



**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: 09160100 «Фармация»

Квалификация: 4S09160101 «Фармацевт»

Объем учебных часов/кредитов : 72/3

Теория : 72ч.

Курс: 1

Семестр: 1

Форма контроля: экзамен

Обсужден на заседании кафедры «общеобразовательных дисциплин»

Протокол № 1 «27» 08 2024 г.

Заведующий кафедрой:  Сатаев А.Т.

Theoretical lesson 1**5.1. Theme/Тема/Тақырыбы: The pharmaceutical faculty.**

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.

Ход занятия 10 мин

1. Организационный момент:

- 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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- 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 мин

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

3. Изложение нового материала 25 мин

(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 мин**1. Read and memorize the new words.**

1. pharmaceutical-фармацевтический
2. faculty- факультет
3. chemist- провизор-аптекарь
4. chemistry- химия
5. medicinal form- лекарственная форма
6. pharmacognosion - фармакогнозия
7. accept- принимать
8. biotechnology- биотехнология

2. Read and translate the text. “The pharmaceutical faculty”.

The pharmaceutical faculty was set up in 1951. The 50 first –year students were accepted that year. Over 45 years of its activity the faculty has trained about 5500 highly qualified pharmaceutical chemist- specialists. The pharmaceutical faculty offers five year full and part time programs and provides certificates of general practice pharmacists. The modern pharmaceutical faculty is in its maturity state.



Today pharmacy has become an incredible actual area of activities. Therefore its tasks and the problem solving approaches are changing.

The faculty specialists work as members of Pharmacological and Pharmacopeic committees ,cosmetic remedies committees, science and technological council of the Ministry of Science, academic staff of higher education attestation department.

3. Ex; 13 p.9 Complete these sentences with necessary words.

1. The pharmaceutical faculty was ... in 1951.
2. The 50 ... year students were accepted that year.
3. The pharmaceutical faculty offers five year full and part ... programs .
4. The modern pharmaceutical faculty is in its ... state.

4. Ex; 14 p. 9 True or false?

1. The pharmaceutical faculty was set up in 1951.
2. The pharmaceutical faculty offers five year full and part time programs.
3. About 70 of faculty has scientific degrees and titles.
4. Today pharmacy has become an incredible actual area of activities.

5. Ex; 15 p.9 Answer the questions.

1. When was the pharmaceutical faculty set up ?
2. How many chemists has the faculty trained?
3. What departments does it comprise?
4. How many percent of faculty has scientific degrees ?

5.5. Teaching methods/ Методы обучения и преподавания/ Oткізілу 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. Рекомендуемая литература:

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Дополнительная:

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5.7. Control/Контроль/Бақылау 10 мин**Answer the questions.**

1. When was the pharmaceutical faculty set up ?
2. How many chemists has the faculty trained?
3. What departments does it comprise?
4. How many percent of faculty has scientific degrees ?

Theoretical lesson # 2 90 min**5.1. Theme/Тема/Тақырыбы: Our chemical laboratory. Present continuous tense.**

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5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 мин**1. Ex; 12 p. 13. Read and translate the text****“Our chemical laboratory”**

This is our chemical laboratory(lab). We have our practical classes on chemistry in the chemical lab. It is a light room. It is on the first floor. Our lab is a large.



There are two benches in it. There are shelves and racks above the benches. On the shelves you can see some glassware. You can see funnels, beaker and flasks of different forms on the shelves. There are also bottles with liquid and solids on the shelves. On the benches there are burners, crucibles and scales. There are also test-tube stands there.

The students of our University study chemistry. They study different branches of chemistry such as organic, inorganic, analytical and other branches of chemistry .

2 . Ex; 8 p. 11 .Read and memorize the new words.

Beaker- мензурка funnel- воронка

Burner - горелка crucible - тигель

Flask - колба bench – лабораторный стол

Odour - запах solid –твердое вещество

3 Ex; 15 Give the antonym of the following words

Light, large, liquid, disagreeable, harmful

4. Ex; 16 Translate the following sentences

The bottle is behind the crucible.

What is there in front of the test tub stand?

There are test-tube on the bench.

There is Periodic Table on the wall.

