissues and substances.**

**Type of training session:** practical lesson.

**Aim:** • Learn new basic roots and suffixes used in the Greek and Latin medical terms.

• Use these component elements to form and understand medical terms.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic "**Compound Terms. Greek-Latin Doublets**".  ***Points to consider***   1. What terms does the clinical terminology include? 2. What language is basic for clinical terminology? 3. What structure may a clinical term have? 4. What is the structure of a derivative term? 5. What is the structure of a compound term? 6. What is called "a combining form"? 7. What types of combining forms do you know? 8. What meaning do usually have combining forms used *as the first part* of a term? 9. What meaning do usually have combining forms used *as the final part* of a compound term?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 4**, *p.24 ex.1 (A), ex.2 (1-6)* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *(Study guide for foreign students) –* **Theme 4**   1. *learn Greek combining forms and Latin equivalents by heart;* 2. *p.24-26 ex. 1 (B), ex.2 (7-13), ex.3, ex.4 – in writing.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 6.** **Greek-Latin Doublet Designations of Pathological Conditions and Processes.**

**Type of training session:** practical lesson.

**Aim:** • Learn new basic roots and suffixes used in the Greek and Latin medical terms.

• Use these component elements to form and understand medical terms.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic "**Compound Terms. Greek-Latin Doublet Designations of**  **Pathological Conditions and Processes**".  ***Points to consider***   1. What terms does the clinical terminology include? 2. What language is basic for clinical terminology? 3. What structure may a clinical term have? 4. What is the structure of a derivative term? 5. What is the structure of a compound term? 6. What is called "a combining form"? 7. What types of combining forms do you know? 8. What meaning do usually have combining forms used *as the first part* of a term? 9. What meaning do usually have combining forms used *as the final part* of a compound term?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 5**, *p.28-29 ex.1 (1-5); ex.2; ex.3* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *(Study guide for foreign students) –* **Theme 5**   1. *learn Greek combining forms and Latin equivalents by heart;* 2. *p.29-26 Self-control exercises – in writing.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 7.** **Non**-**Doublet Greek Combining Forms.**

**Type of training session:** practical lesson.

**Aim:**

• Learn new non-doublet combining forms.

• Use these combining forms to form and understand medical terms.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic **“Non**-**Doublet Combining Forms”.**  ***Points to consider***   1. What terms does the clinical terminology include? 2. What language is basic for clinical terminology? 3. What structure may one-word clinical term have? 4. What is the structure of a compound term? 5. What is called "a combining form"? 6. What meaning do usually have combining forms used *as the first part* of a term? 7. What meaning do usually have combining forms used *as the final part* of a compound term?   ***Skill-building exercises: (Study guide for foreign students)***  **Theme 5**, *p.28-29 ex.1(1-6)* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *(Study guide for foreign students)* **Theme 5**   1. *p.28-29 ex.1(7-12), ex. 2, 3 – in writing;* 2. *p. 29-30, Self-control exercises – in writing.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 8.** **Revision (Clinical Terminology).**

**Type of training session:** practical lesson.

**Aim:** • Learn new basic roots and suffixes used in the Greek and Latin medical terms.

• Use these component elements to form and understand medical terms.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation, Written questionnaire) |
| 3 | **The main part of the lesson.**  **Revision of theoretical and practical knowledge.**  ***Points to consider***   1. What terms does the clinical terminology include? 2. What language is basic for clinical terminology? 3. What structure may a clinical term have? 4. What is the structure of a derivative term? 5. What is the structure of a compound term? 6. What is called "a combining form"? 7. What types of combining forms do you know? 8. What meaning do usually have combining forms used *as the first part* of a term? 9. What meaning do usually have combining forms used *as the final part* of a compound term?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 6**, *p.32-34 ex.1(1-2); ex.4,6,8* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *(Study guide for foreign students)* **Theme 6**  *p.34-35 Self-control exercises – in writing.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 9.** **Final Test on Clinical Terminology**

**Type of training session:** practical lesson.

**Aim:** • Check the skill of translating the Latin clinical terms from English into Latin.

• Check theskill of translating the Latin clinical terms from Latin into English.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Practical task completion monitoring) |
| 3 | **The main part of the lesson.**  Final Tests are administered in written form.   1. 12 combining forms (initial and final) 2. 12 terms – translation from Latin into English 3. 12 terms – translation from English into Latin |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal. |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Module 3.**

