

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73-11-216	
Методические рекомендации	Стр. 92 из 1 стр	

**Медицинский колледж при
АО «Южно-Казахстанской медицинской академии»**

Кафедра общеобразовательных дисциплин

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ
ТЕОРЕТИЧЕСКИХ ЗАНЯТИЙ**

Код дисциплины: ОГД 02

Дисциплина: Профессиональный иностранный язык

Специальность: 09120100 «Лечебное дело»

09130100 «Сестринское дело»

09130200 "Акушерское дело"

Квалификация : 4S09120101 «Фельдшер»

4S09130103«Медсестра общей практики»

4S09130201 "Акушер

Объем учебных часов/кредитов: 72/3

Теория: 72ч.

Курс: 1,2

Семестр: 1,3

Форма контроля: экзамен

Шымкент, 2023 ж.

<p>ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ</p>	 <p>SKMA -1979-</p>	<p>SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»</p>
Кафедра общеобразовательных дисциплин	044-73-11-216	
Методические рекомендации	Стр. 92 из 2 стр	

Обсужден на заседании кафедры «Общеобразовательных дисциплин»

Протокол № 13 «27» 06 2023 г.

Заведующий кафедрой:  Сатаев А.Т.

ONTUSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
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Методические рекомендации	Стр. 92 из 3 стр	

Theoretical lesson # 1 90 min.

5.1. Тема: Your body

5.2. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

Мақсат: студенттердің сөйлеудегі, жазудағы, оқудағы және тандаудағы ептілігін дамыту қажет; топ ішінде жұмыс істей алу қабілетін, студенттің жан-жақты көзқарасын дамыту.

5.3. Задачи обучения

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.

- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. Основные вопросы темы 30 min

1. Read the text and translate it.

Your Body

What is a human body? Why can we live and work, be happy and sad? We will try to find out as much information in English as possible in order to be competent to answer the questions like that.

Before studying the human body in detail try to remember the following:

2. Ex: 1, p.7

Parts of the Body

1 Match each word in the following list with the correct letter in the pictures below.

Bottom	knee	chest	neck	leg	sole
foot (pf: feet)	Tongue	toes	ear	back	tooth (pf: teeth)

shoulder	hair	waist	head	lips	mouth'
fingers	hand	thumb	heel	elbow	nose



3. Ex: 2, p.8 Complete the following sentences with the correct words from Ex.1

1. We pick things up with our.....
2. I lick an ice-cream with my.....
3. To eat something, I put it in my.....
4. We comb and brush our
5. He had a cold and blew his
6. I brush my regularly, especially after eating.....

3. Ex: 3, p.8 Read the text and answer the questions.

1. How long has the man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Ex: 4. Read and translate the text.

The Human Body

The human body is a most complex and marvelous organism. Even today we still do not understand all of its secrets. The body is often called a living machine because it consists of many parts, all with different functions. The proper functioning of the body depends on all the different parts working together in harmony. The human body consists of millions of tiny cells. These cells are not all the same - they are different shapes and size, and have different jobs to do. Cells join together to form tissue and various tissues join together in systems which perform many of the functions of the body. There are 10 body systems:

- | | |
|-----------------------|------------------------|
| 1) Skeletal system | 6) excretory system |
| 2) Muscular system | 7) reproductive system |
| 3) Circulatory system | 8) nervous system |
| 4) Respiratory system | 9) endocrine system |
| 5) Digestive system | 10) skin system |

Ex.8 Match a line in A with a line in B

A system	B main organs \ parts
1.skeletal	a) pituitary,thyroid,adrenal glands
2.muscular	b) kidneys,ureters,bladder
3.circulatory	c) bones,carilage,ligaments,joint
4.respiratory	d) stomach,intestines,
5.digestive	e) muscles, tendons
6.excretory	f) dermis,epidermis,subcutaneous layer
7.reproductive	g) brain,spinal cord
8.nervous	h) sexual organs –testes, ovaries,uterus
9.endocrine	i) heart,blood vessels
10.skin	j) lungs,diaphragm

5.5. Методы обучения и преподавания

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

1. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.

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Методические рекомендации	Стр. 92 из 6 стр	

2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 p

3. Ағылшынша - қазақша медициналық сөздік. 60000-дай термин [Мәтін] = English-kasakh medical dictionary : словарь / Т. Момынов [ж/б] ; ҚР ұлттық ғылым акад. Қазақтың С. Ж. Аспандияров атындағы ұлттық мед. ун-ті . - 2-бас. - Алматы : [б. и.], 2014. - 552 бет

Extra bibliography/Дополнительные литературы/Қосымша әдебиеттер:

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4. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.

5.7. Контроль 10 min

Answer the question.

1. How long has die man been living on the earth?

2. What is the human body?.

3. Why is the human body called a living machine?

4. What does the proper functioning of thebody depend on?

5. What does the human body consist of?

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7. Why can we live, feel, enjoy and suffer?

8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 2 90 min.

5.1. Theme/Тема/Тақырыбы: The skeletal system. Your skull.

5.2. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

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Методические рекомендации	Стр. 92 из 7 стр	

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
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5.4. Основные вопросы темы 30 min

1. Read the text and translate it.

The Skeletal System

Pre-reading task

Discuss the following questions.

Why is the skeleton frightening?

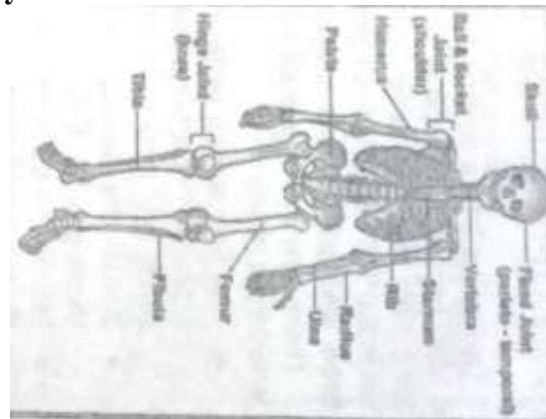
-Can the skeleton move independently?

-Are the skeletons of the human being and the animal similar?

-Why does a man have no tail?

Would it be comfortable and useful if a man had one?

- How long will a skeleton stay intact under the ground before it crumbles?



Read this text. Use the glossary to help with new words.

Every single person has a skeleton made up of many bones. These bones give the body structure, let a person move In many ways, protect the internal organs. The adult human body has 206 bones!

The structure of the bones?

The bones that make up the skeleton are all very much alive, growing and changing all the time like other parts of the body.

Almost every bone in the body is made of the same materials:

1. The outer surface of bone is called the periosteum It's a thin, dense membrane that contains nerves and blood vessels that nourish the bone.
2. The next layer is made up of compact bone. This part is smooth and very hard.
3. Within the compact bone are many layers of cancellous bone, which looks a bit like a sponge. Cancellous bone is not quite as hard as compact bone, but it is still very strong. In many bones, the cancellous bone protects the innermost part of the bone the
4. bone marrow. Bone marrow is sort of like a thick jelly, and its job is to make blood cells.

How Bones Grow

A baby's body has about 300 "soft" bones at birth. These eventually fuse (grow together) to form the 206 bones that adults have. Some of a baby's bones are made of a special material called cartilage. This cartilage is soft and flexible. During childhood, as a baby is growing, the cartilage grows and is slowly replaced by bone, with help from **calcium**. By the time a person is 25, this process will be complete.

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Методические рекомендации	Стр. 92 из 8 стр	

The Spine

The spine lets a person twist and bend, and it holds the body upright. It also protects the spinal cord, a large bundle of nerves that sends information from the brain to the rest of the body. The spine is special because it's made of 33 bones in all! These bones are called vertebrae, and each one is shaped like a ring.

There are five types of vertebrae in the spine, and each does a different kind of job:

- The first seven vertebrae at the top are called the cervical vertebrae. These bones are in the back of your neck, just below your brain, and they support your head and neck.
- Below the cervical vertebrae are the thoracic vertebrae, and! there are 12 in all.
- Below the thoracic vertebrae are five lumbar vertebrae.
- Beneath the lumbar vertebrae is the sacrum, which is made up of five vertebrae that are joined together.
- Finally, all the way at the bottom of the spine is the coccyx, which is made of four fused vertebrae. The bottom sections of the spine are important when it comes to bearing weight and giving a person a good center of gravity.

Between each vertebra there are small disks made of cartilage. These disks keep the vertebrae from rubbing against one another.

Ribs

The heart, lungs, and liver are protected by the ribs. Ribs act like a cage of bones around the chest. The ribs come in pairs, and the left and right sides of each pair are exactly the same. Most people have 12 pairs of ribs, but some people are born with one or more extra ribs, and some people might have one pair less.

All 12 pairs of ribs attach in the back to the spine, where they are held in place by the thoracic vertebrae. The first seven pairs of ribs attach in the front to the sternum, a strong bone in the center of the chest that holds those ribs in place. The remaining sets of ribs don't attach to the sternum directly. The next two or three pairs are held on with cartilage to the ribs above them.

The very last two sets of ribs are called **floating** ribs because they are not connected to the sternum or the ribs above them.

The Skull

The Skull protects the most important part of all the brain. The skull is actually made up of different bones. Some of these bones protect the brain, whereas others make up the structure of the face.

The smallest bone in the whole body is in the head, too. The stirrup bone behind the eardrum is only 2.6 to 3.3 millimeters long! The lower jawbone is the only bone in the head a person can move.

All babies are born with spaces between the bones in their skulls.

This allows the bones to move, close up, and even overlap as the baby goes through the birth canal. As the baby grows, the space between the bones slowly closes up and disappears, and special joints called **sutures** connect the bones.

Hands

Each arm is attached to a shoulder blade or **scapula**, a large triangular bone on the upper back corner of each side of the rib cage. The arm is made up of three bones; the **humerus**, which is above the elbow, and the **radius** and **ulna**, which are below the elbow.

Each of these bones is wider at the ends and skinner in the middle, to help give in the strength where it meets another bone. At the end of the radius and ulna are eight smaller bones that make up the wrist.

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Кафедра общеобразовательных дисциплин	044-73-11-216	
Методические рекомендации	Стр. 92 из 9 стр	

Legs

The legs are attached to a circular group of bones called the **pelvis**. The pelvis is a bowl – shapes structure that supports the spinal column. It is made up of the two large hip bones in front and behind are the **sacrum** and the **coccyx**. The pelvis acts as a tough ring of protection around parts of the digestive system, the urinary system, and parts of the reproductive system.

Joints

The place where two bones meet is called a joint. There are moving joints that move and fixed ones that don't.

Fixed joints are fixed in place and don't move at all. The skull has some of these joints (called sutures), which close up the bones of the skull in a young person's head. One of these joints is called the **parieto-temporal joint** –it's the large one that runs around the sides and back of the skull.

Moving joints allow a person to twist, bend, and move different parts of the body. Some moving joints, like the ones in the spine, move only a little. Other joints move a lot. One of the main types of moving joints is called a hinge joint. The elbows and knees each have hinge joints, which let a person bend and then straighten the arms and legs.

2. Ex: 4, p.21. Complete each sentence using a word from the box.

floating skull bone marrow skeleton vertebrae thoracic cartilage cervical sacrum sponge
--

1. Cancellous bone looks a bit like a.....
2. Blood cells are made by.....
3. There are 206 bones in the.....
4. Some of a baby's bones are made of.....
5. The spine is made of 33.....
6. Thevertebrae are in the back of the neck.
7. There are 12.....vertebrae in all
8. Theis made up of 5 vertebrae that are joined to-gether.
- 9ribs aren't connected to the sternum.
10. The.....protects the brain.

3. Ex: 5, p.21 Match the following words in A with their definitions in B.

A word

B definition

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Методические рекомендации	Стр. 92 из 10 стр	

- | | |
|--|---|
| 1.skeleton
2.pelvis *
3.scapula
4.cartilage
15.joint
16.ligament
7.skull
8.bone
9.spine
10.periosteum | a)a dense connective tissue composed of a matrix
b)the skeleton of the head and face
c)the vertebral column
d)shoulder blade
e)the hard extremely dense connective tissue that forms the skeleton of the body
1) a layer of dense connective tissue providing attachment for muscles, tendons and ligaments
g)the rigid framework of the body
h)a tough band of white fibrous connective tissue that links two bones together at a joint
i)the bony structure formed by the hip bones, sacrum and coccyx
k) the point at which two or more bones are connected |
|--|---|

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

1. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.
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Методические рекомендации	Стр. 92 из 11 стр	

4. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.

5.7. Контроль 10 min

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 3 90 min

5.1. Theme/Тема/Тақырыбы: Muscular system

5.2. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

Мақсат: студенттердің сөйлеудегі, жазудағы, оқудағы және таңдаудағы ептілігін дамыту қажет; топ ішінде жұмыс істей алу қабілетін, студенттің жан-жақты көзқарасын дамыту.

5.3. Задачи обучения

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.

- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. Основные вопросы темы 30 min

1. Read and the text and translate it.

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Кафедра общеобразовательных дисциплин	044-73-11-216	
Методические рекомендации	Стр. 92 из 12 стр	

The Muscular System

Pre-reading task

Discuss the following questions

- Where do you put injections?
- Why do you put injections in the muscle or in the fatty tissue?
- Why do our muscles need exercises?
- What could you feel if you carried a large suitcase 2 km. up a hill?
- Why does Stallone have huge biceps? Was he born with them?
- What happens to cosmonauts after descending back to the earth?
- What will happen if some muscles in the body become weak?

2. Read this text, Use the glossary to help with new words.

There are more than 600 muscles in the body. They do almost everything from pumping blood throughout the body to lifting a heavy burden. A person can control some of the muscles

and others, like the heart, do their jobs without a person's will.

The structure of the muscles?

Muscles are all made of the same material, a type of elastic tissue sort of like the material in a rubber band. Thousands, or even tens of thousands, of small fibers make up each muscle. There are three different types of muscles in the body: smooth muscle, cardiac muscle, and skeletal muscle.



Smooth Muscles

Smooth muscles are sometimes also called **involuntary muscles** and they are usually in sheets, or layers, with one layer of muscle behind the other. The brain and body tell these muscles what to do without a person is even thinking about it. But smooth muscles are at work all over the body, in the stomach and digestive system, they contract (tighten up) and relax to allow food to make its journey through the body. If a person is sick (has eaten something harmful for his/her body) and needs to throw up, the muscles push the food back out of the stomach so it comes up through the **esophagus** and out of the mouth.

A cardiac Muscle

The muscle that makes up the heart is called cardiac muscle. It is also known as the **myocardium**. The thick muscles of the heart contract to pump blood out and then relax to let blood back in after it's circulated through the body. Just like smooth muscle, cardiac muscle works all by itself with no help from a person. A special group of cells within the heart are known as the pacemaker of the heart because it controls the heartbeat.

Skeletal Muscles

Skeletal Muscles are also sometimes called **striated** muscle because the light and dark parts of the muscle fibers make them look striped. Skeletal muscles are **voluntary** muscles, which means a person can control what they do. These muscles help to make up the **musculoskeletal** system- the combination of the muscles and the skeleton or bones. Together, the skeletal muscles work with the bones to give the body power and strength. In most cases, a skeletal muscle is attached

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Кафедра общеобразовательных дисциплин	044-73-11-216	
Методические рекомендации	Стр. 92 из 13 стр	

to one end of a bone. It stretches all the way across a joint (the place where two bones meet) and then attaches again to another bone. Skeletal muscles are held to the bones with the help of **tendons**.

Tendons are cords made of tough tissue, and they work as special connector pieces between bone and muscle.

Face Muscles

The face has plenty of muscles. Facial muscles don't all attach directly to bone like they do in the rest of the body. Instead, many of them attach under the skin. This allows a person to contract their facial muscles just a tiny bit and make dozens of different kinds of faces.

Even the smallest movement can turn a smile into a frown.

The tongue is actually made of a group of muscles that work together to allow a person to talk and help them chew food.

3. Ex: 5, p.33. Answer the following questions.

1. What do the muscles serve for?
2. What are muscles made of?
3. Can you see some muscles under your skin?
4. What does the cardiac muscle provide?
5. What muscles are called voluntary ones?
6. What involuntary muscles do you know?
7. What is the difference between voluntary and involuntary muscles?
8. Are skeletal and voluntary muscles the same?
9. Why doesn't the stomach work without smooth muscles?
10. In what cases do the muscles push the food back out of the stomach so it comes up through the esophagus and out of the mouth? What do we call this process?
11. How do smooth muscles help in labour?
12. What do you know about the pacemaker?
13. Why are skeletal muscles called striated ones?
14. What does the musculoskeletal system consist of?
15. How is a skeletal muscle connected with a bone?
16. Could a man move if there were not tendons? Why?
17. Why is a person able to make facial expressions?
18. Thanks to which muscles can you talk and chew your food?
19. What major skeletal muscles do you know?
20. Thanks to which muscles can we move our shoulders?
21. What muscle is with two heads?
22. What purpose do the most athletes pursue doing bodybuilding exercises?
23. How can large and strong quads be developed?
24. What functions do abdominals perform?
25. What happens with some muscles after special exercises and after stopping doing them?

4. Ex: 9, p.35 Read this text. Think about any contribution to the development of medicine in KZ you could make in your life.

Andreas Vesalius.

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Кафедра общеобразовательных дисциплин	044-73-11-216	
Методические рекомендации	Стр. 92 из 14 стр	



Andreas Vesalius was born in Brussels, Flanders (now Belgium) in 1514. He studied for four years in Louvain (now in Belgium) before going to Paris, France, to study medicine for three years; it was here that he acquired his dissection skills. In Padua, Italy, he was awarded his degree in medicine in 1537. Immediately after his degree, he was appointed professor of surgery and anatomy at the university in Padua. The publication of his work *De Humani Corporis Fabrica Libri Septeni* (The Seven Books On The Structure Of The Human Body) in 1543 provoked a hostile reception from the followers of Galen, and so Vesalius gave up his teaching to become physician to Charles V.

He fell ill when returning from a pilgrimage to the Holy Land and is thought to have been put ashore on the island of Zakynthos (now part of Greece), where he died in 1564.

From 1539 to 1542 he worked on the preparation of *De Humani corporis Fabrica Libri Septem*. Vesalius concluded, through his observations, that Galen must have applied to human anatomy the contusions he had drawn from "the dissection of other animals. *De Humani Corporis Fabrica Libri Septem* contains magnificent illustrations, particularly of the muscles, and excellent descriptions of the senses and nervous system, and is a masterpiece of printing. By the end of the 16th century Vesalius's great work was known and accepted throughout Europe.

4.1 Ex: 10, p.35 Answer the following questions.

1. When and where was Andreas Vesalius born?
2. What education did he receive?
3. What and where did Vesalius work?
4. What branch of medicine did he study?
5. What was Andreas Vesalius interested in all his life?
6. Which scientists* works did he study?
7. What phenomena of medicine did Vesalius discover?
8. What was especially important and useful in his discovery?
9. What interesting facts from his life are you impressed with?
10. What articles of Vesalius as a scientist do you know?

Ex.3.p.32. Complete each sentence using a word from the list.

