



CD 8.5.1 DISCIPLINE CURRICULUM

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FACULTY OF MEDICINE II

MEDICINE

DEPARTMENT OF ROMANIAN LANGUAGE AND MEDICAL TERMINOLOGY

APPROVED

at the meeting of the Commission for Quality and
Evaluation of the curriculum

Faculty 6 of 23.02.18
Minutes No 6 of 23.02.18

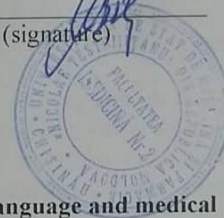
Chairman _____
(academic degree, scientific title)
Name, surname _____
(signature)

APPROVED

at the Council meeting of the Faculty of

Minutes No 4 of 20.09.17

Dean of the Faculty of Medicine 2,
Ph D, associate professor
M. Beţiu _____
(signature)



APPROVED

at the meeting of the Department of Romanian language and medical
terminology

Minutes No _____ of _____

Head of chair,
Ph D, associate professor
Chiriac Argentina _____

CURRICULUM (SYLLABUS)

Discipline **ROMANIAN LANGUAGE** (for foreign students, english series)

Type of the course: **Compulsory discipline**

Chişinău, 2017



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I. INTRODUCTION

Romanian language for foreign students (English series) in Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova is a subject that deepens the knowledge of Romanian language and medical terminology knowledge of Romanian possession by international students represents an imperative necessity within the process of professional formation, contributing to the development of competences of written and oral communication, using specialized language, a necessity dictated by the importance of knowledge of language in providing the fluent communication and mutual understanding. The main purpose of the formation of communicative competences of medical students in Romanian language is the sociocultural approach within the process of study that offers the students cognitive, scientific, linguistic marks and abilities to assure the written and oral messages reception in different situations.

This discipline offers opportunities of the development of different learning styles (cognitive: global, analytic, auditive, visual) and skills that promotes collaboration between students, students and patients, the student and the teacher or doctor.

At the end of the course of Romanian language, students will use the language strategically, providing relations between communicative intention and linguistic form. Students have already formed linguistic skills, corresponding to the B1-B2 level – on the European scale, according to the *Common European Framework of Reference for Languages* that will make possible the adequate participation to a conversation, expressing fluently and clearly their opinions.

The purpose of the curriculum in professional training

The curriculum of the discipline Romanian language for English speaking foreign students is a model of pluridisciplinarity and represents, in our case, the correlation of efforts and potentialities specific for different disciplines to offer a wide perspective on the proposed objective, being in the same time a model of interdisciplinarity because it proposes an intersection of different disciplinary fields (anatomy, biology, histology and medical disciplines). Interdisciplinarity will contribute to the achievement of the aim of Romanian medical terminology and of the formation of communicative skills (transversal), exploring the terminological vocabulary, focused on establishment of the diagnosis and updating some elements of injunctive and vulgarizer speech.

- Language / languages the course: Romanian
- Beneficiaries: students of 1st and 2nd years of study, Faculty of Medicine No 2.

II. MANAGEMENT OF THE DISCIPLINE

Code of the discipline	G.01.O.006/ G.02.O.015 / G.03.OE.027 / G.04.OE.037
name of discipline	Limba română



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Person(s) in charge of the discipline		Argentina Chiriac	
Year	I, II	Semester/ semesters	I-IV
Total number of hours, including:			
Lectures		Laboratory hours	408 (102 in one semester)
Seminare		Self-training	36 hours, for students from the first year
Form of assessment	C / CD / C / E	Number of credits	8 (first year)

III. TRAINING AIMS WITHIN THE DISCIPLINE

At the end of the course the student will be able:

A) at the level of knowledge and understanding:

- to explain the mission of the institution where they study;
- to motivate the necessity and the importance to begin such a study (formation of motivation);
- to understand, to have knowledge of grammar, knowledge for everyday use and knowledge of medical terminology in Romanian;
- to promote educational habits, to distinguish value from nonvalue, to respect the Romanian language, exploring it as a language of new information source (medical terminology), as an indispensable aspect in creation of a personality of a doctor in each student;
- to educate healthy tolerance principles of respect and understanding of neighbor peoples;
- to be able to listen, to discuss, to present, to deny and to justify one's thoughts;
- to assume responsibilities for auto development and to train continuous study skills.

B) At the level of application:

- to argue the necessity to study the course of the Romanian language and medical terminology creating a favorable psychological climate and preventing eventual blockages;
- to promote training in making a diagnosis: learning the material, having a good command of the Romanian language and medical terminology will serve for etymological, morphological and lexical analysis, to know medical terminology better;
- to compare the standard medical terminology (international) with the Romanian one, identifying their advantages and disadvantages;



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- to classify information accumulated at the classes in basic information (compulsory lexical minimum) and adjuvant one, to systematize the information;
- to exercise in Romanian - exercising indicates a superior step in the Romanian language learning and it is an important aspect of the communication process.

C) At the level of integration:

- to study, to know, to be acquainted with the latest news in Moldova; to learn to study regularly, to approach on one's own cultural values;
- to study to act getting a pragmatic competence in medicine (as the field of activity);
- to learn how to face various and complex socio-professional levels of communication: doctor – patient; doctor – doctor; doctor - society;
- to learn to value the personality, to improve continuously oneself accumulating medical terminology, promoting an ethic moral status of the doctor by means of developing objectivity and a higher professionalism in students;
- to determine medicinal social objectives, appreciating the objectives of medicine by socio-economic development;
- to appreciate the importance of knowledge assimilated at "Nicolae Testemitanu" State University of Medicine and Pharmacy in doctor's profession;
- to compare the state of medicine in the Republic of Moldova, correlating it with world medicine.

IV. PROVISIONAL TERMS AND CONDITIONS

The Romanian language and medical terminology in groups of foreign students (English series) is a subject that forms abilities of receiving and learning Romanian medical terminology by non-native students. The knowledge that it offers is indispensable for a further social-professional integration of future doctors and will assure adequate knowledge to work as doctors in the Republic of Moldova and abroad.

