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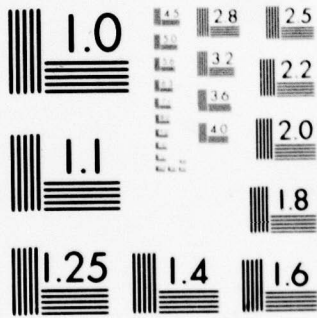
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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

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VOLUME X

91B MEDICAL SPECIALIST SPECIAL FORCES (RUSSIAN)

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A study conducted under contract number
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for

The Defense Language Institute Foreign Language Center

May 1979

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DEVELOPMENT & EVALUATION ASSOCIATES, INC.



Midtown Plaza, 700 East Water Street, Syracuse, New York 13210

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Report A005-WU 35114

6 METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA.

VOLUME X. 91B MEDICAL SPECIALIST SPECIAL FORCES (RUSSIAN).

Contract Monitor

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Monitoring Agency:

HARRY DIAMOND LABORATORIES
2800 Powder Mill Road
Adelphi, MD 20783

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DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
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TABLE OF CONTENTS

TSO 91B.SF/C..01/RU Interviews for Sick Call.X- 3

TSO Map 91B.SF/C.3.01/RUX-30

TSO 91B.SF/C.7.01/RU Demonstrates Bandages/Splints.X-31

TSO Map 91B.SF/C.7.01/RUX-40

TSO 91B.SF/C.7.02/RU Demonstrates FracturesX-41

TSO Map 05B.SF/C.7.02/RUX-58

TSO 91B.SF/C.7.03/RU Demonstrates ShockX-59

TSO Map 05B.SF/C.7.03/RUX-71

TSO 91B.SF/C.7.04/RU Demonstrates Life-Saving StepsX-72

TSO Map 05B.SF/C.7.04/RUX-90

TSO 91B.SF/C.7.05/RU Demonstrates Emergency Airway.X-91

TSO Map 05B.SF/C.7.05/RUX-99

EO Set for "DEMONSTRATES".X-100

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91B MEDICAL SPECIALIST

The Special Forces 91B Medical Specialist has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of some of his duties and tasks.

Language Requirements

The Special Forces 91B Medical Specialist uses language in face-to-face conversation for basic survival, social intercourse, instructing, and conducting sick call. Aside from immediate survival language, the capability to communicate as an instructor and advisor is paramount. As an instructor, the Medical Specialist must train members of the G Force in a number of medical tasks. In the role of advisor/doctor, the Medical Specialist conducts sick call.

Communicative Tasks

The priority job tasks requiring language are instructing G Force medical personnel in the life-saving steps, making an emergency airway, treating shock, bandaging and splinting, treating fractures, and conducting sick call. These job tasks use two communicative activities: "INTERVIEWS" and "DEMONSTRATES".

"INTERVIEWS" is the communicative activity used to conduct sick call. In the case of the Medical Specialist, the strategy for this medical "INTERVIEW" has been worked out in detail. Therefore, the Enabling Objectives (EOs) are placed within the TSO. This means that the EOs for conducting sick call are task-specific and are not applicable to other interview tasks. Task-specific EOs are recommended when the task is unique, follows a definite procedure, and the language can be comprehensively defined.

"DEMONSTRATES" is the communicative activity that forms the strategy for instructing the G Force medical personnel. The emphasis is "hands-on" training. The 91B Medical Specialist shows the G Force how to do it through a demonstration-performance training methodology.

Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and EOs. For those tasks employing "DEMONSTRATES", example elements in Russian are listed in the Russian Functions Catalog. For conducting sick call, the specific elements are listed on the TSO Worksheets.

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.3.01 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
 FM 31-20 Special Forces Operational Techniques
 Task Analysis, 10th SFG, Ft. Devens
 Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS

Role Advisor
 Com Act Interviews
 Audience Group/Individual
 Topics Ailments
 Purpose Conduct sick call

STATEMENT

The student in the role of an "ADVISOR" "INTERVIEWS" others in the Russian language in a face-to-face situation on a group or individual basis by: (1) comprehending some of the most common medical complaints that are heard during a routine sick call, (2) making diagnoses of common ailments from descriptions of simulated "patients", and (3) recommending the appropriate treatment for each diagnosis for the purpose of conducting sick call.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
<input type="checkbox"/> 2 hours	<input type="checkbox"/> 15 min.
Materials/Equipment	Materials/Equipment
Sick call form, dictionary, pencil, paper, sick list of medicines.	Sick call form, medicines (simulated), dictionary.
REGISTER	REGISTER
Speech	Print
— techno-jargon	— technical
— formal	— literary
<input checked="" type="checkbox"/> colloquial	— informal

MacroSTANDARDS

DESCRIPTION The student will conduct a "sick call" for 3 persons who suffer from different ailments. The student must determine the cause from verbal information and prescribe a treatment for each. For evaluation purposes, the student will write down all symptoms; the simulated patient will write down the treatment.

FUNCTIONS	VOCABULARY
<input checked="" type="checkbox"/> 1.0 Fact Info	military
<input checked="" type="checkbox"/> 2.0 Intel Att	<input checked="" type="checkbox"/> technical
<input checked="" type="checkbox"/> 3.0 Emo Att	— other
<input checked="" type="checkbox"/> 4.0 Suasion	—
<input checked="" type="checkbox"/> 5.0 Soc Rit	—
<input checked="" type="checkbox"/> 6.0 Man Comm	See T.04

LPM INDICES

TSO

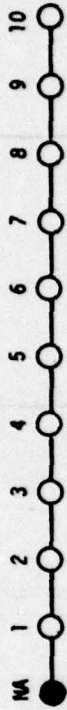
EO



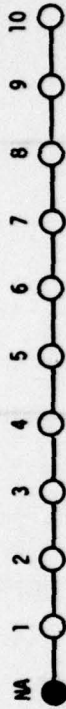
TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p>BLANKET QUESTIONS</p> <ol style="list-style-type: none"> When did this start? How long did it last? How did this happen? How often does this occur? What was the treatment? Can you tell me more about it? 	<p>EO C.3.01-1</p> <p>The student will be able to ask the BLANKET QUESTIONS from memory and write down appropriate responses given by an instructor.</p>	<p>All key terms and vocabulary are given in the COMMENTS section. This scenario is designed to develop a "computer-like" facility with communication in a sick-call setting. Therefore, the language functions are also subsumed within the routine.</p>	<p>ОБЩИЕ ВОПРОСЫ</p> <ol style="list-style-type: none"> Когда это началось? Сколько времени оно продолжалось? Как это случилось? Как часто это случается? От чего вы лечились? Вы можете мне рассказать ещё что-нибудь об этом?
<p>PAIN INDICES</p> <ol style="list-style-type: none"> Main site Show me where the pain is. Radiation Does the pain radiate? Show me where. Character Is the pain-sharp, knifelike? -dull, aching? -gnawing? -crushing, pressure? 	<p>EO C.3.01-2</p> <p>The student will be able to ask each question from the PAIN INDICES and write down appropriate responses given by an instructor.</p>	<p>Vocabulary and Functions as applied to indices of performance are found in T.03 and T.04.</p>	<p>УКАЗАТЕЛИ БОЛИ</p> <ol style="list-style-type: none"> Главное расположение Покажите мне, где у вас болит. Распространение Распространяется ли боль? Покажите мне где. Признаки У вас боль внезапная, резкая? - тупая, ноющая? - грызущая? - удручающая?

TSO

EO



TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p>4. Severity Is the pain-mild? -severe?</p> <p>5. Duration of pain How long does the pain last?</p> <p>6. Frequency and periodicity How much time between episodes of pain?</p> <p>7. Special times of occurrence Does the pain come at a certain time of the day/month/year?</p> <p>8. Aggravating factors Is the pain worse when you-move? -breathe in? -breathe out?</p> <p>Is the pain worse when I push in or let go?</p>			<p>4. Тяжесть Боль лёгкая? - тяжёлая?</p> <p>5. Длительность боли Как долго длится боль?</p> <p>6. Возвратность и периодичность Как часто появляется боль?</p> <p>7. Определённое время появления боли Появляется ли боль в определённое время дня, месяца или года?</p> <p>8. Усугубляющие факторы Боли больше когда двигаеетесь? - вдыхаете? - выдыхаете?</p> <p>Боли больше когда я нажимаю или отпускаю?</p>



TASK SCENARIO

9. Relieving factors
- Does the pain go away when you
- rest?
 - take medicine?
 - apply heat or cold?

Initial Contact

- Why are you here?
- What is your-name?
- address?
 - age?
 - height?
 - weight?
 - blood type?
- When did the pain start?
- How did the pain start? (i.e., after a fall...)

ENABLING OBJECTIVES

EO C.3.01-3

The student will be able to ask questions on INITIAL CONTACT from memory and comprehend the vital statistics and affirmative and negative responses.

COMMENTS

Another opening could be:
 "How can I help you?"

Чем могу я вам помочь?

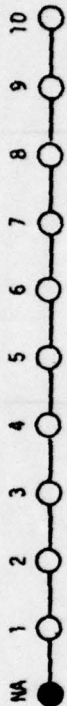
Both age and blood type can be difficult to obtain from the patient.

COMPLETE TERMINOLOGY

9. Облегчающие факторы
- Боль прекращается когда вы
- отдыхаете?
 - принимаете лекарство?
 - прикладываете согревательный или охлаждающий компресс?
- Первоначальное соприкосновение
- Почему вы здесь?
- Как ваше имя, отчество и фамилия?
- Как вас зовут?
- Какой ваш адрес?
- ваш возраст?
 - ваш рост?
 - ваш вес?
 - ваш тип крови?
- Когда началась боль?
- Что причинило боль? т.е., падение

TSO

EO



TASK SCENARIO

- Is the pain associated with
- meals?
 - emotional tension?
 - fatigue?
 - coughing?
 - alcohol ingestion?
 - intercourse?

Personal History

- Tell me about all other
- illnesses.
 - hospitalizations you have had.
 - injuries.
 - broken bones.
- What is your occupation?
- Do you drink alcohol?
- smoke cigarettes?

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

Связанна ли эта боль с

- приемом пищи?
- эмоционально напряженным состоянием?
- усталостью?
- кашлем?
- приемом спиртных напитков?
- половыми сношениями?

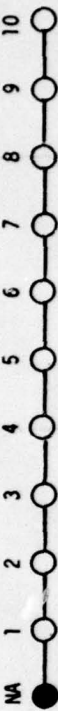
Личная медицинская история

- Расскажите мне о всех других
- заболеваниях.
 - пребываниях в больнице.
 - повреждениях.
 - переломах костей.

- Кто вы по специальности?
- Вы пьёте спиртные напитки?
- Вы курите?

TSO

EO



TASK SCENARIO

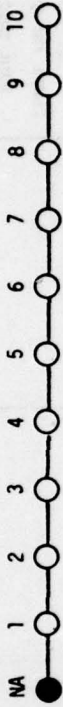
Are your-parents alive or dead?
 -siblings alive or dead?
 What was the cause of death?
 Do you or any member of your family
 have a history of-tuberculosis?
 -headaches?
 -kidney disease?
 -heart disease?
 -stroke?
 -diabetes mellitus?
 -mental illness?
 -high blood pressure?
 -cancer?
 -bleeding disorders?
 -seizures?
 -asthma?

ENABLING OBJECTIVES

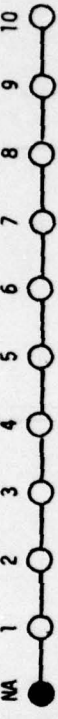
COMMENTS

COMPLETE TERMINOLOGY

Ваши родители ещё живы или уже умерли?
 Ваши братья и сёстры все ещё живут?
 Что было причиной смерти?
 Голели ли вы или члены вашей семьи
 когда-нибудь - туберкулёзом?
 - головной болью?
 - заболеванием почек?
 - заболеванием сердца?
 - параличным ударом?
 - сахарным диабетом?
 - психическими заболе-
 ваниями?
 - повышенным давлением крови?
 - раком?
 - кровотечением?
 - припадками?
 - астмой?



TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p><u>Allergies</u></p> <p>Are you allergic to foods, drugs, fabrics, pollens?</p> <p>Tell me what your reaction is.</p>	<p>E0 C.3.01-5</p> <p>The student will be able to ask two questions on allergies and write down the responses.</p>	<p>Words like <u>fabrics</u> and <u>pollens</u> can be changed to: <u>clothing plants</u></p>	<p><u>Аллергии</u></p> <p>Вы склонны к пищевой, лекарственной, тканевой или пыльцевой аллергиям? Скажите, какая у вас бывает реакция?</p>
<p><u>Current Medication</u></p> <p>Are you taking medicine now?</p> <p>What is the medicine you are taking?</p> <p>Why are you taking the medicine?</p> <p>How long have you been taking the medicine?</p>	<p>E0 C.3.01-6</p> <p>The student will be able to ask the questions on CURRENT MEDICATION and write down the responses.</p>		<p><u>Текущее лечение</u></p> <p>Вы принимаете какое-нибудь лекарство теперь? Какое лекарство вы принимаете? Почему вы принимаете это лекарство? Как долго вы принимаете это лекарство?</p>
<p><u>General State of Health</u></p> <p>Are you fatigued-all the time? -only on exertion?</p> <p>Have you gained or lost weight recently? How many pounds?</p>	<p>E0 C.3.01-7</p> <p>The student will be able to ask the questions on GENERAL STATE OF HEALTH. Go to the BLANKET QUESTIONS when receiving an affirmative response.</p>		<p>Сколько пилюль вы принимаете, и сколько раз в день вы их принимаете?</p> <p><u>Общее состояние здоровья</u></p> <p>Вы испытываете усталость - всё время? - только после напряжения?</p> <p>Вы прибавили или сбавили в весе за последнее время? Сколько килограммов?</p>



TSO
EO

TASK SCENARIO

Is your appetite good or poor? Has it changed recently?
Have you had fever? How often do you have fever? When during the day do you have fever?
Have you had frequent infections? Where?
Are you able to do the things you usually do during a normal day?

IF YES, GO TO BLANKET QUESTIONS.

Skin

- Do you have any skin-eruptions?
 - rashes?
 - itching?
 - pigmentation change?
 - texture change?
 - temperature change?
- Have you had-hair loss?
 - deformity or disorder of your nails?

ENABLING OBJECTIVES

EO C.3.01-8

The student will be able to ask the questions on SKIN from memory and go to BLANKET QUESTIONS when receiving an affirmative response.

COMMENTS

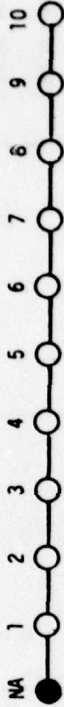
COMPLETE TERMINOLOGY

У вас аппетит хорош или плохой? Были ли какие-нибудь перемены в нём?
 У вас была горячка? Как часто у вас бывает горячка? В какую пору дня у вас бывает горячка?
 У вас бывали частые инфекции? Где? Вы можете делать всё то, что вы нормально делаете в течение обычного дня?
 ЕСЛИ ДА, ТО ОТВЕЬТЕ НА "ОГШНЕ ВОПРОСЫ".

Кожа

Есть ли у вас - сыпь на коже?
 - сыпь на коже?
 - чесотка?
 - перемена пигмента?
 - перемена строения кожи?
 - перемена температуры?

Теряли ли вы когда-нибудь волосы?
 Была ли у вас когда-нибудь деформация или расстройство ногтей?



TASK SCENARIO

IF YES, GO TO BLANKET QUESTIONS.

Head, Eyes, Ears, Nose, Throat-HEENT

Do you have headaches?

IF YES, GO TO PAIN INDEX.

Do you have drainage from eye?

-sensitivity to light?

-"black spots"?

-inability to focus?

Do you have diminished hearing? Which

ear?

-unusual noises in ear(s)?

-drainage from ear(s)?

-sensitivity to loud noises?

Do you have diminished sense of smell?

-unusual persistent smell?

-nose bleeds?

-nasal obstruction?

-unusual discharge from nose?

ENABLING OBJECTIVES

EO C.3.01-9

The student will be able to ask the questions on HEENT from memory and go to PAIN INDEX OR BLANKET QUESTIONS according to the appropriate affirmative response.

COMMENTS

If patient is basically uneducated diminished hearing may be too easily misunderstood. Use phrases like "are you hard of hearing?"

COMPLETE TERMINOLOGY

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.

Голова, Глаза, Уши, Нос, Горло - ГЛУХИ

У вас бывает боли головы?

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К УКАЗ. БОЛИ.

Ваши глаза дренажируются?

Вы чувствительны к свету?

Пылают у вас "чёрные пятна" в глазах?

Вам трудно помешать в фокусе?

У вас повреждённый слух? В каком

ухе?

В ушах бывает странный шум?

А из ушей течёт?

Вы чувствительны к громкому шуму?

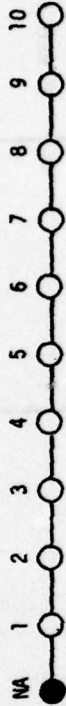
Ваш нос повреждён?

У вас бывают странные постоянные запахи?

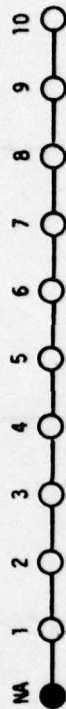
У вас бывает кровотечение из носа?

У вас бывает носовая обструкция?

У вас бывают необыкновенные носовые выделения?