Pectorals deltoid cardiac rubber band smooth facial tendons skeletal voluntary gluteus maximus

1. Elastic tissue is like the material in a.....
2. You can move your shoulders thanks to themuscles.
3. Themuscles are muscles, which you can control what they do.
4. Themuscles contract and relax in your stomach and digestive system.
5. the muscle that makes up the heart is called themuscle.
6. Themuscles work with your bones to give your body power and strength.
7. You are sitting on your..... the muscle that's under the skin and fat in your behind.
8. Many athletes do bodybuilding exercises to have large.....
9. Themuscles don't all attach directly to bone like the other ones.
10. The special connector pieces between.

Ex.4. Match the following words in **A** with their definitions in **B**

A word 1.muscle 2.tendon 3.pectoral muscles 4.quadriceps 5.deltoid muscle 6.skeletal muscle 7.cardiac muscle 8.biceps 9.involuntary muscle 10.gluteus maximus	B definition a) The chest muscles b) A tissue comprising the bulk of the body's musculature c) A tough cord that serves to attach a muscle to a bone d) The muscle of which the walls of the heart are composed e) One of the great extensor muscles of the legs f) A tissue whose cells have the ability to contract ,producing movement or force g) a muscle that is not under conscious control h) a thick muscle that covers the shoulder joint i) muscles of the buttocks j) a muscle with two heads
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5.5. Методы обучения и преподавания

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

1. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.
2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 p
3. Ағылшынша - қазақша медициналық сөздік. 60000-дай термин [Мәтін] = English-kasakh medical dictionary : словарь / Т. Момынов [ж/б] ; ҚР ұлттық ғылым акад. Қазақтың С. Ж. Аспандияров атындағы ұлттық мед. ун-ті . - 2-бас. - Алматы : [б. и.], 2014. - 552 бет

Extra bibliography/Дополнительные литературы/Қосымша әдебиеттер:

1. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.

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Кафедра общеобразовательных дисциплин	044-73-11-216	
Методические рекомендации	Стр. 92 из 16 стр	

2. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.
3. Berzegova, L. U. Professional english in medicine. 2 part : textbook / - Almaty : "Evero" , 2017. - 300 p.
4. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.

5.7.Контроль 10 min

Answer the question.

1. How long has the man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 4 90 min

5.1. Theme/Тема/Тақырыбы: Circulatory system

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

Мақсат: студенттердің сөйлеудегі, жазудағы, оқудағы және тандаудағы ептілігін дамыту қажет; топ ішінде жұмыс істей алу қабілетін, студенттің жан-жақты көзқарасын дамыту.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.

- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

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Кафедра общеобразовательных дисциплин	044-73-11-216	
Методические рекомендации	Стр. 92 из 17 стр	

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. Основные вопросы темы 30 min

1. Read and the text and translate it.

The Circulatory System

Pre-reading dsk

Discuss the follingwng questions

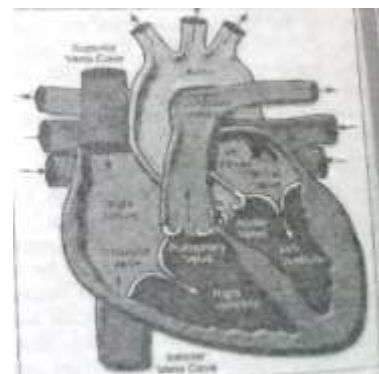
- How can you find out if a man is alive or dead?
- Does the heart really have a form like it is in the postcards for the wedding day?
- How does your heart beat when you fall in love? Why?
- Is it possible to have blue blood like the English royal family?!
- What will happen to your pulse if you run 100 metres quickly
- What part of the body does your heart move to when you afl frightened?

Read this text. Use the glossary to help with new words.

A long time ago, people thought that their emotions came from tin hearts, maybe because the heart beats faster when a person is scard or excited. Now we know that emotions come from the brain, and that the brain tells the heart what to do.

The structure of the heart

The heart is really a muscie. It's located a little to the left of the middle of the chest, and it's about the size of the fist. The heart muscle is special because of what it does. The heart sends blood around the body. The blood provides the body with the oxygen and nu-trients it needs. It also carries away waste. The heart is sort of (ike a pump or two pumps in one. The right side of your heart receives blood from the body and pumps it to the lungs.



Heartbeating

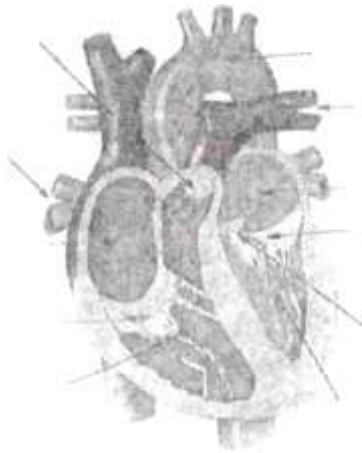
Before each beat, the heart fills with blood. Then it's muscle contracts to squirt the blood along. A single pumping action of the heart is called heartbeat. A healthy adult heart beats at a rate of 60-80 per minute at rest and at up to 200 beats per minute during exercises.

Heart Parts

The heart is made up of four different blood -filled areas is called **a chamber**. There are two chambers on each side of the heart . One chamber is on the top and one chamber is on the bottom. The two chambers (left and right) on top are called the **atria** (an atruim). The atria are the chambers that fill with the blood returning to the heart from the body and lungs.

The two Chambers(left and right) on the bottom are called the **ventricles**. Their job is to squirt out the blood to the body and lungs. Running down the middle of the heart is a thick wall of muscle called **septum**. The septum's job is to separate the left side and the right side of the heart.

3. Ex: 3, p.41. Choose a word from the box to label each anatomical part in the picture.



- a) pulmonary valve
- b) pulmonary veins
- c) right atrium
- d) tricuspid valve
- e) right ventricle
- f) aorta (arch)
- g) pulmonary arteries
- h) left atrium
- i) mitral valve
- j) aortic valve
- k) left ventricle

4. Ex: 9, p.35 Read this text. Think about any contribution to the develop- I of medicine in KZ you could make in your life.

William Harvey.

William Harvey was born on 1 April 1578 in Folkestone, England. He was educated at King's School, Canterbury, and studied medicine at Gonville and Caius College, the University of Cambridge, England. After graduating in 1597, Harvey went to Italy to continue his studies at the university's medical school in Padua, which was considered one of the best in Europe. He studied under the Italian anatomist Fabricius, who had discovered that there were valves in the veins. Harvey obtained his doctorate of medicine in 1602 and returned to London soon afterward. In 1607 he became a fellow of the Royal College of Physicians and in 1609 he was appointed physician at St. Bartholomew's Hospital, London.



When Harvey began his research, medical thinking concerning the blood was still largely dominated by the work of Greek physician Galen (c. AD 130—200), who believed that food turned to blood in the liver and ebbed and flowed in the blood vessels. In 1628 Harvey published one of the most significant books in the history of medicine, («On the Motion of the Heart and Blood in Animals»). Having spent many years observing and dissecting all manner of animals (including humans), Harvey had discovered that the heart was responsible for the movement of blood around the body, pumping it from the right side of the heart to the lungs, back to the left side of the heart and out through the arteries to the rest of the body, then back to the heart through the veins, thus completing a circular motion.

He also noted that the valves in the veins prevented blood from flowing away from the heart. He assumed that arteries and veins were linked by microscopic capillaries, but was unable to prove this because the only form of magnification he had was a magnifying glass. At first, Harvey's

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Кафедра общеобразовательных дисциплин	044-73-11-216	
Методические рекомендации	Стр. 92 из 19 стр	

findings provoked controversy and were harshly attacked by other scholars. However, the concept of the circulation of the blood was gradually accepted, even during Harvey's own lifetime. Harvey also studied the reproduction of animals and in 1651 published «Anatomical Excitations Concerning the Generation of Living Creatures». Having observed the growth of chick embryos in hens' eggs, he discovered that the embryo originated in the egg and went through many stages of gradual development until it was fully formed.

5.5. Методы обучения и преподавания

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

1. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.
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4. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.

5.7. Контроль 10 min

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of thebody depend on?
5. What does the human body consist of?

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Кафедра общеобразовательных дисциплин	044-73-11-216	
Методические рекомендации	Стр. 92 из 20 стр	

6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 5 90 min

5.1. Theme/Тема/Тақырыбы: Heart parts.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:
- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос).

5.4. Основные вопросы темы 30 min

1. Read and the text and translate it.

Heartbeating

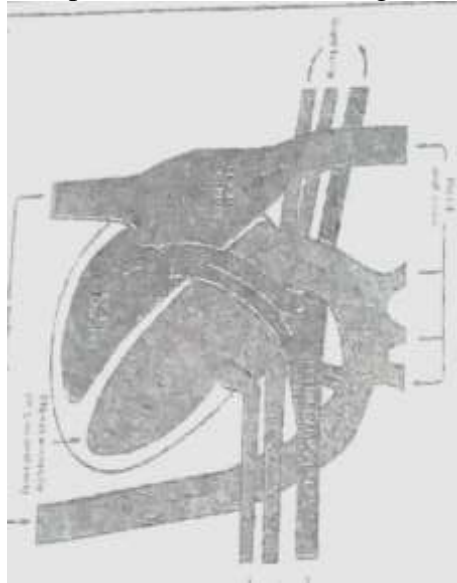
Before each beat, the heart fills with blood. Then its muscle contracts to squirt the blood along. A single pumping action of the heart is called heartbeat. A healthy adult heart beats at a rate of 60-80 per minute at rest and at up to 200 beats per minute during exercises.

Heart Parts

The heart is made up of four different blood-filled areas, and each of these areas is called a chamber. There are two chambers on each side of the heart. One chamber is on the top and one chamber is on the bottom. The two chambers (left and right) on top are called the atria (an atrium). The atria are the chambers that fill with the blood re* turning to the heart from the body and lungs.

The two chambers (left and right) on the bottom are called the ventricles. Their job is to squirt out the blood to the body and lungs. Running down the middle of the heart is a thick wall of muscle called the septum. The septum's job is to separate the left side and the right side of the heart.

The atria and ventricles work as a team - the atria fill with blood, then dump it into the ventricles. The ventricles then squeeze, pumping blood out of the heart. While the ventricles are squeezing, the atria refill and get ready for the next contraction. The blood relies on four special valves inside the heart. Two of the heart valves are the mitral valve and the tricuspid valve. They let blood flow from the atria to the ventricles. The other two are called the aortic valve and pulmonary valve and they're in charge of controlling the flow as the blood leaves the heart. These valves all work to keep the blood flowing forward. They open up to let the blood move ahead, then they close quickly to keep the blood from flowing backward.



Circulation

The blood moves through many tubes called arteries and veins which together are called blood vessels. These blood vessels are attached to the heart. The blood vessels that carry blood away from the heart are called arteries. The ones that carry blood back to the heart are called veins. The movement of the blood through the heart and around the body is called circulation. It takes less than 60 seconds to pump blood to every cell in the body. The body needs this steady supply of blood to keep it working right.

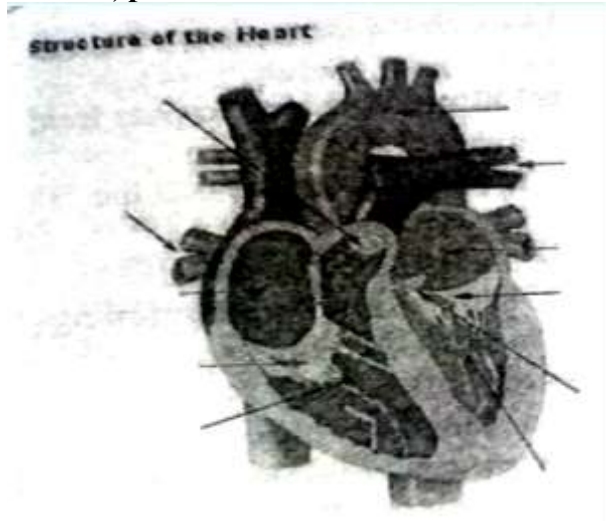
2. Ex: 2, p.40. Complete each sentence using a word from the box.

Muscle Arteries Right Ventricle Contraction Septum left ventricle valve waste right atrium left atrium circulation veins

1. The heart is a.....which is about the size of your fist]
2. The receives oxygenated blood from the lungs,
3. Thereceives deoxygenated blood from the venae cavae.
4. The receives blood from the pulmonary vein.
5. The pumps blood received from the venae cavae.
6. A thick wall of muscle running down the middle of the heart is j
7. called the
8. Blood pressure closes.....so preventing backflow.
9. carry blood away from the heart.
10. carry blood back to the heart.
11. The.....kidneys filter out some of the
12. Each beat is caused by the,,,,,,,of your heart.

13.....is called the movement of the blood through the heart and around the body.

3. Ex: 3, p.41. Choose a word from the box to label each anatomical part in the picture



- a) pulmonary valve
- b) pulmonary veins
- c) right atrium
- d) tricuspid valve
- e) right ventricle
- f) aorta (arch)
- g) pulmonary arteries
- h) left atrium
- i) mitral valve
- j) aortic valve
- k) left ventricle

5.5. Методы обучения и преподавания

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

1. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.
2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 p
3. Ағылшынша - қазақша медициналық сөздік. 60000-дай термин [Мәтін] = English-kasakh medical dictionary : словарь / Т. Момынов [ж/б] ; ҚР ұлттық ғылым акад. Қазақтың С. Ж. Аспандияров атындағы ұлттық мед. ун-ті . - 2-бас. - Алматы : [б. и.], 2014. - 552 бет

Extra bibliography/Дополнительные литературы/Қосымша әдебиеттер:

1. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 23 стр	

2. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.
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5.7.Контроль 10 min

Answer the question.

1. How long has the man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 6 90 min

5.1. Theme/Тема/Тақырыбы: Kidneys are filters. Indefinite pronouns: some, any, much, many, little, few, no, none, all, both, either, neither, each, every, other, one.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

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Методические рекомендации	Стр. 124 из 24 стр	

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. Основные вопросы темы 30 min

1. Read and the text and translate it.

Kidneys as Filters

Each time the blood circulates from the heart out to the body, about 20% (one fifth) of it goes through the kidney. The kidneys filter out some of the waste before the blood heads back to the heart.

The returning blood enters the right side of the heart. It takes the blood to the lungs for a little freshening up. Carbon dioxide is left in the lungs to be removed when a person exhales.

Lub-Dub' Sound

A healthy heart makes a lub-dub sound with each beat. This sound comes from the valves shutting on the blood inside the heart. The first sound (the lub) happens when the mitral and tricuspid valves close. The next sound (the dub) happens when the aortic and pulmonary valves close after the blood has been squeezed out of the heart.

Pulse

Pulse, pressure wave along the arteries by each beat of the heart, can be felt where the arteries are close to the skin's surface. Two good places to find it are on the side of the neck and the inside of the wrist, just below the thumb.

When a person is resting, he / she will probably feel between 60 and 80 beats per minute. When a person runs around a lot, their body needs a lot more oxygen-filled blood. The heart pumps faster to supply the oxygen-filled blood that the body needs.

Conclusions with some extra information

- The cardiovascular system consists of the heart, which is a muscular pumping device, and a closed system of vessels called arteries, veins, and capillaries.
- The vital role of the cardiovascular system in maintaining homeostasis depends on the continuous and controlled movement of blood through the thousands of miles of capillaries that permeate every tissue and reach every cell in the body.

2. Ex: 4, p.42. Match the following words in A with a suitable definition in B.

A word

B

- | | |
|-------------------|---|
| 1. heart | a) a fluid tissue that circulates throughout the body |
| 2. vessel | b) a valve in the heart allowing blood to pass from the left atrium to the left ventricle |
| 3. capillary | c) a blood vessel conveying blood towards the heart |
| 4. mitral valve | d) a hollow muscular cone-shaped organ |
| 5. vein | e) a valve in the heart preventing blood returning to the left ventricle from the aorta |
| 6. ventricles | f) two upper chambers of the heart |
| 7. aortic valve | g) an extremely narrow blood vessel |
| 8. atria | h) a series of pressure waves within an artery |
| 9. pulmonary vein | i) two lower chambers of the heart |
| 10. pulse | j) a tube conveying a blood fluid |
| 11. circulatory | k) a vein carrying oxygenated blood from the lung to the left atrium |
| 12. blood | l) cardiovascular |

3. Ex: 5, p.42. Complete each sentence using a word from the box.

1. A person's emotions come from his.....

e) heart

- b) brain*
c) liver
2. Oxygenated blood from the lungs is received by the.....
a) left ventricle
b) left atrium
c) right atrium
3. A.....divides the atria of the heart from the ventricles.
a) chamber
b) vein
c) septum
4. Blood relies on four special.....inside the heart.
a) veins
b) arteries
c) valves
5. The heart takes.....to pump blood to every cell in your body.
a) 30 seconds
b) a minute
c) 60 minutes
6. Your body needs a lot more oxygen-filled blood when you....
a) run
b) sleep
c) sit
7. During the circulation about 20% of blood goes through the.....
a) lungs
b) heart
c) kidneys

5.5. Методы обучения и преподавания

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5.7.Контроль 10 min

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8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 7

90min.

5.1. Theme/Тема/Тақырыбы: The respiratory system. Adjective. Degrees of comparison.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

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Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

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Кафедра общеобразовательных дисциплин Методические рекомендации	044-73/11-216 Стр. 124 из 27 стр	

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
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5.4. Основные вопросы темы 30 min

1. Read and the text and translate it.

The Respiratory System

Pre-reading task

Discuss the following questions.

- What's something that you do all day, every day, no matter j where you are or who you're with?
- What does it mean, "Give me a drink of fresh air"?
- Is it dangerous to stop your breathing for 10 minutes?
- How long are you able to stay without breathing (in) out?
- What will happen to a man if he smokes a cigarette for the first; time?
- Why do firemen put on breathing masks before they enter a burned building?
- Why does an opera singer open his mouth so wide during the performance?

Read this text. Use the glossary to help with new words.

Breathing air is necessary for keeping humans alive. Every Ring cell in the body needs a Constant supply of oxygen to survive. The role of the respiratory system, together with the circulatory system, is to deliver oxygen from the lungs to the cells and to remove carbon dioxide and return it to the lungs to be exhaled.

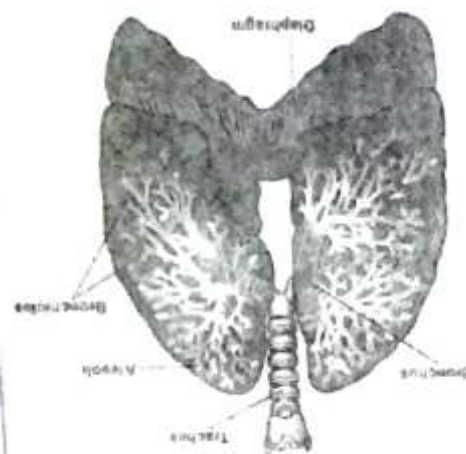
Location of the Lungs

The lungs are in the chest, and they are so large that they take up most of the space in there There are 2 lungs, the lung (2 lobes) on the left side of the body is a bit smaller than the lung (3 lobes) on the right. This extra space on the left leaves room for the heart. The lungs are protected by the rib cage, which is made up of 12 sets of ribs.

These ribs are connected to the spine in your back and go around the lungs to keep them safe.