The course summarizes knowledge of the Romanian language and the terminological lexical minimum omnipresent in the Romanian medical language and it forms communication skills (oral/written skills) of visual and auditory receiving of medical information in the Romanian language.

THEMES AND ESTIMATED ALLOCATION OF HOURS

Lectures, practical hours/laboratory hours/seminars and self-training

FIRST YEAR, FIRST SEMESTER

Nr. d/o	THEME	Number of hours		
		Courses	Practical work	Individual work
MODULE I. I AM A STUDENT AT THE UNIVERSITY				
1.	Introductory Course. Phonetic		6	



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Nr. d/o	THEME	Number of hours		
		Courses	Practical work	Individual work
2.	Let us introduce ourselves! Personal pronoun. The indefinite article of the nouns		8	
3.	We are colleagues The cardinal numeral. Verbs in Present Simple 1 st and 2 nd conjugation Prepositions		10	
4.	At the university library Verbs in Present Simple 3 rd and 4 th conjugation		10	
MODULE II. WELCOME TO CHIȘINĂU				
5.	Chișinău – the greenest city from Europe The noun. Definite and indefinite article.		8	
6.	Recapitulation		2	
7.	Formative assessment		2	
8.	The theater Cases of nouns in Romanian language		10	
MODULE III. WHAT DO WE DECIDE TO WEAR TODAY?				
9.	The seasons in Republic of Moldova The adjective. The adverb		8	
10.	The Man and the Style Adjective. The adjective's degrees of comparison		8	
MODULE IV. MY FAMILY				
11.	My family The pronouns and possessive pronominal adjective		8	
12.	Formative assessment		2	
MODULE V. HEALTHY ALIMENTATION				
13.	A Basket of Vitamins The pronouns and possessive demonstrative adjective		6	
14.	At the Grocery Store Non-personal mood. Past participle, Gerund. Indicative mood, past tense, compound perfect		6	
15.	Romanian traditional dishes. Culinary secrets The negative pronouns. The pronouns of stressing		4	



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Nr. d/o	THEME	Number of hours		
		Courses	Practical work	Individual work
16.	Recapitulation		2	
17.	Final assessment		2	
	TOTAL		102	hours

FIRST YEAR, SECOND SEMESTER

MODULE I. STUDENT'S DIARY

1.	Update lesson	2	
2.	Student's Diary Reflexive verbs	8	
3.	Daily Programme Verbs with personal pronouns in Dative and Accusative case	8	

MODULE II. A DAY OFF AND FREE TIME

4.	In a Trip Verb. Indicative mood, imperfect. Personal pronouns and verbs to indicative mood, imperfect	8	
5.	A Healthy Life Style The verb, Indicative mood. Future tense. Conjunctive mood, present tense.	8	2
6.	Review	2	
7.	Assessment	2	

MODULE III. TRADITIONS, CUSTOMS AND THE PERSONALITIES OF NATIONAL CULTURE

8.	Man and nature The verb. The conditional Mood. Verbs in Conditional Mood with Personal Pronoun The verb, the imperative mode, affirmative and the negative form	6	
9.	The Republic of Moldova Preposition. General notions. Prepositions and prepositional pronouncements in the case of the genitive.	8	2
10.	Culture in Republic of Moldova Conjunction	8	
11.	Mihai Eminescu- national poet (p. 282)	2	
12.	Review	2	
13.	Final assessment	4	

MODULE IV. WHICH SPECIALTY DO YOU CHOOSE?



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14.	The Relation between Doctor-Patient. Parts of the human body	4	
15.	Which specialty do you choose?	4	2
16.	Common symptoms	4	2
17.	At the family doctor	2	2
18.	Medical instruments	4	2
19.	At the dentist	4	
20.	At the pharmacy	4	2

MODULE V. MEDICAL INSURANCE

21.	Medical insurance	4	2
22.	Review	2	
23.	Final assessment	2	
	TOTAL	102	16

SECOND YEAR THIRD SEMESTER

MODULE I. „NICOLAE TESTEMIȚANU” STATE UNIVERSITY OF MEDICINE AND PHARMACY

1.	USMF Nicolae Testemițanu Phonetic. Diphthongs. Triphthong. Hiatus.		6	
2.	The anthem of USMF		4	
3.	Medicine. Generalities The accent. The functions and types of accents. Signs of spelling.		6	

MODULE II. THE STRUCTURE OF THE HUMAN BODY. THE CELL AND TISSUES

4.	The Cell – the smallest unity of the organism Personal pronouns. Pronouns that express politeness. The verb <i>—to be</i> and <i>to have</i> paradigm		6	
5.	The tissue The Noun. The gender and number of the Noun . The Article. The definit and indefinit article		6	
6.	The structure of the human body The possessive and adjectival articles		10	
7.	Formative assessment		2	

MODULE III. THE DISEASES AND WAYS OF TREATMENT

8.	About diseases Noun's cases		6	
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9.	The Diagnosis Declension of common and proper nouns		6	
10.	The ways of treatment The declension of Compound Nouns		6	
MODULE IV. THE INTEGUMENTARY SYSTEM				
11.	The integumentary system The adverb. The adverb's grammatical categories. The adverb comparison gates.		?	
MODULE V. THE SKELETAL SYSTEM				
12.	The Skeletal System The Adjective. Grammatical categories of the Adjective. The adjective's variability		10	
MODULE VI. THE MUSCULAR SYSTEM – MUSCLES				
13.	The muscular system – muscles The declension: noun + adjective, adjective + noun		10	
MODULE VII. THE NERVOUS SYSTEM – THE BRAIN				
14.	The Nervous System. The Adjective. Degrees of Comparison. The adjectives without degrees of comparison.		10	
15.	Formative assessment		2	
MODULE VIII. THE VISUAL SYSTEM – THE EYE				
16.	The Visual System – The eye The numeral. Grammatical categories. Types of numerals. The cardinal and ordinal numerals		6	
17.	Formative assessment		2	
18.	Final assessment		4	
	Total		102	ore