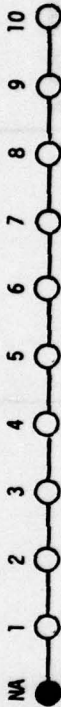
TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p>Do you have-sore throat?</p> <ul style="list-style-type: none"> -difficulty in swallowing? -difficulty in speech? -dental caries? -bleeding or swelling gums? -ill-fitting dentures? -hoarseness? <p>IF YES, GO TO BLANKET QUESTIONS.</p> <p><u>Respiratory</u></p> <ul style="list-style-type: none"> Do you have-wheezing? -cough? -shortness of breath? <p>What precipitates this?</p> <p>Does your cough produce-pain?</p> <ul style="list-style-type: none"> -sputum? <p>What is the-color of the sputum?</p> <ul style="list-style-type: none"> -consistency -odor -amount 	<p>EO C.3.01-10</p> <p>The student will be able to ask the questions on RESPIRATORY from memory and go to the PAIN INDEX when giving an affirmative response.</p>		<p>Болят ли у вас горло?</p> <p>Вам трудно глотать?</p> <p>Вам трудно говорить?</p> <p>У вас зубная кариеса?</p> <p>У вас кровоточивые или опухлые дёсны?</p> <p>У вас плохоприспособленный зубной протез?</p> <p>У вас хрипота?</p> <p>ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.</p> <p><u>Дыхательный</u></p> <p>У вас свистящее дыхание?</p> <p>Вы кашляете?</p> <p>У вас одышка?</p> <p>Какая причина этого?</p> <p>Вызывает ли ваш кашель боль?</p> <p>Вы откашливаете мокроту, когда кашляете?</p> <p>Какого цвета мокрота?</p> <p>Какая плотность мокроты?</p> <p>Какой запах мокроты?</p> <p>Какое количество мокроты?</p>



TSO

EO

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p>Does this occur at a specific time of day?</p> <p>Is your shortness of breath</p> <ul style="list-style-type: none"> -only on exertion? -all the time? -worse at night? -waking you at night? <p>Do you have to sleep propped on pillows?</p> <p>Do you have pain? (IF YES, GO TO PAIN INDEX.)</p>	<p>EO C.3.01-11</p> <p>The student will be able to ask from memory the questions on CARDIOVASCULAR and go to either PAIN INDEX or BLANKET QUESTIONS according to an appropriate affirmative response.</p>	<p>Это случается в определённое время дня?</p> <p>У вас одышка</p> <ul style="list-style-type: none"> - только при напряжении? - всё время? - особенно ночью? - не даёт вам спать? <p>Вы спите опираясь на подушки?</p> <p>У вас есть боль? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "УКАЗАТЕЛЮ БОЛИ".</p> <p>ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "ОБЩИМ ВОПРОСАМ"</p>	<p><u>Кардио-васкулярный</u></p> <p>У вас болит грудь? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "УКАЗАТЕЛЮ ВОЛИ".</p> <p>У вас сердцебиение?</p> <p>У вас давит около сердца?</p> <p>У вас шум в сердце?</p> <p>У вас опухоль ноги или лодыжки?</p> <p>У вас высокое давление крови?</p>
<p>IF YES, GO TO BLANKET QUESTIONS.</p> <p><u>Cardiovascular</u></p> <p>Do you have-chest pain? (IF YES, GO TO PAIN INDEX.)</p> <ul style="list-style-type: none"> -palpitations? -pressure near heart? -heart murmur? -leg or ankle swelling? -high blood pressure? 			



TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
-history of blood clots, varicose veins? -cold sweats? -history of irregular (rapid or slow) pulse?			Болели ли вы когда-нибудь - закупорива- ющим тромбозом? - варикозными венами? Вас бросало когда-нибудь в холодный пот? Был ли у вас когда-нибудь нерегулярный (быстрый или вялый) пульс? Вам делали когда-нибудь электрокардио- грамму?
Have you ever had an electrocardiogram (EKG)? IF YES, GO TO BLANKET QUESTIONS.	EO C.3.01-12 The student will be able to ask the questions on GASTROINTESTINAL from memory and go to PAIN INDEX or BLANKET QUESTIONS when receiving an appropriate affirmative response.	EKG is a possible deletion. It may be too sophisticated.	ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К "ОБЩИМ ВОПРОСАМ". Желудочно-кишечный Какой у вас аппетит? Какими видами пищи вы питаетесь? В котором часу вы кушаете днём? Какая еда вам не приемлема? Бывает у вас затруднение с испражнением? Вы болели жёлчностью когда-нибудь (ожелтевшая кожа)?
<u>Gastrointestinal</u> How is your appetite? What types of foods do you eat? When do you eat during the day? Are there some foods you cannot eat? Do you have any trouble with your bowels? Have you ever been jaundiced (skin turned yellow)?			

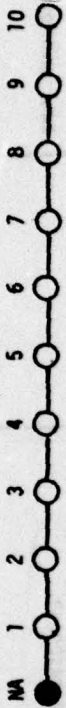


TSO
EO

TASK SCENARIO	ENABLING OBJECTIVES	COMMENTS	COMPLETE TERMINOLOGY
<p>Do you have-abdominal pain? -indigestion? IF YES, GO TO PAIN INDEX.</p>	<p>EO C.3.01-13 The student will be able to ask the questions on GYNECOLOGICAL from memory and go to BLANKET QUESTIONS when receiving an affirmative response.</p>		<p>У вас - брюшная боль? - несварение желудка? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К УКАЗАТЕЛЮ БОЛИ. Что вам даёт облегчение? Вас рвало? Какого цвета рвота? Какой плотности рвота? Какое количество рвоты? Рвота у вас - бурная? - кровавая? Кровавили вы когда-нибудь из прямой кишки? У вас был когда-нибудь дегтеобразный стул? ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.</p>
<p>What gives relief? Have you been vomiting? What-color is the vomitus? -consistency -amount Is the vomiting-projectile? -bloody? Have you ever-bled from the rectum? -had tarry, black stools?</p>			
<p>IF YES, GO TO BLANKET QUESTIONS. <u>Gynecological</u> At what age did your menstrual period begin? How often do you have your period? How long does it last?</p>			<p><u>Гинекологический</u> В каком возрасте началась ваша менструация? Как часто бывает у вас менструация? Как долго она длится?</p>

TSO

EO



TASK SCENARIO

Do you have-bleeding between periods?
 -pain between periods?
 -bleeding with intercourse?
 -pain with intercourse?
 -vaginal discharge?
 What is the-color
 -odor
 -consistency
 of the vaginal discharge?
 Does the discharge produce itching?
 When was your last menstrual period?
 How many pregnancies have you had?
 How many living children do you have?
 Do you have a history of toxemia?
 Have you ever had a Pap smear?

IF YES, GO TO BLANKET QUESTIONS.

ENABLING OBJECTIVES

COMMENTS

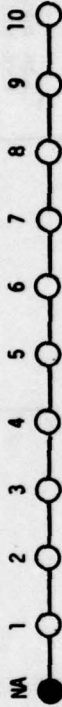
COMPLETE TERMINOLOGY

Вы кровотоците между менструациями?
 Бывают у вас боли между менструациями?
 Вы кровотоците при половых сношениях?
 Ощущаете вы боль при половых сношениях?
 Бывают у вас влагаллищные выделения?
 Какого цвета влагаллищные выделения?
 Какого запаха влагаллищные выделения?
 Какой плотности влагаллищные выделения?
 Вызывают ли эти выделения чесотку?
 Когда была у вас последняя менструация?
 Сколько беременностей у вас было?
 Сколько из ваших детей ещё живут?
 Было когда-нибудь у вас отравление крови?
 Было когда-нибудь у вас проба на наличие маточно-шеечного рака?
 ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.

Pap smears are required by Soviet government for all females yearly.

TSO

EO



TASK SCENARIO

Genitourinary

- Do you have difficulty with voiding?
- pain or burning with voiding?
- frequency of voiding?
- urgency of voiding?
- hesitancy of voiding?
- voiding at night?
- bleeding with voiding?
- history of kidney stones?

Have you had venereal disease?
 IF YES, GO TO BLANKET QUESTIONS.

Musculoskeletal

- Do you have muscle weakness?
 - joint stiffness?
 - pain?
 - swelling?
 - muscle cramps?
 - twitches or tremors?
- IF YES, GO TO BLANKET QUESTIONS.

ENABLING OBJECTIVES

EO C.3.01-14

The student will be able to ask the questions on GENITOURINARY from memory and go to BLANKET QUESTIONS when receiving an appropriate response.

EO C.3.01-15

The student will be able to ask the questions on MUSCULOSKELETAL from memory and go to BLANKET QUESTIONS when receiving an affirmative response.

COMMENTS

COMPLETE TERMINOLOGY

Генито-мочевой (мочеполювор)

- Вам трудно опорожнить мочевой пузырь?
 - Вам больно или вас жжёт при выделении мочи?
 - Вы часто опорожняете мочевой пузырь?
 - Вы испытываете настоятельную необ-ходимость мочиться?
 - Вы испытываете нерешительность в моче-испускании?
 - Вы мочитесь ночью?
 - У вас бывает кровавая моча?
 - У вас была когда-нибудь мочекаменная болезнь?
 - У вас была когда-нибудь венерическая болезнь?
 - ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.
- Мускуло-скелетный
- У вас общая слабость мускулатуры?
 - Вы страдаете от неподвижности суставов?
 - У вас есть боли?
 - У вас опухоль?
 - У вас мускульные судороги?
 - У вас подёргивание или дрожь?
 - ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.



TASK SCENARIO

- Neuropsychiatric
- Do you have dizziness?
 - seizures?
 - black outs?
 - tremors?
 - numbness?
 - increased feeling?
 - decreased feeling?
 - anxiety?
 - nervousness?
 - depression?
 - impaired memory?
 - confusion?

IF YES, GO TO BLANKET QUESTIONS.

Questions relating to orientation:

- What is the date/year?
- Where are you?
- What is your name?

ENABLING OBJECTIVES

EO C.3.01-16
The student will be able to ask the questions on NEUROPSYCHIATRIC from memory and go to BLANKET QUESTIONS when receiving an affirmative response.

COMMENTS

Невропсихиатрический

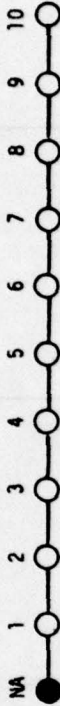
- У вас - головокружение?
- приступы?
- временная потеря сознания?
- дрожь?
- оцепенение?
- повышенная чувствительность?
- пониженная чувствительность?
- беспокойство?
- нервность?
- депрессия (уныние)?
- ослабленная память?
- растерянность замешательство ?

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.

Вопросы относящиеся к ориентации:

- Какое сегодня число/год?
- Где вы находитесь?
- Как ваша фамилия, имя, отчество?
- Как вас зовут?

COMPLETE TERMINOLOGY



TSO

EO

TASK SCENARIO

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

Lymphatic and Hematologic

Do you have-swollen glands?

-bleeding from body orifices?

-increased bruising?

-anemia?

-circumstance requiring

blood transfusion?

IF YES, GO TO BLANKET QUESTIONS.

Endocrine

Does weather change affect you?

Do you have-history of thyroid disorder?

-difficulty swallowing?

-increased nervousness?

-sugar in your urine?

-sugar in your blood?

-increased thirst?

-craving for sweets?

-increased voiding?

EO C.3.01-17

The student will be able to ask the questions on LYMPHATIC AND HEMATOLOGIC from memory and go to BLANKET QUESTIONS when receiving an affirmative response.

EO C.3.01-18

The student will be able to ask the questions on ENDOCRINE from memory and go to BLANKET QUESTIONS when receiving an affirmative response.

Sugar in urine or blood are determined by tests. This information is rarely known by the patient.

Лимфатический и гематологический

У вас - напухшие железы?

- кровотечение из отверстий тела?

- повышенная восприимчивость к кровоподтёкам?

- малокровие?

У вас бывают обстоятельства требующие переливание крови?

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОБЩИМ ВОПРОСАМ.

Эндокринный

Перемена в погоде влияет на вас?

У вас бывали расстройства щитовидной железы?

Вам больно глотать?

У вас - повышенная нервность?

- сахар в моче?

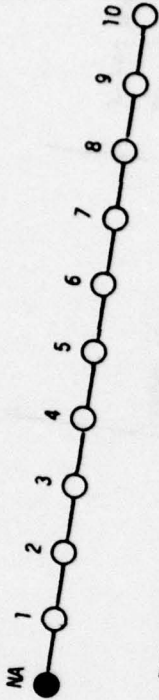
- сахар в крови?

- повышенная жажда?

Вы жадите сластей?

У вас повышенное мочеиспускание?

TSO
EO



TASK SCENARIO

-profuse perspiring, especially at night?
IF YES, GO TO BLANKET QUESTIONS.

Treatments
Medicine:

- Take this medicine-every day.
- every other day.
 - twice a day.
 - three times a day.
 - four times a day.
 - every four hours.
 - every six hours.
 - every eight hours.
 - every twelve hours.
 - before meals.
 - after meals.
 - with meals.
 - as needed (prn).

ENABLING OBJECTIVES

EO C.3.01-19

The student will be able to give instructions on proper TREATMENTS (medicines and diets) to the instructor or other designated person. The "patient" will request the instructions. He/she will check for comprehension.

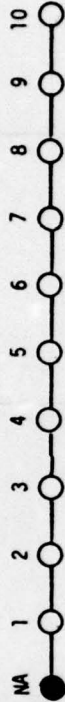
COMMENTS

COMPLETE TERMINOLOGY

У вас обильные поты, особенно по ночам?

ЕСЛИ ДА, ТО ПЕРЕХОДИТЕ К ОГШИМ ВОПРОСАМ.
Лечение
Лекарство:

- Принимайте это лекарство - каждый день.
- через день.
 - два раза в день.
 - три раза в день.
 - четыре раза в день.
 - через четыре часа.
 - через шесть часов.
 - через восемь часов.
 - через двенадцать часов.
 - перед едой.
 - после еды.
 - вместе с едой.
 - если это нужно.



TASK SCENARIO

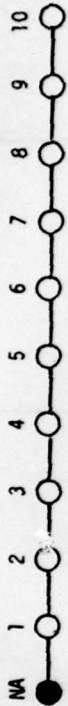
Place this tablet under your tongue.
 Instill these drops in your-right eye.
 -left eye.
 -right ear.
 -left ear.
 -nose.
 Keep your eye closed with a patch.
 Put this ointment in/on the affected area.
 Cleanse the area with-peroxide.
 -saline.
 -sterile water.
 Keep the area covered with a dry, sterile dressing.
 Soak your-foot in warm water.
 -arm
 -hand
 -body part

ENABLING OBJECTIVES

COMMENTS

COMPLETE TERMINOLOGY

Положите эту таблетку под язык.
 Пускайте эти капли - в правый глаз.
 - в левый глаз.
 - в правое ухо.
 - в левое ухо.
 - в нос.
 Закройте ваш глаз повязкой.
 Нанмажьте этой мазью поражённое место.
 Дезинфицируй место - перекисем водорода.
 - физиологическим раствором.
 Очистите место стерильной водой.
 Накройте поражённое место сухой, стерильной повязкой.
 Помочите - ногу в тёплой воде.
 - руку в тёплой воде.
 - руку в тёплой воде.
 - часть тела в тёплой воде.



TASK SCENARIO

Apply-heat to the area.
 -cold
 Keep the area immobile.
 Exercise the area.
 Diet:
 Follow this-restricted salt diet.
 -no salt
 -high protein
 -low cholesterol
 -bland
 -restricted calorie
 -liquid
 Restrict your fluid intake to ___cc's
 a day.

COMPLETE TERMINOLOGY

Поставьте горячий компресс на больное место.
 - холодный компресс -
 Держите больное место неподвижно.
 Упражняйте больное место
 Диета:
 Соблюдайте эту - малосолевую - диету.
 - бессолевую -
 - высокобелковую -
 - малохолестерольную -
 - успокаивающую -
 - голодную -
 - жидкую -
 Ограничьтесь в принятии жидкостей ___см
 в день.

COMMENTS

Other High-Frequency
 Terms:
 blood pressure- давление крови
 pulse- пульс
 respirations- дыхание
 temperature- температура
 X-ray- рентген, снимок
 cast- гипс
 sutures- шов, швы
 blood test- проба на кровь
 Другие высокочастотные Термины

Often patients will not know cholesterol or calorie.