Structure of the Lungs

From the outside, lungs are pink and a bit squisby, like a sponge I But the inside contains the real lowdown on the lungs! At the bottom of I the trachea, or windpipe, there are two large tubes. These tubes are called the main stem bronchi, and one heads left into the left lung, while the other heads right into the right lung. Each main stem bronchus (pi. bronchi) then branches off into tubes that get smaller and even smaller still, like branches on a big tree. The tiniest tubes are called bronchioles, and there are about 30,000 of them in each lung. I Each bronchiole is about the same



thickness as a hair. At the end of each bronchiole is a special area that leads into clumps of teeny tiny air sacs called alveoli. There are about 600 million alveoli in the lungs. Each alveolus (pl. alveoli) has a mesh-like covering of very small blood vessels called capillaries. These capillaries are so tiny that the cells in the blood need to line up single file just to march through them.

2. Ex: 2, p.58. Match the following word in A with a suitable definition in B.

A word	B definition
1. lung	a) a tiny ridge
2. diaphragm	b) a blind-ended air sac of microscopic size
3. trachea	c) a dome-shaped muscle
4. bronchus	d) the tiniest tube without cartilage or mucous glands
5. bronchiole	e) the part of the air passage between the larynx and the main bronchi
6. alveolus	f) the voice box
7. cilium	g) one of the pair of organs of respiration
8. larynx	h) a tiny hair
9. vocal cord	i) a slick special layer
10. pleural membrane	j) any of the air passages beyond the trachea

Test

1. Indicate if each statement is true or false

1. The sole activity of the respiratory system is breathing .
 - a) true
 - b) false
2. The exchange of gases between the blood and tissue cells is external respiration
 - a) true
 - b) false
3. Air flows in the process of pulmonary ventilation because of pressure differences between the atmosphere and the gases inside the lungs.
 - a) true
 - b) false
4. Intrapleural pressure is the pressure inside the alveoli of the lungs while intraalveolar pressure is the pressure within the pleural cavity
 - a) true
 - b) false
5. The amount of air that is exchanged during one cycle varies with age, sex, size, and physical condition.
 - a) true
 - b) false
6. External nares are two openings through which air enters the nasal cavity from the outside.
 - a) true
 - b) false
7. Nasal cavities are air spaces within the skull.
 - a) true
 - b) false
8. The upper part of the pharynx lets only air pass through. Lower parts permit air, foods, and fluids to pass.

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Методические рекомендации	Стр. 124 из 29 стр	

- a)true
b>false

3. Ex: 3, p.59. Answer the following questions.

- 1.What is one of the most important things for you to live?
- 2.What are the main organs of the respiratory system?
3. What does the frequency of your breathing depend on?
4. Which lung is bigger? Flow many lobes are there in the smaller one?
5. Why don't the lungs have an equal size?
5. What do the lungs look like?
7. Why is trachea called the windpipe?
8. What are bronchi like?
8. What do you know about bronchioles?
10. How many alveoli are there in the lungs? What do they do?
11. Is there any interrelation between alveoli and capillaries?
12. How can you describe the process of inhaling?
13. What role does the diaphragm play in this process?
14. What passes from the air into the blood?
15. What do you know about 'exchange of gases'?
16. What is kept out during exhaling?
17. What's the t° of the air that comes out of the mouth or nose?
18. What can you talk and sing due to?

5.5. Методы обучения и преподавания

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- Cards

5.6. Bibliography/Литература/ Әдебиет

1. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.
2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 p
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Extra bibliography/Дополнительные литературы/Қосымша әдебиеттер:

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
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Методические рекомендации	Стр. 124 из 30 стр	

1. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.
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5.7. Контроль 10 min

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 8

90min.

5.1. Theme/Тема/Тақырыбы: All about inhaling. Order of Adjectives.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:
- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. Основные вопросы темы 30 min

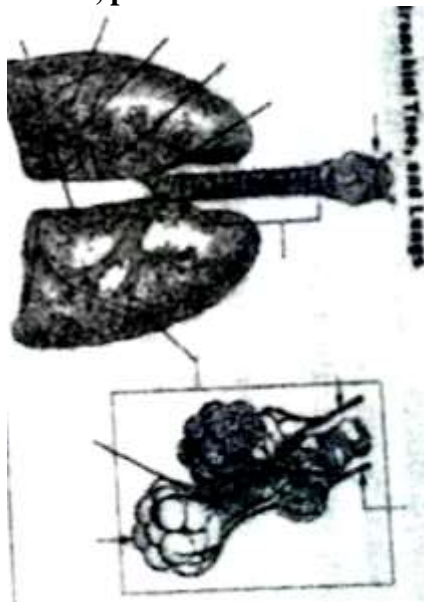
1. Read and the text and translate it.

All about inhaling

As a person breathes in / inhales, their diaphragm contracts and flattens out. This allows it to move down, so the lungs have more room to grow larger as they fill up with air. The diaphragm isn't the only part that gives the lungs the room they need. The rib muscles also lift the ribs up and outward to give the lungs more space.

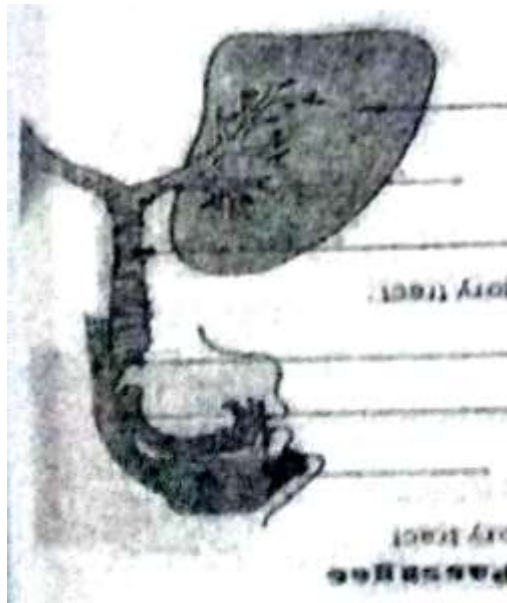
At the same time, a person inhales air through their mouth or nose, and the air heads down the trachea, or windpipe. On the way down the windpipe, tiny hairs called cilia move gently to keep mucus and dirt out of the lungs. The air then goes through the series of branches in the lungs, through the bronchi and the bronchioles. The air finally ends up in the 600 million alveoli. As these millions of alveoli fill up with air, the lungs get bigger. It's the alveoli that allow oxygen from the air to pass into the blood. All the cells in the body need oxygen every minute of the day. Oxygen passes through the walls of each alveolus into the tiny capillaries that surround it. The oxygen enters the blood in the tiny [capillaries, hitching a ride on red blood cells and traveling through layers of blood vessels to the heart. The heart then sends the oxygenated (filled with oxygen) blood out to all the cells in the body.

2. Ex.:4, p.59. Choose a word from the box to label the appropriate anatomical in the picture



- a) larynx
- b) primary bronchi
- c) secondary bronchi
- d) bronchioles
- e) cardiac notch vein
- f) tertiary bronchi
- g) trachea
- h) alveolar duct
- i) alveoli
- j) pulmonary

- a) nasal cavity
- b) pharynx
- c) larynx
- d) trachea
- e) primary bronchi
- f) lungs



3. Ex.:5, p.60. Complete each sentence using a word /words from the box.

Rib

- 1. Cage
- 2. Diaphragm
- 3. Vocal
- 4. Cords
- 5. pleural
- 6. membranes
- 7. lungs
- 8. air
- 9. abdominal
- 10. vibrations
- 11. cartilage
- 12. alveoli

- 1. When you breathe in yourcontracts
- 2. Children are bom with about 20 million
- 3.The lungs are protected by
- 4.The total capacity of the..... in an adult male is about 5.5 litres,
- 5. We can talk thanks to.....
- 6.During normal breathing only about 500ml of is exchanged.
- 7.The lungs are covered by
- 8.The bronchial tree does not contain.....and mucous glands.
- 9.The airflow produces.....that make up speech, song and all other vocal noises.
- 10.Diaphragm separates the thoracic andcavities.

Ex:6 p.60 Choose a word from the right column which means the same as an underlined word in the left column.

1. <u>let you to breath in</u> fresh air	Pink layers
2. <u>be saved from not fresh</u> air	Slick

3.the lungs are <u>occupied</u> most of the <u>room</u> 4.the lungs are <u>rose coloured</u> 5.the inside contains the <u>real information</u> 6. <u>wee</u> air sacs 7.to <u>protect from</u> mucus and sludge 8. <u>frightening</u> alveoli 9.in <u>contrary</u> order 10.two really <u>smooth</u> special <u>sheets</u> 11.things don't <u>stick together</u>	Take in stale Awesome Reserve Lowdown Tiny allow Get stuck Get rid of Keep out Space take up
--	--

5.5. Методы обучения и преподавания

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

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Методические рекомендации	Стр. 124 из 34 стр	

2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 9

90min.

5.1. Theme/Тема/Тақырыбы: Waiting to exhale. Adverb.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

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5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

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Ход занятия

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- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

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3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. Основные вопросы темы 30 min

1. Read and the text and translate it.

Exhale

When it's time to exhale (breathe out), everything happens in reverse. The diaphragm relaxes and moves up, pushing air out of the lungs. The rib muscles become relaxed, and the ribs move in again, creating a smaller space in the chest. By now the cells have used the oxygen they need, and the blood is carrying carbon dioxide and other wastes that must leave the body. The blood comes back through the capillaries and the wastes enter the alveoli. Then a person breathes them out in the reverse order of how they came in: the air goes through the bronchioles, out the bronchi, out the trachea, and finally out through the mouth or nose.

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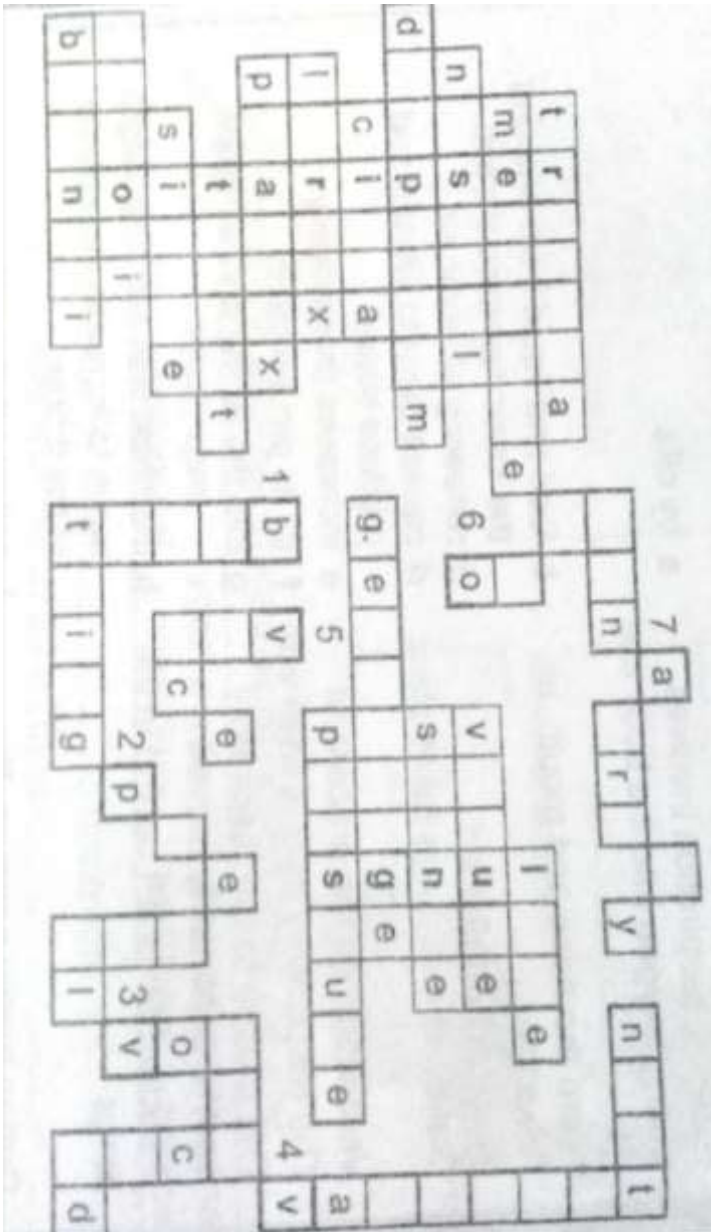
The air breathed out not only contains wastes and carbon dioxide, but it's warm, too! As air travels through the body, it picks up heat along the way.

The lungs are covered by two really slick special layers called pleural membranes. These membranes are separated by a fluid that allows them to slide around easily while inhaling and exhaling.

Time for Talk

Your lungs are important for breathing . . . and also for talking! Above the trachea (windpipe) is the larynx, which is sometimes called the voice box. Across the voice box are two tiny ridges called vocal cords, which open and close to make sounds. When a person exhales air from the lungs, it comes through the trachea and larynx and reaches the vocal cords. If the vocal cords are closed and the air flows between them, the vocal cords vibrate and a sound is made.

2. Ex: 9, p.62 Guess what words are encoded' add the omitted letters to get these medical terms.



3. Ex: 10, p.62. Read this text.
John Burdon Sanderson Haldane
His Life and Career

Burdon Sanderson Haldane was born in Oxford, England, on 5 November 1892 and educated at New College, University of Oxford, where he obtained a first-class degree in mathematics. He later served with the Scottish Black Watch regiment during World War I. He was a fellow of New College (1919-22), where he studied physiology, and later moved to the University of Cambridge, England, in 1922 as Dunn Lecturer in biochemistry. He left Cambridge University in 1933 to become professor of genetics at the University of London, England, and held this post until 1937, when he was elected as the first professor of biochemistry at University College, London. He was head of the genetics department at the John Innes Horticultural Institution from 1927 to 1937, and in 1930 he became Fullerian professor of physiology at the Royal Institution, and was later appointed professor of biometry at University College, London (1937).

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Методические рекомендации	Стр. 124 из 37 стр	

Haldane left Britain for India in 1957 in protest at the Anglo-French invasion of Egypt during the 1956 Suez Crisis. He worked at the Indian Statistical Institute, Calcutta, until 1961, when he became a naturalized Indian citizen. The following year he took up an appointment as director of the Laboratory of Genetics and Biometry at Bhubaneswar, Orissa, India. He remained there until he died of cancer on 1 November 1964.



Achievements Haldane was responsible for important advances in the understanding of respiratory physiology and of gene linkage. He helped to elucidate the chemistry of enzymes, and demonstrated the genetic link between the inherited blood disease hemophilia I and color blindness. In his physiological work, he regularly experimented on himself.

The British-born geneticist and physiologist J.B.S. Haldane is remembered for his work on population genetics. He used statistics to show how beneficial genes spread quickly through a population. He also conducted important research into respiration, investigating the effects of inhaling carbon dioxide by experimenting on himself. Haldane was an enthusiastic popularizer of science, writing many books for the general public.

He was also an ardent Marxist, though he left the Communist Party because of the Soviet government's support of the controversial Russian geneticist Trofim Lysenko. In 1957 he emigrated to India in protest against British foreign policy.

Ex11.p63 Answer the following questions.

1. When and where was J.B.S Haldane born?
2. What education did he receive?
3. What and where did Haldane work?
4. What branch of medicine did he study?
5. What was John Haldane interested in all his life?
6. Which scientists' works did he study?
7. What phenomena of medicine did Haldane discover?
8. What was especially important and useful in his discovery?
9. What interesting facts from his life are you impressed with?
10. What articles of Haldane as a scientist do you know?

5.5. Методы обучения и преподавания

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues

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- Role – plays
- Crosswords
- Puzzles
- Cards

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5.7. Контроль 10 min

Answer the question.

1. How long has die man been living on the earth?
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Theoretical lesson # 10

90min.

5.1. Theme/Тема/Тақырыбы: The digestive system.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

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Кафедра общеобразовательных дисциплин Методические рекомендации	044-73/11-216 Стр. 124 из 39 стр	

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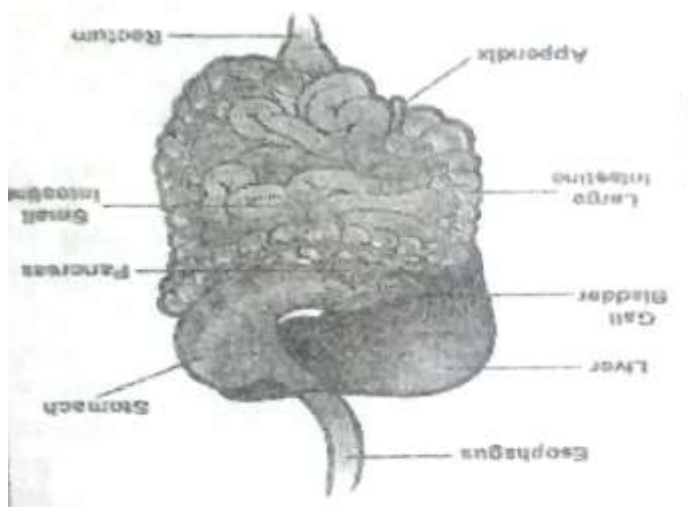
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5.4. Основные вопросы темы 30 min

1. Read and the text and translate it.

The digestive system.

The digestive system starts working even before a person takes the first bite of a meal. And the digestive system will be busy at work on the chewed-up lunch for the next few hours - or sometimes days - depending upon what a person has eaten. This process, called digestion, allows the body to get the nutrients and energy it needs from the food a person eats.



The Mouth and Esophagus

Even before a person eats, when he/she smells a tasty food, sees it, or thinks about it, digestion begins. Saliva, or spit, begins to form in the mouth. The saliva breaks down the chemicals in the food a bit, which helps make the food mushy and easy to swallow. The tongue helps out, pushing the food around while a person chews with their teeth. Then, the tongue pushes a tiny bit of mashed-up food called a bolus toward the back of the throat and, into the opening of the esophagus, the second part of the digestive tract.

The Stomach

The stomach is attached to the end of the esophagus. It's a stretchy!

It's sack shaped like the letter J. It has three important jobs:

- to store the food you've eaten
- to break down the food into a liquidy mixture
- to slowly empty that liquidy mixture into the small intestine

The stomach is like a mixer, churning and mashing together all the small balls of food that came down the esophagus into smaller and smaller pieces. It does this with help from the strong muscles in the walls of the stomach and gastric juices that also come from the stomach's walls. In addition to breaking down food, gastric juices also help kill bacteria that might be in the eaten food.

The Small Intestine

The small intestine is a long tube that's about 3.5 to 5 meters long and is packed beneath the stomach. An adult's small intestine is about 6.7 meters long.

The small intestine breaks down the food mixture even more so the body can absorb all the vitamins, minerals, proteins, carbohydrates due to the pancreas, liver, and gallbladder. Those organs send different juices to the first part of the small intestine. These juices help to digest food and allow the body to absorb nutrients. The pancreas makes juices that help the body digest fats and protein. A juice from the liver called bile helps to absorb fats into the bloodstream. And the liver acts as a warehouse for bile, storing it until the body needs it. The food may spend as long as 4 hours in the small intestine and emerge as a very thin, watery mixture with the nutrients. Next stop for the liver!