THE SECOND YEAR, FOURTH SEMESTER**MODULE I. THE HEARING SYSTEM – EAR**



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1.	The hearing system – ear. The diseases of ear Verb. Verb conjugations. The nonpersonal moods of the Verb: Infinitive and Gerund		8	
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MODULE II. THE ENDOCRIN SYSTEM

2.	The endocrin system. The diseases of endocrin system The nonpersonal moods of the Verb: the Participle and the Supine.		6	
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MODULE III. THE RESPIRATORY SYSTEM - LUNGS

3.	The Respiratory System – lungs. The diseases of Respiratory System The personal modes of the verb. Indicative mood, Present and Perfect time		10	
4.	Formative assessment		2	

MODULE IV. THE CARDIOVASCULAR SYSTEM - BLOOD AND HEART

5.	The Cardiovascular System – Blood. The diseases of Blood The Cardiovascular System – Heart. The diseases of Heart Indicative mode, Future Time. Conjunctive, Present and Perfect Time		16	
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MODULE V. THE LYMPHATIC SYSTEM

6.	The Lymphatic System The names of diseases that affect the Lymphatic System. Conditional mood, Present and Perfect Time		8	
7.	Formative assessment		2	

MODULE VI. THE DIGESTIVE SYSTEM

8.	The Digestive System The names of diseases that affect the stomach. The Imperative mood. The Adverb. Expression of time aspects (periodicity, simultaneity, posteriority, precedence). The Adverb's comparison grades		20	
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MODULE VII. THE EXCRETORY SYSTEM. URINARY APPARATUS – KIDNEYS

9.	The Excretory System. Urinary apparatus – kidneys The names of diseases affecting the kidneys. Conjunction. Explaining purpose and cause, certainty and uncertainty		8	
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MODULE VIII. THE IMMUNE SYSTEM

10.	The Immune System The names of diseases that affect the Immune System Preposition.		10	
11.	Review		4	
12.	Final assessment		4	



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Total

102

I. REFERENCE OBJECTIVES AND CONTENT UNITS, 1ST YEAR, 1ST SEMESTER

Objectives	Content units
MODULE I. I AM A STUDENT	
1. To know the graphic sign, the pronunciation and the name of the letters from the Romanian language alphabet; 2. to know and pronounce correctly the combinations of letters: <i>ce/ci; ge/gi; che/chi; ghe/ghi</i> ; 3. to recognize the vowels and consonants specific to the Romanian language; 4. to know the diphthong, triphthong, vowels in the hiatus; 5. to apply the phonological and spelling norms studied in the communication.	1. Introductory course. Phonetic
1. To know the difficulties presented by the graphical and phonological system of the Romanian language; 2. to assimilate the spelling rules of diphthongs, triphthongs, vowels in the hiatus; 3. to apply the phonological and spelling rules in communication.	2. Phonetic worksheet
1.To know the greeting formulas used in Romanian language; 3. to read the text Let us introduce ourselves; 2. to write the summary of the text: <i>Let us introduce ourselves</i> .	3. Let us introduce ourselves
1. To know the personal pronouns, indefinite article, the numbers; 2. to use the studied information in oral and written communication; 3. to define the numbers; 4. to know the forms of Cardinal Numeral.	4. Indefinite article The numbers
1. To know the verbs “to be” and “to have”; 2. to use the studied information in oral and written communication.	5. The verbs “to be” and “to have”



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Objectives	Content units
<ol style="list-style-type: none"> 1. To read the Romanian-English conversation Guide; 2. to read the text <i>We are colleagues</i>; 3. to know the names of countries and nationalities; 4. to memorize new words and phrases; 5. to write the summary of the text: <i>We are colleagues</i>. 	6. We are colleagues
<ol style="list-style-type: none"> 1. To define the notion of verb; 2. to learn the conjugation paradigm of verbs ending in „-a” and „-ea”; 3. to know the paradigm of conjugation of irregular verbs. 	7. Indicative mood. 1 st and 2 nd conjugation
<ol style="list-style-type: none"> 1. To read the Romanian-English conversation Guide; 2. to read the text <i>At the university library</i>; 3. to explain the words included in the lexical minimum using dictionary; 4. to memorize new words and phrases; 5. to write the summary of the text: <i>At university library</i> 	8. At the university library
<ol style="list-style-type: none"> 1. To know the paradigms of verbs in the 3rd and the 4th conjugation; 2. to learn proposed grammatical topic; 3. to use knowledge's in writing grammatical worksheets. 	9. Indicative mood. 3 rd and 4 th conjugation
MODULE II. WELCOME TO CHIȘINĂU	
<ol style="list-style-type: none"> 1. To read the Romanian-English conversation Guide; 2. to read the text <i>Chișinău – the greenest city from Europe</i>; 3. to memorize new words and phrases; 4. to watch the reportage <i>Chișinău - the capital of the Republic of Moldova</i>; 5. to do the description of Chișinău city. 	1. Chișinău – the greenest city from Europe
<ol style="list-style-type: none"> 1. To define the notion of noun; 2. to know the grammatical categories of the noun (gender, number, case); 3. to update the theme indefinite article; 4. to define the notion of definite article. 	2. The Noun. Definite article
<ol style="list-style-type: none"> 1. To update the studied subject; 2. to use the vocabulary and grammatical norms in their own discourses. 	3. Recapitulation
<ol style="list-style-type: none"> 1. To integrate studied information in the written and oral communication. 	4. Formative assessment
<ol style="list-style-type: none"> 1. To read the Romanian-English conversation Guide; 2. to read the text <i>At the show</i>; 3. to read and pronounce correctly the words included in the thematic vocabulary; 4. to write the summary of the text: <i>At the show</i>. 	2. The theatre