LPM Functional Indices

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
			<p>In the linguistic production aspect of this task, the principle function employed is:</p> <p>Inquire About. The grammatical requirement implied by that function is facility with various types of questions. However, the requirements on receptive capacity of the job holder are much higher, although they do not appear in the scenario, since he/she must be able to understand and record the responses to his/her questions.</p>		
			<p>A second function is 4.6, directions/instructions/commands used primarily in EO C.3.01-19 TREATMENTS.</p>		

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	abdominal pain	брюшная боль	<input checked="" type="checkbox"/>	blood	кровь
<input checked="" type="checkbox"/>	address	адрес	<input checked="" type="checkbox"/>	blood clot	закупоривающий тромбоз
<input checked="" type="checkbox"/>	age	возраст	<input checked="" type="checkbox"/>	blood test	проба на кровь
<input checked="" type="checkbox"/>	aggravating factors	усугубляющие факторы	<input checked="" type="checkbox"/>	blood transfusion	переливание крови
<input checked="" type="checkbox"/>	alcohol ingestion	принятие спиртных напитков	<input checked="" type="checkbox"/>	blood type	тип крови
<input checked="" type="checkbox"/>	alive	живой	<input checked="" type="checkbox"/>	bloody	кровавый
<input checked="" type="checkbox"/>	allergy	аллергия	<input checked="" type="checkbox"/>	body orifices	отверстия тела
<input checked="" type="checkbox"/>	amount	количество	<input checked="" type="checkbox"/>	bowels	стул
<input checked="" type="checkbox"/>	anemia	малокровие	<input checked="" type="checkbox"/>	breathe in	вдыхать
<input checked="" type="checkbox"/>	ankle	лодыжка	<input checked="" type="checkbox"/>	breathe out	выдыхать
<input checked="" type="checkbox"/>	anxiety	беспокойство	<input checked="" type="checkbox"/>	broken bone	перелом кости
<input checked="" type="checkbox"/>	appetite	аппетит	<input checked="" type="checkbox"/>	bruising	восприимчивость
<input checked="" type="checkbox"/>	apply	прикладывать	<input checked="" type="checkbox"/>	bruising	кровоподтёк
<input checked="" type="checkbox"/>	asthma	астма	<input checked="" type="checkbox"/>	cancer	рак
<input checked="" type="checkbox"/>	be treated	лечиться	<input checked="" type="checkbox"/>	cardiovascular	кардио-васкулярный
<input checked="" type="checkbox"/>	black outs	временная потеря сознания	<input checked="" type="checkbox"/>	cast	гипс
<input checked="" type="checkbox"/>	"Black spot"	"чёрное пятно"	<input checked="" type="checkbox"/>	cause of death	причина смерти
<input checked="" type="checkbox"/>	bland	успокаивающий	<input checked="" type="checkbox"/>	characteristics	признаки
<input checked="" type="checkbox"/>	bleeding disorders	кровотечения	<input checked="" type="checkbox"/>	chest	грудь

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language:
<input checked="" type="checkbox"/>	children	дети	<input checked="" type="checkbox"/>	dizziness	головокружение
<input checked="" type="checkbox"/>	confusion	замешательство	<input checked="" type="checkbox"/>	drug	лекарство
<input checked="" type="checkbox"/>	cough	кашель	<input checked="" type="checkbox"/>	dull	тупой
<input checked="" type="checkbox"/>	coughing	кашляние	<input checked="" type="checkbox"/>	duration	длительность
<input checked="" type="checkbox"/>	cold compress	охладительный компресс	<input checked="" type="checkbox"/>	ear	ухо
<input checked="" type="checkbox"/>	consistency	плотность	<input checked="" type="checkbox"/>	ears	уши
<input checked="" type="checkbox"/>	cold sweat	холодный пот	<input checked="" type="checkbox"/>	electrocardiogram	электрокардиограмма
<input checked="" type="checkbox"/>	color	цвет	<input checked="" type="checkbox"/>	emotional tension	эмоционально-возбуждённое состояние
<input checked="" type="checkbox"/>	crushing	удручающая	<input checked="" type="checkbox"/>	endocrine	эндокринный
<input checked="" type="checkbox"/>	current medication	текущее лечение	<input checked="" type="checkbox"/>	every (4) hours	через четыре часа
<input checked="" type="checkbox"/>	date	число	<input checked="" type="checkbox"/>	exercise	упражнение
<input checked="" type="checkbox"/>	day	день	<input checked="" type="checkbox"/>	exertion	напряжение
<input checked="" type="checkbox"/>	decreased	пониженный	<input checked="" type="checkbox"/>	eyes	глаза
<input checked="" type="checkbox"/>	deformity	деформация	<input checked="" type="checkbox"/>	fabric	тканевый, ткань
<input checked="" type="checkbox"/>	dentures	зубной протез	<input checked="" type="checkbox"/>	fatigue	усталость
<input checked="" type="checkbox"/>	depression	депрессия	<input checked="" type="checkbox"/>	feeling	чувствительность
<input checked="" type="checkbox"/>	diabetes	сахарный диабет	<input checked="" type="checkbox"/>	fever	горячка
<input checked="" type="checkbox"/>	die	умирать, умереть	<input checked="" type="checkbox"/>	focus	фокус
<input checked="" type="checkbox"/>	diet	диета	<input checked="" type="checkbox"/>	food	пища

LPM Vocabulary Indices for TSO No. 91B.SF / C.I.01 /

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	frequency	возвратность	<input checked="" type="checkbox"/>	boarseness	хрипота
<input checked="" type="checkbox"/>	gastrointestinal	желудочно-кишечный	<input checked="" type="checkbox"/>	hospitalization	пребывания в больнице
<input checked="" type="checkbox"/>	general questions	общие вопросы	<input checked="" type="checkbox"/>	hot compress	согревательный компресс
<input checked="" type="checkbox"/>	general state of health	общее состояние здоровья	<input checked="" type="checkbox"/>	illness	заболевание
<input checked="" type="checkbox"/>	genitourinary	генито-мочевой	<input checked="" type="checkbox"/>	immobile	неподвижный
<input checked="" type="checkbox"/>	gnawing	грызущий	<input checked="" type="checkbox"/>	impaired memory	ослабленная память
<input checked="" type="checkbox"/>	gum	десна	<input checked="" type="checkbox"/>	increased	повышенный
<input checked="" type="checkbox"/>	gynecological	гинекологический	<input checked="" type="checkbox"/>	indicator	указатель
<input checked="" type="checkbox"/>	hair	волосы	<input checked="" type="checkbox"/>	indigestion	неварение желудка
<input checked="" type="checkbox"/>	hand	рука	<input checked="" type="checkbox"/>	infection	инфекция
<input checked="" type="checkbox"/>	happen	случаться	<input checked="" type="checkbox"/>	injury	повреждение
<input checked="" type="checkbox"/>	head	голова	<input checked="" type="checkbox"/>	intercourse	половые сношения
<input checked="" type="checkbox"/>	headache	головная боль	<input checked="" type="checkbox"/>	itching	чесотка
<input checked="" type="checkbox"/>	heart disease	заболевание сердцем	<input checked="" type="checkbox"/>	jaundice	желчность
<input checked="" type="checkbox"/>	height	рост	<input checked="" type="checkbox"/>	joint stiffness	неподвижность суставов
<input checked="" type="checkbox"/>	hematologic	гематологический	<input checked="" type="checkbox"/>	kidney disease	заболевание почек
<input checked="" type="checkbox"/>	high blood pressure	высокое давление крови	<input checked="" type="checkbox"/>	kidney stones	мочекаменная болезнь
<input checked="" type="checkbox"/>	high-protein	высокобелковый	<input checked="" type="checkbox"/>	kilogram	килограмм
			<input checked="" type="checkbox"/>	last	продолжать

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	left eye	левая глаз	<input checked="" type="checkbox"/>	night	ночь
<input checked="" type="checkbox"/>	let go	отпустить	<input checked="" type="checkbox"/>	noise	шум
<input checked="" type="checkbox"/>	light	лёгкий	<input checked="" type="checkbox"/>	no-salt	бессолевой
<input checked="" type="checkbox"/>	light	свет	<input checked="" type="checkbox"/>	nose	нос
<input checked="" type="checkbox"/>	liquid	жидкость	<input checked="" type="checkbox"/>	nose bleed	кровотечение из носа
<input checked="" type="checkbox"/>	live	жить	<input checked="" type="checkbox"/>	numbness	оцепенение
<input checked="" type="checkbox"/>	low cholesterol	малохолестерольный	<input checked="" type="checkbox"/>	pain	боль
<input checked="" type="checkbox"/>	lymphatic	лимфатический	<input checked="" type="checkbox"/>	palpitations	сердцебиение
<input checked="" type="checkbox"/>	main	главный	<input checked="" type="checkbox"/>	pap smear	проба на наличие маточно-шеечного рака
<input checked="" type="checkbox"/>	meals	пища		parents	родители
<input checked="" type="checkbox"/>	medicine	лекарство	<input checked="" type="checkbox"/>	periodicity	периодичность
<input checked="" type="checkbox"/>	menstrual period	менструация	<input checked="" type="checkbox"/>	personal medical history	личная медицинская история
<input checked="" type="checkbox"/>	mental illness	психическое заболевание		peroxide	перекись
<input checked="" type="checkbox"/>	month	месяц	<input checked="" type="checkbox"/>	pill	пилюля, таблетка
<input checked="" type="checkbox"/>	muscle cramps	мышечные судороги	<input checked="" type="checkbox"/>	pillow	подушка
<input checked="" type="checkbox"/>	musculoskeletal	мускуло-скелетный	<input checked="" type="checkbox"/>	pollen	пыльцевой, пыльца
<input checked="" type="checkbox"/>	nail	ноготь	<input checked="" type="checkbox"/>	pregnancy	беременность
<input checked="" type="checkbox"/>	name (full)	имя, отчество, и фамилия			
<input checked="" type="checkbox"/>	nervousness	нервность	<input checked="" type="checkbox"/>		

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	projectile (of vomit)	бурный	<input checked="" type="checkbox"/>	severe	тяжелый
<input checked="" type="checkbox"/>	push in	нажимать	<input checked="" type="checkbox"/>	severity	тяжесть
<input checked="" type="checkbox"/>	occupation	специальность	<input checked="" type="checkbox"/>	sharp	резкий
<input checked="" type="checkbox"/>	odor	запах	<input checked="" type="checkbox"/>	shortness of breath	одышка
<input checked="" type="checkbox"/>	radiation	распространение	<input checked="" type="checkbox"/>	siblings	братья и сестры
<input checked="" type="checkbox"/>	rash	сыпь на коже	<input checked="" type="checkbox"/>	skin	кожа
<input checked="" type="checkbox"/>	reaction	реакция	<input checked="" type="checkbox"/>	skin eruption	высыпь на коже
<input checked="" type="checkbox"/>	rectum	прямая кишка	<input checked="" type="checkbox"/>	smell (sense of)	нох
<input checked="" type="checkbox"/>	relief	облегчение	<input checked="" type="checkbox"/>	smoke	курить
<input checked="" type="checkbox"/>	relieving factors	облегчающие факторы	<input checked="" type="checkbox"/>	speak	говорить
<input checked="" type="checkbox"/>	respiratory	дыхательный	<input checked="" type="checkbox"/>	special times	определённое время
<input checked="" type="checkbox"/>	rest	отдыхать	<input checked="" type="checkbox"/>	sputum	мокрота
<input checked="" type="checkbox"/>	restricted calorie (diet)	голодная диета	<input checked="" type="checkbox"/>	start	начинать
<input checked="" type="checkbox"/>	right eye	правый глаз	<input checked="" type="checkbox"/>	sterile dressing	стерильная перевязка
<input checked="" type="checkbox"/>	saline	физиологический раствор	<input checked="" type="checkbox"/>	sterile water	стерильная вода
<input checked="" type="checkbox"/>	seizures	припадки	<input checked="" type="checkbox"/>	stroke	параличный удар
<input checked="" type="checkbox"/>	seizures	приступы	<input checked="" type="checkbox"/>	sudden	внезапный
			<input checked="" type="checkbox"/>	sugar	сахар
			<input checked="" type="checkbox"/>	sutures	шов, швы

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	swallow	глотать	<input checked="" type="checkbox"/>	twitches	подергивание
<input checked="" type="checkbox"/>	swelling	опухоль	<input checked="" type="checkbox"/>	urine	моча
<input checked="" type="checkbox"/>	swollen glands	напухшие железы	<input checked="" type="checkbox"/>	vaginal discharge	вагинальные выделения
<input checked="" type="checkbox"/>	take medicine	принимать лекарство	<input checked="" type="checkbox"/>	venerical disease	венерическая болезнь
<input checked="" type="checkbox"/>	tarry, black stool	дегтеобразный стул	<input checked="" type="checkbox"/>	void	мочиться
<input checked="" type="checkbox"/>	tell, relate	рассказывать	<input checked="" type="checkbox"/>	voiding	выделение мочи
<input checked="" type="checkbox"/>	temperature	температура	<input checked="" type="checkbox"/>	voiding	моченспускание
<input checked="" type="checkbox"/>	temperature change	перемена температура	<input checked="" type="checkbox"/>	vomit	рвота
<input checked="" type="checkbox"/>	texture change	перемена строения кожи	<input checked="" type="checkbox"/>	weather	погода
<input checked="" type="checkbox"/>	thirst	жажда	<input checked="" type="checkbox"/>	weight	вес
<input checked="" type="checkbox"/>	throat	горло	<input checked="" type="checkbox"/>	wheezing	свистящее дыхание
<input checked="" type="checkbox"/>	thyroid disorder	расстройство щитовидной железы	<input checked="" type="checkbox"/>	X-ray	рентген
<input checked="" type="checkbox"/>	time(s) a day	раз в день	<input checked="" type="checkbox"/>	year	год
<input checked="" type="checkbox"/>	today	сегодня	<input checked="" type="checkbox"/>	yellow skin	желтая кожа, пожелтевшая кожа
<input checked="" type="checkbox"/>	tongue	язык	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	toxemia	отравление крови	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	treatment	лечение	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	tremors	дрожь	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	tuberculosis	туберкулез	<input type="checkbox"/>		

TSO Map

TSO 91B.SF / C.3.01 / RU

M.01

X-30

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "INTERVIEWS"

NA 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

linear

hierarchical

solitary

PRIMARY DECISION FACTOR

job criticality

dependent relationship

independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Interview C.3 / 1-19

Functions Catalog: NA See ISO 91B.SF/C.3.01/RU

Rolebooks: Advisor (Russian)

Special Vocabulary: See ISO 91B.SF/C.3.01/RU: I.04

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 50-20

Nineteen (19) Enabling Objectives were specifically determined for this TSO. The interview routine for sick call is basically complete within itself. The EOs for this TSO are found in the Enabling Objectives Column of TSO 91B.SF/C.3.01/RU.

TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.01 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS

Role Instructor
 Com Act Demonstrates
 Audience Group/Individual
 Topics Bandages/Splints
 Purpose Training medics

STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian Language in a face-to-face situation on a group or individual basis bandaging and splinting by: (1) describing the circumstances which call for bandaging and splinting and (2) demonstrating the proper procedures for bandaging and splinting simulated wounds using medical supplies and available splinting support materials for the purpose of training medical personnel.

CONDITIONS

PREPARATION TIME 2 hours
 PERFORMANCE TIME 30 min.
 Materials/Equipment
 dictionary, technical Materials/Equipment
 triangular bandages,
 terms, triangular band- splints, 1-5 persons acting
 dages and splints, medi- as trainees
 cal FM REGISTER
 Speech Print
 techno-jargon technical
 formal literary
 colloquial informal

MacroSTANDARDS

DESCRIPTION The student demonstrates and has trainees participate in bandaging and splinting. The student will answer five questions during each phase of the demonstration - presentation, supervising, evaluating.

LPM INDICES

<u>Functions</u>	<u>Vocabulary</u>
x <input type="checkbox"/> 1.0 Fact Info	<input type="checkbox"/> military
<input type="checkbox"/> 2.0 Intell Att	<input checked="" type="checkbox"/> technical
<input type="checkbox"/> 3.0 Emo Att	<input checked="" type="checkbox"/> other
<input checked="" type="checkbox"/> 4.0 Suasion	<input type="checkbox"/> medical
<input type="checkbox"/> 5.0 Soc Rit	
<input type="checkbox"/> 6.0 Man Comm	See T.04



TSO
EO

TASK SCENARIO

SPLINTS AND BANDAGES

- I. Splinting and bandaging are the most common emergency treatments for injury.
- II. Splints
 - A. Uses: Splints are used to immobilize areas of fractures and dislocations.
 - This immobilization helps prevent further injury to the affected part.
 - B. Types: Splints come in various commercial types. There are padded wooden and metal splints. There are also pneumatic plastic splints which can be blown up. Splints can be improvised from many things, such as baseball bats, rolled newspapers and magazines, and straight sticks.
 - C. Application of splints: Splinting may

COMMENTS

This scenario begins with the content required for the TSO starting with EO C.7-2.

The student will begin with gaining attention, motivating, and stating the learning objectives as stipulated in EO C.7-1.

*"Baseball bats" would be unrealistic in a normal UM environment.

Culture/References/Supplements

FUNCTIONS

Major Descriptors

- 1.1 identify state factual information
- 1.2 identify state factual information

KEY TERMS

Vocabulary Items

- лукки и перевязки
- наложение лусков
- перевязывание
- аварийное лечение
- повреждение
- лукки
- делать неподвижным
- переломы
- вывихи
- лишение подвижности
- большое поражённое место
- деревянный
- 1.1 identify state factual information
- 1.2 identify state factual information
- металлический, пневматический
- лукки из пластики, надуты
- наскоро устроенный
- бейзбольная палка
- свёрток газет и журналов
- палки, прутья
- накладывание, наложение

TSO

EO



TASK SCENARIO

- be done in different ways, depending on the body area affected.
- These are some general rules for splinting:
1. If an open wound is present, cleanse it and apply a sterile/clean dressing and bandage before splinting.
 2. Splint the person where he lies-do not move him.
 3. Pad all splints.
 4. Support the area above and below the injury and apply padded splint.
 5. Splint in a natural body position if possible.
 6. Immobilize joints above and below the injury.
 7. Always check circulation.