2. Ex:4, p.70. Complete each sentence using a word/ word combination from the box.

1. Appendix
2. epiglottis
3. small
4. Intestine
5. mushy
6. tongue
7. bile
8. oesophagus
9. large
10. intestine
11. bolus
12. water
13. teeth
14. gastric
15. Juices
16. bacteria
17. saliva

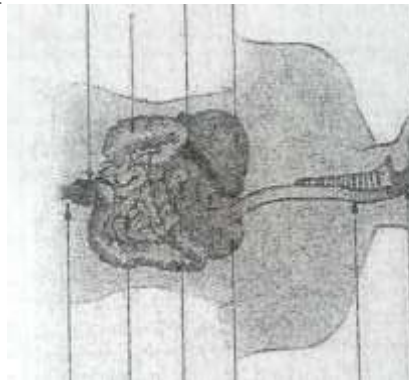
1. Saliva helps make the food.....and easy to swallow.
2. The helps out, pushing the food around while you chew with your
3. Theis almost the last stop on the digestive tract
4. The.....prevents the food entering the trachea.
5. Thebreaks down the chemicals in the food.
6. Thesometimes gets infected and needs to be re-moved.
7.help kill..... that might be in the eaten food.
8. A juice from the liver called..... helps to absorb fats into the bloodstream.
9. Theis packed inside you beneath your stomach.
10. The mushed-up food is called a.....
11. You can help your digestive system by drinking.....

12. The.....moves food from the back of your throat to your stomach.

Ex:5 p70. Match a word on the left with its Latin synonym on the right.

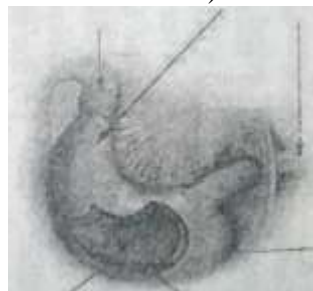
- | | |
|----------------------|--|
| 1. Mouth(c) | a) oesophagus |
| 2. Bowel | b) duodenum, jejunum, ileum, colon, and rectum |
| 3. Spit | c) buccal cavity |
| 4. Throat | d) colon |
| 5. Gullet | e) saliva |
| 6. Small intestine | f) hard and soft palate |
| 7. Large intestine | g) pharynx |
| 8. Roof of the mouth | h) ileum |

3. Ex:7, p.71. Choose a word from the box to show the appropriate anatomical part in the pictures



- a) tongue
- b) liver
- c) gallbladder
- d) large intestine
- e) rectum
- f) anus
- g) small intestine
- h) pancreas
- i) stomach
- j) esophagus
- k) pharynx
- l) mouth

- a) oesophagus
- b) pylorus
- c) duodenum
- d) rugae
- e) fundus



- a) transverse colon
- b) duodenum
- c) hepatic flexure
- d) ascending colon
- e) caecum
- f) ileum
- g) sigmoid colon
- h) jejunum
- i) descending-colon
- j) splenic flexure

5.5. Методы обучения и преподавания

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA АКАДЕМИАСЫ «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 42 стр	

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

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5.7.Контроль 10 min

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 11

90min.

5.1. Theme/Тема/Тақырыбы: Love your liver. Large intestine.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 43 стр	

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.

- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. Основные вопросы темы 30 min

2. Read and the text and translate it.

Role of the Liver in Digestion

The nutrient-rich blood comes directly to the liver for processing. The liver filters out harmful substances or wastes, turning some of the waste into more bile. The liver even helps figure out how many nutrients will go to the rest of the body, and how many will stay behind in storage. For example, the liver stores certain vitamins and a type of sugar the body uses for energy.

The Large Intestine At 7 or 10 centimeters around, the large intestine is fatter than the small intestine and it's almost the last stop on the digestive tract Like the small intestine, it is packed into the body, and would measure about 1.5 meters long. The large intestine has a tiny tube with a closed end coming off it called the appendix. It's part of the digestive tract, but it doesn't seem to do anything, though it can cause big problems, because it sometimes gets infected and needs to be removed.

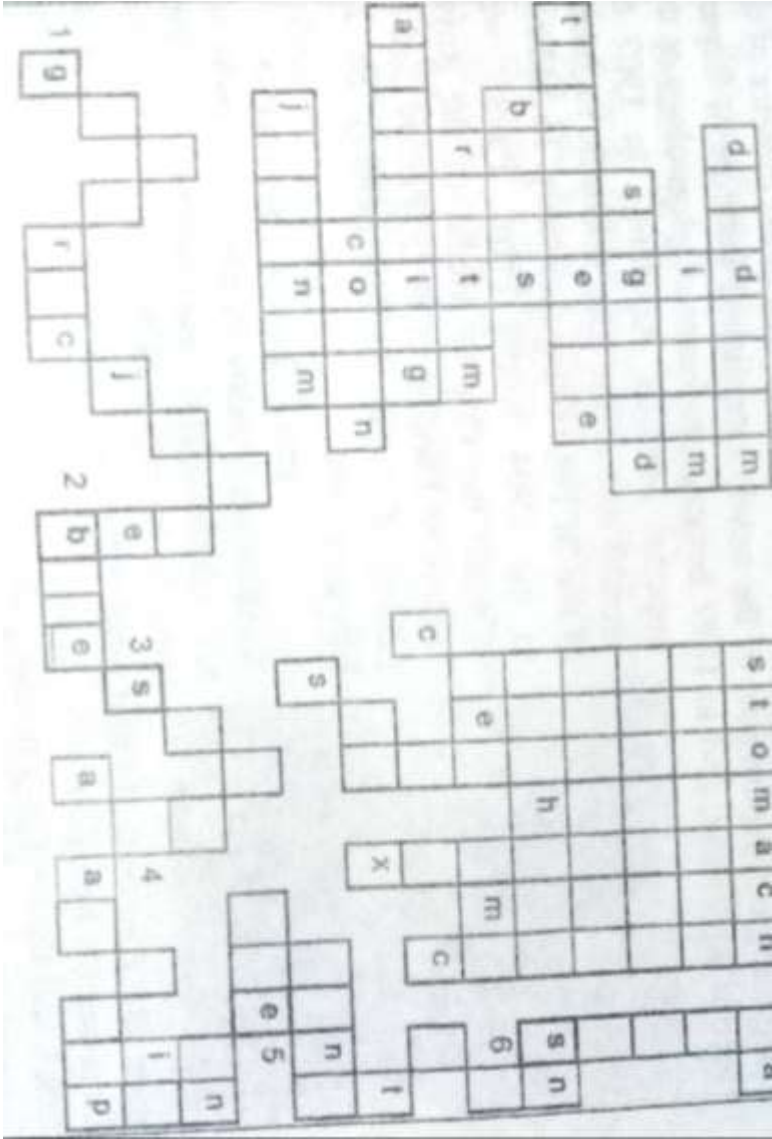
After most of the nutrients are removed from the food mixture, there is waste left over - stuff the body can't use. This stuff needs to be passed out of the body. Before it goes, it passes through the part of the large intestine called the colon, which is where the body gets its last chance to absorb the water and some minerals into the blood. As the water leaves the waste product, what's left gets harder and harder as it keeps moving along, until it becomes a solid called stool or a bowel movement. The large intestine pushes the stool (poop) into the rectum, the very last stop on the

digestive tract. The stool leaves the body through the anus.

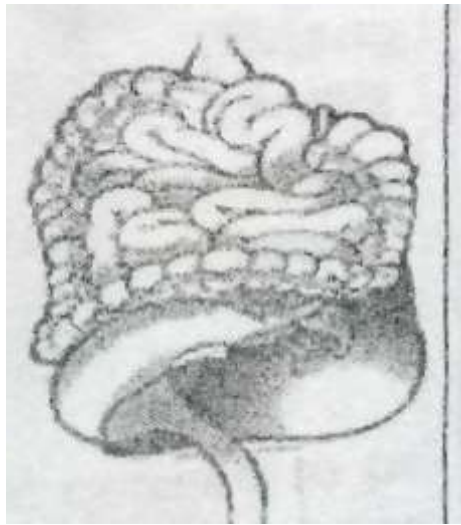
Diet

A person can help the digestive system by drinking water and eating a healthy diet that includes foods rich in fiber. High-fiber foods, like fruits, vegetables, and whole grains, make it easier for poop to pass through the system.

3. Ex: 9, p.73 Guess what words are encoded' add the omitted letters to get these medical terms



3. Ex:10, p.73. Explain why people often confuse a heart attack with heartburnIS Taking the Heart out of Heartburn



The esophagus has a ring of muscles at the top and bottom. If the bottom ring of muscles doesn't keep the lower part of the esophagus tightly closed between swallows, acid from the stomach can come back up into the esophagus. This creates a burning sensation called heartburn, but it has nothing to do with the heart. The pain a person may feel is in the area of the heart, but it would make more sense to call it esophagus-burn!

4. Ex:11, p.73. Read this text. Think about any contribution to the development of medicine in KZ you could make in your life.

Ivan Petrovich Pavlov. Life and Career

Ivan Petrovich Pavlov was born in Ryazan, Russia, on 24 September 1849. The son of a village priest, Pavlov attended a theological seminary before studying general science at the University of St. Petersburg, and medicine at the Imperial Medical Academy (later the Military Medical Academy). In 1891 Pavlov was made director of the physiological department of the newly established Institute of Experimental Medicine, and in 1897 became professor of physiology at



The Imperial Medical Academy. In 1907 he became one of the four scientific members of the St. Petersburg Academy. In addition to his 1904 Nobel Prize, Pavlov was awarded the Copley Medal of the Royal Society of London in 1915. Pavlov died in Leningrad (now St. Petersburg) on 27 February 1936.

Physiological Discoveries

Although Pavlov carried out many of his physiological experiments on live animals, he was a skilled surgeon and did everything he could to minimize suffering. During the course of these experiments he discovered the nerve fibers affecting the action of the heart, and the nerves controlling the secretions of the pancreas. He also worked on the physiology of the circulation of the blood. His studies of the secretions of the digestive glands transformed ideas of how digestion worked, and were the foundation of modern knowledge on the subject.

Pavlov went on to associate conditioned reflexes with definite areas of the brain, and extended his studies to humans, coming to believe that all actions depend upon conditioned reflexes.

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 46 стр	

Answer the following questions.

1. When and where was Ivan Petrovich Pavlov born?
2. What education did he receive?
3. What and where did Pavlov work?
4. What branch of medicine did he study?
5. What was Ivan Petrovich Pavlov interested in all his life?
6. Which scientists` works did he study?
7. What phenomena of medicine did Pavlov discover?
8. What was especially important and useful in his discovery?
9. What interesting

5.5. Методы обучения и преподавания

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
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- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

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5.7. Контроль 10 min

Answer the question.

1. How long has die man been living on the earth?

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 47 стр	

2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 12

90min.

5.1. Theme/Тема/Тақырыбы: The skin system. Verb. Auxiliary verbs. Regular and irregular verbs.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

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Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
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- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

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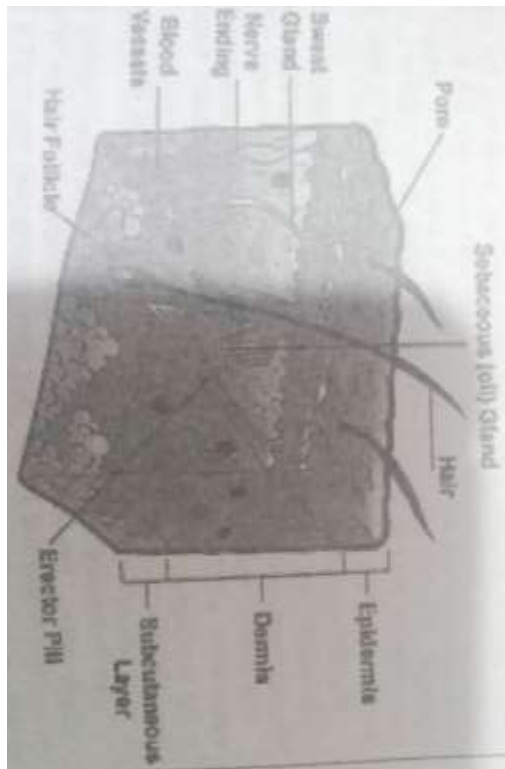
(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. Основные вопросы темы 30 min

1. Read this text. Use the glossary to help with new words.

With an average surface area of about 2sq.m, the skin is one of the largest organs of the body. The skin forms a protective barrier between the harsh environment of the outside world and the body's muscles, internal organs, blood vessels, and nerves. Hair and nails grow from the skin and provide extra protection. The skin also:

- 1) protects the body
- 2) helps keep the body at just the right temperature
- 3) allows people to have the sense of touch



2. Ex:5, p.81. Match the following word in A with a suitable definition in B.

A word

1. skin
2. epidermis
3. dermis
4. subcutaneous layer
5. sebaceous gland
6. pore
7. hair follicle
8. erector pili
9. sweat gland
10. pilomotor reflex
11. hair

B definition

- a) the outer layer of the skin
- b) a simple gland in the skin that secretes an oily substance, sebum
- c) a tiny tube in the skin
- d) a threadlike outgrowth of the epidermis
- e) the outer covering of the body
- f) goosebump
- g) a small opening of the skin's sweat glands
- h) the fatty layer situated under the dermis
- i) a simple gland lies in the dermis of the skin
- j) the thick layer of living tissue that lies beneath the epidermis
- k) special tiny muscle, which forces the skin hairs to stand up

3. Ex:6, p.81. Complete each sentence using a word from the list.

pores nutrient dermis melanin goosebumps epidermis stretchy sebum sweat glands brain skin cells hypothalamus lips

1. is a substance, which is made by the epidermis.
2. Collagen and elastin are tough and
3. The skin is lubricated, protected and waterproof due to
4. Through the blood vessels the skin gets
5. The skin responds to signals from
6. Sebaceous and create more sticky stuff.
7. The layer on the outside is called the
8. Nerve endings, blood vessels, oil glands and sweat glands are contained in the

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Методические рекомендации	Стр. 124 из 49 стр	

9. The..... is the biggest organ of the body.
 10 appear when you are cold.
 11. New skin are forming at the bottom of the epidermis.
 12. The.....controls the actions of the nerve endings.
 13allow the sweat to escape.
 14. Hair follicles don't grow on the

5.5.Методы обучения и преподавания

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5.7. Контроль 10 min

Answer the question.

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 50 стр	

6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 13

90min.

5.1. Theme/Тема/Тақырыбы: The epidermis.

Present Simple

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

Мақсат: студенттердің сөйлеудегі, жазудағы, оқудағы және тандаудағы ептілігін дамыту қажет; топ ішінде жұмыс істей алу қабілетін, студенттің жан-жақты көзқарасын дамыту.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.

- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

The Epidermis

The skin is made up of three layers, each with its own important parts. The layer on the outside is called the epidermis.

The epidermis is the part of the skin we can see. At the bottom of the epidermis, new skin cells are forming. When the cells are ready, they start moving toward the top of your epidermis. This trip takes about 2 weeks to a month. As newer cells continue to move up, older cells near the top die and rise to the surface of the skin. These old cells are tough and strong, just right for covering the

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 51 стр	

body and protecting it. But they only stick around for a little while. Soon, they lake off. Every minute of the day a person loses about 30,000 to 40,000 dead skin cells off the surface of the skin. Most of the cells in your epidermis (95%) work to make new skin cells. The other 5% make a substance called melanin. Melanin gives the skin Its colour. The darker the skin is, the more melanin it has. The cells make extra melanin to protect the body from getting burned by the sun's ultraviolet (UV) rays (which can cause skin cancer).

The Subcutaneous Layer

The third and bottom layer of the skin is called **the subcutaneous layer**. It is made mostly of fat and helps the body stay warm and absorb shocks, like if a person bangs into something or falls down. The subcutaneous layer also helps hold the skin to all the tissues underneath it.

This layer is where the start of hair is. Each hair on the body grows out of a tiny tube in the skin called a **follicle**. Every follicle has its roots way down in subcutaneous layer and continues up through the dermis.

A person has hair follicles all over the body, except on the lips, the palms of the hands, and the soles of the feet. There are more than 100,000 follicles on the head. Connected to each follicle in the dermis layer is a tiny sebaceous gland that releases sebum onto the hair. This lightly coats the hair with oil, giving it some shine and a little waterproofing.

The Skin as a Thermostat

The blood vessels, hair, and sweat glands cooperate to keep the body at just the right temperature. It regulates the temperature right around 36.6 degrees Celsius (98.6 degrees Fahrenheit) to keep the body and its cells healthy. The skin can respond to messages sent out by the **hypothalamus**, the brain's inner thermometer. When it is hot, the blood vessels get the signal from the hypothalamus to release some of the body's heat. They do this by bringing warm blood closer to the surface of the skin. To cool the body, sweat glands also swing into action by making lots of sweat to release body heat into the air (evaporation). When a person is cold, the blood vessels keep the body from losing heat by narrowing as much as possible and keeping the warm blood away from the skin's surface. This process is called the **pilo motor reflex** (goosebump). The reflex makes special tiny muscles called the **erector pili muscles** pull on the hairs so they stand up very straight.

Skin's Hygiene

Unlike other organs, the skin likes a good washing. When a person washes their skin, he/she should use water and a mild soap and cover scrapes and cuts with gauze or a bandage. This keeps the dirt out and helps prevent infections.

Ex: 1 p78 Indicate if each statement is true (T) or false (F).

1. The skin is the biggest organ in the body. **T/F**
2. The skin system isn't interconnected with other body systems. **T/F**
3. The main functions of the skin system are protection of the body, keeping the right temperature and giving the sense of touch. **T/F**
4. There are more than 3 layers to the skin. **T/F**
5. The epidermis is the invisible skin layer. **T/F**
6. New skin cells form at the top of the epiderm **T/F** is.
7. A certain part of the epidermis makes a substance called melanin. **T/F**
8. The dermis is the visible part of the skin. **T/F**
9. The nerve endings work with the brain and nervous system **T/F**.
10. Thanks to blood vessels a man can distinguish each touch. **T/F**
11. The oil glands bring the oxygen and nutrients to the skin. **T/F**
12. Sebum keeps the skin lubricated and protected. **T/F**
13. The subcutaneous layer helps the body stay warm and absorb shocks. **T/F**

14. The body temperature doesn't influence on the condition of cells and therefore the health of a human being. **T/F**

3. Ex:7, p.82. Match a Junction a-k with its mechanisms has three functions).

Function

- 1 protection against water loss
- 2 protection against micro-organisms
- 3 screen from UV rays
- 4 shield against mechanical abrasion
- 5 monitoring of the envi-ronment
- 6 formation of vitamin D
- 7 temperature regulation
- 8 energy torage
- 9 excretion of mainly salt and water
- 10 protection against stretch- ing

Mechanism

- a) collagen and elastin in the dermis
- b) conversion of subcutaneous fat
- c) erection of hairs
- d) greasy horny layer (1)
- e) nerve endings in the dermis
- f) epidermal melanin
- g) sweat production
- h) evaporation of sweat
- f) increased cell division and replacement
- J) synthesis from 7- dehydrocholcslerol
- k) compounds from sweat and scbaceous glands
- i) control of dermal blood flow

3. Ex:8, p.82. Try to find more than 25 words in this 'word search (see p. 5)



5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 54 стр	

- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

1. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.
2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 p
3. Ағылшынша - қазақша медициналық сөздік. 60000-дай термин [Мәтін] = English-kasakh medical dictionary : словарь / Т. Момынов [ж/б] ; ҚР ұлттық ғылым акад. Қазақтың С. Ж. Аспандияров атындағы ұлттық мед. ун-ті . - 2-бас. - Алматы : [б. и.], 2014. - 552 бет

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5.7. Control/Контроль/Бақылау 10 min

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of thebody depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 14

90min.