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Objectives	Content units
1. To define the notion of case; 2. to know the cases of the noun in Romanian; 3. to know the forms of the possessive article; 4. to identify different cases of the nouns in the text;	3. Cases of the noun in Romanian
MODULE III. WHAT DO WE DECIDE TO WEAR TODAY?	
1. To read the Romanian-English conversation Guide; 2. to read the text Seasons in the Republic of Moldova; 3. to read and pronounce correctly the words included in the thematic vocabulary; 4. to memorize new words and phrases; 5. to write the summary of the text: <i>Seasons in the Republic of Moldova</i> .	1. Seasons in the Republic of Moldova
1. To define the notion of adjective; 2. to know the grammatical categories of the adjective (gender, number, case, degrees of comparison); 3. to define the notion of adverb; 4. to know the grammatical categories adverbs (gender, number, case, degrees of comparison).	2.The adjective. The adverb
1.To lecture the Romanian-English Conversation Guide; 2. to read the text The Man and style; 2. to read and pronounce correctly the words included in the vocabular; 3. to make the summary of the text The man and style; 4. to make a description of your own style of clothing.	3. The man and style
1. To update the theme Adjective; 2. to know the adjective degrees of comparison; 3. to use adjectives at different degrees of comparison in their own speeches.	4.The Adjective (update). Degrees of Comparison
MODULE IV. MY FAMILY	
1. To read the Romanian-English conversation Guide; 2. to read the text My family; 3. to read and pronounce correctly the words included in the thematic vocabulary; 4. to do a description of the family / family members.	1. My family
1. To define the pronouns and possessive pronominal adjective; 2. to know the grammatical categories of the pronoun and possessive pronominal adjective; 3. to know the types of pronoun;	2. The pronouns and possessive pronominal adjective



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Objectives	Content units
1. To integrate studied information in the written and oral communication.	4. Formative assessment
MODULE V. HEALTHY ALIMENTATION	
1. To read the Romanian-English conversation Guide; 2. to read the text A basket of vitamins; 3. to read and pronounce correctly words included in the thematic vocabulary; 4. to know the names of fruits and vegetables; 5. to write a summary of the text: <i>A basket of vitamins</i> .	1. A basket of vitamins
1. To define the demonstrative pronoun and the pronominal demonstrative adjective; 2. to know the types of demonstrative pronouns (of proximity, of spaceness, of identity, of differentiation); 3. to decline demonstrative pronouns in different cases.	2. The pronouns and pronominal demonstrative adjective
1. To read the Romanian-English conversation Guide; 2. to read the text At the Grocery Store; 3. to read and pronounce correctly the words included in the thematic vocabulary; 4. to memorize new words and phrases; 5. to write a summary of the text: At the Grocery Store.	3. At the Grocery Store
1. To update the topic verb; 2. to learn the non-personal moods of the verb (participle and gerund); 3. to recognize the adjective value of verbs in participle mood; 4. to integrate studied information in the written and oral communication.	4. Non-personal mood. Participle. Gerund. Indicative mood, past tense, Compound Perfect
1. To know the names of traditional Romanian food; 2. to explain a way of cooking one kind of favorite food.	5. Romanian traditional dishes. Culinary secrets
1. To define the negative pronouns and the pronouns of stressing 2. to use in different discourses different types of pronouns.	6. The negative pronouns. The pronouns of stressing
1. To update the studied subject; 2. to use the vocabulary and grammatical norms in their own discourses.	4. Recapitulation
1. To integrate studied information in written and oral communication.	5. Final evaluation



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FIRST YEAR, 2ND SEMESTER

MODULE I. STUDENT'S DIARY

1. To update the studied subject.

1. Update lesson

1. To read the Romanian-English Conversation Guide;
2. to read the text Student's Diary;
3. to make the summary of the text " Student's Diary";
4. to define the notion of reflexive verb;
5. to identify reflexive verbs (present, past simple);
6. to conjugate correctly the reflexive verbs in present, past and future tenses;
7. to integrate correctly the reflexive verbs in the sentences.

2. Student's Diary
Reflexive verbs. Conjugation of reflexive verbs (present, past simple, future)

1. To read the Romanian-English Conversation Guide;
2. to read the text *Daily Programme*;
3. to memorize new words and phrases;
4. to write the summary of the text *Daily Programme*.
5. to know the paradigm of conjugation the verbs in Accusative and Dative cases;
6. to know the rules of spelling and using of pronouns in Accusative and Dative cases;
7. to write a dialogue on the topic: The daily programme of a medical student;
8. to transform the dialogue in indirect speech.

3. Daily Programme
Personal Pronouns in Accusative and in Dative Case
Verbs in Indicative Mood with Personal Pronouns in Accusative and in Dative Case

MODULE II. A DAY OFF AND FREE TIME

1. To read and pronounce correctly the words included in the vocabulary;
2. read the text In a trip;
3. to make the summary of the text In a trip;
4. to define the notion of imperfect (aspect of indicative mood);
5. to know the paradigm of conjugation of the verb in Indicative mood, Imperfect Tense;
6. to identify, in the sentences verbs in the Indicative mood, Imperfect;
7. to make a dialogue on the subject: "In the trip".

1. In a trip
Verb. Indicative mood, imperfect. Personal pronouns and verbs to indicative mood, imperfect

Situational conversation: In the trip



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1. To read the Romanian-English Conversation Guide;
2. to read the text A Healthy Lifestyle
3. to make a summary of the text „A Healthy Lifestyle”;
4. to update the paradigm of conjugation verbs in indicative mood, the present tense;
5. to know the paradigm conjugation of the verb in the conjunctive mood, the present tense;
6. to know the three forms of expression of the future;
7. to make a dialogue on the theme "Sport - a healthy way of life".

3. A Healthy Lifestyle
The Verb in Conjunctive Mood, present tense.
Verb, indicative mood, future tense. Conjunctive Mood, present tense
Situational conversation: A healthy lifestyle

1. To update the studied subject;
2. to use vocabulary and grammatical norms in their own discourses.

5. Recapitulation

1. To update the information previously studied;
2. to integrate in the written and oral communication the information studied.