**Basics of PHarmaceutical terminology.**

**Theme 1.** **Introduction to Latin Pharmaceutical Terminology.**

**Pharmaceutical Dosage forms.**

**Type of training session: practical lesson.**

**Aim:**

• Become familiar with the main groups of drugs

• Learn the names of the main pharmaceutical forms

• Learn some Latin and Greek component elements of drug names

• Become familiar with the word-formative and grammar structure of pharmaceutical terms

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic **"Introduction to the pharmaceutical terminology.**  **Pharmaceutical Dosage forms".**  ***Points to consider***   1. What is pharmaceutical terminology? 2. What is pharmacology? 3. Define the concepts as follows: “pharmaceutical drug”, “pharmaceutical dosage form”, “pharmaceutical preparation”. 4. Explain rules for capitalization in pharmaceutical terms. 5. Name the solid dosage forms. 6. Name the semi-solid dosage forms. 7. Name the liquid dosage forms.   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 1**, ex. 1-11 p. 8-11 |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students –***Theme 1**   1. *learn the theory;* 2. *test p.11-12 – in writing;* 3. *vocabulary p.10 – by heart.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 2.** **Structure of pharmaceutical terms.**

**Type of training session:** practical lesson.

**Aim:** • Learn basic standard phrases used in prescriptions

• Learn clinic Latin and Greek component elements used in drug names

• Learn Latin and Greek component elements carrying information on chemical composition of a drug.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic **"The structure of pharmaceutical terms".**  ***Points to consider***   1. What gender and declension are the Latin pharmaceutical drugs? 2. What is a common stem? 3. What may a common stem denote? 4. What is the structure of two-words pharmaceutical terms? 5. What is the peculiarity of some pharmaceutical terms (oils, ointments, patches, etc.)? 6. What is the structure of three-words pharmaceutical terms?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 2**, *p.14 ex. 1; p.16 ex.2(a); 3(a).* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study**guide for foreign students –* **Theme 2**   1. *learn the theory;* 2. *learn Common Stems – by heart;* 3. *p.17 ex.4 – in writing;* 4. *test p.19-20 – in writing;* 5. *vocabulary p.17-18 – by heart.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 3.** **Medical Prescription. Latin Part of a Prescription.**

**Type of training session:** practical lesson.

**Aim:**

• Become familiar with “medical prescription” and its components

• Learn the requirements to the Latin part of the prescription

• Learn to prescribe liquid and semisolid pharmaceutical forms

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic **"Medical Prescription. Latin Part of a Prescription".**  ***Points to consider***   1. What is a prescription? 2. What parts is a prescription composed of? 3. What does the Latin part of a prescription begin with? What does it end with? 4. In what case are pharmaceutical drugs indicated in the prescription after *Recĭpe*? 5. How are quantities of pharmaceutical drugs indicated? 6. What is the English for *quantum satis?* 7. What is the Latin for “*Very quickly!”, “Immediately!”, “Let it be repeated”, “Let it be twice (tree times) repeated”*, *“Let it not be repeated”*?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 3**, *p.25-26 ex. 3; ex.5(1-2); ex.6 (1-3)* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study**guide for foreign students –* **Theme 3**   1. *learn the theory;* 2. *p.25-26 ex.5(3-6); ex.6 (4-12)* *– in writing;* 3. *test p.19-20 – in writing;* 4. *vocabulary p.27-28 – by heart.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 4.** **Standard Prescription Phrases with verbs and prepositions.**