KEY TERMS
Vocabulary Items

- открытая рана, очистить
стерильная чистая перевязка
лежит
двигать
дать мягкую набивку
подпереть место выше повреждения, поражение
суставы
кровоограждение

FUNCTIONS
Major Descriptors

- 4.6 directions/instructions/commands
4.5 warnings

COMMENTS
Culture/References/Supplements

The student must be able to provide simple definitions for all medical terms, give examples and non-examples, and make comparisons when necessary.

The student will combine the demonstration of splinting procedures along with the presentation of the "general rules for splinting." See EO C.7-3.



TASK SCENARIO

Splinting an injury is most often an emergency measure. The person will need X-rays and further medical treatment.

III. Bandages

A. Uses: Bandages are used to apply pressure to stop bleeding, prevent further contamination of an open wound, to hold dressings and splints firmly, immobilize an area or bring the edges of a wound together.

B. Types: Bandages come in several commercial types. The most common types are rolled gauze, triangular bandage and adhesive bandages. "Butterfly" bandages hold the open wound edges together.

C. Application of bandages:

KEY TERMS
Vocabulary Items

аварийные мероприятия
рентгены, снимки
лечение у врача
перевязки
применить давление
остановить кровотечение
заражение открытая рана

FUNCTIONS
Major Descriptors

1.1 identify state factual information
1.2 information

COMMENTS
Culture/References/Supplements

The student will perform the steps in EO C.7-2 for providing explanation of bandaging.

During "application of bandages" the student will demonstrate the application of the various types of bandages according to EO C.7-3.



TASK SCENARIO

1. Pressure dressings are used to control bleeding. A sterile dressing (or whatever is available) is placed over the wound and secured firmly with a bandage. Caution should be taken that the wound edges are not forced apart by the pressure or the circulation impaired.
2. Dressing and bandaging should be done only after the wound has been cleansed as well as possible.
3. Do not cover an open wound with a bandage. The bandage should be used to secure a dressing.
4. Bandages may be applied in many ways to splint or immobilize an area. The method depends on the body area. Ban-

KEY TERMS
 Vocabulary Items

перевязка с давлением
 приостановить кровотечение
 стерильная перевязка
 прикрепить
 предосторожность
 повреждён
 закрепить
 привести место в неподвижность

FUNCTIONS
 Major Descriptors

4.6 directions/instructions/commands
 4.5 warnings

COMMENTS
 Culture/References/Supplements



TASK SCENARIO

dages may splint by themselves (adhesive strapping) or secure commercial or improvvised splints.

5. Injury causes swelling. Always check circulation after bandaging is completed.

KEY TERMS
Vocabulary Items

липкий пластырь
импровизированный
поражение опухоль
проверить

FUNCTIONS
Major Descriptors

4.6 directions/instructions/commands
4.5 warnings

COMMENTS
Culture/References/Supplements

The student will follow the steps in EO C.7-4 to supervise trainee performance.

The student will follow the steps in EO C.7-5 to evaluate trainee performance.

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
<p>1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information</p>	<p>2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion</p>	<p>3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 indifference</p>	<p>4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/instructions/commands 4.7 corrections</p>		<p>6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communication 6.9 request questions and/or comments</p>

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
/X/	adhesive bandages	липкие пластыри	/X/	immobilize	делать неподвижным
/X/	adhesive strapping	липкий пластырь	/X/	immobilize an area	привести место в неподвижность
/X/	affected part	больное место	/X/	impaired	подрезанный
/X/	application	накладывание	/X/	improvised	наскоро устроенный
/X/	apply pressure	применить давление	/X/	improvised	импровизированный
/X/	bandage	бинт	/X/	injury	повреждение
/X/	bandage	перевязка	/X/	injury	поражение
/	baseball bats	бейсбольная палка	/X/	joints	суставы
/X/	blown up	надутый	/X/	lie	лежать
/X/	"butterfly" bandages	"бабочные" повязки	/X/	magazine	журнал
/X/	caution	предосторожность	/X/	metal	металлический
/X/	check	проверить	/X/	move	двигать
/X/	circulation	кровообращение	/X/	newspaper	газета
/X/	contamination	заражение	/X/	open wound	открытая рана
/X/	dislocations	вывихи	/X/	pad	дать мягкую набивку
/X/	emergency measures	аварийные меры	/X/	plastic splints	лубки из пластики
/X/	emergency treatment	аварийное лечение	/X/	pneumatic	пневматический
/X/	fracture	перелом	/X/	rolled gauze	свёрнутая марля

T.04

Page 2 of 2

LPM Vocabulary Indices for ISO No. 91B.SF / C.7.01 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	secure	закрепить	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	secure firmly	прикрепить	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	splint	лубок	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	sterile dressing	стерильная перевязка	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	stick	палка	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	stop bleeding	остановить кровотечение	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	swelling	опухоль	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	treatment	лечение	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	triangular bandage	треугольная перевязка	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	wooden	деревянный	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	X-ray	рентген	<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>		

120 222

TSO Map

TSO 91B.SF / C.7.01 / RU

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

linear

hierarchical

solitary

PRIMARY DECISION FACTOR

job criticality

dependent relationship

independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See TSO 91B.SF/C.7.01/RU: T.04

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."

Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

<p>INTRODUCING THE DEMONSTRATION Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1</p> <p>PROVIDING EXPLANATION Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2</p> <p>DEMONSTRATING Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6</p>	<p>SUPERVISING STUDENT PERFORMANCE Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7</p> <p>EVALUATING PERFORMANCE Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7</p> <p>PROVIDING GUIDANCE Encourage questions 6.9 Answer questions 1.1.1/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7</p>
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TERMINAL SKILL OBJECTIVE

Page T.01

No. 91B.SF / C.7.02 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS

Role Instructor
 Com Act Demonstrates
 Audience Group/Individual
 Topics Fractures
 Purpose Training medics

STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis the procedures for treating fractures by: (1) identifying the signs that a fracture exists, (2) describing precautions to be taken with a fracture victim, and (3) demonstrating the steps in treating a fracture on a live model with a simulated fracture for the purpose of training medical specialists.

CONDITIONS

PREPARATION TIME

3 hours

PERFORMANCE TIME

30 min.

Materials/Equipment Materials/Equipment
 dictionary, technical 1-5 persons acting as
 terms, splints and trainees, splints and
 bandages bandages

REGISTER

Speech Print
 techno-jargon technical
 formal literary
 colloquial informal

MacroSTANDARDS

DESCRIPTION The student will accomplish the task stated above in a classroom setting. After demonstrating the steps in treating a fracture, the student will observe others treating fractures and provide them with verbal guidance and feedback.

LPM INDICES

Functions

1.0 Fact Info
 2.0 Intell Att
 3.0 Emo Att
 4.0 Suasion
 5.0 Soc Rit
 6.0 Man Comm

Vocabulary

military
 technical
 other
 medical
 See T.04

TASK SCENARIO

FRACTURES	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>I. What is done initially to treat a person with fractures is very important. Good, efficient treatment can prevent serious complications.</p>	<p>ПЕРЕЛОМЫ переломы лечение осложнения</p>	<p>3.10.1 importance 1.1 identify 1.2 state factual information</p>	<p>This scenario begins with the content/context required for this TSO starting with EO C.7-2.</p>
<p>II. Fractures are most commonly associated with the long bones (legs, arms) but any bone may fracture.</p>	<p>нога рука кость</p>		<p>The student will begin the demonstration communication activity by gaining attention, motivating, and stating the learning objectives as stipulated in EO C.7-1.</p>
<p>III. The ideal way to diagnose fractures is by X-ray. When X-ray is not available, visual and tactile diagnosis can be made.</p>	<p>рентген</p>		
<p>IV. Types of fractures are grouped under two main categories-closed fractures and open fractures.</p>	<p>закрытый перелом и открытый перелом</p>	<p>1.1 identify 1.2 state factual information</p>	
<p>A. Closed fractures are breaks in a bone not associated with an open wound.</p>	<p>кожа</p>		
<p>B. Open fractures are breaks in a bone with a break in the skin. This fracture may also be called compound.</p>	<p>сложный</p>		



TASK SCENARIO

- C. Open or closed fractures may be further classified:
1. A greenstick fracture occurs if the bone is not broken through. This is common in children.
 2. A fissure fracture occurs if there is little or no separation of the broken ends.
 3. Oblique fractures occur if the bone breaks diagonally.
 4. Transverse fractures occur if the bone breaks at right angles to the bone's length.
 5. Impacted fractures occur if the bone ends are jammed together.
 6. Overriding fractures occur if the bone ends slip past each other.

KEY TERMS
Vocabulary Items

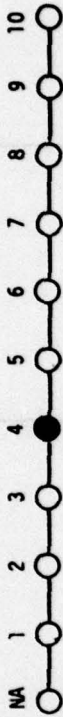
дети
надлом
косой перелом
поперечный перелом
вколоченный перелом

FUNCTIONS
Major Descriptors

1.1 identify
1.2 state factual information

COMMENTS
Culture/References/Supplements

The student must be able to provide simple definitions for each medical term, give examples and non-examples, and make comparisons.



TASK SCENARIO

- 7. Displaced fractures occur if the bone ends separate completely.
- 8. Pathologic fractures may occur without warning in a diseased bone.
- 9. Stress fractures are due to overuse of the bone.
- V. Cause of fractures
 - A. Fractures may be caused by:
 1. A direct blow
 2. Opposing forces bending it beyond the breaking point
 3. A crushing blow
 4. Muscle action alone
 - B. Ask the person or witness(es) "How did this happen?"
- VI. Skull fractures
 - A. Skull fractures have different classifi-

KEY TERMS
Vocabulary Items

перемещённый перелом
патологический перелом
причина
черепной перелом

FUNCTIONS
Major Descriptors

1.1 identify state factual
1.2 information
1.1 identify state factual
1.2 information

COMMENTS
Culture/References/Supplements



TASK SCENARIO

cations because of the shape of the head.

1. Depressed fractures displace bone pieces upward into the brain.
2. Linear fractures are single lines of fracture without bone displacement.

B. Skull fractures are caused by:

1. A direct blow to the head
2. Crushing the head between two objects
3. Hitting the head against a stationary object

VII. Things to remember:

- A. One fracture is often accompanied by another.
- B. Generally, if a person can move the limb spontaneously, there is no serious fracture.
- C. Try to assess the fracture quickly. The

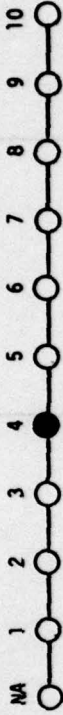
KEY TERMS
 Vocabulary Items

линейный перелом
 голова

FUNCTIONS
 Major Descriptors

- 1.1 identify state factual information
- 1.2
- 2.3.1 remembering directions/instructions/commands
- 4.6

COMMENTS
 Culture/References/Supplements



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>pain is generally less in the first few minutes. You can assess the movement and feel the <u>broken bone ends</u> grating in the brief period before swelling occurs.</p> <p>VIII. <u>Signs and symptoms of fractures</u></p> <p>A. The person feels or hears something "pop."</p> <p>B. There is considerable <u>pain and swelling</u> at the fracture site in most cases.</p> <p>C. To a degree, there may be loss of function in the affected area.</p> <p>D. There may be a "grating" sensation.</p> <p>E. The <u>bone</u> may protrude through the <u>skin</u>.</p> <p>F. The limb may be in an unnatural position or shortened.</p> <p>G. With <u>skull fractures</u>, there may be bleeding from the <u>ears, nose, mouth</u>.</p> <p>H. With skull fractures, there may be changes</p>	<p>переломанная кость</p> <p>признаки и симптомы</p> <p>боль и опухоль</p> <p>кость</p> <p>кожа</p> <p>черепной перелом</p> <p>уши, нос, рот</p>	<p>1.1 identify</p> <p>1.2 state factual information</p>	



TASK SCENARIO

- Later the person should be X-rayed and casted.
- X. Complications
- A. Never apply a cast at first! This can result in damage to tissue, muscle, nerve, blood vessel, or joints. If the cast is left on, malunion and non-union of the bone can occur.
 - B. A dirty, contaminated wound can cause infection.
 - C. Shock may occur from extensive injuries or bleeding.
 - D. In the case of skull fracture, coma may occur.
- I. Strains
- A. A strain is a rupture in a muscle or the

KEY TERMS
Vocabulary Items

просвечивать рентгеновскими лучами

осложнения

ткань, мускул, нерв,

сосуд, суставы

злосоединение несоединение

грязный рана

шок поражение

кровотечение

кома

растяжения, растяжения, вывихи растяжения

разрыв мускула

FUNCTIONS
Major Descriptors

4.5 warnings
4.6 directions/instructions/commands

COMMENTS
Culture/References/Supplements

The student will provide explanation for strains, locations according to the steps in EO C.7-2.

1.1 identify state factual information



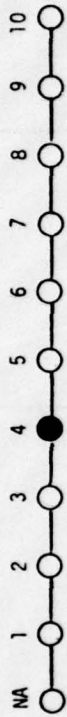
TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>tendon</u> that bends it to the bone.</p> <p>B. The signs and symptoms of strains are <u>pain</u>, <u>tenderness</u>, <u>local distortion</u>, and <u>often</u>, <u>muscle spasm</u>. There is no <u>displacement</u> or "grating" sensation.</p> <p>C. Violent, unexpected movement may cause a strain.</p> <p>D. Resting and <u>splinting</u> (immobilizing) the affected area is the best immediate treatment. Heat is often applied to back strains to relieve muscle spasms. <u>Cold</u> compresses are often applied to leg strains to reduce swelling.</p>	<p>сухожилие</p> <p>боль, уязвимое место</p> <p>спазма</p>	<p>1.1 identify state factual</p> <p>1.2 information</p>	<p>The student will demonstrate on a live model the procedures for treating strains according to EO C.7-3.</p>
<p>II. <u>Sprains</u></p> <p>A. Sprains are tears in the <u>ligaments</u> and <u>tendons</u> which bend and stabilize the</p>	<p>растяжения</p> <p>связка</p> <p>сухожилие</p>	<p>1.1 identify state factual</p> <p>1.2 information</p>	<p>The student will follow the steps in EO C.7-2 to provide an explanation of sprains.</p>



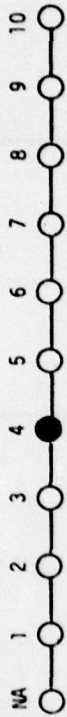
TSO



EO



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>joints</u>. Sprain fractures occur if a small piece of bone is pulled off by the sprain.</p>	<p>сустав</p>		
<p>B. The <u>signs and symptoms</u> of a sprain are severe pain, tenderness in the area, loss of function of the affected part, swelling and ecchymosis (black and blue). The person can tolerate some passive motion and there is no "grating" sensation.</p>	<p>признаки и симптомы</p>	<p>1.1 identify 1.2 state factual information</p>	
<p>C. Sprains are caused by a sudden wrench or twist.</p>	<p>лечение опухоль</p>		
<p>D. <u>Immediate treatment of sprains</u> is aimed at reducing <u>swelling</u> and minimizing <u>tissue damage</u>. Rest and elevate the affected area whenever possible. <u>Cold compresses</u> may be applied to reduce swelling. Immobilize the area by</p>	<p>растяжение поражение ткани холодный компресс</p>	<p>4.6 directions/instructions/commands</p>	<p>The student will perform according to EO C.7-3 to demonstrate the treatment of sprains.</p>



TSO

EO

TASK SCENARIO

splinting or strapping.

III. Dislocations

A. Dislocation occurs when one bone is displaced from another at the joint. The bone slips out of the socket.

B. The signs and symptoms of a dislocation are swelling, loss of function of the affected part, unnatural shape of the joint, disparity in length of the limbs, and severe pain. Since these symptoms are so like those of fractures, X-ray is the most positive form of diagnosis.

C. Dislocations are caused by a twisting force applied to the bone near the joint, sudden spastic muscular contractions, or force transmitted directly to the joint caused by a fall.

KEY TERMS
Vocabulary Items

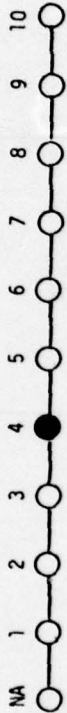
вывихи
кость
сустав

FUNCTIONS
Major Descriptors

1.1 identify state factual information
1.2 identify state factual information

COMMENTS
Culture/References/Supplements

The student will perform according to EO C.7-2 to provide adequate explanation of dislocations.