6. Formative assessment

MODULE III. TRADITIONS, CUSTOMS AND THE PERSONALITIES OF NATIONAL CULTURE

1. To lecture the Romanian-English Conversation Guide;
2. to read the text Man and Nature;
2. to make the summary of the text "Man and Nature";
3. to elaborate a dialogue with the theme "We are followers of protection the environment";
4. to define the notion of Conditional mood;
5. to define the Imperative mood;
6. to make sentences using verbs in Imperative mood to affirmative and negative form.

1. Man and Nature
The verb. The conditional Mood. Verbs in Conditional Mood with Personal Pronoun
The verb. The imperative Mood affirmative form and negative form

1. To read and pronounce correctly the words included in the vocabulary;
2. to read the text The Republic of Moldova;
3. to make the summary of the text " Human being and Civilization;
4. to update the theme Preposition;
5. to differentiate prepositions from other parts of speech;

2. The Republic of Moldova

The Preposition. General notions

Prepositions and Prepositional Phrases in Genitive Case



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1. To lecture the Romanian-English Conversation Guide;
2. to read the text Culture in Republic of Moldova;
3. to make the summary of the text "Culture in the Republic of Moldova";
4. to describe a notorious personality that has contributed to the development of culture in the Republic of Moldova";
5. to define the notion of conjunction;
6. to compose sentences where conjunctions can change their grammatical value.

3. Culture in Republic of Moldova

Conjunction

1. To know the personality of the great national poet;
2. to form the physical and moral portrait of a poet from the native country.

4. Mihai Eminescu - national poet

1. To update the information previously studied.

5. Recapitulation

1. To apply correctly in written and oral communication the grammar rules.

6. Formative assessment

MODULE IV.WHICH SPECIALTY DO YOU CHOOSE?

1. To read and pronounce correctly the words included in the vocabulary;
2. to read the text Relationship between doctor and patient;
3. to know the parts of the human body;
4. to memorize the new words and expressions;
5. to make the summary of the text Relationship between doctor and patient

1. Relationship between doctor and patient
2. The parts of human body

1. To read the text: "What specialty do we choose?";
2. to know the variety of specialties and specialists in different fields;
3. to recognize the terms which express medical tools;
4. to write a communication on the subject: "I want to become a specialist in ... because".

3.Which specialty do we choose?



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1. To read and pronounce correctly the words included in the vocabulary;
2. to read the text Symptoms and diseases;
3. to define the notions of affection and symptom;
4. to name the most important symptoms of a cold;
5. to make the summary of the text Symptoms and diseases.

3. Common symptoms

1. To repeat the names of specialists and specialities ;
2. to update the parts of human body ;
3. to read the text At the family doctor ;
4. to identify different types of affections and symptoms;
5. to make a dialogue / monologue: At the family doctor.

4. At the family doctor

1. To update the names of medical instruments;
2. to know how to use medical instruments.

5. Medical instruments

1. To read and pronounce correctly the words included in the lexical worksheet;
2. to read the text at the dentist;
3. to make a dialogue on the subject: "At the dentist".

6. At the dentist

1. To read and pronounce correctly the words included in the lexical worksheet;
2. to read the text At the pharmacy;
3. to characterize the profession of pharmacist;
4. to know the role of a pharmacist;
5. to know the steps and how to administer a medicine purchased from the pharmacy;

7. At the pharmacy

MODULE V. MEDICAL INSURANCE

1. To read and pronounce correctly the words included in the vocabulary;
2. to read the text What is an insurance?
3. to know what medical services can offer insurance.

1. Medical insurance

1. To update the information previously studied;
2. to use vocabulary and grammatical norms in their own discourse.

2. Recapitulation



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1. To apply the elements of medical terminology and grammatical norms correctly in written and oral communication.

3. Final assessment

COURSE OBJECTIVES AND THEMATIC UNITS, SECOND YEAR, THIRD SEMESTER

Objectives	Content units
MODULE I. „NICOLAE TESTEMIȚANU” STATE UNIVERSITY OF MEDICINE AND PHARMACY	
<ol style="list-style-type: none">1. To know important data from SUMP history "Nicolae Testemitanu";2. to know the authors of the text and music of the SUMP's anthem;3. to memorize the SUMP's anthem;4. to determine the role of the University of Medicine in the higher education system;5. to identify and comment on the importance of notorious personalities of SUMP "Nicolae Testemitanu";6. to define the notion of medicine;7. to explain what is the subject of medicine;8. to know the stages of the medical act;9. to identify the main innovations of medicine in the Republic of Moldova;10. to delimit vowels, consonants, diphthongs, triphthongs and vowels in the hiatus;11. to distinguish the particularities of the graphic and phonological system of the Romanian language12. to recognize the functions and the role of the accent;13. to understand the particularities of the spelling and punctuation marks of the Romanian language;14. to apply spelling and punctuation rules studied.	<ol style="list-style-type: none">1.SUMP „Nicolae Testemițanu”2.The anthem of university3.Medicine. Generalities4. Phonetics.The accent
MODULE II. THE STRUCTURE OF THE HUMAN BODY. THE CELL AND TISSUES	



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Objectives

1. To define the concepts of cell, tissue;
2. to recognize types of cells and tissues;
3. to compare the structure of the plant and animal cells;
4. to distinguish the properties and functions of the cell;
5. to explain the structure of tissues and their role;
6. to define the basic segments of the human body;
7. to elucidate the meaning of organ, system, apparatus;
8. to distinguish the parts of each segment of the human body;
9. to define personal pronouns and politeness;
10. to use verbs to be and to have in speech and writing;
11. to distinguish the parts of speech;
12. to differentiate nouns according to gender, number and case
13. to define the notion of an article;
14. to distinguish the possessive pronouns from adjectival pronouns.

Content units

1. The cell
2. The tissues
3. The structure of the human body
4. Personal pronouns. Pronouns that express politeness. The verb —to be and to have paradigm. The Noun. The gender and number of the Noun. The Article. The definit and indefinit article.

Formative assessment

1. To define the basic notions;
2. to argue for the formation of medical terms;
3. to apply the acquired knowledge in the formation of dialogues / monologues;
4. to elucidate grammatical and lexical features.