**Type of training session:** practical lesson.

**Aim:** • Become familiar standard prescription phrases.

• Learn to use standard prescription phrases in prescriptions

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic **"Standard Prescription Phrases with verbs and prepositions".**  ***Points to consider***   1. What standard prescription phrases with verbs are used in prescriptions? 2. What standard prescription phrases with prepositions are used in prescriptions? 3. Name the Latin directions to the pharmacist and their English equivalents. 4. What is the standard Latin construction with fiat/fiant in instructions relating to preparations? 5. What is the English for *quantum satis?* 6. Translate into English: *in tabulettis, in charta cerāta*. 7. What is the Latin for “*Very quickly!”, “Immediately!”, “Let it be repeated”, “Let it be twice (tree times) repeated”*, *“Let it not be repeated”*?   ***Skill-building exercises:*** *(Study guide for foreign students)*  *p.24 ex. 1,2* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study**guide for foreign students*   1. *p.24-25 ex. 3-4* *– in writing;* 2. *test p.30-31 – in writing;* 3. *vocabulary p.24-25 – by heart.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 5.** **Latin Chemical Terminology. Latin Names of acids and oxides.**

**Type of training session:** practical lesson.

**Aim:** • Become familiar with the Latin names of main chemical elements.

• Become familiar with the Latin names of acids.

• Become familiar with the Latin names of oxides, peroxides, hydroxides.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic **"Latin Chemical Terminology.**  **Latin Names of acids and oxides".**  ***Points to consider***   1. What declension are the Latin names of chemical elements? Name the exceptions. 2. What is the structure of the Latin names of acids? 3. What Latin acid suffix does the English acid suffix *-ic* coincide with? 4. What Latin acid suffix does the English acid suffix -*ous* coincide with? 5. How are formed the names of oxides, peroxides and hydroxides? Give examples.   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 4**, *p.33-35 ex.1; ex.2(1-3); ex.3(1-5)* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students* – **Theme 4**  *1) learn the theory;*  *2) p.33-35 ex.2(4-7); ex.3(6-12) – in writing;*  *3) vocabulary p.36 – by heart.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 6.** **Latin Chemical Terminology. Latin Names of Salts.**

**Type of training session:** practical lesson.

**Aim:** • Become familiar with the Latin names of salts used in prescriptions

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic **"Latin Chemical Terminology. Latin Names of Salts".**  ***Points to consider***   1. What is the structure of English names of salts? 2. What is the structure of Latin names of salts? 3. What words in the Latin names of salts are capitalized and not capitalized? 4. Name English suffixes which form the names of anions. Name their Latin equivalents. 5. How are the Latin names of basic salts formed?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 5**, *p.40-42 ex.1,2;* *ex.3(1-3); ex.4(1-3)* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students* – **Theme 5**  *1) learn the theory;*  *2) p.40-42 ex.3(4-10); ex.4(4-10) – in writing;*  *3) vocabulary p.42-43 – by heart.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 7.** **Particular Cases of Prescription Writing.**

**Type of training session:** practical lesson.

**Aim:**

• Become familiar with prescription regulations for tablets, suppositories and ophthalmic films.

• Learn to prescribe solid and other pharmaceutical forms.

• Learn the most used prescription phrases.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Terminological dictation, Written questionnaire) |
| 3 | **The main part of the lesson.**  New topic **"Particular Cases of Prescription Writing".**  ***Points to consider***   1. What pharmaceutical dosage forms are prescribed in Accusative? 2. What is the form of “tabuletta” after “Recĭpe” in Accusative singular and Accusative plural? 3. What is the form of “suppositorium” after “Recĭpe” in Accusative singular and Accusative plural? 4. In what form is prescribed the pharmaceutical drug form “membranǔla ophthalmĭca” after “Recĭpe”? 5. What endings do the names of pharmaceutical drugs after the preposition ***cum*** have?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 6**, *p.50-51 ex.1;* *ex.2(1-3); ex.3(1-3)* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students* – **Theme 6**  *1) learn the theory;*  *2) p. 50-51 ex.2(4-8); ex.3(4-12) – in writing;*  *3) vocabulary p.51-52 – by heart.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 8.** **Revision (Pharmaceutical Terminology).**