5.1. Theme/Тема/Тақырыбы: The dermis. Past Simple. Future Simple Present Simple

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min
 - проверка присутствующих учащихся
 - проверка готовности к занятию учащихся

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Методические рекомендации	Стр. 124 из 55 стр	

- задачи занятия:
- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

The Dermis

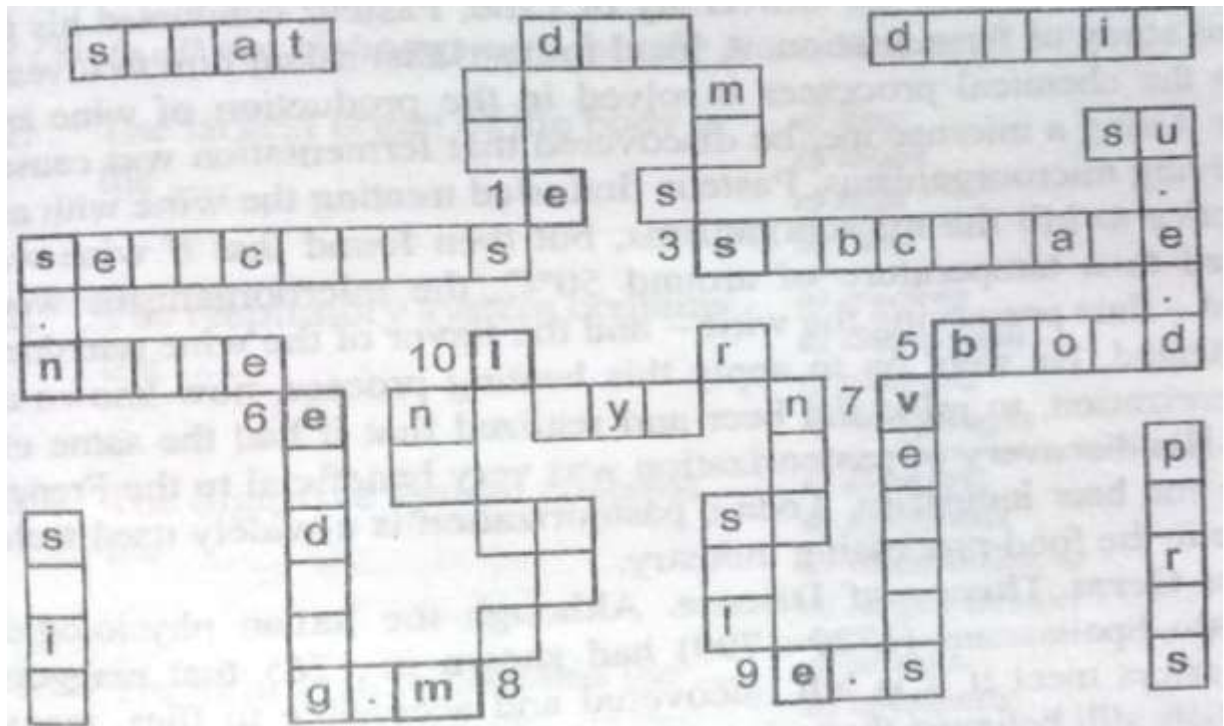
The next layer down is the dermis. The dermis contains nerve endings, blood vessels, oil glands, and sweat glands. It also contains collagen and elastin, which are tough and stretchy.

The nerve endings in the dermis allow a person to feel things: when he/she touches them. The nerve endings work with the brain and nervous system. The nerve endings also work with the muscles to keep a person from getting hurt when a person is in danger of burning. The nerves quickly send this message to the brain or spinal cord, which then immediately commands the muscles to take the hand away. This all happens in a split second.

The dermis is also full of tiny blood vessels. These keep the skin cells healthy by bringing them the oxygen and nutrients they need and by taking away waste. The dermis is home to the oil glands, too. These are also called sebaceous glands, and they are always producing sebum. Sebum is the skin's own natural oil. It rises to the surface of the epidermis to keep the skin lubricated and protected. It also makes the skin waterproof; it does not absorb water and get soggy.

There are sweat glands on the epidermis. The sweat comes up through pores, tiny holes in the skin that allow it to escape. When the sebum meets the sweat, they form a protective film that is a bit sticky.

2. Ex: 9, p.83 Guess what words are encoded' add the omitted letters to get these medical terms.



3. Ex: 10, p.83 Read this text. Think about any contribution to the development of medicine in KZyou could make in your life.
Louis Pasteur. Life and Career



Louis Pasteur was born on 27 December in 1822 in Dole, eastern France. In 1840 Pasteur obtained a bachelor of arts degree from the college of Besancon. He then went on to study science, gaining a degree in science in 1842. He studied chemistry and was awarded a doctorate in 1847. He made his first mark in the scientific world in 1848, when he presented a paper to the Paris Academy of Sciences on molecular asymmetry. In 1867 when the French Emperor, Napoleon III, invited him to set up his own laboratory so that he could devote his time entirely to research. Having been elected to the French Academy of Science in 1862, Pasteur was elected to the Academy of Medicine in 1873 and the Academie Francaise in 1882.

Then in 1888, the Pasteur Institute in Paris was founded, which Pasteur himself headed until his death on 28 September 1895. While working at the University of Lille, Pasteur conducted his famous study of fermentation. A local industrialist asked him to investigate the chemical processes involved in the production of wine and beer.

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Методические рекомендации	Стр. 124 из 57 стр	

Using a microscope, he discovered that fermentation was caused by living microorganisms. Pasteur first tried treating the wine with an-1 tisepics to kill the microorganisms, but then found that if wine was heated to a temperature of around 50°C, the microorganisms were killed - thus preserving the wine - and the flavor of the wine remained unaffected. He went on to apply this heating process, now known as pasteurization, to milk and beer and realized that it had the same effect. His discovery of pasteurization was very beneficial to the French wine and beer industries. Today, pasteurization is a widely used technique in the food-processing industry.

The Germ of Disease.

Although the Italian physiologist Lazzaro Spallanzani(1729-1799) had shown in 1765 that maggots only affect meat if it is left uncovered and accessible to flies, many scientists still believed that microorganisms could arise spontaneously. Pasteur entered into this debate and, in a series of experiments, showed that microorganisms were transmitted to food through the air and thus were not generated spontaneously. This work, together with his earlier research into fermentation, convinced Pasteur that many diseases (including those affecting humans) were caused by germs or microorganisms, rather than by internal or spiritual factors. Though a radical idea at the time, Pasteur's germ theory of disease laid the foundation for subsequent research into the treatment and prevention of disease.

Ex:11 p.84 Answer the following questions.

1. when and where was Louis Pasteur born?
2. What education did he receive?
3. What and where did Louis Pasteur work?
4. What branch of medicine did he study?
5. What was Louis Pasteur interested in all his life?
6. Which Scientists' works did he study?
7. What phenomena of medicine did Pasteur discover?
8. What was especially important and useful in his discovery?
9. What interesting facts from his life are you impressed with?
10. What articles of Louis Pasteur as a scientist do you know?

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
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3. Ағылшынша - қазақша медициналық сөздік. 60000-дай термин [Мәтін] = English-kasakh medical dictionary : словарь / Т. Момынов [ж/б] ; ҚР ұлттық ғылым акад. Қазақтың С. Ж. Аспандияров атындағы ұлттық мед. ун-ті . - 2-бас. - Алматы : [б. и.], 2014. - 552 бет

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Answer the question.

1. How long has die man been living on the earth?

2. What is the human body?.

3. Why is the human body called a living machine?

4. What does the proper functioning of thebody depend on?

5. What does the human body consist of?

6. What interdependence is there in the body?

7. Why can we live, feel, enjoy and suffer?

8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 15

90min.

5.1. Theme/Тема/Тақырыбы: The nervous system. Meaning and using of modal verbs in the sentences: can, may, must, ought to. Present Simple

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор

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Ход занятия

1. Организационный момент: 10min

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- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

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Кафедра общеобразовательных дисциплин Методические рекомендации	044-73/11-216 Стр. 124 из 59 стр	

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
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2. Контроль знаний по предыдущим темам. 15 min

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3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

Nervous

So the brain is boss, but it can't do it alone. It needs some nerves actually a lot of them. And it needs the spinal cord, which is a bundle of nerves inside the spinal column, the vertebrae that protect® It's the spinal cord and nerves - known as the nervous system - that messages flow back and forth between the brain and body '



The nervous system is made up of millions and millions of neurons, which are microscopic cells. Each neuron has tiny branches coming off it that let it connect to many other neurons.

2. Ex: 3, p.106 Choose one preposition from the box to complete a sentences You can use some of them several times.

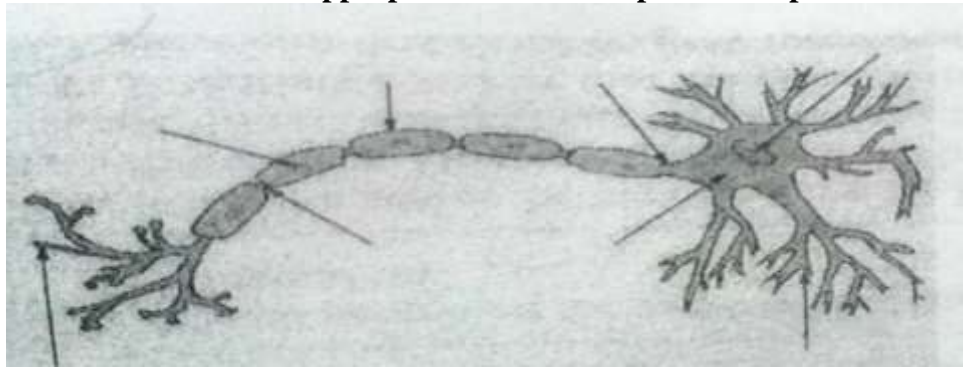
- In
- For
- Of
- Up
- On
- At
- Out
- With

1. The brain is charge of movement, feelings, ture and emotions

2. The cerebrum makes 85 % of the brain's weight
3. There are five key players the brain team,
4. Can you figure .this word?
5. The cerebellum is smaller then the cerebrum one eighth of its size.
6. The amygdala is responsible .. emotions.
7. Some minerals, potassium and calcium are important the nervous system.
8. The pituitary gland controls the amount..... sugar and water in the body.
9. The hypothalamus is in charge control of temperature.
- 10.The left part of the cerebrum is said to help the person logic and speech.

3. Ex: 6, p.107 You have no problems with medical terms in Latin! Check up yourself choosing a word from the box to show the appropriate anatomical part in the picture.

- a) dendrite
- b) cell body
- c) node of ranvier
- d) axon terminal
- e) Schwann's cell
- f) Myelin sheath
- g) axon
- h) nucleus



4.Ex.7 p.108 Show your erudition answering the following questions.

- 1.As you know the brain stem is in charge of the functions your body needs to stay alive. How does it do this job?.....
- 2.All the people on the earth are not the same height. What does it depend on?.....
- 3.It's not a secret the hypothalamus is like your brain`s inner thermostat. How does it control the body temperature?.....
- 4.Scientists consider that the brain is the boss the human body. How can this wrinkly, grey mass manage the body?.....
- 5.Every person has a great variety of emotions. Can he\she effect on their mood as well as emotions? What function does the amygdala fulfill?.....
- 6.Everywhere you can read and see posters that smoking and alcohol are harmful for you health. What dangerous impact do they (smoking, drinking alcohol) make on the work of the brain?.....

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA АКАДЕМИАСЫ «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 61 стр	

- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

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5.7. Control/Контроль/Бақылау 10 min

Answer the question.

1. How long has the man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 16

90 min.

5.1. Theme/Тема/Тақырыбы: The cerebrum. Modal verbs. Meaning and using of modal verbs in the sentences: need, should, would, dare. Present Simple

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 62 стр	

1. Организационный момент: 10min
- проверка присутствующих учащихся
 - проверка готовности к занятию учащихся
 - задачи занятия:
 - способствовать развитию логики мышления на основе научных текстов по специальности.
 - ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
 - сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
 - учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
 - обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

The Cerebrum

The biggest part of the brain is the cerebrum. The cerebrum makes up 85% of the brain's weight, and it's easy to see why. The cerebrum is the thinking part of the brain and it controls the voluntary muscles. Both short-term and long-term memory are in the cerebrum. The cerebrum has two halves, with one on either side of the hemispheres. Some scientists think that the right half helps a person think about abstract things like [music, colours, and shapes]. The left half is said to be more analytical, helping a person with math, logic, and speech. The right half of the cerebrum controls the left side of the body, and the left half controls the right side.

The Cerebellum

The cerebellum is at the back of the brain, below the cerebrum. It's a lot smaller than the cerebrum at only 1/8 of its size. But it's a very important part of the brain. It controls balance, movement, and coordination (how your muscles work together). Because of the cerebellum, a person can stand upright, keep the balance, and move around.

The Brain Stem

Another brain part that's small but mighty is the brain stem. The brain stem sits beneath the cerebrum and in front of the cerebellum, it connects the rest of the brain to the spinal cord, which runs down the neck and back.

Ex:2 p.105. Answer the following questions in detail using the text.

1. Why is the brain called a control centre?.....
2. What does the brain look like?.....
3. How many parts does the brain consist of? What are they called?.....
4. Why is the cerebrum the biggest part of the brain? What functions does it fulfill?....
5. There are two types of memory short-term and long-term. Which memory is more important in studying?.....
6. According to some scientists the cerebrum has two halves with different functions. Which half of your cerebrum is developed better? How can you prove this?.....

7. What do you know about the cerebellum? How do you understand the word “balance”?.....
8. What extra information do you know about the cerebrum and the cerebellum?.....

2. Ex: 5, p.107 Correct the following sentences and complete them if necessary.

1. The cerebellum is a bit bigger than the cerebrum.
2. The brain stem is responsible for movement of the body
3. Every person has only short-term memory.
4. The cerebrum makes up a half of the brain’s weight.
5. The hypothalamus produces and releases hormones of growth.
6. The spinal column is a long bundle of nerves protected by vertebrae.
7. Neurons are blood cells of large size.
8. You are emotional because your heart is so sensitive.
9. You sweat and shiver while the hypothalamus is a bit tired and requires a rest,
10. You can learn to do everything at once if you want without practice.
11. The amygdale is a bunch of cells in every part of your body.
12. Harmful food for the nervous system are those which contain calcium and minerals.

3. Ex: 8, p.109 Choose a correct word complete sentences. Are ready to show your skill in accuracy?

brain left half hormones cord sensory axons skull cerebrum brain stem thermostat messages column peripheral nerves amygdale membrane reflexes

1. The..... controls your voluntary muscles.
2. The..... of the cerebrum is more analytical.
3. are fibers which transmit impulses away from the main cell body.
4. Nerves which carry messages from muscles to the CNS are called..... nerves.
5. The..... is responsible for all the functions of the body; inhaling, exhaling, digestion and circulation.
6. The pituitary gland produces and releases..... into the body.
7. The hypothalamus is like the brain’s inner.....
8. The spinal is protected by the spinal.....
9. The..... is charge of emotion.
10. Some nerves can carry..... at over 500 kilometers per hour.
11. The..... weighs about 1.4 kilograms and looks like a grey, wrinkly, very soft mass.
12. The brain is located inside the..... and is covered by a of very fine tissue.
13. The are all the nerves of the body not found in the CNS.
14. Not all go through the spinal cord.

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
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ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA АКАДЕМИАСЫ «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
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Методические рекомендации	Стр. 124 из 64 стр	

- Dialogues
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5.7. Control/Контроль/Бақылау 10 min

Answer the question.

1. How long has the man been living on the earth?
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4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 17

90min.

5.1. Theme/Тема/Тақырыбы: Emotion location. Prepositions. Prepositions of time and place. Present Simple

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

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Методические рекомендации	Стр. 124 из 65 стр	

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(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

Emotion Location

There is a little bunch of cells on each side called the amygdala. The word amygdala is Latin for almond, and that's what this area looks like. Scientists believe that the amygdala is responsible for emotion.

Conclusions with some extra information

-The nervous system is the major controlling, regulatory, and communicating system in the body. It is the center of all mental activity including thought, learning, and memory.

-The various activities of the nervous system can be grouped together as three general, overlapping functions: sensory, integrative, and motor.

-Neurons are the nerve cells that transmit impulses. Supporting cells are neuroglia.

-The three components of a neuron are a cell body or soma, one or more afferent processes called dendrites, and a single efferent process called an axon.

-The central nervous system consists of the brain and spinal cord. Cranial nerves, spinal nerves, and ganglia make up the peripheral nervous system.

-The afferent division of the peripheral nervous system carries impulses to the CNS: the efferent division carries impulses away from the CNS.

-There are three layers of meninges around the brain and spinal cord. The outer layer is dura mater, the middle layer is arachnoid, and the innermost layer is pia mater.

-The spinal cord functions as a conduction pathway and as a reflex center. Sensory impulses travel to the brain on ascending tracts in the cord. Motor impulses travel on the descending tracts.

Ex:11 p.111. You should focus on matching A,B,and C to give definitions to the following medical terms.

A	B	C
1.The brain		a) a small area on the lower part of the brain that controls the heart beating and the temperature of the body.



Camillo Golgi was born in Cortenova, Italy, on 7 July 1844 (or possibly 1843) and educated at the University of Pavia, Italy. He graduated in medicine from Pavia in 1865, and worked in a psychiatric clinic before becoming the principal physician of a hospital in the small town of Abbiategrasso, near Milan, Italy, in 1872. In 1876 he was appointed professor of histology at Pavia, and after a brief period as professor of anatomy at the University of Siena (1879-80), he returned to Pavia to pathology (1881). In 1876 he was appointed professor of histology at Pavia, and after a brief period as professor of anatomy at the University of Siena (1879-80), he returned to Pavia to become professor of general pathology (1881). Golgi was an active administrator, becoming president of the university and, in 1900, a member of the Italian senate. He retired in 1918 and died in Pavia on 21 January 1926.

Golgi pioneered the study of the detailed structure of the nervous system, and also discovered the Golgi apparatus found in nearly all cells. He invented a method of staining nervous tissue for examination under the microscope, and the clarity and controllability of this technique allowed individual nerve fibers to be followed through much of their course. Golgi's exhaustive study of the nervous system was rewarded with a Nobel Prize in 1906, which he shared with the Spanish histologist Ramon y Cajal (1852-1934). He also published some definitive findings on the nature and development of the malaria parasite in the human body.

Silver Stain. Golgi began his histological research at Abbiategrasso, at a time when there were no suitable techniques available for studying nerve cells. Golgi worked on the problem, and in 1873 devised a method of staining the cells with silver salts. This enabled them to be studied in great detail under the microscope, and gave him a way of systematically studying the fine anatomy of the nervous system.