MODULE III. THE DISEASES AND MEANS OF TREATMENT

1. To define the notion of disease;
2. to analyze the diseases according to the classification criteria;
3. to describe a disease according on the stages of its development;
4. to define the notion of diagnosis;
5. to know the stages of diagnosis;
6. to recognize the diagnosis of a disease;
7. to define the notion of treatment;
8. to know the main types of treatment;
9. to describe a treatment;
10. to identify alternative methods of treatment;
11. to define the notion of noun;
12. to know the cases of the noun;

1. About diseases
2. The diagnosis
3. The means of treatment
4. Noun's cases. The declension of Compound Nouns



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Objectives

Content units

13. to differentiate cases of the noun;
14. to explain the peculiarities of the decline of feminine nouns;
15. to establish the criteria for differentiating the decline of common and nouns;
16. to recognize the compound nouns and their declension.

MODULE IV. THE INTEGUMENTARY SYSTEM

1. To define the basic notions of the text - tegument, integumentary system, derma, epidermis, hypoderma etc .;
2. to know the etymology of the medical terms on the given topic;
3. to use the roots of forming medical terms for the integumentary system;
4. to define the notions of adverbs;
5. to distinguish the grammatical categories of the adverb;
6. to identify adverbs' degrees of comparison;
7. to produce in a fairly professional language a dialogue between the dermatologist and the patient, using various adverbs.

1. The integumentary system
2. The adverb

MODULE V. THE SKELETAL SYSTEM

1. To explain the etymology of the basic terms;
2. to know the structure of the skeleton;
3. to identify the functions of the bone system;
4. to name diseases of the bone system;
5. to write a dialogue: "To osteolog" based on the accumulated knowledge;
6. to define the notion of Adjective;
7. to know the grammar categories of the adjective;
8. to identify variable and invariable adjectives;

1. The Skeletal System
2. The Adjective. Grammatical categories of the Adjective. The adjective's variability

MODULE VI. MUSCULAR SYSTEM - MUSCLES

1. To define the notion of muscle, muscular system;
2. to distinguish the classification of muscles;
3. to identify disease names that affect the muscular system;
4. to create a dialogue: "To myologist" based on the accumulated knowledge
5. to define nouns and adjectives;
6. to use the declination of nouns + adjective /

1. Muscular system - muscles.
2. The declension: noun + adjective, adjective + noun



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Objectives

Content units

adjective + nouns in oral and written speech.

FORMATIVE ASSESSMENT

1. To relate the acquired information about the studied systems;
2. to specify the particularities of the formation of medical terms;
3. to apply the acquired knowledge in the formation of dialogues / monologues;
4. to elucidate grammatical and lexical features.

MODULE VII. THE NERVOUS SYSTEM – THE BRAIN

1. To define the nervous system;
2. to know the specific terms;
3. to identify the functions of the brain;
4. to define diseases that affect the nervous system;
5. to carry out a Neurological dialogue using the terms assigned to the topic;
6. to update the notion of adjective;
7. to acquire adjectives' degrees of comparison;
8. to recognize adjectives without degree of comparisons.

1. The Nervous System
2. The Adjective. Degrees of Comparison.
 The adjectives without degrees of comparison

MODULE 8. THE VISUAL SYSTEM – THE EYE

1. To know the structure and topography of the eye;
2. to establish the functions of the eye;
3. to identify diseases of the eye;
4. to include the lexical minimum in a dialogue with ophthalmologist;
5. to define the notion of a numeral
6. to identify the numeral types and grammatical categories of the numeral;
7. to differentiate cardinal and ordinal numerals according to the gender.

1. Visual System – The eye
2. Numeral. Grammatical categories. Types of numerals. The cardinal and ordinal numerals

FORMATIVE ASSESSMENT

1. To define basic notions;
2. to justify the formation of medical terms;
3. to apply the acquired knowledge in the formation of dialogues / monologues;
4. to elucidate grammatical and lexical features.



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Objectives	Content units
FINAL ASSESSMENT	
<ol style="list-style-type: none"> 1. To develop opinions based on the topics studied; 2. to participate without prior training in a conversation on familiar, personal or daily life issues (eg. family, leisure, travel, work and current affairs); 3. to understand texts written in a common or professional language; 4. to understand key points in clear standard speech on professional topics; 	

COURSE OBJECTIVES AND THEMATIC UNITS, SECOND YEAR, FOURTH SEMESTER

MODULE I. HEARING SYSTEM – EAR

<ol style="list-style-type: none"> 1. To know the structure of hearing system; 2. to use the knowledge gained in formulating a situational conversation <i>At otorinolaringologist</i>; 3. to distinguish names of diseases that affect the ear; 4. to define the notion of numeral; 5. To identify the types of numeral and the grammatical categories of numeral; 6. To make a difference between cardinal and ordinal numerals. 	<ol style="list-style-type: none"> 1. Hearing System – Ear. Names of diseases that affect the ear 2. The Numeral
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MODULE II. THE ENDOCRINE SYSTEM

1. To know the structure and formation of the endocrine system ;
2. to explain the classification of endocrine glands;
3. to identify diseases that affect the endocrine system ;
4. to analyze a disease of the endocrine system;
5. to apply spelling and punctuation studied rules .

1. The Endocrine System. The names of diseases affecting the endocrine system
2. Verb. Verb conjugations. The nonpersonal modes of the verb: Infinitive, Gerund, Participle and the Supine.

MODULE III. THE RESPIRATORY SYSTEM – LUNGS

1. To define the notion of *Respiratory System*;
2. to explain the anatomical structure of the lungs;
3. to analyze a respiratory disease;
4. to know the personal modes of the verb, the indicative mode, the present and perfect time;
5. to apply the knowledge gained in formulating a speech.

1. Respiratory System. The names of diseases that affect the lungs.
2. The personal modes of the verb. Indicative mode, present and perfect time.