TSO No. 91B.SF / C.7.02 / RU



TSO



EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>D. Immediate treatment should be <u>immobilization</u>. <u>Dislocations</u> can be reduced, but require trained personnel. Reducing a dislocation improperly can cause further damage to the joint.</p>	<p>приведение в неподвижность вывихи</p>	<p>4.6 directions/ instructions/ commands 2.4.1 possibility</p>	<p>The student will follow the steps in EO C.7-3 to demonstrate the proper treatment of dislocations. The student will supervise trainee performance according to EO C.7-4. The student will evaluate trainee performance according to EO C.7-5.</p>

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/instructions/commands 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language:
/X/	air-filled splints	надутые лубки	/X/	break in the skin	разрыв кожи
/X/	analgesics	болеутоляющие	/X/	broken arms	переломанные руки, руки с переломом
/X/	ankle	лодыжка	/X/	broken elbows	переломанные локти
/X/	apply a dressing	поставить перевязку	/X/	broken jaw	перелом челюсти
/X/	apply a dressing	накладывать повязку	/X/	broken leg	переломанная нога
/X/	arm wound	ранение в руку	/X/	cane	тростник, палка
/X/	arterial damage	поражение артерий	/X/	casualty	поражённый, заболевший
/X/	back injury	поражение спины, травма спины	/X/	chest wound	ранение в грудь
/X/	back injury	поражение спинного хребта	/X/	circulation	циркуляция, кровообращение
/X/	backbone fracture	перелом позвоночника	/X/	closed fracture	закрытый перелом
/X/	bad leg	поражённая нога	/X/	color change	изменение цвета
/X/	bandage	перевязка, повязка, бинт	/X/	complications	осложнения
/X/	bandage	перевязывать, бинтовать	/X/	control bleeding	остановить кровотечение
/X/	bandaging	перевязка	/X/	cravat	галстук, шарф
/X/	baseball bats	бейсбольные дубины	/X/	determine	устанавливать
/X/	belt	пояс, боевой ремень	/X/	determine	определять
/X/	bind	связывать	/X/	diagnose	ставить диагноз
/X/	blood flow	кровотечение	/X/	dislocated shoulder	вывихнутое плечо
/X/	board splints	лоски из доски	/X/	dislocations	вывихи

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
/X/	door	дверь	/X/	improvised splints	лубки из подручных материалов
/X/	dress	перевязывать	/X/	improvised splints	импровизированные лубки
/X/	elbow wound	ранение в локоть	/X/	infection	заражение
/X/	emergency field dressing	запасные полевые повязки	/X/	injury	поражение, травма
/X/	exposed (uncovered)	обнажённый	/X/	joints	суставы
/X/	field dressing	полевая перевязка	/X/	knee wound	ранение в колено
/X/	fingers	пальцы на руке	/X/	ladder	лесница
/X/	foot	нога	/X/	leg wound	ранение в ногу
/X/	foot wound	ранение в ногу	/X/	lessen the pain	уменьшать боль
/X/	fracture	вызывать перелом, раздробляться	/X/	loss of blood	потеря крови
/X/	fractures	переломы	/X/	loss of feeling	потеря чувствительности
/X/	good leg	неповреждённая нога	/X/	malunion	злосоединение
/X/	hand wound	ранение в руку	/X/	muscle	мускул
/X/	head wound	головная рана	/X/	nerve	нерв
/X/	hemorrhagic shock	геморрагический шок	/X/	nerve damage	поражение нервов
/X/	hip wound	ранение в бедро	/X/	never heals	никогда не заживает
/X/	immobilize	привести в неподвижность	/X/	nonunion	несоединение
/X/	immobilize joints	наложить лубок на суставы	/X/	observation	наблюдение
				open fracture	открытый перелом

Crit	English	Target Language: <u>RUSSIAN</u>	Crit	English	Target Language: <u>RUSSIAN</u>
<input checked="" type="checkbox"/>	pad	<u>подкладывать что-либо мягкое</u>	<input checked="" type="checkbox"/>	sterile	<u>стерильный</u>
<input checked="" type="checkbox"/>	pain	<u>боль, боли</u>	<input checked="" type="checkbox"/>	sterile dressing	<u>стерильная перевязка</u>
<input checked="" type="checkbox"/>	permanent damage	<u>необратимое поражение</u>	<input checked="" type="checkbox"/>	sterile gauze pads	<u>стерилизованная марля</u>
<input checked="" type="checkbox"/>	pillow	<u>подушка</u>	<input checked="" type="checkbox"/>	tape	<u>тесьма</u>
<input checked="" type="checkbox"/>	prevent contamination	<u>недопустить заражения раны</u>	<input checked="" type="checkbox"/>	tightly rolled up	<u>тесная скатка газет</u>
	tion			newspapers	
<input checked="" type="checkbox"/>	pulse	<u>пульс</u>	<input checked="" type="checkbox"/>	tissue	<u>ткань</u>
<input checked="" type="checkbox"/>	restrict	<u>ограничивать</u>	<input checked="" type="checkbox"/>	tissue injury	<u>поражение ткани</u>
<input checked="" type="checkbox"/>	secure	<u>закрепить</u>	<input checked="" type="checkbox"/>	toes	<u>пальцы на ноге</u>
<input checked="" type="checkbox"/>	signs and symptoms	<u>признаки и симптомы</u>	<input checked="" type="checkbox"/>	Thomas leg splint	<u>ножные лубки "ТОМАСА"</u>
<input checked="" type="checkbox"/>	simple fracture	<u>простой перелом</u>	<input checked="" type="checkbox"/>	traction splints	<u>тяговые лубки</u>
<input checked="" type="checkbox"/>	site of injury	<u>место поражения</u>	<input checked="" type="checkbox"/>	treat	<u>лечить</u>
<input checked="" type="checkbox"/>	shock	<u>шок</u>	<input checked="" type="checkbox"/>	treatment	<u>лечение</u>
<input checked="" type="checkbox"/>	shoulder wound	<u>ранение в плечо</u>	<input checked="" type="checkbox"/>	treatment of dis-	<u>лечение вывихов</u>
<input checked="" type="checkbox"/>	splint	<u>лубок, тутор</u>		location	
<input checked="" type="checkbox"/>	splint	<u>накладывать лубок</u>	<input checked="" type="checkbox"/>	treatment of frac-	<u>лечение переломов</u>
<input checked="" type="checkbox"/>	splinting	<u>наложение лубка</u>		tures	
<input checked="" type="checkbox"/>	sprain	<u>растянуть</u>	<input checked="" type="checkbox"/>	treatment of sprains	<u>лечение растяжений</u>
<input checked="" type="checkbox"/>	sprains	<u>растяжения</u>	<input checked="" type="checkbox"/>	triangular bandages	<u>треугольные перевязки</u>

TSO Map

TSO 91B.SF / C.7.02 / RU

M.01

ENABLING OBJECTIVES: Scope and Sequence Chart
Communicative Activity: "DEMONSTRATES"

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- linear
- hierarchical
- solitary

PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6
 Functions Catalog: Russian
 Rolebooks: Instructor (Russian)
 Special Vocabulary: See TSO 91B.SF/C.7.02/RU: T.04
 Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

<p>INTRODUCING THE DEMONSTRATION Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1</p>	<p>SUPERVISING STUDENT PERFORMANCE Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7</p>
<p>PROVIDING EXPLANATION Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2</p>	<p>EVALUATING PERFORMANCE Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7</p>
<p>DEMONSTRATING Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6</p>	<p>PROVIDING GUIDANCE Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7</p>

TERMINAL SKILL OBJECTIVE

Page T.01

No. 91B. SF / C.7.03 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS

Role Instructor
Com Act Demonstrates
Audience Group/Individual
Topics Shock
Purpose Training medics

STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis the treatment of shock by: (1) identifying the symptoms of shock, (2) naming the precautions to be observed for a person in shock, and (3) demonstrating on a live model the procedures to be followed when shock symptoms exist for the purpose of training medical specialists.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
<input type="checkbox"/> 3 hours	<input type="checkbox"/> 30 min.
Materials/Equipment dictionary, technical	Materials/Equipment 1-5 persons acting as trainee(s)
terms, medical FM	
REGISTER	
Speech	Print
— techno-jargon	— technical
— formal	— literary
— colloquial	— informal

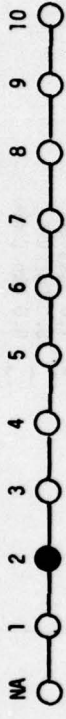
MacroSTANDARDS

DESCRIPTION The student will present the "lesson" on shock, and answer 15 questions on shock. Two questions will be asked during the presentation, five questions during the student performance, and five questions during evaluation.

LPM INDICES

Functions	Vocabulary
<input checked="" type="checkbox"/> 1.0 Fact Info	<input type="checkbox"/> military
<input type="checkbox"/> 2.0 Intell Att	<input checked="" type="checkbox"/> technical
<input type="checkbox"/> 3.0 Emo Att	<input type="checkbox"/> other
<input checked="" type="checkbox"/> 4.0 Suasion	
<input type="checkbox"/> 5.0 Soc Rit	
<input type="checkbox"/> 6.0 Man Comm	See T.04

X-59



NA

1

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10

TSO

EO

TASK SCENARIO

KEY TERMS
Vocabulary Items

FUNCTIONS
Major Descriptors

COMMENTS
Culture/References/Supplements

SHOCK

I. Shock may occur with many conditions both traumatic and non-traumatic

A. Traumatic shock

1. Severe bleeding produces shock by reducing the body's blood volume.
2. Severe burns cause shock in the same way.
3. Electric shock may be caused by commercial electricity or lightning. It may cause the heart to twitch (fibrillate) so it cannot pump and circulation fails.

B. Non-traumatic shock

1. Overwhelming infection (sepsis) can cause shock when the infection invades the bloodstream.

ШОК

травматический и нетравматический

профузное кровотечение

глухой ожог

электрический молния

подёргивать, подёргать

подавляющее заражение (сепсис)

кровеносные сосуды

1.2 state factual information

1.1 identify state factual information

1.2 state factual information

2.4.1 possibility

2.4.1 possibility

The student will gain attention, motivate, and state the lesson objectives according to EO C.7-1.

This scenario starts with the content required in EO C.7-2.

The student must be able to give simple definitions of medical terms, provide examples and non-examples, and make comparisons when necessary.

*The five questions asked during the presentation (EO C.7-2) will be requests for explanation of a medical term.



TASK SCENARIO

2. Anaphylactic shock occurs when the body reacts extremely to a foreign substance (i.e., bee sting, certain medicines, certain foods). Anaphylactic shock can cause death if measures are not taken immediately.

II. Symptoms of shock

A. Always treat a badly injured person for shock even if symptoms aren't present.

B. Any or all symptoms of shock may be apparent immediately or may occur gradually.

C. The symptoms of shock are:

1. weakness
2. faintness
3. mental sluggishness
4. dreaminess
5. semiconsciousness or unconsciousness

KEY TERMS
Vocabulary Items

анафилактический шок

меры

симптомы (признаки) шока

тяжело раненый

слабость

дурнота

умственная вялость

мечтательность

полубессознательность или бессознательность

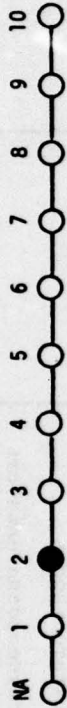
FUNCTIONS
Major Descriptors

1.2 state factual information

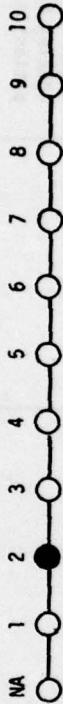
4.5 warning

1.1 identify state factual information
1.2 information

COMMENTS
Culture/References/Supplements



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
6. The person may also be <u>anxious</u> and <u>restless</u> .	беспокойный неутомонный	2.4.1 possibility	
7. The person's <u>face</u> may be <u>drawn</u> , <u>pale</u> ("ashy," if a black) or <u>bluish</u> .	лицо бледное синеватый	2.4.1 possibility	
8. The person's eyes may become <u>vacant</u> and <u>dull</u> with <u>dilated pupils</u>	глаза тусклый расширенные зрачки	2.4.1 possibility	
9. The person's <u>breathing</u> may be <u>shallow</u> , <u>rapid</u> , or <u>irregular</u> .	дыхание поверхностное, учащённое, неправильное	2.4.1 possibility	
10. The person's <u>skin</u> may be <u>cold</u> , <u>moist</u> , <u>clammy</u> .	кожа, влажная, липкая холодная	2.4.1 possibility	
11. The person may complain of <u>nausea</u> or <u>thirst</u> .	жаловаться тошнота или жажда	2.4.1 possibility	
12. The person may <u>vomit</u> .	извергать	2.4.1 possibility	
13. The person's <u>pulse</u> may be <u>weak</u> , <u>soft</u> , and <u>rapid</u> .	пульс, мягкий, быстрый слабый	2.4.1 possibility	
14. The person's <u>blood pressure</u> may be <u>low</u> .	кровяное давление пониженное	2.4.1 possibility	



TASK SCENARIO

Anaphylactic shock produces

1. lung congestion
2. mottled blue skin
3. severe coughing
4. shortness of breath
5. severe headache

In septic shock, the first symptom may be a severe, shaking chill. It is followed by a rapid increase in temperature.

III. Treatment of shock

- A. Be sure the person is in shock or has the potential for shock before treating. Treating a person for shock who actually has had a heart attack can be life-threatening.
- B. Do not move the person unless absolutely necessary.

KEY TERMS
Vocabulary Items

- закупорка лёгких
- испещрённая синяя кожа
- сильный кашель
- одышка (диспноэ)
- сильная боль головы
- септический шок
- холодовая дрожь
- повышение температуры
- лечение от шока

FUNCTIONS
Major Descriptors

1.2 state factual information

4.6 directions/instructions/commands
4.5 warnings

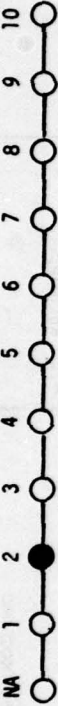
4.5 warnings

COMMENTS
Culture/References/Supplements

The student may use the live model to demonstrate "treatment of shock."
The student will use EO C.7-3 to present the remainder of this scenario.

TSO

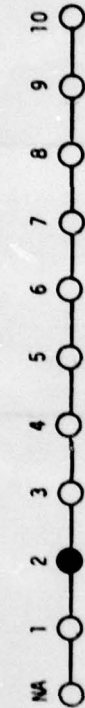
EO



TASK SCENARIO

- C. If the person is up, have him lie down.
 1. If the shock is complicated by many injuries, it is best to leave the person completely flat. If the person has a head injury, also keep him flat.
 2. If you are sure the person suffers from uncomplicated shock, position him with his head and back flat and legs elevated.
 3. If the person is having trouble breathing, position him with his head and chest elevated and legs flat.
 4. If there is bleeding and/or drainage from the mouth, elevate the head and chest slightly. Position the person on his side to

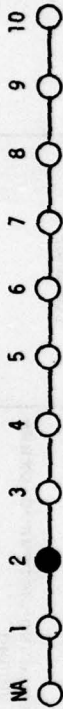
KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
ложиться осложнён поражения распространённый во всю длину поражение головы	4.6 directions/instructions/commands	
страдать, пострадать голова и спина ноги поднятые затруднение дышать грудная клетка	4.6 directions/instructions/commands	
кровотечение выделение изо рта	4.6 directions/instructions/commands	*Ideally, the patient should be lying flat. However, bleeding or drainage from the mouth force you to correct the problem of choking by raising the head or turning the patient on his side.



TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>prevent him from <u>choking</u>.</p> <p>D. Keep the person <u>warm</u> by <u>covering</u> him with whatever is available. Place the cover under as well as over him. Do not overheat.</p>	<p>предотвратить душить ся, задушаться тепло, накрыть</p>	<p>4.6 directions/ instructions/ commands</p>	
<p>E. If the person is able to take <u>fluids</u> by mouth, <u>urge</u> him to take as much as possible. Fluids with <u>sugar</u> or salt, <u>orange juice</u>, and <u>carbonated drinks</u> are good.</p>	<p>слишком разогреть жидкость настаивать на сахар или соль апельсиновый сок и газир- ованные воды</p>	<p>4.6 directions/ instructions/ commands</p>	
<p>F. Anaphylactic shock must be <u>treated</u> with <u>medication</u>. <u>Epinephrine</u> is the <u>drug</u> usually used. If available, <u>oxygen</u> should also be administered.</p>	<p>лечить лекарство, эпинефрин лекарство кислород</p>	<p>2.6 need 4.5 directions/ instructions/ commands</p>	
<p>G. Electrical shock must first be treated by breaking the <u>contact</u> between the person and the <u>electrical source</u>. Then begin <u>cardiopulmonary resuscita-</u></p>	<p>соприкосновение источник сердечно-лёгочное ожив- ление</p>	<p>2.6 need 4.6 directions/ instructions/ commands</p>	



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>tion. If the person resumes normal breathing, keep him warm and lying quietly. Watch for <u>signs of secondary shock</u>.</p> <p>All <u>cases of shock</u> should require further medical treatment or <u>hospitalization</u>. What you do initially to treat shock may mean the difference between <u>life and death</u>.</p>	<p>признаки вторичного шока</p> <p>случаи шока</p> <p>пребывание в больнице</p> <p>может спасти вам жизнь</p>	<p>1.2 state factual information</p> <p>2.8 obligation</p>	<p>The student will demonstrate his ability to supervise trainee performance (EO C.7-4) and evaluate performance (EO C.7-5) after the demonstration of "treatment for shock."</p>