Golgi discovered several types of nerve cells and other bodies, many of which are named for him, and realized that the long fibers called axons are concerned with the transmission of nerve impulses. He also drew the distinction between sensory nerve fibers, which gather information, and motor fibers, which deliver commands to the muscles and organs. He published his findings in a series of articles and a book on the histology of the nervous system (1885) and it was for this work that he was awarded the Nobel Prize for medicine or physiology.

Malaria Research. In 1885 Golgi began investigating the nature of the malaria parasite *Plasmodium*, which had been identified five years previously as the cause of the disease. Golgi discovered that each fever attack suffered by a malaria patient is triggered by the release of a new generation of the parasite into the bloodstream. He also showed that the two main types of fever are caused by different species of *Plasmodium* and devised new, more effective regimes for treating the disease.

3. Ex: 13, p.113 Answering the following questions.

1. When and where was Camillo Golgi born?

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 68 стр	

2. What education did he receive?
3. What work did Camillo Golgy do?
4. What brSnch of medicine did he study?
5. What was Camillo Golgy interested in all his life?
6. What great services was Camillo Golgy awarded for?
7. What phenomena of medicine did Camillo Golgy discover?
8. What was especially important and useful in his discovery?
9. What interesting facts from his life are you impressed with?
110. What science articles of Camillo Golgy do you know?

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
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- Individual work
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5.7. Control/Контроль/Бақылау 10 min

Answer the question.

1. How long has die man been living on the earth?

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Методические рекомендации	Стр. 124 из 69 стр	

2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 18

90min.

Theme/Тема/Тақырыбы: Control work. Test. **Phrasal verbs.**

5.1.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

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- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Test

<question> Tom's parents... travel agents.

<variant> are

<variant> is

<variant> isn't

<variant> am

<variant>am not

<question>Moscow...the capital of Russia.

<variant> is

<variant> isn't

<variant> are

<variant> am not

<variant> am

<question>The weather ... nice today.

<variant> is

<variant> isn't

<variant> are

<variant> am

<variant> not

<question>It...rainy in summer.

<variant> isn't

<variant> doesn't

<variant> don't

<variant> aren't

<variant>am'not

<question>I...at home on Sundays.

<variant> am not

<variant> doesn't

<variant> don't

<variant> isn't

<variant> aren't

<question>...you like swimming?

<variant> do

<variant> does

<variant> is

<variant> are

<variant> am

<question>I (not/know)the way to the market.

<variant> don't know

<variant> not know

<variant> am not know

<variant> doesn't know

<variant> aren't know

<question>He (go)to speak to his parents.

<variant> is going

<variant> was going

<variant> were going

<variant> am going

<variant> are going

<question>Your sister(wait)for you.

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин Методические рекомендации	044-73/11-216 Стр. 124 из 71 стр	

<variant> is waiting

<variant> waits

<variant> waited

<variant> waiting

<variant> was waiting

<question>I've got two bottles of lemonade at home?

<variant> how many

<variant> how much

<variant> what

<variant> how often

<variant> where

<question>We've got tickets, and tomorrow evening we (go) to the cinema

<variant> are going

<variant> go

<variant> going

<variant> is going

<variant> was going

<question>I'm tired I(go)to bed.

<variant> shall/will go

<variant> should/would go

<variant> won't

<variant> shan't

<variant> went

<question>The weather is nice today, but it(be)bad yesterday.

<variant> was

<variant> were

<variant> won't be

<variant> been

<variant> will

<question>It (take) him two hours to get to London.

<variant> took

<variant> taken

<variant> take

<variant> was take

<variant> are taken

<question>Ten minutes ago I (hear) a strange noise.

<variant> heard

<variant> was hear

<variant> found

<variant> founded

<variant> listen

<question>They have lived there....1984.

<variant> since

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 72 стр	

<variant> for

<variant> ago

<variant> in

<variant> at

<question>When you rang me yesterday, I(have) a bath.

<variant> was having

<variant> were you having

<variant> were having

<variant> having

<variant> is having

<question>I(talk)over the phone when they brought me the letter.

<variant> was talking

<variant> talked

<variant> had talked

<variant> had been talking

<variant> was talked

<question>He (come) at eight in the evening.

<variant> will come

<variant> will be coming

<variant> came

<variant> coming

<variant> was coming

<question>Sorry, dear, but I dislike(tour)around in the car.

<variant> touring

<variant> to tour

<variant> is touring

<variant> was touring

<variant> were tour

<question>Oh, I'm not sure they'll finish (do) it in time.

<variant> doing

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 73 стр	

- Cards

5.6. Bibliography/Литература/ Әдебиет

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2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 p
3. АҒЫЛШЫНША - қазақша медициналық сөздік. 60000-дай термин [Мәтін] = English-kasakh medical dictionary : словарь / Т. Момынов [ж/б] ; ҚР ұлттық ғылым акад. Қазақтың С. Ж. Аспандияров атындағы ұлттық мед. ун-ті . - 2-бас. - Алматы : [б. и.], 2014. - 552 бет

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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of thebody depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 19

90min.

5.1. Theme/Тема/Тақырыбы: Some interesting facts in medicine.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min
 - проверка присутствующих учащихся
 - проверка готовности к занятию учащихся
 - задачи занятия:

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 74 стр	

- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text. I You have an idea of the harmful effects of smoking but what do you know about passive smoking? What is more harmful to be an active smoker or passive one?

Passive Smoking



Fewer than 1 out of every 5 adults in Kazakhstan smokes cigarettes. But nearly everyone is at times a passive smoke. Passive smoking is breathing air that contains other people's tobacco smoke—sidestream smoke. About 75% of the smoke from a cigarette is side stream smoke. It contains twice as much nicotine, 3 times as much tar, 5 times as much carbon monoxide and 50 times as many cancer-causing chemicals as mainstream smoke.

Only 25% of the smoke from a cigarette is mainstream— smoke inhaled by the smoker — and of this, about half is exhaled into the air again. Therefore, between 85-90% of the smoke goes into the air. As few as 2 cigarettes smoked in a closed room can create as much as 20 times more air pollution than is found in city centre Street

About 50% of non-smokers say they sometimes suffer from sore nose or throat, smarting eyes, coughs, dizziness, headaches or more serious symptoms caused by other people's cigarette smoke. Recent American research has found that 2,000 middle-aged non-smokers who had worked for many years in smoky offices had the same amount of lung damage as people who had inhaled 10 cigarettes a day for 20 years.

In a number of countries, researchers have found that non-smoking wives married to smokers are significantly more likely to develop lung cancer than women married to non-smokers.

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 75 стр	

Passive smoking begins in the womb. The children of parents who smoke are likely to be smaller and are more likely to die at birth than the children of non-smoking parents.

Ex:3 p.116 You know that smoking is a commonly encountered problem. Most smokers consider that smoking has a lot of advantages such as relaxation in stressful situation, and is pleasurable etc. Which disadvantages of smoking can you use to counter the opinion of smokers? What advice can you give to non-smokers? Use the following expressions for your recommendations. Start each sentence with “ You should.....”

- a) let family, friends and workmates know that you prefer them not to smoke near you
- b) put “No smoking” signs in your home or workplace
- c) request no-smoking areas in hotels, restaurants and places of entertainment, and on trains, buses and aircraft
- d) complain when they are not provided
- e) propose a ban on smoking at meetings

2. Ex: 4, p.117 Remind yourself of the different ways you can compare things and actions.

Complete the sentences in A with appropriate words from B.

- | | |
|---|--|
| 1. I don't smoke, but | a) than non-smokers. |
| 2. Tom smokes more now | a) it increases the risk considerably. |
| 3. Many people think that smoking is just as dangerous | b) are probably those in force in Finland. |
| 4. The longer you go on smoking | c) my older brother and sister do. |
| 5. The most sweeping anti-smoking laws | d) has probably mere effect than warning smokers about health risks. |
| 6. Increasing taxes on tobacco | e) than he used to. |
| 7. Smoking doesn't <i>cause</i> cancer, but | f) the more difficult it is to give up. |
| 3. Smokers are more likely to suffer from heart or bronchial diseases | as taking other addictive drugs, like heroin, for example |

3. Ex: 5, p.117 Would you like to try your abilities in the role of a writer? It's a quite entertaining thing and useful to aid your learning. Write an essay (200 words) using different web sites and additional medical literature.

1. The harmful influence of smoking on the effective work of the nervous system.
2. How to give up smoking.
3. How to avoid catching such a dangerous habit as smoking
4. Is smoking fit harmless habit or the sign of suicidal tendency?

5.5. Teaching methods / Методы обучения и преподавания/ Откізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

ÖNTÜSTİK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 76 стр	

5.6. Bibliography/Литература/ Әдебиет

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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 20

90min.

5.1. Theme/Тема/Тақырыбы: The endocrine system. Active and passive voice

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min
 - проверка присутствующих учащихся
 - проверка готовности к занятию учащихся
 - задачи занятия:
 - способствовать развитию логики мышления на основе научных текстов по специальности.

ÖNTÜSTİK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 77 стр	

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

Exocrine Glands

Exocrine glands have ducts that carry their secretory product to a surface. These glands include the sweat, and mammary glands and the glands that secrete digestive enzymes.

Endocrine Glands

The endocrine glands do not have ducts to carry their product to a surface. They are called ductless glands. The word endocrine is derived from the Greek terms "endo," meaning within, and "krine," meaning to separate or secrete. The secretory products of endocrine glands are called hormones and are secreted directly into the blood and then carried throughout the body where they influence only those cells that have receptor sites for that hormone.

Hormones

Chemically, hormones may be classified as either proteins or steroids.

Action hormones are carried by the blood throughout the entire body, yet they affect only certain cells. The specific cells that respond to a given hormone have receptor sites for that hormone. This is sort of a lock and key mechanism. If a hormone fits the receptor site, then there will be an effect. If a hormone and a receptor site do not match, then there is no reaction. All the cells that have receptor sites for a given hormone make up the target tissue for that hormone.

1. Test. Choose true (T) or false (F) for each statement.

1. The endocrine system acts through neurotransmitters called hormones that influence growth, development, and metabolic activities.

T\F

2. Endocrine glands have ducts that carry their secretory product to a surface. **T\F**

3. Since the endocrine glands are scattered throughout the body, they are regarded as different systems. **T\F**

4. The specific cells that respond to a given hormone have receptor sites for that hormone. **T\F**

5. A negative feedback system causes a reversal of increases and decreases in body conditions in order to maintain a state of stability or homeostasis. **T\F**

6. Some glands have endocrine and non-endocrine regions, which function differently. **T\F**

7. Growth hormone is a protein that stimulates the growth of bones, muscles, and other organs by promoting protein synthesis. This hormone is produced by the pituitary gland. **T\F**

8. The adrenal cortex consists of two regions, with each region producing a different group or type of hormones. **T\F**

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин Методические рекомендации	044-73/11-216 Стр. 124 из 78 стр	

9. The gonads, the primary reproductive organs, are only responsible for secreting hormones and are considered to be endocrine glands. **T\F**

10. The heart also acts as an endocrine organ in addition to its major role of pumping blood. **T\F**

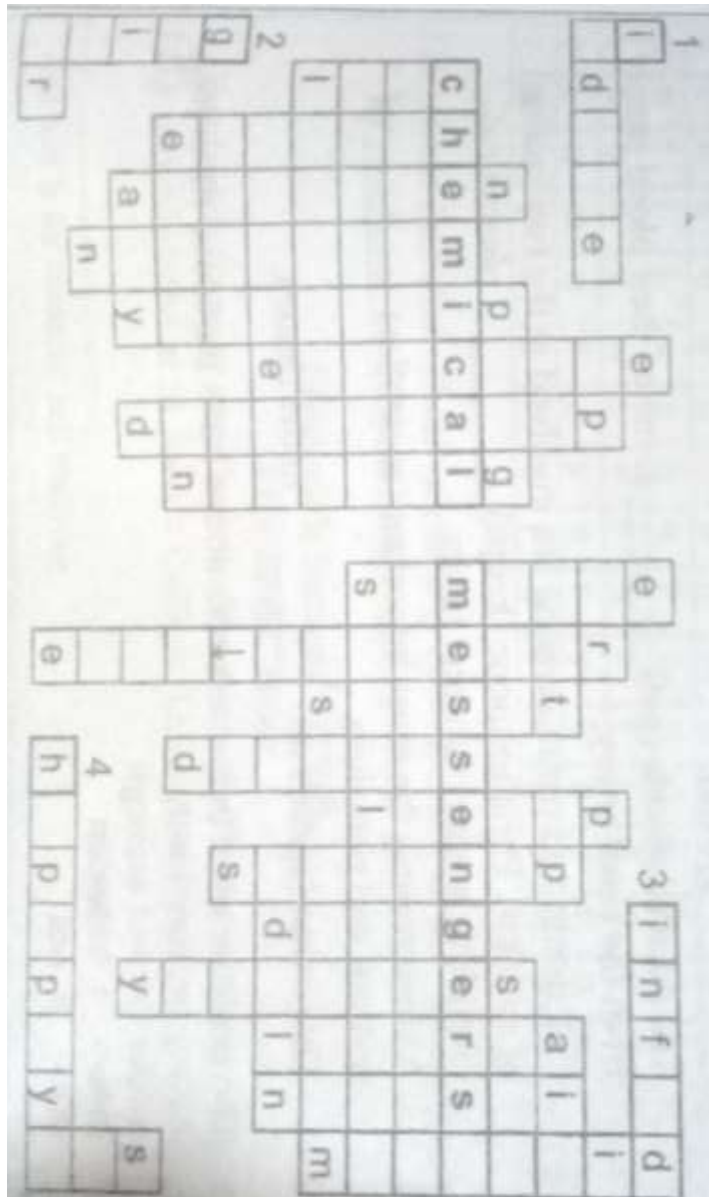
2. Ex: 3, p.123 Answer these questions in detail.

1. How does the endocrine system interact with the nervous one?
2. What differences are there in actions of the endocrine and nervous systems?
3. How long can the action of the endocrine system last? What does it depend on?

Please, give some examples.

4. What can you tell about two major categories of glands?
5. What does a duct mean?
6. What are hormones? What contributes to their effective working?
7. . What major endocrine glands do you know? What functions do they perform?

3. Ex: 3, p.127 Guess what words are encoded add the omitted letters to get these medical terms.



5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
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- Dialogues
- Role – plays
- Crosswords
- Puzzles

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 80 стр	

- Cards

5.6. Bibliography/Литература/ Әдебиет

1. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.
2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 p
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Extra bibliography/Дополнительные литературы/Қосымша әдебиеттер:

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4. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.

5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of thebody depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 21

90min.

5.1. Theme/Тема/Тақырыбы: Pituitary glands. The participle I.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 81 стр	

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

Pituitary glands

The pituitary gland or hypophysis is a small gland about 1 centimeter in diameter or the size of a pea. The gland is connected to the hypothalamus of the brain by a slender stalk called the infundibulum. There are two distinct regions in the gland: the anterior lobe (adenohypophysis) and the posterior lobe (neurohypophysis). The activity of the adenohypophysis is controlled by releasing hormones from the hypothalamus. The neurohypophysis is controlled by nerve stimulation. Growth hormone is a protein that stimulates the growth of bones, muscles, and other organs by promoting protein synthesis. This hormone drastically affects the appearance of an individual.

Pineal Gland

The pineal gland, also called pineal body or epiphysis cerebri, is a small cone-shaped structure that extends posteriorly from the third ventricle of the brain. The pineal gland consists of portions of neurons, neuroglial cells, and specialized secretory cells called pinealocytes. The pinealocytes synthesize the hormone melatonin and secrete it directly into the cerebrospinal fluid, which takes it into the blood. Melatonin affects reproductive development and daily physiologic cycles.

2. Ex: 5, p.125 Choose a correct word from the box to complete a sentence.

protein receptor site steroid hormones insulin iodine medulla endocrine gonads cortex blood protein hormones neurotransmitters parathyroid

1.react with receptors on the surface of the cell.
2. The nervous system acts through electrical impulses and.....to cause muscle contraction and glandular secretion.
3. Pancreatic islets secrete.....
4. They are responsible for producing the sperm and ova.
5.typically react with receptor sites inside a cell.
6. The Greek term means to separate or secrete within.
7. The adrenal.....is essential to life, but the
8.may be removed with no life-threatening effects.
9. Growth hormone is a.....that stimulates the growth of bones, muscles, and other organs.

3. Ex: 9, p.129 Try to find more than 25 words in this 'word search' (see p. 5).



5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

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Методические рекомендации	Стр. 124 из 83 стр	

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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 22

90min.

5.1. Theme/Тема/Тақырыбы: Thyroid glands. The participle II.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.

- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

Thyroid Gland

The thyroid gland is a very vascular organ that is located in the neck. It consists of two lobes, one on each side of the trachea, just below the larynx or voice box. The two lobes are connected by a narrow I band of tissue called the isthmus. Internally, the gland of foibdes, which produce thyroxine and triiodothyronine hormones. These hormones contain iodine. If there is an iodine deficiency, the thyroid cannot make sufficient hormone, which leads to a type of thyroid enlargement (iodine deficiency goiter).

Four small masses of epithelial tissue are embedded in the connective tissue capsule on the posterior surface of the thyroid glands. These are parathyroid glands, and they secrete parathyroid hormone or parahormone. Parathyroid hormone is the most important regulator of blood calcium levels. The hormone is secreted in response to low blood calcium levels, and its effect is to increase those levels

2. Ex: 6, p.125 You can check your knowledge by ticking the correct sentence.

1. The endocrine system deals with rapid control timed in seconds.
2. The nervous system controls long-term body changes which can take minutes, hours or even years.
3. The endocrine system can also affect a person's emotions.
4. The endocrine system consists of glands which secrete hormones.
5. Hormones are not circulated by the blood stream throughout the body,
6. The parathyroids are four glands that are found in the neck.
7. The pituitary gland is the 'master gland' because it secretes hormones which control other glands.
8. The adrenal glands secrete only adrenalin.

3. Ex: 8, p.127 Show your erudition answering the questions.

1. In the scientists opinion they don't yet fully understand how the endocrine system work. What is the main unsolved problem?
.....
2. As you know the endocrine system controls long-term changes which can take minutes, hours or even years. Which changes are mentioned in this statement?
.....
3. It's not a secret that the endocrine system consists of glands which secrete hormones. What do you know about these hormones and how can they move throughout the body?
.....
4. There are several glands in the body. Do they independently function? Is there a 'master gland' which secretes hormones which control other glands? What is it?
.....

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA АКАДЕМИАСЫ «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 85 стр	

- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

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4. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.

5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has the man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 23

90min.

5.1. Theme/Тема/Тақырыбы: Adrenal glands.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979- 	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 86 стр	

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:
- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

Adrenal glands.

The adrenal, or suprarenal, gland is paired with one gland located near the upper portion of each kidney. Each gland is divided into an outer cortex and an inner medulla. The cortex and medulla of the adrenal gland develop from different embryonic tissues and secrete different hormones. The adrenal cortex is essential to life, but the medulla may be removed with no life-threatening effects.