FORMATIVE ASSESSMENT

1. To explain the structure of each organ system;
2. to identify diseases that affect organs and systems;
3. to know how to treat diseases;
4. to apply the grammar knowledge in dialogue and monologue.

MODULE IV. THE CARDIOVASCULAR SYSTEM - BLOOD AND HEART

1. To explain the etymology of medical terms of the cardiovascular system;
2. to use the knowledge gained in describing some cardiovascular system diseases;
3. to distinguish between symptomatic and diagnostic terms;
4. to acquire grammar topics ;
5. to formulate dialogues *At the cardiologist*.

1. The Cardiovascular System – Blood. The names of diseases that affect the blood
2. The Cardiovascular System - Heart
3. Indicative mode, future time. Conjunctive, present and perfect time.

MODULE V. THE LYMPHATIC SYSTEM

1. To explain the notion of lymphatic system;
2. to recognize the composition and properties of the lymph ;
3. to distinguish the functions of the lymph;
4. to know the roots of forming medical terms for the lymphatic system;
5. to acquire the grammatical theme Conditional mode, present and perfect tense.

1. The lymphatic system. The names of diseases that affect the lymphatic system.
2. Conditional mood, present and perfect tense.

FORMATIVE ASSESSMENT



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1. To explain the structure of each organ system;
2. to identify diseases that affect organs and systems;
3. to know how to treat diseases;
4. to apply the grammar knowledge in dialogue and monologue.

MODULE VI. THE DIGESTIVE SYSTEM

1. To recognize the anatomical structure of the digestive system;
2. to acquire symptomatic and diagnostic terms;
3. to explain the topography of the stomach, liver and pancreas;
4. to use the studied notions in the description of diseases of the stomach, liver and pancreas;
5. to know the grammar topic;
6. to write a dialogue At hepatologist

1. The Digestive System. The names of diseases that affect the stomach
2. The biggest gland from the body – the liver. The names of diseases that affect the
3. The pancreas. The names of diseases that affect the
4. The imperative mode. The adverb. Expression of time aspects (periodicity, simultaneity, posteriority, precedence). The adverb's comparison grades.

MODULE VII. THE EXCRETORY SYSTEM. URINARY APPARATUS - KIDNEYS

1. To define the notion of *Kidney*;
2. to establish the properties and anatomical structure of the kidneys ;
3. to denote diseases that affect the kidneys ;
4. to know the grammar topic *Conjunction*.
Explaining purpose and cause, certainty and uncertainty;
5. to use the knowledge gained in formulating a dialogue: *At the urologist*.

1. The excretory system. Urinary apparatus – kidneys. The names of diseases affecting the kidneys.
2. Conjunction. Explaining purpose and cause, certainty and uncertainty.

MODULE VIII. IMMUNE SYSTEM

1. To define the notion of *Immune System*;
2. to explain the structure of the immune system;
3. to determine the role of the immune system;
4. to know names of diseases that affect the immune system;
5. to analyze an immune system disease;
6. to know the grammar topic;
7. to apply the knowledge gained in formulating a speech.

1. The immune system. The names of diseases that affect the immune system. Preposition

FINAL ASSESSMENT

1. To elucidate the particularities of the basic lexicon and grammar topics ;
2. to demonstrate skills in written and oral expression, including the use of medical terminology;



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3. to develop skills for understanding a written text / speech.

V. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND STUDY FINDINGS

✓ Professional (specific) (SC) competences

1. Skills to communicate correctly, coherently and reasonably in Romanian, in different situations in order to obtain specific knowledge or skills, in order to ensure efficient communication;
2. Skills to communicate appropriately, operationalizing different grammatical notions and medical terminology required by the context or communicative situation;
3. Reading skills in searching information, documentation, research, understanding, explanatory and interpretative;
4. Intercultural competencies, indispensable for socio-professional integration, by educating the general human values (empathy, tolerance, generosity, respect for the diversity of opinion of colleagues belonging to different cultures, to show respect and positive attitude towards oneself and others);
5. Skills to receive and engage, in oral and written communication, intercultural values in the process of forming the intellectual profile;
6. Skills to translate from / into the mother tongue, related to the Romanian language, according to the learning opportunities.

✓ Transversal skills:

1. Skills to use, in real situations, certain tools to facilitate the study of Romanian as a non-native / foreign language
2. Skills to create communicative and informative documents by using certain electronic services, including the Internet;
3. Skills to express own opinions;
4. Skills in social interaction and group activity (involvement in various extracurricular



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activities and interpretation of different roles);

5. Skills in learning to study;

6. Competence to select digital materials, to make a critical analysis, to formulate conclusions and to present individual scientific projects, respecting the following requirements: time, use of sources, way of presentation;

✓ Finalities of study:

1. To develop the students' skills to receive the oral message, which means listening, knowing how to understand the global meaning of a spoken message and words from different grammatical structures, as well as their value.
2. To train skills in oral communication, to build logical statements and grammatically correct sentences, to pronounce sounds and words clearly and correctly, to use correctly the flexion formulas of the parts of the speech.
3. To train skills in receiving a written message (reading) which makes the student to associate the graphic form of the word with its meaning, to observe the global significance of a given text.
4. To assimilate Romanian language knowledge and to develop communication skills, which the student will use both in a general and specialized context, which will allow the Romanian language to be used as a foreign language specific to the medical field.
5. To train skills in academic language and in working with specialized texts (vocabulary, pronunciation, reading, writing, listening).
6. To train the skills of working in teams, which leads to the intersection of the different disciplinary areas, the development of the ethical spirit and selective reading, listening to texts and videos, promoting the ethical approach of the doctor-patient-community relationship, debate ideas, argumentative essay.

✓ Study findings

Note. Study findings (are deduced from the professional competencies and formative valences of the informational content of the discipline).