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

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5.7. Control/Контроль/Бақылау 10 мин

Theoretical lesson # 3 90 min

5.1. Theme/Тема/Тақырыбы: My first experiment. Future continuous tense.

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

1. Ex; 7 p.17 Read and memorize the new words

To conduct – проводить опыт

Rod- стеклянная палочка

Round-bottom flask – круглодонная колба

To add- добавлять

Drop- капля

Match- спичка

Flame- пламя

Inflammable- горючий

Air- воздух

Proper- соответствующий

2. Ex; 9 p. Read the text and translate

My first experiment ”.

Last week our group conducted a very interesting experiment on chemistry. We obtained pure hydrogen at our last lesson. For conducting an experiment we needed different apparatus. We used various glassware or dish such as test-tubes, bottles, flasks, funnel, beakers, glasses, rods and tubes.

We saw a blue flame that was a fact that we obtained pure hydrogen or inflammable air. We observed the reaction and recorder the yield.

3. Ex; 10 p.18 Complete the sentences

1. Our group conducted
2. We heated the substances on
3. Medical students obtained
4. They observed the reaction
5. The students recorded the yield

4. Ex; 15 p. 19 Make up the dialogue on the theme “My first experiment”.**Ex; 18 p. 19 Retell the text.****5.5. Teaching methods/ Методы обучения и преподавания/ Өткізілу барысы**

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5.7. Control/Контроль/Бақылау 10 мин**Theoretical lesson # 4** 90 min**5.1. Theme/Тема/Тақырыбы: D.I.Mendeleev.****Grammar: Passive voice.**

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1) She was invited to come here.

2) The experiment were conducted yesterday.

3) Many reports were studied by D.I.Mendeleev.

4) All these data will be brought together .

5) An interesting idea was put forward by this scientist.

2.Ex; 7 . Read and the new words .

Age –возраст

discussion – обсуждение

Attention- внимание

layer - слой

To appoint- назначать

to search for- искать

Applied – прикладной

3.Ex; 14 p.23 Read and text “ D.I.Mendeleev” and translate .

D.I.Mendeleev the great Russian scientist, was born in Tobolsk in 1834.After finishing school, at the age of 16, he went to St.Petersburg and entered the Pedagogical Institute . He graduated from the Institute in 1855 . 1866 Mendeleev was appointed professor at the university

where he gave a course of lectures on chemistry. His lectures were always listened to with great interest and attention. Even in a class of two hundred students everyone was able to follow his discussions from the beginning to the end.

4. Ex: 22 p.25 . Answer the question.

1. What was the D.I.Mendeleev ?
2. Where was he born ?
3. Have many chemical elements did Mendeleev describe?
4. When was the Periodic Table published?
5. What was the Periodic Table spoken of?
6. What did in addition to his work Mendeleev pay attention to?

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

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5.7. Control/Контроль/Бақылау 10 мин

1. What was the D.I.Mendeleev ?
2. Where was he born ?
3. Have many chemical elements did Mendeleev describe?
4. When was the Periodic Table published?
5. What was the Periodic Table spoken of?
6. What did in addition to his work Mendeleev pay attention to?

Theoretical lesson # 5 90 min**5.1. Theme/Тема/Тақырыбы: Mendeleev s Peroidic Law.**

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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5.3. 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.

Ход занятия 10 мин

1. Организационный момент:

- 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 мин

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

3. Изложение нового материала 25 мин

(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 мин**1. Read and translate the text “Mendeleev s Peroidic Law”.**

Mendeleev s Peroidic Law was discovered by D.I.Mendeleev in 1869.Mendeleev arranged the elements in tabular form in such a way as to bring their correspondences quite clearly .

Mendeleev found it impossible to construct his table without leaving many of the spaces in it vacant . He considered these vacancies to correspond the elements which were not then known, but which would probably be discovered in the future.

2. Ex ;19 p. 30 Read and translate the following sentences

In 1893 Mendeleev was appointed director of the Bureau of Weights and Measures. Much attention was paid to research work in our country.

In 1869 Mendeleev published his Periodic Table of elements which began a new chemical thought.