2. Ex: 10, p.128 Replace the words in brackets with other medical terms from the box.

accelerates consequences continuous bind buffer derive disequilibrium excite fluctuate Inhibit intermittent maintains metabolism overproduction regulator secreted stimulate underproduction

1. The endocrine system operates by a system of hormones which are (produced) secreted into the blood stream.

2. Hormones either (increase)..... or (slow)

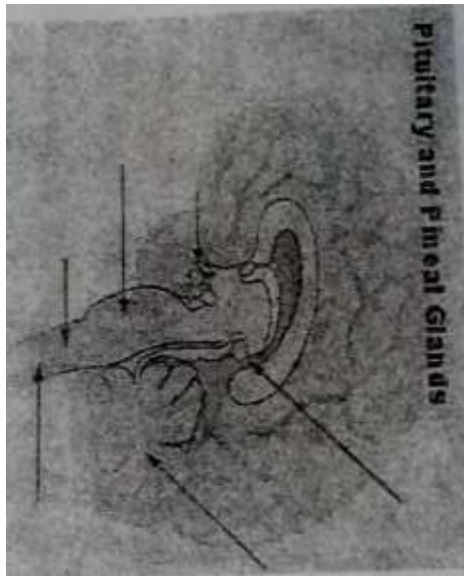
3. the activity of specific cells.

4. Many hormones (join) to carrier proteins and this

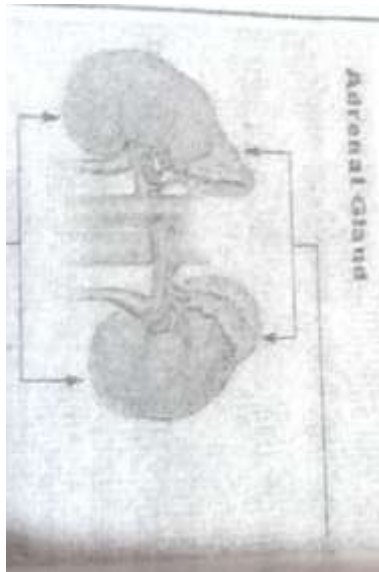
5. has a (protective) effect against sudden changes.

6. Hormone levels generally (go up and down) but within limits

3. Ex: 4, p.124



- a) pineal gland
- b) cerebellum
- c) spinal cord
- d) medulla oblongata
- e) pons
- f) pituitary gland



- a) **adrenal gland**
- b) **kidney**

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles

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Методические рекомендации	Стр. 124 из 88 стр	

- Cards

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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of thebody depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 24

90min.

5.1. Theme/Тема/Тақырыбы: Pancreas and gonads. Direct and indirect speech.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min
 - проверка присутствующих учащихся
 - проверка готовности к занятию учащихся
 - задачи занятия:
 - способствовать развитию логики мышления на основе научных текстов по специальности.

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 89 стр	

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

Pancreas

The pancreas is a long, soft organ that lies transversely along the posterior abdominal wall, posterior to the stomach, and extends from the region of the duodenum to the spleen. This gland has an exocrine portion that secretes digestive enzymes that are carried through a duct to the duodenum. The endocrine portion consists of the pancreatic islets, which secrete glucagons and insulin.

Alpha cells in the pancreatic islets secrete the hormone glucagons in response to a low concentration of glucose in the blood. Beta cells in the pancreatic islets secrete the hormone insulin in response to a high concentration of glucose in the blood.

Gonads

The gonads, the primary reproductive organs, are the testes in the male and the ovaries in the female. These organs are responsible for producing the sperm and ova, but they also secrete hormones

2. Ex: 8, p.129 Read this text. Think about any contribution to the development of medicine in KZ you could make in your life.

Frederick Sanger (1918)

Life and Career

Frederick Sanger was born in Rendcombe, England, on 13 August 1918 and educated at St John's College, University of Cambridge, England. After graduating in 1939 he began research in the biochemistry. He gained his doctorate in 1943 and became a medical research fellow of St John's College, leaving in 1951 to join the British Medical Research Council. In 1961 he became head of the Protein.



Chemistry Division, working in the Council's molecular biology laboratory in Cambridge. In 1954 he was elected fellow of the Royal Society of London. He was awarded the Nobel Prize for chemistry in 1958 and again in 1980. By 1955 he had determined the entire sequence of 51 amino acids in the insulin molecule and shown how they are arranged in two polypeptide chains linked by disulfide bonds. This enabled a complete structural formula to be written for insulin, allowing it to be synthesized for use by diabetics; it also paved the way for the elucidation of other protein structures. DNA and RNA. Once his work on insulin was complete, Sanger took on the job of identifying the sequence of nucleotides that link to form strands of DNA and RNA. This time he used enzymes to cut the j long chains and identify the component nucleotides

2. Ex: 9, p.130. Answer the following questions.

1. When and where was Frederick Sanger born?
2. What education did he receive?
3. What work did Frederick Sanger do?
4. What branch of medicine did he study?
5. What was Frederick Sanger interested in all his life?
6. What great services was Frederick Sanger awarded for?
7. What phenomena of medicine did Frederick Sanger discover?
8. What was especially important and useful in his discovery?
9. What science articles of Frederick Sanger do you know ?

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

1. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 91 стр	

2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 p

3. Ағылшынша - қазақша медициналық сөздік. 60000-дай термин [Мәтін] = English-kasakh medical dictionary : словарь / Т. Момынов [ж/б] ; ҚР ұлттық ғылым акад. Қазақтың С. Ж. Аспандияров атындағы ұлттық мед. ун-ті . - 2-бас. - Алматы : [б. и.], 2014. - 552 бет

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4. Berzegova, L. U. Professinal english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.

5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?

2. What is the human body?.

3. Why is the human body called a living machine?

4. What does the proper functioning of thebody depend on?

5. What does the human body consist of?

6. What interdependence is there in the body?

7. Why can we live, feel, enjoy and suffer?

8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 25

90min.

5.1. Theme/Тема/Тақырыбы: Alcohol abuse. Conditional sentences.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 92 стр	

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.

- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 min

1. Read this text.

Alcohol Abuse

It is rather sad to see people who are addicted to alcohol. They have an illness. And sometimes all the efforts of doctors are ineffective. How can we help the patients like that? How can you prevent the spread of this evil? They say the habit is second nature. Perhaps it would be safe not to make a habit of alcohol drinking. Statistics say that in our country, more people die from alcohol and other diseases, than are born each year. It is awful, we can die out as mammoths.

Effects of Alcohol Abuse Alcohol is a poison. High drinking levels overwhelms the body's ability to break down and get rid of this toxic chemical. Its immediate effect on the brain is to sedate it leading to intoxication but constant use also leads to permanent poisonous effects on the brain and other parts of the body.

Liver damage: this is where most of the detoxification of alcohol occurs so the liver bears the brunt of alcohol overuse leading from inflammation (hepatitis) to irreversible scarring (cirrhosis) and lost liver function.

2. Ex: 2, p.132. You have read about the organs which are damaged by drinking alcohol.

Match the organ in A and with the probable illnesses in B

A

1. brain
2. heart
3. liver
4. pancreas
5. sex organs
6. stomach

B

- hepatitis, cirrhosis
 ulcers, gastritis
 infertility
 arrhythmias, cardiomyopathy
 chronic pancreatitis
 dementia, incoordination

3. Ex: 3, p.132. Think about the last time you went to a party. You are going to tell your partner about it. Read the questions and think about your answers

1) - Where and when did you go to the party?

- I went

2) - How did you want to spend time there?

- I wanted to relax (chat, dance...)

3) - What did you see on the table?

- I saw bottles with beer (wine...)

4) - What did you drink?

-I drank a (wine)- glass of.....

5)-How did you feel at the party?

-I enjoyed (I was bored)

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 93 стр	

6)-How long did you stay there?

-I spent 2 (3) hours

7)-Did you enjoy the party?

-Yes,I did. (No, I didn`t.)

8)-How did you feel the next day?

-I had a headache...

9)-Would you like to try it again?

-No, I wouldn`t like this nightmare any more.

-(Yes,it is pretty cool)

4.Ex.4 This task requests to show your good knowledge of English grammar and your attention to life as a person. Complete the sentences choosing the correct tense of the verb and answer them.

1) What (*would you do\willyou do*) if somebody ask you to lend him some money for drinking alcohol?

2) If creatures from another planet (*come\came*) to Earth, what would you say to them ?

3) If you see a person lying on the ground what (*will you do\would you do*) ?

4)What (*will you do\would you do*) if you saw a road accident?

5) What would you if you (*win\won*) a lot of money?

6)What will you do I a young boy (*asked\asks*) you for a cigarette?

7)How (*would you act\will you act*) as a doctor if you saw that you friend was addicted to alcohol?

8) What would you offer to your friend`s pregnant wife to drink if she (*comes\came*) to your birthday party?

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 94 стр	

Extra bibliography/Дополнительные литературы/Қосымша әдебиеттер:

1. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.
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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 26

90min.

5.1. Theme/Тема/Тақырыбы: The reproductive system. Reported speech: statements and questions; imperative and requests;

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:
- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

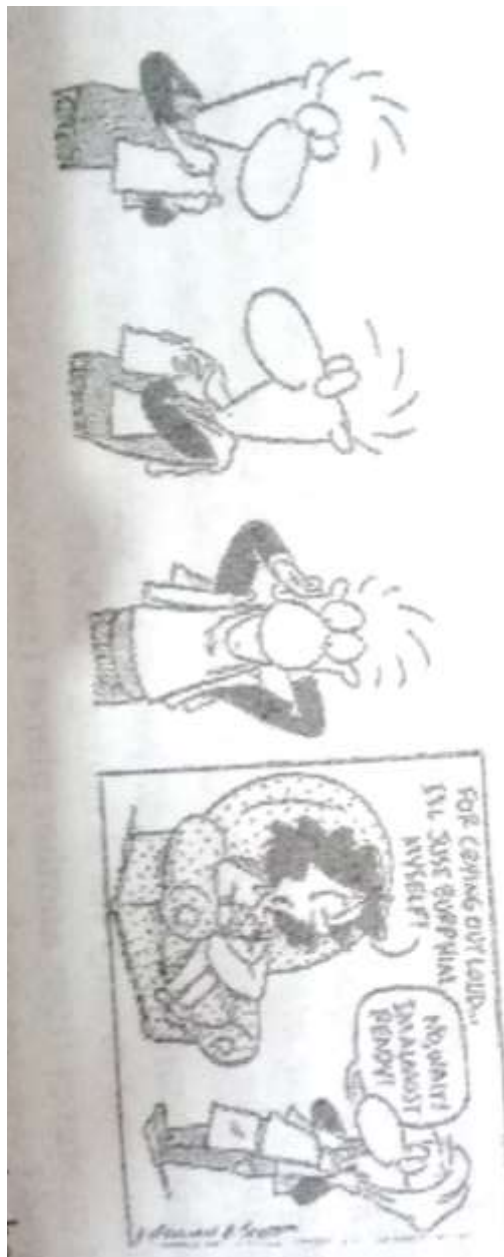
3. Изложение нового материала 25 min
 (вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Read this text.

The reproductive system

Are you married? Not yet? Don't worry. Anyway, sooner or later some quite interesting moments of your life will happen to you when your own baby is born. You can find out some of these facts in the website "GERD humor".



©Your friends, neighbours and grandparents refuse to be left alone with your high-need baby. Those who do come to help never return after one day at your house.

©Friends, relatives and strangers tell you, “She looks so healthy.” She doesn’t look sick”. You just nod and smile.

©You’ll have a wonderfully strong back - from carrying the baby around all day.j

©If your baby spits up...You’ll have to replace all your clothes - a new wardrobe.

©You’ll have to replace all your furnishings - new carpet, couch, etc. You’ll have to replace your washing machine - the old one blew up.

©No need for home security devices - the place looks such a mess that burglars will think someone has beaten them to it.

© When your child is a toddler, you will always know where he or she is - clinging to your leg.

© ©In spite of these temporary difficulties you will feel the happiest person all over the world.

Read the text using the glossary to help with the new words.

Producing a new generation (offspring) to ensure the continuation of the species fulfills one of the primary functions of the reproductive system. Other systems in the body, such as the endocrine and urinary systems, work continuously to maintain homeostasis for survival of the individual.

The main functions of the reproductive system include

- Producing egg and sperm cells
- Transporting and sustaining these cells
- Nurturing the developing fetus\infant
- Producing hormones

These functions are divided between the primary and secondary (accessory) reproductive organs. The primary reproductive organs-gonads-consist of the ovaries and testes.

2. Ex: 2, p.139. Answer the flowing questions in detail. Do not look at the text.

1. What is the major function of the reproductive system?
2. How can other systems contribute to effective work of the reproductive system?
3. What do you know about primary and secondary reproductive organs? What functions do they fulfill?
4. What are the main organs of male reproductive system/ female reproductive system?
5. What is the main difference between male and female genital organs?
6. When and where does the process of fertilization start?
7. How does fertilization occur?
8. What periods of development of the fetus do you know? How long does the pregnancy last?
9. Which three signs of labour are obvious before the onset of child- birth!

3. Ex: 5, p.141. Put the following terms in the suitable columns.

mons pubis, urethra, ovary, pubic bone, vagina, bladder, symphysis pubis, urinary bladder, ductus deferens, uterus, seminal vesicle, rectum, scrotum, clitoris, spongy urethra, penis, epididymis, labia minora, testis, cervix, prostate gland, labia majora

male	female	both

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 97 стр	

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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has the man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 27

90min.

5.1. Theme/Тема/Тақырыбы: The process of fertilization. Interrogative sentences.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 98 стр	

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.

- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Read this text.

The process of fertilization.

An ovum is the size of a grain of sand, and a sperm is microscopically tiny, but put them together and they develop into a perfect human being.

While the egg is released by the ovary, and fertilization occurs in the Fallopian tube, the baby grows and develops in the uterus. Before pregnancy, the uterus is only about 5cm by 10cm in size, and is the shape of an upside-down pear. It is made of muscle with a small opening at its base, called the cervix. In pregnancy, the cervix becomes blocked with a plug of mucus, and this plug stops germs entering the uterus. Throughout pregnancy the muscle of the uterus grows, thickens and stretches. Even though it starts off so small, and may end up containing a baby weighing 4 kilos, it is quite remarkably strong and flexible and will not split or tear. During labour the tightenings or contractions of this organ lead to the baby being delivered.

2. Ex: 4, p.141. Choose an appropriate word from the box to complete the sentences.

ovaries excretory ducts prolactin heart gonads pregnancy uterus ovum labour milk sperm Fallopian tube testes

1. The primary reproductive organs contain the _____ and.....

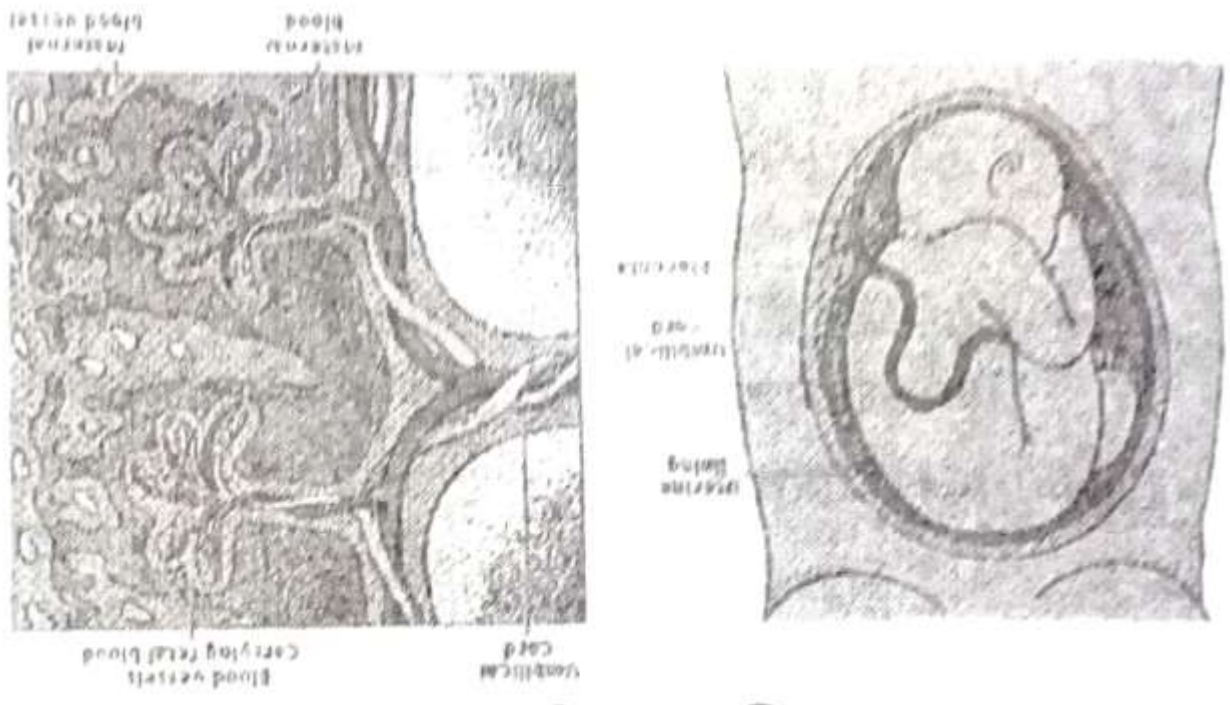
2. The hormones produced by.....have important roles in regulating the normal physiology of the reproductive system.

3. Male reproductive system consists of testes and.....and other genital organs.
4. The fetus develops in the
- 5 An.....is the size of grain of sand and a.....is microscopically tiny.
6. The process of fertilization occurs in the.....
7. The Of the fetus begins to beat at six to seven weeks.
8. The period oflasts on average 40 weeks.
9. The bag of amniotic fluid sometimes breaks at the start of.....
- 10.....stimulates the production of.....

3. Ex: 7, p.143. Read these texts and make up 8-10 questions -general, alternative, special and tag questions.

Placenta

A vascular organ, the placenta is responsible for respiration and excretion in the growing fetus. Fetal blood flows through the blood vessels of the umbilical BiSlf cord to the placenta, where fingerlike capillary nets are surrounded by pools of the mother's blood. Here carbon dioxide and other metabolic wastes diffuse from fetus to mother, and oxygen and nutrients pass from mother to fetus. Fetal and maternal blood does not mix.



5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs

ÖNTÜSTİK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 100 стр	

- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

1. Berzegova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 p.
2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 p
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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of thebody depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 28

90min.

5.1. Theme/Тема/Тақырыбы: How the baby develops. Sequence of tenses.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
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Методические рекомендации	Стр. 124 из 101 стр	

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:
- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
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Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Read this text.

How the baby develops

The first ten weeks.

At four weeks the fetus is just visible to the naked eye. By seven weeks it measures 8mm from head to bottom, and by 14 weeks it is 56mm long. The baby's heart and nervous system are beginning to develop at the time of the mother's first missed period, and the heart actually begins to beat at six to seven weeks.

Ten to twenty weeks.