LPM Functional Indices for "DEMONSTRATES"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/instructions/ commands 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	anaphylactic shock	анафилактический шок	<input type="checkbox"/>	complain	жаловаться
<input type="checkbox"/>	anxious	беспокойный	<input type="checkbox"/>	complicated	осложнённый
<input checked="" type="checkbox"/>	back	спина	<input checked="" type="checkbox"/>	contact	соприкосновение
<input checked="" type="checkbox"/>	badly injured	тяжело раненый	<input checked="" type="checkbox"/>	dilated pupils	расширенные зрачки
<input type="checkbox"/>	person		<input checked="" type="checkbox"/>	drainage from the mouth	выделение изо рта
<input checked="" type="checkbox"/>	bleeding	кровотечение	<input type="checkbox"/>	dreaminess	мечтательность
<input checked="" type="checkbox"/>	blood pressure	кровяное давление	<input checked="" type="checkbox"/>	drug	лекарство
<input checked="" type="checkbox"/>	blood stream	кровеносные сосуды	<input type="checkbox"/>	dull	тусклый
<input checked="" type="checkbox"/>	bluish	синеватый	<input type="checkbox"/>	electric	электрический
<input checked="" type="checkbox"/>	breathe	дышать	<input type="checkbox"/>	elevated	поднятый
<input type="checkbox"/>	breathing	дыхание	<input type="checkbox"/>	epinephrine	эпинефрин
<input type="checkbox"/>	carbonated drinks	газированные воды	<input type="checkbox"/>	eyes	глаза
<input type="checkbox"/>	cardiopulmonary resuscitation	сердечно-лёгочное оживление	<input checked="" type="checkbox"/>	face	лицо
<input checked="" type="checkbox"/>	cases of shock	случаи шока	<input checked="" type="checkbox"/>	faintness	дурнота
<input checked="" type="checkbox"/>	chest	грудная клетка	<input type="checkbox"/>	flat	распростёртый во всю длину
<input checked="" type="checkbox"/>	choke	душиться	<input checked="" type="checkbox"/>	fluids	жидкость
<input checked="" type="checkbox"/>	clammy	липкий	<input checked="" type="checkbox"/>	head	голова
<input checked="" type="checkbox"/>	cold	холодный	<input checked="" type="checkbox"/>	head injury	поражение головы

LPM Vocabulary Indices for TSO No. 91B.SF / C.7.03 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	heart attack	сердечный приступ	<input type="checkbox"/>	mottled blue skin	испещренная синяя кожа
<input type="checkbox"/>	hospitalization	пробывание в больнице	<input checked="" type="checkbox"/>	pause	пауза
<input checked="" type="checkbox"/>	increase in temperature	повышение температуры	<input checked="" type="checkbox"/>	necessary	необходимо
<input checked="" type="checkbox"/>	injuries	повреждения	<input checked="" type="checkbox"/>	non-traumatic	нетравматический
<input checked="" type="checkbox"/>	irregular	неправильный	<input type="checkbox"/>	orange juice	апельсиновый сок
<input checked="" type="checkbox"/>	leg	нога	<input checked="" type="checkbox"/>	overheat	слишком разогреться
<input checked="" type="checkbox"/>	lie down	ложиться	<input type="checkbox"/>	overwhelming infection	подавляющее заражение
<input type="checkbox"/>	life-threatening	жизнеугрожающий	<input checked="" type="checkbox"/>	oxygen	кислород
<input type="checkbox"/>	lightning	молния	<input checked="" type="checkbox"/>	pale	бледное
<input checked="" type="checkbox"/>	lung congestion	закупорка лёгких	<input checked="" type="checkbox"/>	prevent	предотвратить
<input checked="" type="checkbox"/>	may mean the difference between life and death	может спасти вам жизнь	<input checked="" type="checkbox"/>	pulse	пульс
<input type="checkbox"/>	measures	меры	<input checked="" type="checkbox"/>	rapid (breathing)	учащенный
<input checked="" type="checkbox"/>	medication	лекарство	<input checked="" type="checkbox"/>	rapid (pulse)	быстрый
<input type="checkbox"/>	mental sluggishness	умственная вялость	<input type="checkbox"/>	restless	неугомонный
<input checked="" type="checkbox"/>	moist	влажный	<input checked="" type="checkbox"/>	salt	соль
			<input checked="" type="checkbox"/>	semiconsciousness	полубессознательность
			<input type="checkbox"/>	sepsis	сепсис
			<input type="checkbox"/>	septic shock	септический шок

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	severe bleeding	профузное кровоотечение	<input checked="" type="checkbox"/>	treatment of shock	лечение от шока
<input checked="" type="checkbox"/>	severe burn	глубокий ожог	<input checked="" type="checkbox"/>	trouble	затруднение
<input checked="" type="checkbox"/>	severe coughing	сильная кашель	<input type="checkbox"/>	twitch	подергивать
<input checked="" type="checkbox"/>	severe headache	сильная боль головы	<input checked="" type="checkbox"/>	unconsciousness	бессознательность
<input checked="" type="checkbox"/>	shaking	холодовая дрожь	<input type="checkbox"/>	urge	настаивать на
<input type="checkbox"/>	shallow	поверхностный	<input checked="" type="checkbox"/>	vomit	извергать
<input checked="" type="checkbox"/>	shock	шок	<input checked="" type="checkbox"/>	warm	тёплый
<input checked="" type="checkbox"/>	shortness of breath	одышка (диспноэ)	<input checked="" type="checkbox"/>	weak	слабый
<input type="checkbox"/>	signs of secondary	признаки вторичного шока	<input type="checkbox"/>	weakness	слабость
	shock		<input type="checkbox"/>		
<input checked="" type="checkbox"/>	skin	кожа	<input type="checkbox"/>		
<input type="checkbox"/>	soft	мягкий	<input type="checkbox"/>		
<input type="checkbox"/>	source	источник	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	suffer	страдать	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	sugar	сахар	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	symptoms of shock	симптомы шока, признаки шока	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	thirst	жажда	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	traumatic	травматический	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	treat	лечить	<input type="checkbox"/>		

TSO Map

TSO 91B.SF / C.7.03 / RU

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 ② 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- linear
- hierarchical
- solitary

PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Demonstrate C.7 / 1-6

Functions Catalog: Russian

Rolebooks: Instructor (Russian)

Special Vocabulary: See ISO 91B.SF/C.7/RU: T.04

Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

<p>INTRODUCING THE DEMONSTRATION Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1</p> <p>PROVIDING EXPLANATION Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2</p> <p>DEMONSTRATING Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6</p>	<p>SUPERVISING STUDENT PERFORMANCE Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7</p> <p>EVALUATING PERFORMANCE Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7</p> <p>PROVIDING GUIDANCE Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7</p>
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TERMINAL SKILL OBJECTIVE

No. 91B.SF / C.7.04 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS

Role Instructor
 Com Act Demonstrates
 Audience Group/Individual
 Topics Lifesaving steps
 Purpose Training medical specialists.

STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on an individual or group basis the four lifesaving steps by: (1) identifying the four lifesaving steps in order, and (2) demonstrating on a live model the procedures for clearing the air passage, stopping bleeding, treating for shock, and protecting wounds for the purpose of training medical specialists.

CONDITIONS

PREPARATION TIME 2 hours
 PERFORMANCE TIME 20 min.
 Materials/Equipment Materials/Equipment
 dictionary, technical 1-5 persons acting as
 terms, medical FM trainees

REGISTER
 Speech formal colloquial
 Print technical literary informal

MacroSTANDARDS

DESCRIPTION The student will present a lesson of lifesaving steps. He will be asked three questions on each lifesaving step. He must answer each question correctly.

LPM INDICES

<u>Functions</u>	<u>Vocabulary</u>
x 1.0 Fact Info	— military
— 2.0 Intell Att	<input checked="" type="checkbox"/> technical
— 3.0 Emo Att	— other
x 4.0 Suasion	—
— 5.0 Soc Rit	—
— 6.0 Man Comm	See T.04

TASK SCENARIO

Good day. My name is _____.
 I am your medical instructor.
 The lesson for today is to learn the following TASK:
Apply the four life-saving measures
Clear the air passages
Stop the bleeding
Treat for shock
Protect the wound
 Let's take the following CONDITIONS. You be a simulated, conscious casualty with non-arterial bleeding from a leg or arm wound. We have here a field first-aid dressing and a poncho.
 Over here we have a training manikin. This casualty's wound

KEY TERMS
Vocabulary Items

ЗАДАНИЕ
 применять
 очищать дыхательный канал
 прекратить кровотечение
 лечить от шока
 защищать рану, предотвращать рану
 УСЛОВИЯ ЗАДАЧИ
 обусловлено пораженный пораженный в сознании неартериальное кровотечение
 ранение в ногу
 ранение в руку
 полевая перевязка первой помощи

тренировочный манекен
 рана, ранение

FUNCTIONS
Major Descriptors

4.6 directions/instructions/commands

1.1 identify
 1.2 state factual information

COMMENTS
Culture/References/Supplements

The student will gain attention, motivate, and state the learning objectives. See EO C.7-1.

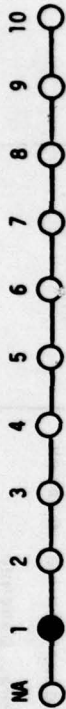
Although this task is or can be accomplished as a "demonstration" by the 91B MOS holder, the Soviet current usage of verbs and medical phrases is noted extensively. This was done for this task because: (1) it is the highest priority training task required of 91B SF personnel; (2) it is usually the first task taught; and (3) most of the phrases and expressions that can be employed communicatively in this task are high frequency expression used throughout the 91B SF mission.



TSO



EO



TASK SCENARIO

has stopped bleeding after we applied the field first-aid dressing and direct pressure. Like this. Let's say the casualty becomes unconscious, stops breathing, and has no heartbeat.

Now we must be able to reach the following STANDARDS:
With our live friend here with the leg wound we must do the following things within five minutes:

Check the casualty's air passages.

Stop the bleeding

Treat for shock

Protect the wound

KEY TERMS
Vocabulary Items

кровотечение

непосредственное давление

терять сознание
преостановить дыхание
нет пульсации сердца

НОРМЫ

проверьте дыхательный
проход пораженного

прекратите кровотечение

лечить от шока

защищать рану

FUNCTIONS
Major Descriptors

4.6 directions/
instructions/
commands

4.6 directions/
instructions/
commands

COMMENTS
Culture/References/Supplements

The student will provide an overview of the procedures for the lifesaving step. (EO C.7-1, D.)

The student will explain how evaluation of trainee performance will be conducted. He will describe the GO-NO GO standard. (EO C.7-1, E.)

TSO
EO

TASK SCENARIO

With our manikin we must be able within twenty seconds to do these things:
 Clear the casualty's air passages.
 Begin to administer mouth-to-mouth respiration and closed-chest heart massage. We will continue this for three minutes.
 Now we shall start the TRAINING.
 The first lifesaving measure is to clear the air passages and reg-
 tore breathing, and heartbea-
 t if you have to.
 First, examine the casualty's mouth. Remove anything in there.
 Look for false teeth, mucus or vomitus. Artificial respiration

KEY TERMS
Vocabulary Items

оказывать
 дыхание рот в рот
 массаж сердца
 ОБУЧЕНИЕ
 восстановить дыхание
 восстановить пульсацию сердца
 рот
 вставные зубы
 слизь
 рвота
 искусственное дыхание

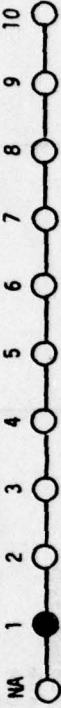
FUNCTIONS
Major Descriptors

4.6 directions/instructions/commands
 4.6 directions/instructions/commands
 4.6 directions/instructions/commands
 4.6 directions/instructions/commands

Culture/References/Supplements

The student will provide explanation (EO C.7-2) and model the behaviors in successful performance of the lifesaving steps (EO C.7-3).

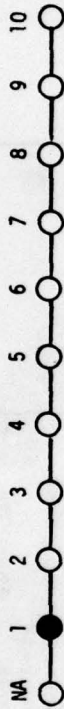
The student must be able to provide simple definitions of each medical term, give examples and non-examples, and make comparisons, when necessary.



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>or closed-chest heart massage may be necessary. Second, turn the casualty's head to the side so that it can drain.</p> <p>The second life-saving measure is to stop the bleeding.</p> <p>First, <u>look over the casualty</u> to <u>determine the location</u> and <u>seriousness</u> of all wounds.</p> <p>Treat the most serious wound first.</p> <p>Second, without <u>touching</u> the wound, take the clothing away so that the wound is <u>exposed</u>.</p> <p>Third, apply the field first-aid dressing like this. Don't <u>contaminate the wound</u> or <u>contaminate the dressing</u>. Follow my <u>instructions</u>.</p>	<p>дренировать рану дренирование раны</p> <p>осматривать пораженного</p> <p>определять местоположение</p> <p>соприкасаться</p> <p>обнаживать рану</p> <p>заражать перевязку заражать рану указания</p>	<p>1.1 identify directions/ 4.6 instructions/ commands</p> <p>4.5 warnings</p>	<p>The presentation <u>style</u> as presented in this set follows closely the training methodology and organization in current use.</p> <p>That is, statements of tasks, conditions, and standards are given to the Guerilla personnel by the 91B SF instructor.</p> <p>This sample is intended to show that the "language learning" can also incorporate training principles conforming to TRADOC guidelines.</p>

■ TSO

□ E0



TASK SCENARIO

Fourth thing is elevate the wound, if possible. Use the casualty's helmet, pack, a rock, or anything. Just be sure you are not elevating a broken bone. Fifth, apply pressure with your hand over the bandage until the bleeding stops. If the pressure dressing is filled with blood, the bleeding is uncontrolled. A tourniquet is required. To stop the bleeding with a tourniquet:

Place a loop of a sling or belt between the wound and the heart. Put it as close to the wound as possible. Put the tourniquet above the knee or elbow, since the wound is on the arm or leg.

KEY TERMS
Vocabulary Items

поднимать, повышать
подлежник
вещевой мешок
кость с переломом, переломанная кость
напирать, оказывать давление
перевязка, повязка, бинт
нажимная перевязка
беспрепятственный
турникет
петля от рюкзак
пояс
сердце
колени
локоть

FUNCTIONS
Major Descriptors

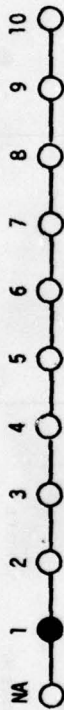
4.6 directions/instructions/commands
4.6 directions/instructions/commands

Culture/References/Supplements
COMMENTS

The remainder of this scenario (pages 5 - 12) provide the content, key vocabulary, and language functions for providing explanations and demonstrations for the lifesaving steps.
E0 C.7-4 SUPERVISING STUDENT PERFORMANCE and E0 C.7-5 EVALUATING PERFORMANCE are conducted in accordance with their functions breakdown. The same medical terms are used again.

TSO

EO



TASK SCENARIO

FUNCTIONS
Major Descriptors/
instructions/
commands

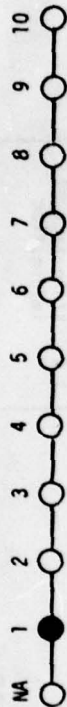
KEY TERMS
Vocabulary Items

COMMENTS
Culture/References/Supplements

Next, tighten the tourniquet to stop the flow of blood.
Bind the end of the sling or belt so that it will not come loose.
 Now put a "T" on the casualty's forehead using mud, grease pencil, or the like.
 Remember not to loosen or remove the tourniquet. This should be done only by trained medical personnel.
 If an unconscious casualty must be left unattended, he should be placed on his stomach with his face to the side. This will keep the patient from choking to death on blood or other fluids.

загнать турникет
 связывать
 лоб
 жирный карандаш
 ослабить турникет
 профессиональный медицинский состав
 пораженный без сознания
 без призора
 живот, желудок
 лицом на бок
 больной, заболевший
 душить
 кровь
 жидкость

4.6 directions/instructions/commands
 4.6 directions/instructions/commands
 2.3.1 remembering
 4.5 warning
 4.6 directions/instructions/commands



TASK SCENARIO

The third life-saving measure is to treat for shock. The first thing you do is loosen light clothing at the neck, waist and feet. This makes circulation of the blood easier. Second, lay the casualty on his back, and elevate the feet 10 to 15 centimeters. This also increases circulation and reduces strain on the heart. Third, warm the casualty by placing him or wrapping him in his poncho. Next assure the casualty by being calm and firm while applying first aid. If he asks how badly he is hurt, tell him you will

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
ослаблять тесную одежду шея пояс ноги циркуляция крови	4.6 directions/ instructions/ commands	
спина увеличивать сокращать сердечное напряжение	4.6 directions/ instructions/ commands	
заверять пораженного оказывать первую помощь	4.7 corrections	



T50



E0



TASK SCENARIO

get him to a doctor soon.

The fourth life-saving measure is to protect the wound. You must protect the wound from contamination and further injury. The pressure dressing may be enough protection. But if a bone is broken, then you must put on a splint also.

Now let's say that the casualty becomes unconscious, stops breathing, and has no heartbeat. You will have to give the casualty closed heart massage as well as artificial respiration immediately. This will keep up circulation and blood flowing to the brain.