**Type of training session:** practical lesson.

**Aim:** • Systematize the knowledge of pharmaceutical terminology.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Written questionnaire) |
| 3 | **The main part of the lesson.**  **Revision of theoretical and practical knowledge.**  1. What is the grammatical dependence in the prescription?  2. Latin parts of prescription and the rules of prescription writing?  3. Name types of doses.  4. What is the structure of three-word pharmaceutical terms? What is the peculiarity of some two-word pharmaceutical terms?  5. The use of chemical nomenclature in prescription: chemical elements, acids, oxides, salts, affixes in the names of chemical compounds.  6. Name verbs that are usually used in prescription. Main feature of the verb fio, fieri?  7. What prepositions are used in prescriptions?  8. What is the difference between prescribing ready-made dosage forms (tablets, suppositories, pills) from prescribing medicines manufactured in a pharmacy?  ***Skill-building exercises:***  *p.60-63 ex.1;* *ex.2(1-5); ex.3(1-5); ex.4(1-3)* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *Study guide for foreign students*  *p.60-63 ex.2(6-9); ex.3(6-10); ex.5(4-7) – in writing.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 9. Final Test on Pharmaceutical Terminology.**

**Type of training session:** practical lesson.

**Aim:** • Check the skill of translating the Latin pharmaceutical terms from English into Latin.

• Check the skill of translating the Latin pharmaceutical terms from Latin into English.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Practical task completion monitoring) |
| 3 | **The main part of the lesson.**  Final Tests are administered in written form.   1. 5 prescriptions – translation from Latin into English 2. 5 prescriptions – translation from English into Latin |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *1) revise theory on Anatomical terminology (nouns, adjectives, structure of anatomical terms);*  *2) vocabulary Themes 1-10* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 10.** **Revision (Anatomical Terminology).**

**Type of training session:** practical lesson.

**Aim:** • Systematize the knowledge of anatomical terminology.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Written questionnaire) |
| 3 | **The main part of the lesson.**  **Revision of theoretical and practical knowledge on anatomical terminology.**  ***Points to consider***   1. What are the grammar categories of Latin nouns? 2. What does a dictionary form of a noun consist of? 3. How can one recognize each of the five declensions? 4. What is adjective? 5. What does the dictionary form of the 1-st group adjectives consist of? 6. What does the dictionary form of the 2-nd group adjectives consist of? 7. How many degrees of comparison are there? 8. What does the dictionary form of adjectives in Comparative consist of? 9. What the dictionary form of adjectives in Superlative consist of? 10. On what pattern are the adjectives in Comparative degree declined? 11. On what pattern are the adjectives in Superlative degree declined? 12. What nouns does the third declension include? 13. What ending do the third declension nouns in Genitive singular have? 14. How do adjectives and nouns agree? 15. What is the structure of anatomical terms including adjectives? 16. What is the nucleus word? 17. What is a non-agreed attribute? 18. What is an agreed attribute? 19. What is the basic structure of the Latin muscle names?   ***Skill-building exercises***: *(Study guide for foreign students)*  *p. 62-65, REVISION EXERCISES* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *(Study guide for foreign students) –* **Theme 6**  *test p.36-41.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).

**Theme 11. Revision (Clinical Terminology).**

**Type of training session:** practical lesson.

**Aim:**

• Systematize the knowledge of clinical terminology.

**Lesson plan**

|  |  |
| --- | --- |
| No. | Stages and content of the lesson |
| 1 | **Organizing time.**  Announce of the topic and the purpose of the lesson.  Motivational aspect (relevance of studying the lesson topic). |
| 2 | **Input control, updating of basic knowledge, abilities, skills.**  (Recitation, Control of assignments in the workbook, Written questionnaire) |
| 3 | **The main part of the lesson.**  **Revision of theoretical and practical knowledge on clinical terminology.**  ***Points to consider***   1. What terms does the clinical terminology include? 2. What language is basic for clinical terminology? 3. What structure may a clinical term have? 4. What is the structure of a derivative term? 5. What is the structure of a compound term? 6. What is called "a combining form"? 7. What types of combining forms do you know? 8. What meaning do usually have combining forms used *as the first part* of a term? 9. What meaning do usually have combining forms used *as the final part* of a compound term?   ***Skill-building exercises:*** *(Study guide for foreign students)*  **Theme 6**, *p.32-34 ex.1(3-4); ex.5,7* |
| 4 | **The final part of the lesson:**  - summing up the lesson;  - putting current ratings in the journal;  - task for independent training of students:  *(Study guide for foreign students)* **Theme 6**   1. *p.60 ex.1(1-10), ex.3(10-14);* 2. *vocabulary Lessons 1-6.* |

**Means of education:**

* didactic (tables);
* material and technical (textbook, notebook, chalk, blackboard).