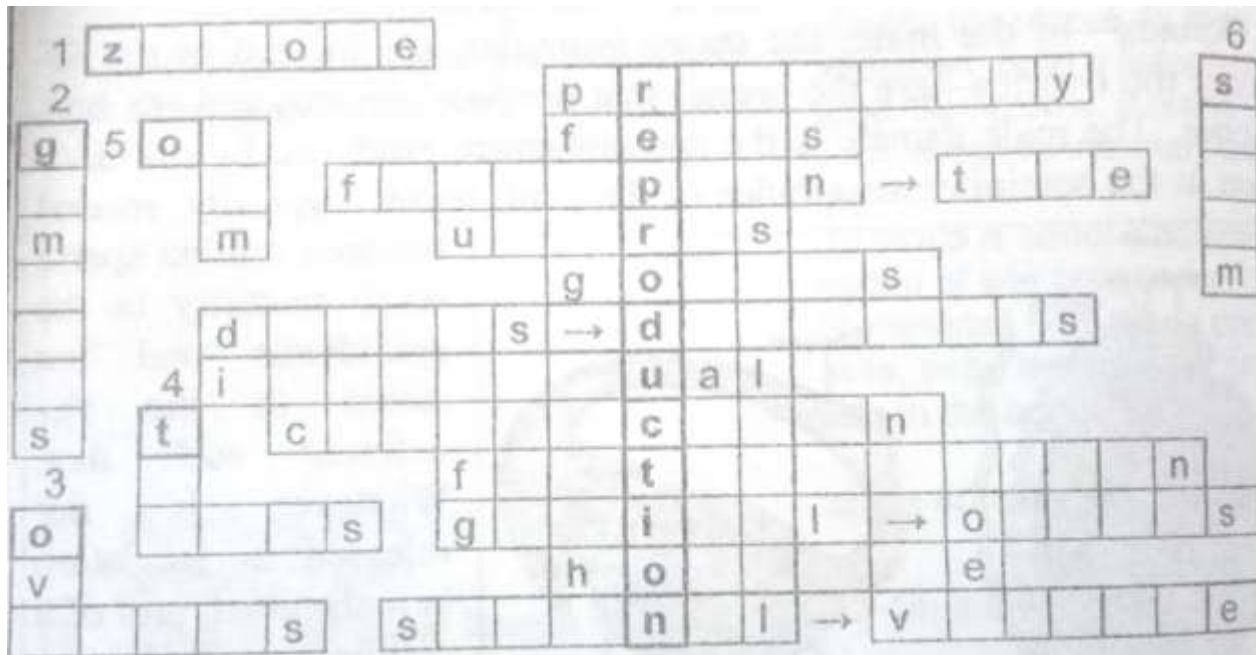
As early as 12 weeks, the fetus is fully formed. All the major internal organs are present, and the baby is beginning to move about. By 13 to 14 weeks the heartbeat is strong enough to be detected with an ultrasound detector.

Twenty to thirty weeks.

By 18 to 20 weeks most mothers begin to feel the baby kicking. By 26 weeks the baby's eyelids will separate and open for the first time, and from 28 weeks the child will have a good chance of survival if it is born early.

Thirty to forty weeks. Nowadays a baby born at 32 weeks has more than a 90 per cent chance of survival with good intensive care. However, 85 per cent of all pregnancies end between 38 and 42 weeks, when the mother goes into labour.

2. Ex: 9, p.144. Guess what words are encoded\ add the omitted letters to get these medical terms.



Ex:11 You should focus on matching A, B and C to give the definitions to the following medical terms.

A	B	C
1.Reproduction	is	a) The male reproductive cells produced by the male sex,organs that fertilizes a female egg.
2.Placenta		b) The process by which a baby is pushed from its mother`s body when he\she is being born.
3.An ovary		c) The process of having babies.It is involves the combination of male and female gametes.
4.A testis		d) One of two male sex organs contained in the bag of skin behind the penis.
5.Fertilization		e) A baby in its earliest stages of development in the uterus of a female.
6.Fetus		f) The period of time when a woman is pregnant
7.An embryo		g) The joining together of a female and a male gamete in order to make a zygote that will develop into a completely new human being
8.Male genital organs	are	h) The female egg cell that can grow into a new human being after it has been fertilized.
9.Female genital organs		i) A pair of testes,excretory ducts, seminal vesicles,the prostate, the bulbourethral glands, and the penis.
10.An ovum		j) One of the two organs in the body of a woman that produce eggs and the sex hormones.
11.Sperm		k) An unborn baby within the uterus from its eighth week of development.
12.Pregnancy		l) Ovaries, Fallopian tubes, uterus,vagina,accessory glands,and external genital organs.
13.Labour		

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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 103 стр	

		m) The organ through which a fetus is connected to its mother`s blood supply in the uterus before birth.
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5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
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3. Why is the human body called a living machine?
4. What does the proper functioning of thebody depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 29 90min

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 104 стр	

5.1. Theme/Тема/Тақырыбы: **The excretory system. Sequence of tenses.**

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

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- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.

- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Read this text.

The excretory system.

Your score = less than 50. What does your score mean?

You have a lot in common - hygiene is just not your cup of tea While it's true that modern society has gone a bit overboard with the obsession for cleanliness, you may want to have your own mind about hygiene. Not everyone, after all, shares the same tolerance you do. A tidy appearance is certainly conducive to a successful career and interpersonal relationships. Sure, it takes a little effort to "think clean", but the pay off is yours in the long run.

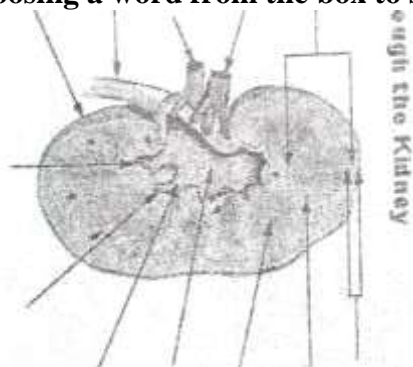
Your score — more than 50. What does your score mean?

When it comes to hygiene, you're a happy, healthy medium. You know the importance of cleanliness, both for protection against nasty germs and to maintain a decent appearance, but you don't go to extremes. Depending on your answers to specific questions on the test, you seem to be winning the war against germs. If you answered, however, that you don't always wash your hands after using the loo, this would be a good time to reassess your habits!

2. Ex: 2, p.158. The Junctions of the excretory system are fulfilled by different body systems. Match these systems with their excretory functions.

body system	Functions
> the digestive system	a) ...removes water and other wastes through the skin.
> the respiratory system	b) ...excretes urine
> the skin system	c) ...removes carbon dioxide from the lungs
> the urinary system	d) ...removes wastes through the bowel

3. Ex: 3, p.158. You have no problems with medical terms in Latin! Check up yourself choosing a word from the box to show the appropriate anatomical part in the picture.



- a) medulla
- b) cortex
- c) papillae
- d) ureter
- e) renal pelvis
- f) renal artery
- g) pyramid
- h) renal vein
- i) renal column
- j) major calyx
- k) capsule
- l) minor calyx

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
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- Individual work
- Work in small groups
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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 106 стр	

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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
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4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
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7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 30 90min.

5.1. Theme/Тема/Тақырыбы: The excretory system

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min
 - проверка присутствующих учащихся
 - проверка готовности к занятию учащихся
 - задачи занятия:
 - способствовать развитию логики мышления на основе научных текстов по специальности.
 - ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
 - сформировать навыки аудирования, говорения, письма на образцах устной речи с разной стилистической и жанровой характеристикой.
 - учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
 - обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.
2. Контроль знаний по предыдущим темам. 15 min
Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):
3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Read this text.

The excretory system.

Your score = more than 80. What does your score mean?

Germs are your enemy, and you've staged an all out war against them. Of course, everyone has certain things they find particularly repulsive, but there's also the possibility of going too far - do you shower several times a day, even though you don't really need to. If we never allow ourselves the slightest exposure to some creepy crawlies, our bodies don't learn that they are, in fact, harmless. So keep on washing your hair and changing that underwear.. .but you could relax a little! The urinary system .one of the excretory systems, also known as the urinary tract, acts as a filtering unit for the body's blood, excreting waste products and excess water as urine. It consists of a pair of kidneys; the bladder; the uretres, which connect each kidney to the bladder and the urethra.

2. Ex: 4, p.159. Answer the following questions in detail using some prompts and the context.

1. What is the excretory system?
(waste disposal)
2. What are the main functions of the excretory system?
(filter & eliminator of waste, regulator of water and salt)
3. What body systems fulfill the excretory functions as well?
4. What can you tell about the urinary system?
15. What are the main parts of the urinary system?
16. Why are the kidneys as important as the heart? What are their 1 main functions?
7. Where and how does cleaning up occur?

3. Ex:5 , p.159. Write what these- number refer to without looking at the text.

- 5-5?.....
- 13
- 2.....
- 8.....
- 1 mil
- 400
- 4

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 108 стр	

- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

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2. Hornby A.S. Oxford Advanced Learner's Dictionary. Oxford.: 1999
3. My body <http://www.tmc.edu/thi/anatomy2.html>

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4.

5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of thebody depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 31 90min.

5.1. Theme/Тема/Тақырыбы: Kidneys. Present Continuous

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 109 стр	

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:
- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Read this text.

Kidneys. Germs are your enemy, and you've staged an all out war against them. Of course, everyone has certain things they find particularly repulsive, but there's also the possibility of going too far - do you shower several times a day, even though you don't really need to. If we never allow ourselves the slightest exposure to some creepy crawlies, our bodies don't learn that they are, in fact, harmless. So keep on washing your hair and changing that underwear.. .but you could relax a little!

The urinary system .one of the excretory systems, also known as the urinary tract, acts as a filtering unit for the body's blood, excreting waste products and excess water as urine. It consists of a pair of kidneys; the bladder; the ureters, which connect each kidney to the bladder and the urethra.

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7. Where and how does cleaning up occur?

3. Ex:5 , p.159. Write what these- number refer to without looking at the text.

5-5?.....

13

2.....

8.....

1 mil

400

4

5.5. Teaching methods / Методы обучения и преподавания/ Өткізлу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

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4. Berzegova, L. U. Professional english in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 p.

5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of thebody depend on?
5. What does the human body consist of?

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 111 стр	

6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 32 90min.

5.1. Theme/Тема/Тақырыбы: Cleaning up. Past Continuous

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:
- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Read this text.

Germes are your enemy, and you've staged an all out war against them. Of course, everyone has certain things they find particularly repulsive, but there's also the possibility of going too far - do you shower several times a day, even though you don't really need to. If we never allow ourselves the slightest exposure to some creepy crawlies, our bodies don't learn that they are, in fact, harmless. So keep on washing your hair and changing that underwear..but you could relax a little! The urinary system .one of the excretory systems, also known as the urinary tract, acts as a filtering unit for the body's blood, excreting waste products and excess water as urine. It consists of a pair of kidneys; the bladder; the ureters, which connect each kidney to the bladder and the urethra.

2. Ex: 4, p.159. Answer the following questions in detail using some prompts and the context.

1. What is the excretory system?

(waste disposal)

2. What are the main functions of the excretory system?
(filter & eliminator of waste, regulator of water and salt)
3. What body systems fulfill the excretory functions as well?
4. What can you tell about the urinary system?
15. What are the main parts of the urinary system?
16. Why are the kidneys as important as the heart? What are their 1 main functions?
7. Where and how does cleaning up occur?

3. Ex:5 , p.159. Write what these- number refer to without looking at the text.

- 5-5?**.....
- 13
- 2.....
- 8.....
- 1 mil
- 400
- 4

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

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Методические рекомендации	Стр. 124 из 113 стр	

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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 33 90min.

5.1. Theme/Тема/Тақырыбы: Keeping a balance. Future Continuous

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
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- способствовать развитию логики мышления на основе научных текстов по специальности.
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2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Read this text.

Keeping a balance. Germs are your enemy, and you've staged an all out war against them. Of course, everyone has certain things they find particularly repulsive, but there's also the possibility of going too far - do you shower several times a day, even though you don't really need to. If we never allow ourselves the slightest exposure to some creepy crawlies, our bodies don't learn that they are, in fact, harmless. So keep on washing your hair and changing that underwear.. .but you could relax a little!

The urinary system .one of the excretory systems, also known as the urinary tract, acts as a filtering unit for the body's blood, excreting waste products and excess water as urine. It consists of a pair of kidneys; the bladder; the uretres, which connect each kidney to the bladder and the urethra.

2. Ex: 4, p.159. Answer the following questions in detail using some prompts and the context.

1. What is the excretory system?
(waste disposal)
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15. What are the main parts of the urinary system?
16. Why arc the kidneys as important as the heart? What are their 1 main functions?
7. Where and how does cleaning up occur?

3. Ex:5 , p.159. Write what these- number refer to without looking at the text.

- 5-5?.....
- 13
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5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
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Методические рекомендации	Стр. 124 из 115 стр	

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2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 p
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Extra bibliography/Дополнительные литературы/Қосымша әдебиеттер:

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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has the man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 34 90min.

5.1. Theme/Тема/Тақырыбы: Some interesting facts in medicine.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

- способствовать развитию логики мышления на основе научных текстов по специальности.

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 116 стр	

- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Read this text.

Some interesting facts in medicine. Germs are your enemy, and you've staged an all out war against them. Of course, everyone has certain things they find particularly repulsive, but there's also the possibility of going too far - do you shower several times a day, even though you don't really need to. If we never allow ourselves the slightest exposure to some creepy crawlies, our bodies don't learn that they are, in fact, harmless. So keep on washing your hair and changing that underwear.. .but you could relax a little!

The urinary system .one of the excretory systems, also known as the urinary tract, acts as a filtering unit for the body's blood, excreting waste products and excess water as urine. It consists of a pair of kidneys; the bladder; the ureters, which connect each kidney to the bladder and the urethra.

2. Ex: 4, p.159. Answer the following questions in detail using some prompts and the context.

1. What is the excretory system?
(waste disposal)
2. What are the main functions of the excretory system?
(filter & eliminator of waste, regulator of water and salt)
3. What body systems fulfill the excretory functions as well?
4. What can you tell about the urinary system?
15. What are the main parts of the urinary system?
16. Why are the kidneys as important as the heart? What are their 1 main functions?
7. Where and how does cleaning up occur?

3. Ex:5 , p.159. Write what these- number refer to without looking at the text.

- 5-5?.....
- 13
- 2.....
- 8.....
- 1 mil
- 400
- 4

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 117 стр	

- Individual work
- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of thebody depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 35 90min.

5.1. Theme/Тема/Тақырыбы: Present and Past Perfects.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 118 стр	

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Сабақтың барысы

Ход занятия

1. Организационный момент: 10min

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:
- способствовать развитию логики мышления на основе научных текстов по специальности.
- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.
- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

3. Изложение нового материала 25 min

(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Past Perfect и Past Perfect Continuous заключается в том, что некоторые глаголы не употребляются в форме continuous (то есть они выражают длительность, но не имеют окончания -ing). К ним относятся глаголы, обозначающие ментальный процесс (know, like, understand, believe — знать, любить, понимать, верить) и глаголы, которые выражают чувства и эмоции (hear, smell, taste, hate, want — слышать, нюхать, чувствовать на вкус, ненавидеть, хотеть).

Например:

We 'd known for a long time that the company was going to close. Мы уже давно знали, что компания закрывается (формы knowing не существует).

We 'd tasted the milk and had decided it was bad, so we threw it away. Мы попробовали молоко и поняли, что оно испортилось, поэтому мы его выбросили (Неправильно: **We'd been tasting the milk**).

2. Ex: 4, p.159. Answer the following questions in detail using some prompts and the context.

1. What is the excretory system?
(waste disposal)
2. What are the main functions of the excretory system?
(filter & eliminator of waste, regulator of water and salt)
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ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA АКАДЕМИАСЫ «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 119 стр	

16. Why are the kidneys as important as the heart? What are their 1 main functions?

7. Where and how does cleaning up occur?

3. Ex:5 , p.159.

1 Peter was Sally's best friend. She _____ (know) him all her life. score

The children were wet because they _____ (play) football in the rain. score

We were very hungry because we _____ (not / eat). score

I was delighted when I found my keys. I _____ (look) for them

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
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10min.

Answer the question.

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ÖNTÜSTİK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 120 стр	

5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

Theoretical lesson # 36 90min.

5.1. Theme/Тема/Тақырыбы: Control work №2. Test. Pronouns.

5.2.. Objectives: students have to develop speaking, reading, writing and listening skills; to be able to work in groups; to broaden their general outlook.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; уметь работать в группах; расширить свой кругозор.

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5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

~Thermometers are supplied with...

|a scale.

|a watch.

|a magnet.

|a flash.

|a computer.

~The most universally used solvent is...

|water.

|gas.

|oil.

|vapor.

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ	 SKMA -1979-	SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 121 стр	

|ether.

~The unit of volume in the metric system is called ...

|a liter.

|a centimeter.

|a kilogram.

|a kilometer.

|a tonn.

~Water as a solvent is always used after ...

|distillation.

|evaporation.

|extraction.

|cleaning.

|drinking.

~The origin of the word “pharmacy” is ...

|Greek.

|German.

|English.

|French.

|Italian.

~Pharmacy was born in ...

|Europe.

|Asia.

|Australia.

|America.

|Africa.

~She ... broken the company rules.

|has+

|have

|have been

|has been

|to have

~I thought you ... with this problem.

|dealt

|claimed

|participated

|played

|invented

~The lake water is a mixture of substances which are ...

|dissolved in it

|not dissolved in it.

|all crystallized in it.

|visible to the naked eye.

|all fossilized in it.

~Carbon compounds contain carbon, hydrogen and ...

|oxygen.

|ferrum.

|lead.

|zinc.

|calcium.

~ Choose the correct English equivalent.

Метрическая система/ Метрикалықжүйе

|themetricssystem

|the metric measure

|the metric ton

|the metric conversion

|the metric line

~ Choose the correct English equivalent.

Приготовлятьлекарств/ Дәрідайындау

|to dispense a medicine

|to dispense a decoction

|to dispense a present

|to dispense a prescription

|to dispense a paper

7 . Ex: 18 p. 219 Fill in the gaps with prepositions.

(on, to, for, with, of).

1. The material must be soft to produce a good application ... lips.
2. Two dyes used ... the preparation ... lipstick.
3. Mascara is used ... darken eyelashes and give them a longer appearance.
4. Typical perfumes are 10 ... 25% perfume essence and 75 ... 90% alcohol.
5. Compact powders are similar ... face powder ... mineral oil or lanolin.

7 . Ex: 19 p. 219 Complete the sentences.

1. A typical formula is: talc - 65% ...
2. Lipstick consists of a solution or suspension of...
3. Eye shadow or shading which is now popular ...
4. The mascara may be water-soluble or water resistant...
5. A perfume is a material containing ...

5.5. Teaching methods / Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
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Кафедра общеобразовательных дисциплин	044-73/11-216	
Методические рекомендации	Стр. 124 из 123 стр	

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3. Berzegova, L. U. Professional english in medicine. 2 part : textbook / - Almaty : "Evero" , 2017. - 300 p.
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5.7. Control/Контроль/Бақылау

10min.

Answer the question.

1. How long has die man been living on the earth?
2. What is the human body?.
3. Why is the human body called a living machine?
4. What does the proper functioning of the body depend on?
5. What does the human body consist of?
6. What interdependence is there in the body?
7. Why can we live, feel, enjoy and suffer?
8. Do you think a monkey is really the ancestor of the human beings?

<p>ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ</p>		 <p>SKMA -1979-</p>	<p>SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»</p>
<p>Кафедра общеобразовательных дисциплин</p>			<p>044-73/11-216</p>
<p>Методические рекомендации</p>			<p>Стр. 124 из 124 стр</p>