KEY TERMS
Vocabulary Items

повести к доктору

заражение

поражение травма

лубок

FUNCTIONS
Major Descriptors

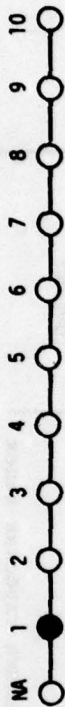
4.6 directions/
instructions/
commands

2.4.1 possibility
2.8 obligation
4.6 directions/
instructions/
commands

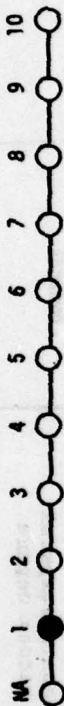
1.2 state factual
information

COMMENTS
Culture/References/Supplements

МОЗГ



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>This is the way you do it. First put the casualty on a <u>solid surface</u>. Now <u>kneel</u> at a right angle to the casualty's <u>chest</u> so that you can use your weight to apply pressure on his <u>breastbone</u>. Place the <u>heel of one hand</u> on the lower half of the <u>breastbone</u> like this. Spread and raise your fingers so you can apply pressure without pressing the <u>ribs</u>. Place your other hand on top of the first. If the casualty is a <u>child</u>, just use one hand. If the casualty is an <u>infant</u>, just use your finger tips.</p> <p>Now you are ready to <u>administer closed heart massage</u>. Lean for-</p>	<p>твердая поверхность становить на колени грудная клетка грудная кость пятка руки ребра ребенок, дитя младенец, ребенок сделать закрытый массаж сердца</p>	<p>4.6 directions/ instructions/ commands</p>	<p>4.6 directions/ instructions/ commands</p>



TASK SCENARIO

ward to bring your shoulders right above the casualty's breastbone. Press straight down so that the breastbone moves 1 and a half to 2 inches. Too much pressure may fracture the casualty's ribs. If it is a child or infant, press lightly. Next release the pressure immediately, lifting the hands slightly. Now you need to administer mouth-to-mouth artificial respiration and closed heart massage: clear the air passages, tilt the casualty's head back. The head is in a chin-up position. Seal the nose like this. Take a deep breath, open your

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
плечи	4.6 directions/ instructions/ commands	
вызывать перелом		
ослаблять давление	4.6 directions/ instructions/ commands	
искусственное дыхание в рот		
поварачивать голову назад		
положение "подбородок вверх"	4.6 directions/ instructions/ commands	
сделать глубокий вдох		



TSO

EO

TASK SCENARIO

KEY TERMS
Vocabulary Items

FUNCTIONS
Major Descriptors

COMMENTS
Culture/References/Supplements

mouth wide, and make an airtight seal around the casualty's mouth. Blow three to five breaths. Watch for the chest to rise. Then apply 15 closed heart massages and then two breaths. Continue this procedure until a second person comes to help. After a few minutes, check for pulse. Put your fingers on the neck or look for movement of the artery in his neck. If a weak, irregular pulse or no pulse, elevate the legs about 10 centimeters. Continue the heart massage and the mouth-to-mouth resuscitation until the casualty is able to breathe. You may have

раскройте рот
сделайте воздухо-
проницаемую изоляцию

выдохнуть ТРИ-ПЯТЬ вы-
дохов

4.6 directions/
instructions/
commands

проверьте пульс

4.6 directions/
instructions/
commands

слабый или аритмичный
пульс

поднять ноги пораженного

4.6 directions/
instructions/
commands

дыхание рот в рот

дышать



TSO No. 91B.SF / C.7.04 / RU

■ TSO

□ EO

TASK SCENARIO

to perform these resuscitative
measures a long time.

KEY TERMS
Vocabulary Items

ожидающие меры

FUNCTIONS
Major Descriptors

COMMENTS
Culture/References/Supplements

The student will demonstrate his/her ability to supervise student performance (EO C.7-4), evaluate performance (EO C.7-5).

The student will continue throughout the lesson to demonstrate his/her ability to provide communicative guidance (EO C.7-6).

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/instructions/commands 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input type="checkbox"/>	administer	делать, сделать	<input checked="" type="checkbox"/>	bind	связывать
<input checked="" type="checkbox"/>	administer closed-heart massage	сделать закрытый массаж сердца	<input checked="" type="checkbox"/>	bleeding	кровотечение
<input type="checkbox"/>	air passage	дыхательный проход	<input checked="" type="checkbox"/>	blood	кровь
<input checked="" type="checkbox"/>	air passages	дыхательный канал	<input checked="" type="checkbox"/>	brain	мозг
<input checked="" type="checkbox"/>	airtight seal	воздухонепроницаемая изоляция	<input checked="" type="checkbox"/>	breathe	дышать
<input checked="" type="checkbox"/>	apply	оказывать	<input checked="" type="checkbox"/>	broken bone	переломанная кость
<input checked="" type="checkbox"/>	apply first aid	оказывать первую помощь	<input checked="" type="checkbox"/>	check	проверить
<input checked="" type="checkbox"/>	apply pressure	напирать, оказывать давление	<input checked="" type="checkbox"/>	chest	грудная клетка
<input checked="" type="checkbox"/>	arm wound	ранение в руку	<input checked="" type="checkbox"/>	check for pulse	проверьте пульс
<input checked="" type="checkbox"/>	artificial respiration	искусственное дыхание	<input checked="" type="checkbox"/>	child	ребенок, дитя
<input checked="" type="checkbox"/>	mouth-to-mouth artificial respiration	искусственное дыхание рот в рот	<input checked="" type="checkbox"/>	chin-up position	положение "подбородок вверх"
<input checked="" type="checkbox"/>	artificial respiration		<input checked="" type="checkbox"/>	choke	душиться
<input checked="" type="checkbox"/>	assure the casualty	заверить пораженного	<input checked="" type="checkbox"/>	clear	очистить
<input checked="" type="checkbox"/>	back	спина	<input checked="" type="checkbox"/>	circulation	циркуляция крови
<input checked="" type="checkbox"/>	bandage	перевязка	<input checked="" type="checkbox"/>	conscious casualty	пораженный в сознание
<input checked="" type="checkbox"/>	belt	пояс	<input checked="" type="checkbox"/>	contamination	заражение
			<input checked="" type="checkbox"/>	contaminate the dressing	заражать перевязку

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	contaminate the wound	заражать рану	<input checked="" type="checkbox"/>	heart massage	массаж сердца
<input checked="" type="checkbox"/>	determine	определять	<input checked="" type="checkbox"/>	heel of the hand	пятка руки
<input checked="" type="checkbox"/>	direct pressure	непосредственное давление	<input checked="" type="checkbox"/>	helmet	подшлемник
<input checked="" type="checkbox"/>	drain the wound	дренировать рану	<input checked="" type="checkbox"/>	increase	увеличивать
<input checked="" type="checkbox"/>	elbow	локоть	<input checked="" type="checkbox"/>	infant	младенец, ребёнок
<input checked="" type="checkbox"/>	elevate	поднимать	<input checked="" type="checkbox"/>	injury	поражение, травма
<input checked="" type="checkbox"/>	elevate the legs	поднять ногу	<input checked="" type="checkbox"/>	instructions	указания
<input checked="" type="checkbox"/>	examine the casualty	осматривать поражённого	<input checked="" type="checkbox"/>	irregular pulse	аритмичный пульс
<input checked="" type="checkbox"/>	expose the wound	обнаживать рану	<input checked="" type="checkbox"/>	knee	колени
<input type="checkbox"/>	false teeth	вставные зубы	<input checked="" type="checkbox"/>	kneel	становиться на колени
<input checked="" type="checkbox"/>	face	лицо	<input checked="" type="checkbox"/>	leg wound	ранение в ногу
<input checked="" type="checkbox"/>	fluids	жидкость	<input checked="" type="checkbox"/>	location	местоположение
<input checked="" type="checkbox"/>	forehead	лоб	<input checked="" type="checkbox"/>	loop of a sling	петля от рогатки
<input checked="" type="checkbox"/>	fracture	вызывать перелом	<input checked="" type="checkbox"/>	loosen tight clothing	ослаблять тесную одежду
<input checked="" type="checkbox"/>	grease pencil	жирный карандаш	<input checked="" type="checkbox"/>	loosen a tourniquet	ослаблять турникет
<input checked="" type="checkbox"/>	head	голова	<input checked="" type="checkbox"/>	quiet	терять сознание
<input checked="" type="checkbox"/>	heart	сердце	<input checked="" type="checkbox"/>	lose consciousness	медцинский личный состав
				medical personnel	

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	mouth	рот	<input checked="" type="checkbox"/>	resuscitative	оживляющие меры
<input checked="" type="checkbox"/>	mouth-to-mouth	дыхание рот в рот		measures	
	respiration			rib	ребро
<input checked="" type="checkbox"/>	mucus	слизь	<input checked="" type="checkbox"/>	shoulders	плечи
<input checked="" type="checkbox"/>	mud	грязь	<input checked="" type="checkbox"/>	simulated casualty	обусловленно поражённый
<input checked="" type="checkbox"/>	neck	шея	<input checked="" type="checkbox"/>	solid surface	твёрдая поверхность
<input checked="" type="checkbox"/>	no heartbeat	нет пульсации сердца	<input checked="" type="checkbox"/>	splint	лубок
<input checked="" type="checkbox"/>	non-arterial	неартериальное кровотечение	<input checked="" type="checkbox"/>	stomach	живот, желудок
<input checked="" type="checkbox"/>	open your mouth	раскройте рот	<input checked="" type="checkbox"/>	stop breathing	преостановить дыхание
	wide		<input checked="" type="checkbox"/>	stop the bleeding	прекратить кровотечение
<input checked="" type="checkbox"/>	pack	вещевой мешок	<input checked="" type="checkbox"/>	strain on the heart	сердечное напряжение
<input checked="" type="checkbox"/>	patient	больной, заболевший	<input checked="" type="checkbox"/>	take a deep breath	сделать глубокий вдох
<input checked="" type="checkbox"/>	pressure dressing	нажимная перевязка	<input checked="" type="checkbox"/>	take to the doctor	повезти к доктору
<input checked="" type="checkbox"/>	protect the wound	защищать рану	<input checked="" type="checkbox"/>	tighten a tourniquet	затягивать турникет
<input checked="" type="checkbox"/>	protect the wound	предохранять рану		quet	
<input checked="" type="checkbox"/>	release pressure	ослаблять давление	<input checked="" type="checkbox"/>	tilt back	поворачивать назад
<input checked="" type="checkbox"/>	reduce	сокращать	<input checked="" type="checkbox"/>	touch	соприкасаться
<input checked="" type="checkbox"/>	restore heartbeat	восстановить пульсацию сердца	<input checked="" type="checkbox"/>	tourniquet	турникет
<input checked="" type="checkbox"/>	restore breathing	восстановить дыхание	<input checked="" type="checkbox"/>	trained	профессиональный

TSO Map

TSO 91B.SF / C.7.04 / RU

RECOMMENDED TRAINING SEQUENCE

NA ① 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- linear
- hierarchical
- solitary

PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Demonstrate C.7 / 1-6
 Functions Catalog: Russian
 Rolebooks: Instructor
 Special Vocabulary: See TSO 91B.SF/C.7.04/RU
 Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

<p>INTRODUCING THE DEMONSTRATION Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1</p>	<p>SUPERVISING STUDENT PERFORMANCE Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7</p>
<p>PROVIDING EXPLANATION Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2</p>	<p>EVALUATING PERFORMANCE Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7</p>
<p>DEMONSTRATING Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6</p>	<p>PROVIDING GUIDANCE Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7</p>

TERMINAL SKILL OBJECTIVE

Page T.01

No. 91B.SF / C.7.05 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
 FM 31-20 Special Forces Operational Techniques
 Task Analysis, 10th SFG, Ft. Devens
 Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS

Role Instructor
 Com Act Demonstrates
 Audience Group/Individual
 Topics Emergency airway
 Purpose Training medics

STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Russian language in a face-to-face situation on a group or individual basis how to create an emergency airway by: (1) describing the signs that indicate an emergency airway is needed, (2) describing the procedures for creating an emergency airway, and (3) demonstrating on a dummy the procedures for creating an emergency airway for the purpose of training medical specialists.

CONDITIONS

PREPARATION TIME 2 hours
 PERFORMANCE TIME 20 min.
 Materials/Equipment Materials/Equipment dummy, and 1-5 persons
 dummy, technical terms, dictionary, medical FM acting as trainees
 REGISTER
 Speech Print
 techno-jargon technical
 formal literary
 colloquial informal

MacroSTANDARDS

DESCRIPTION The student will describe the signs, the step-by-step procedures, and demonstrate on the dummy. The student will ask questions and provide corrective feedback for incorrect responses.

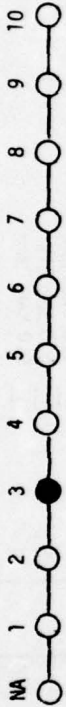
LPM INDICES

Functions

1.0 Fact Info
 2.0 Intell Att
 3.0 Emo Att
 4.0 Suasion
 5.0 Soc Rlt
 6.0 Man Comm

Vocabulary

military
 technical
 other
 See T.04



TASK SCENARIO

EMERGENCY AIRWAY

I. Establishing an emergency airway must be done efficiently and quickly. Respirations must be restarted within minutes to prevent brain damage or death.

II. Indications for emergency airways:

A. Respiratory obstruction often requires establishing an emergency airway.

1. This obstruction may be caused by foreign objects (food, trinkets), vomitus, mucus, or water (from drowning). Swelling of vocal cords, injury to head or neck or swallowing the tongue may cause obstruction.

2. Signs and symptoms of airway obstruction:

a. Early stage signs and symptoms are difficulty in breathing,

KEY TERMS
Vocabulary Items

аварийный дыхательный проход
дыхание
восстановить повреждение мозга или даже смерть
указатели
закупорка дыхательного прохода
инородные тела пище, желудка, слизи
голосовые связки
ранение в голову или шею
глотание языка
признаки и симптомы закупорки дыхательного канала
затруднённое дыхание

FUNCTIONS
Major Descriptors

2.8 obligation
1.1 identify state factual information
1.2
2.9.1 possibility state factual information
1.2
1.1 identify state factual information
1.2

COMMENTS
Culture/References/Supplements

This scenario begins with the content/context required for EO C.7-2.
The student will begin the lessons by gaining attention, motivating, and stating learning objectives according to EO C.7-1.

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DEVELOPMENT AND EVALUATION ASSOCIATES INC SYRACUSE NY

F/G 5/9

METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA. VOLUME--ETC(U)

MAY 79 H H SETZLER, J A TRABERT, C CHOW

DAA639-77-C-0197

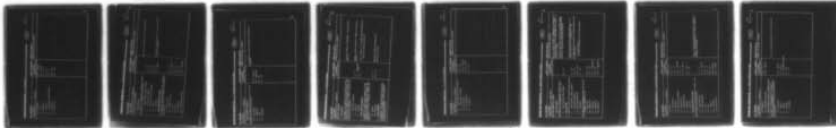
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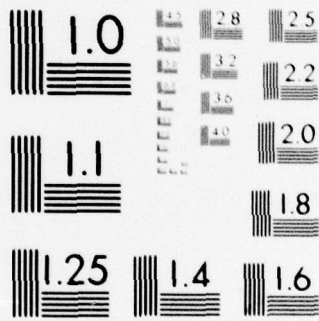
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2 OF 2

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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A



TASK SCENARIO

rapid pulse, mild dizziness, bulging eyes, chest pain and facial mottling (bluish red) If partially obstructed, there may be some air escaping from the mouth.

b. Complete obstruction may cause dusky-colored nail beds, bluish skin, dilated pupils, very irregular respirations or no respirations, sucking in of the chest muscles, or unconsciousness.

3. If the cause of the obstruction cannot be removed by manual means, specially designed tongs, Heimlich maneuver, or mouth-to-mouth respiration, a tracheotomy must be performed. A tracheotomy is the procedure of

KEY TERMS
Vocabulary Items

быстрый пульс, лёгкое головокружение
глаза навывкате, боль в грудной клетке
испещрение лица

изо рта

полная закупорка

синеватая кожа

расширенные зрачки

неправильное дыхание

всасывание

мышцы грудной клетки
гессознательность
причина

удаление вручную

специально сконструированные щипцы
дыхание рот в рот

трахеотомия
сделана
процедура

FUNCTIONS
Major Descriptors

2.4.1 possibility

2.4.1 possibility

4.6 directions/instructions/commands

COMMENTS
Culture/References/Supplements

The student must be able to provide simple definitions of all medical terms, give examples and non-examples, and make comparisons when necessary.



TASK SCENARIO

opening the trachea surgically. An incision is made just below the ларинх (voice box). Preferably, a hollow tube would be inserted to keep the opening potent. Usually the procedure is carried out by a skilled professional with appropriate equipment. A trocar, a hollow pointed tube with removable inner part, may be supplied in an emergency kit. In dire emergencies tracheotomy may be done with any sharp pointed object. Further medical help is imperative immediately.

B. When respirations cease or are too shallow to be effective, another type

COMMENTS
Culture/References/Supplements

FUNCTIONS
Major Descriptors

KEY TERMS
Vocabulary Items

<p>трахея хирургически разрез гортань пустая трубка вставить отверстие, сильно действующий квалифицированный специалист подходящее оборудование троакар</p>	<p>1.1 identify 1.2 state factual information 4.6 instructions/commands</p>	<p>The student will demonstrate the procedures for doing a tracheotomy following the communicative steps in EO C.7-3.</p>
<p>пакет первой необходимости острый предмет медицинская помощь неотложима немедленно прекратить мелкий эффективный</p>	<p>2.4.1 possibility</p>	



TSO
EO

TASK SCENARIO

of emergency airway may be used to start artificial respiration. Drowning, electric shock, cardiac arrest, smoke inhalation, and drug or chemical poisoning may cause respirations to cease.

1. There are many commercial airways. The most common is the Safar or "S" tube.
2. Procedure for inserting "S" tube:
 - a. The person is placed on his back with head tilted backward.
 - b. The mouth is cleared of any foreign material.
 - c. The "S" tube is inserted into the person's mouth, making sure the tongue is not pushed back.
 - d. Now the tube can be used to institute artificial respiration.