VI. STUDENT'S SELF-TRAINING

Nr.	Expected products	Implementation strategies	Assessment criteria	Implementation terms
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1.	Work of informational sources (dictionaries, encyclopedia, medical atlases, magazines of specialty, internet)	Reading of additional information which will facilitate the perception of social, scientific, ethical and aesthetic phenomena	The ability to use scientific terminology in corresponding contexts	During the semester
2.	Making a set of dialogues (direct speech) and monologues (indirect speech)	<ul style="list-style-type: none"> Performing the tasks from the <i>Caietul de exerciții audio</i> (The notebook with exercises audio); vocabulary's improvement; filling in sending tickets; training the skills to communicate with patients. 	<ul style="list-style-type: none"> Adequate use of vocabulary, according to the communicative situation; use of medical terms in adequate contexts critical thinking and expressing the own opinion. 	During the semester
3.	Elaboration of portfolio	<ul style="list-style-type: none"> Explanation of medical terms; description of diseases; reports' elaboration; 	<ul style="list-style-type: none"> Skills in individual work; ability to elaborate scientific texts; ability to structure the selected material; the coherence of the presented material; creativity; scientific correctness and way of presentation. 	During the semester

VII. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-ASSESSMENT

• *Teaching and learning methods used*

The teachers of Romanian language choose and implement different methods and techniques of work adequate for realizing didactic activities. Being adjusted to *Common European Framework of Reference for Languages*, it confers to the process of study accessibility, creativity, efficacy and interactivity.



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The Department of Romanian language and medical terminology considers indispensable modernization of the teaching / learning process of the Romanian language discipline in the training of future specialists. The duality of the communication / acquisition spectrum of medical terminology calls for the implementation of new methods, techniques and working procedures. The teachers use methods and techniques of work adequate for realizing didactic activities: **traditional teaching methods:** *exposure; catechetical conversation (verification); heuristic conversation; reading; exercises; file method (exercises, knowledge, control and development); working with the textbook and* **modern teaching methods:** debate method; case study method; role play (dialogue); starburst; the SWOT analysis; Venn diagram; Cinquain; Audio/ video exercises; methods of stimulating creativity (brainstorming, clustering, cube); SINELG; PowerPoint presentations, the Mosaic method, which are effective in acquiring new knowledge of medical terminology.

- ***Applied (specific to the discipline) teaching strategies / technologies***
- The Curriculum implemented at The Department of Romanian language and medical terminology emphasizes the exploration of intercultural values, of cognitive motivation and of the knowledge interest, the development of creativity, formation of linguistic skills in medical terminology. There implemented the following methods depending on the lessons objectives:
- **Informative- participatory methods:** experiment (rediscovering, applicative, demonstrative), lecture- debate, observation, excursion, dialogue, conversation, word, mosaic, worksheets (knowledge capture sheets, exercise sheets and control sheets, recovery sheets).
- **Informative- non-participatory methods:** lecture, explanation, exposure.
- **Formative- participatory methods:** learning through action, learning through research, learning through discovery, experiment, case study, problem-solving, interview.
- **Formative- non-participatory methods:** exercise, scheduled training, use of algorithms.



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VIII. Methods of assessment(including the method of final mark calculation)

Assessment during semesters:

Frontal or/and individual control, realized through:

- (a) applying docimological tests,
- (b) solving exercises,
- (c) case study analysis
- (d) use of role-play in discussed subjects.
- (e) control papers.

✓ **Finală** exam: written test, oral test.

The final mark consists from three parts: the yearly average (coefficient 0,3), oral probe (coefficient 0,3), written probe (coefficient 0,2). The knowledge of material is appreciated with marks from 1 to 10, without decimals.

Method of mark rounding at different assessment stages

Intermediate marks scale (annual average, marks from the examination stages)	National Assessment System	ECTS Equivalent
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-8,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	



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The average annual mark and the marks of all stages of final examination (computer assisted, test, oral) - are expressed in numbers according to the mark scale (according to the table), and the final mark obtained is expressed in number with two decimals, which is transferred to student's record-book.

Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero). The student has the right to have two re-examinations.

XI. RECOMMENDED LITERATURE:

I. RECOMMENDED LITERATURE:

A. Compulsary:

- a. Mincu E., Chiriac A., Nastasiu S., *Limba Română. Limbaj medical* (cu suport gramatical și de cultivare a limbii), partea I. Chișinău: Tipografia Centrală, 2012;
- b. Vîntu V., Trebeș T., Lopatiuc A., *Limba Română*, CEP Medicina, Chișinău, 2014.

B. Additional:

1. *Gramatica de bază a limbii române*, Academia Română, Institutul de Lingvistică "Iorgu-Iordan-Al.Rosetti", București, 2010;
2. Academia Română Institutul de Lingvistică „I. Iordan”. *Dicționar explicativ al Limbii Române*. București, 1996;
3. Bălănescu O., *Limbaj medical românesc pentru străini*. Ariadna – București, 1998;
4. Bejenaru V., Bejenaru G. *Dicționar medical rus – român*. Chișinău, 1991;
5. Corniciuc S., *Limba care ne unește* (vol. I-III) – Chișinău, 2004.
6. Dorobăț A., Fotea M., *Limba Română de bază (Manual pentru studenții străini)* - Institutul European, 1999.
7. Florea V. *Plante medicinale*. Chișinău, 1982;
8. Mincu E., Lupu L. *Mic dicționar de elemente terminologice*. Chișinău, Editura Medicina, 2010;
9. Neagu A. *Din tainele și curiozitățile corpului uman*. Iași, 2001;
10. Palii A., *Cultura comunicării*. Chișinău, Epigraf, 2005;
11. Platon E., Sonea I., Vilcu D., *Manual de limba română ca limbă străină, A1-A2* - Cluj-Napoca, Casa Cărții de Știință, 2012.
12. Platon E. (coord.), *Româna ca limbă străină. Caiete didactice. A1+* - Cluj-Napoca, Casa Cărții de Știință, 2012.
13. Pop L., *Româna cu sau fără profesor*. – Cluj-Napoca, Echinox, 2000.
14. Velican – Aldea M., Mateescu A., Șoșa E., *Limba română (profil medical)*. Manual pentru studenții străini. București, 1991;