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
искусственное дыхание, "утопление", электрический шок, внезапное приостановление сердечных функций, ингаляция дыма, медикаментозное или химическое отравление		
"S"-образная трубка	1.1 identify 1.2 state factual information	The student will demonstrate the procedures for inserting and "S" tube according to the communicative requirements in EO C.7-3.
вставление	4.6 directions/instructions/commands	To adequately perform the TSO, the student will demonstrate his mastery of EO C.7-4 "Supervising Student Performance," and EO C.7-5 "Evaluating Performance."
наклоняться назад	4.6 directions/instructions/commands	
очистить	4.6 directions/instructions/commands	
инородное тело	4.6 directions/instructions/commands	
применить	4.6 directions/instructions/commands	
искусственное дыхание		

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.4 advice 4.5 warnings 4.6 directions/instructions/commands 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communications 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
/X/	airway obstruction	закупорка дыхательного канала	/X/	drug poisoning	медикаментозное отравление
/X/	artificial respiration	искусственное дыхание	/X/	effective	эффективный
/X/	bluish skin	синеватая кожа	/X/	electric shock	электрический шок
/X/	brain	мозг	/X/	emergency airway	аварийный дыхательный проход
/X/	cardiac arrest	внезапное приостановление	/X/	emergency kit	пакет первой необходимости
/X/	cause	сердечных функций	/X/	facial mottling	испещрение лица
/X/	cease	причина	/X/	food	пища
/X/	chemical poisoning	прекратить	/X/	foreign material	инородное тело
/X/	chest muscles	химическое отравление	/X/	foreign objects	инородные тела
/X/	clear	мышцы грудной клетки	/X/	from the mouth	изо рта
/X/	complete obstruction	очистить	/X/	head	голова
/X/	damage	полная закупорка	/X/	hollow tube	пустая трубка
/X/	death	повреждение	/X/	larynx	гортань
/X/	difficulty in breathing	смерть	/X/	incision	разрез
/X/	dilated pupils	загруженное дыхание	/X/	indicator	указатель
/X/	drowning	расширенные зрачки	/X/	injury	ранение
		"утопление"		irregular respiration	неправильное дыхание
				tions	
				insert	вставить

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	inserting	вставляя	<input checked="" type="checkbox"/>	smoke inhalation	ингаляция дыма
<input checked="" type="checkbox"/>	institute	применить	<input checked="" type="checkbox"/>	"S"-shaped tube	S-образная трубка
<input checked="" type="checkbox"/>	mild dizziness	лёгкое головокружение	<input checked="" type="checkbox"/>	sucking in	всасывание
<input checked="" type="checkbox"/>	medical help	медицинская помощь	<input checked="" type="checkbox"/>	surgically	хирургически
<input checked="" type="checkbox"/>	mouth-to-mouth respiration	дыхание рот в рот	<input checked="" type="checkbox"/>	swallowing the tongue	глотание языка
<input checked="" type="checkbox"/>	mucus	слизь	<input checked="" type="checkbox"/>	tilt backward	наклонять назад
<input checked="" type="checkbox"/>	neck	шея	<input checked="" type="checkbox"/>	tonys	шпиль
<input checked="" type="checkbox"/>	object	предмет	<input checked="" type="checkbox"/>	trachea	трахея
<input checked="" type="checkbox"/>	obstruction	закупорка	<input checked="" type="checkbox"/>	tracheotomy	трахеотомия
<input checked="" type="checkbox"/>	prevent	предотвратить	<input checked="" type="checkbox"/>	trinkets	безделушки
<input checked="" type="checkbox"/>	procedure	процедура	<input checked="" type="checkbox"/>	trocar	троакар
<input checked="" type="checkbox"/>	rapid pulse	быстрый пульс	<input checked="" type="checkbox"/>	unconsciousness	бессознательность
<input checked="" type="checkbox"/>	respirations	дыхание	<input checked="" type="checkbox"/>	vocal cords	голосовые связки
<input checked="" type="checkbox"/>	restart	восстановить	<input checked="" type="checkbox"/>	vomitus	рвота
<input checked="" type="checkbox"/>	signs and symptoms	признаки и симптомы	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	shallow	мелкий	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	sharp	острый	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	skilled professional	квалифицированный специалист	<input type="checkbox"/>		

TSO Map

TSO 91B.SF / C.7.05 / RU

M.01

X-99

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- linear
- hierarchical
- solitary

PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Demonstrate C.7 / 1-6
 Functions Catalog: Russian
 Rolebooks: Instructor (Russian)
 Special Vocabulary: See ISO 91B.SF/C.7.05/RU: T.04
 Technical Documents:

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "DEMONSTRATES"

<p>INTRODUCING THE DEMONSTRATION Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7/6.2 Explain evaluation 2.5.1/2.5.2/2.8/3.10.1</p>	<p>SUPERVISING STUDENT PERFORMANCE Answer questions 1.1/1.2/4.6/4.4/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction 3.2.1/4.1/4.4/4.7</p>
<p>PROVIDING EXPLANATION Issue warnings and cautions 4.5/2.4.1 Identify parts and label them 1.1/1.2 Identify steps in a procedure 1.1/1.2/4.6/6.2</p>	<p>EVALUATING PERFORMANCE Ask questions 1.3/2.5.1/2.11 Express approval/disapproval 3.9.1/3.9.2 Provide assessment 1.1/1.2/3.2.1/3.2.2/4.7</p>
<p>DEMONSTRATING Make comments on modeled actions 2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6 Make comments on procedures 2.3.1/2.3.2/ 2.4.1/2.4.2/2.6 3.10.1/4.5/4.6</p>	<p>PROVIDING GUIDANCE Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommends; caution 3.2.1/4.1/4.2/4.5/4.7</p>

ENABLING OBJECTIVE C.7.1 INTRODUCING THE DEMONSTRATION

SKILL DEVELOPMENT

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>INTRODUCING THE DEMONSTRATION</p> <p>A. <u>Gain attention</u></p> <p>The student will gain attention using the following functions:</p> <ul style="list-style-type: none"> 6.1.1 interrupt 5.5.1 introduce oneself 3.7 express intention 6.2 sequence communication 6.3 refocus or adjust communication <p>B. <u>Motivate</u></p> <p>The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:</p> <ul style="list-style-type: none"> 2.6 need 2.8 obligation 3.10.1 importance 4.1 suggest 	<p>MicroSTANDARDS (Functional Elements)</p> <ul style="list-style-type: none"> 6.1.1: 1/4/6 5.5.1: 3.7: 2/3/4/5/6/8 6.2: 1/2/3/5/6 6.3: 2/4/7/8 <ul style="list-style-type: none"> 2.6: 1/2/3/4/7 2.8: 2/3/4/5/7/9/10/11 3.10.1: 1-7 4.1: 2/4/5/6/7/10 2/4-7/10 	<p>SALUTATION/INTRODUCTION - INCLUDE JOB TITLE</p> <p>The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.</p> <p>The student must have command of a number of stock phrases such as:</p> <ul style="list-style-type: none"> "May I have your attention, please." "If everyone is ready, let's get started." <p>The student will employ with automatic fluency such instructional introductions as:</p> <ul style="list-style-type: none"> "The objectives for this session are as follows." "There are three objectives for this lesson." "At the end of this session, you should be able to do three things." "Given _____, you should be able to _____."

ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
C. <u>State learning objectives</u> The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions: 1.1 identify objects, persons, processes 1.2 state factual information	1.1: 1-16 1.2: 1/2 1.3: 1-5	The student must be able to verbally state learning objectives in action hands-on terms in the target language.
D. <u>Provide overview of activities and/or procedures</u> The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions: 1.1 identify objects, persons, processes 1.2 state factual information 3.7 intention 6.2 sequence communication	1.1: 1/16 1.2: 1/2 3.7: 2/3/4/5/6/8 6.2: 1/2/3/5/6	This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.
E. <u>Explain evaluation</u> The student will describe the reason for evaluation, the process of finding out if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner. 2.8 obligation 2.5.1 capability	2.8: 2/3/4/5/7/9/10/ 11 2.5.1: 1/2/3-8/10-12	The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.

RUSSIAN

ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES" 2.5.2 incapability 3.10.1 importance	MicroSTANDARDS (Functional Elements) 2.5.2: 1-9 3.10.1: 1-7	COMMENTS AND ADDITIONAL INFORMATION

ENABLING OBJECTIVE C.7-2 PROVIDING EXPLANATION

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>PROVIDING EXPLANATION</p> <p>A. <u>Issue warnings and cautions</u> The student will point out any parts or procedures that could cause a safety hazard endangering health, equipment, or environment. S/he will use functions: 4.5 warnings 2.4.1 possibility</p> <p>B. <u>Identify parts and label them</u> The student will identify the various parts of equipment, tools, machinery, and the like, using simple sentence constructions as found in functions: 1.1 identify objects, persons, processes 1.2 state factual information</p> <p>C. <u>Identify steps in a procedure</u> The student will list in order the steps in the procedure to be learned using functions: 1.1 identify objects, persons, processes 1.2 state factual information 4.6 directions/instructions/commands 6.2 sequence communication</p>	<p>4.5: 2-10 2.4.1: 2/3/7/8</p> <p>1.1: 1-16 1.2: 1/2</p> <p>1.1: 1-16 1.2: 1/2 4.6: 1-5 6.2: 1/2/3/5/6/7</p>	<p>Safety is a required procedure.</p> <p>Training aids, labeled diagrams are often most helpful here.</p>

RUSSIAN

ENABLING OBJECTIVE C.7-3 DEMONSTRATING

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>DEMONSTRATING</p> <p>A. <u>Make comments on modeled actions</u></p> <p>During the demonstration, performed by the student or one or more assistants, the student will point out critical things to remember, practice, or perform that ensure successful performance of the learning task. S/he will employ the following functions:</p> <p>2.3.1 remembering 2.3.2 forgetting 2.6 need 3.10.1 importance 4.5 warnings 4.6 directions/instructions/commands</p> <p>2.4.1 possibility 2.4.2 impossibility</p> <p>B. <u>Make comments on the procedures</u></p> <p>The student will point out the elements within each step of a procedure that are critical to successful performance. S/he will use functions:</p> <p>2.3.1 remembering</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>2.3.1: 1-11 2.3.2: 1-6/9/10 2.6: 1/2/3/4/7 3.10.1: 1-7 4.5: 2-10 4.6: 1-5 2.4.1: 1-13 2.4.2: 1-10</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>Throughout this task, functions 1.1 and 1.2 are used. The critical learning in this EO is the mastery of the other functions.</p> <p>Often the explanation and demonstration can be combined as one activity.</p>

RUSSIAN

ENABLING OBJECTIVE C.7-3 DEMONSTRATING

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES" 2.3.2 forgetting 2.6 need 3.10.1 importance 4.5 warnings 4.6 directions/instructions/commands 2.4.1 possibility 2.4.2 impossibility	MicroSTANDARDS (Functional Elements) 2.3.2: 1-6/9/10 2.6: 1/2/3/4/7 3.10.1: 1-7 4.5: 2-10 4.6: 1-5 2.4.1: 1-13 2.4.2: 1-10	COMMENTS AND ADDITIONAL INFORMATION

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>SUPERVISING STUDENT PERFORMANCE</p> <p>A. <u>Answer questions</u> The student will answer questions requesting information, clarification, or guidance by using functions:</p> <ul style="list-style-type: none"> 1.1 identify objects, persons, processes 1.2 state factual information 4.6 directions/instructions/commands 4.4 advice 4.7 corrections <p>B. <u>Acknowledge emotional attitudes</u> The student will verbally acknowledge his/her understanding of emotional attitudes on the part of the questioner using functions:</p> <ul style="list-style-type: none"> 3.1.1 pleasure/liking 3.1.2 displeasure/dislike 3.3.1 fear 3.3.2 worry 3.10.1 importance 3.10.2 unimportance/indifference 	<p>MicroSTANDARDS (Functional Elements)</p> <ul style="list-style-type: none"> 1.1: 1-16 1.2: 1/2 4.6: 1-5 4.4: 3-13 4.7: 2-6/9/10 	<p>Be sure to allot plenty of time for student practice.</p> <p>A checklist or step-by-step chart is a useful instructor tool during supervision.</p>
	<ul style="list-style-type: none"> 3.1.1: 3-7 3.1.2: 1/5-8/11 3.3.1: 1-6 3.3.2: 1-7 3.10.1: 3-7 3.10.2: 1/4/5/6/8 	

ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MACROSTANDARDS Communicative Activity "DEMONSTRATES"	MICROSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>C. <u>Provide supportive correction</u></p> <p>The student will make supportive corrections of learners' performance of the task using functions:</p> <ul style="list-style-type: none"> 3.2.1 satisfaction 4.1 suggestions 4.4 advice 4.7 corrections 	<ul style="list-style-type: none"> 3.2.1: 5-9/11-13 4.1: 2/4/5/6/7/10 4.4: 3-13 4.7: 1-10 	<p>It is important to correct the learner in ways that build confidence.</p>

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>EVALUATING PERFORMANCE</p> <p>A. Ask questions The student will ask questions for the purpose of obtaining responses from learners who are being evaluated. These questions can be requests for information or invitations for the learner to perform all or parts of the task. The student will use functions:</p> <ul style="list-style-type: none"> 1.3 seek factual information 2.5.1 capability 2.11 awareness <p>B. Express approval/disapproval The student will verbally express approval for correct responses or actions on the part of the learner. The student will use verbal expressions of disapproval only under extreme or unusual circumstances. S/he will use functions:</p> <ul style="list-style-type: none"> 3.9.1 approval 3.9.2 disapproval <p>C. Provide assessment The student will tell the learner how s/he did on the learning task. The student will point out satisfactory and unsatisfactory performance, and make supportive corrections using functions:</p>	<p>1.3: 1-5 2.5.1: 1-4/6/7/8/10/ 11/12 2.11: 2</p>	<p>Require the student work independently. Use an evaluation checklist.</p> <p>Remember! Student performance is a measure of validity of instruction.</p> <p>Usually instructor will ask student about error made such as: "What function does that part have?"</p> <p>Review basic content and essential steps. Remotivate the learner.</p>

ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>PROVIDING COMMUNICATIVE GUIDANCE</p> <p>A. <u>Encourage questions</u></p> <p>The student will encourage questions during, after, or during and after the presentation. S/he will use:</p> <p>6.9 request questions and/or comments</p>	<p>6.9: 1-4</p>	<p>This EO is common to "BRIEFS", "DEMONSTRATES, and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.</p>
<p>B. <u>Answer questions</u></p> <p>The student will answer factual questions using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual questions</p> <p>2.10.2 affirmation/confirmation</p> <p>4.7 corrections</p>	<p>1.1: 1-16</p> <p>1.2: 1/2</p> <p>2.10.2: 1/4-7</p> <p>4.7: 1-10</p>	<p>A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.</p> <p>Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.</p> <p>In thought and opinion questions, introductory phrases should be learned such as:</p> <p>"It is possible that..."</p> <p>"We found it can be done for the following reasons."</p>
<p>The student will answer questions requiring the expression of <u>thoughts or opinions</u> by using:</p> <p>2.4.1 possibility</p> <p>2.4.2 impossibility</p> <p>2.5.1 capability</p> <p>2.5.2 incapability</p> <p>2.12.1 difficulty</p>	<p>2.4.1: 1-13</p> <p>2.4.2: 1-10</p> <p>2.5.1: 1-4/6-8/10-12</p> <p>2.5.2: 1-6</p> <p>2.12.1: 1-3/6-10/12/ 14</p>	

ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p>	<p>MicroSTANDARDS (Functional Elements)</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p>
<p>2.12.2 ease</p>	<p>2.12.2: 1-8</p>	
<p>2.13 belief/opinion</p>	<p>2.13: 1-12</p>	
<p>3.10.1 importance</p>	<p>3.10.1: 1-7</p>	
<p>3.10.2 unimportance/indifference</p>	<p>3.10.2: 1/4/5/6/8</p>	
<p>3.1.1 pleasure/liking</p>	<p>3.1.1: 3-7</p>	
<p>3.1.2 displeasure/dislike</p>	<p>3.1.2: 1/5-8/11</p>	
<p>3.6 preference</p>	<p>3.6: 1-5/8</p>	
<p>4.7 corrections</p>	<p>4.7: 1-10</p>	
<p>C. Acknowledge emotional attitudes</p>		
<p>The student will acknowledge emotional attitudes on the part of questioners using functions:</p>		
<p>3.1.1 pleasuring/liking</p>	<p>3.1.1: 3-7</p>	
<p>3.1.2 displeasure/dislike</p>	<p>3.1.2: 1/5-8/11</p>	
<p>3.3.1 fear</p>	<p>3.3.1: 1-6</p>	
<p>3.3.2 worry</p>	<p>3.3.2: 1-7</p>	
<p>3.5 surprise</p>	<p>3.5: 2-11</p>	
<p>3.2.1 satisfaction</p>	<p>3.2.1: 5-9/11/13</p>	
<p>3.2.2 dissatisfaction</p>	<p>3.2.2: 1/2/4-8</p>	<p>This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.</p>

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>3.10.1 importance</p> <p>3.10.2 unimportance/indifference</p> <p>D. <u>Provide supportive correction; recommend; caution</u></p> <p>The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:</p> <p>3.2.1 satisfaction</p> <p>4.1 suggests</p> <p>4.2 requests</p> <p>4.5 warnings</p> <p>4.7 corrections</p>	<p>3.10.1: 1-7</p> <p>3.10.2: 1/4/5/6/8</p> <p>3.2.1: 5-9/11-13</p> <p>4.1: 2/4-7/10</p> <p>4.2: 2/3/5/6/8/10-12/14/15</p> <p>4.5: 2-10</p> <p>4.7: 1-10</p>	<p>This is also an area where human skills play a large part.</p>