3. Ex ; 22 . Answer the question

1. Who was the first to discover the law of dependence of the elements upon their atomic weights?

2. What is the main idea of the Periodic System?

3. How many groups are in the periodic table?

4. How does the atomic weight increase in the table?

5. Why did Mendeleev leave many spaces in the table vacant?
6. Why is the Periodic Table so important for science ?

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

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
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5.7. Control/Контроль/Бақылау 10 мин

1. What is the main idea of the Periodic System?
2. How many groups are in the periodic table?
3. How does the atomic weight increase in the table?
4. Why did Mendeleev leave many spaces in the table vacant?
5. Why is the Periodic Table so important for science ?

Theoretical lesson # 6 90 min

5.1. Theme/Тема/Тақырыбы: Chemistry. Indefinite pronouns: *some, any, much, many, little*.

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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5.3. 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.

Ход занятия 10 мин

1. Организационный момент:

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

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

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2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

(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 мин

1. Read and memorize the new words.

Science- наука

a condition- условие

A structure- строение

a compound- сложное вещество

A property- свойство

to decompose- разлагать

To change- менять

to consist of – состоять из

To exist – существовать

a state- состояние

Ordinary- обычный

2.Ex; 12 p.33 Translate the following word-combination into Russian.

A science of substances, a great and complex subject, at an ordinary temperature, may become liquids, at very high temperatures, consists of, may be metallic and non-metallic.

3.Ex; 13. Read and translate the text “Chemistry”.

Chemistry is a science of substances, their structure, their properties and the reaction that change them into other substances. Chemistry is a great and complex subject.

Substances may exist in any of the three states. They may exist as solids, liquids or gases. Sulphur, iron and solids at an ordinary temperature, bromine and mercury are liquids in the same conditions and oxygen and hydrogen are gases. But solid substances may become liquids if we heat them to a proper temperature. Liquids turn into gases at very high temperatures.

Ex; 16. Fill in the gaps with the proper words.

1. Do you know chemical ... of hydrogen?
2. Iron and silver are
3. Hydrogen is
4. Elements are ... Substances .
5. Mercury is a

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

- Listening comprehension
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- Individual work
- Work in small groups
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5.7. Control/Контроль/Бақылау 10 мин

1. Making up questions according to the text.
2. Translation of the definite passage.
3. Give Past Simple form of the following verbs.

Theoretical lesson # 7 90 мин

5.1. Theme/Тема/Тақырыбы: Hydrogen. 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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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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

1. Read and memorize the new words.

A density- плотность to ascertain- устанавливать

Dilute- разбавленный invisible- невидимый

Power-сила a starch- крахмал

Steam-пар wax-воск

Ex; 8 Read and translate the text “Hydrogen”

Symbol H. Atomic Weight 1.0080. Density I.

Cavendish in 1766 first ascertained the true nature of this gas, to which he gave the name of inflammable air.

Occurrence. Hydrogen occurs in a state of combination in nature, though it sometimes exists in the free state mixed with other gases in certain volcanic emanations. Its principal compound is water, H₂O, of which it forms one ninth part by weight. Hydrogen composes 1/9 th of the weight of all the oceans, seas, rivers and lakes on the face of the earth, that s why the quantity of this element occurring in a state of combination is very large.

Ex; 9 Give the antonyms to the following words.

Liquid, colourless, invisible, inodorous, lightness, dry, combination

Ex; 12 Translate the sentences into Russian

1. Hydrogen forms one-ninth the weight of water.
2. Under ordinary conditions hydrogen is not particularly active element.
3. Hydrogen is a colourless, inodorous, tasteless gas.
4. It is the lightest substance known, being fourteen and a half times lighter than air and sixteen times lighter than oxygen.
5. Hydrogen is generally given off when a metallic element acts upon an acid.

Ex 15 . Answer the questions.

- 1 . In what state does hydrogen occur in nature ?
2. What compounds contain hydrogen?
3. By means of what is hydrogen usually prepared?
4. Has hydrogen any colour?
5. Can we see it?

6. Has it any odour?

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

- Listening comprehension
- Speaking comprehension
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5.7. Control/Контроль/Бақылау 10 мин

- 1 . In what state does hydrogen occur in nature ?
7. What compounds contain hydrogen?
8. By means of what is hydrogen usually prepared?
9. Has hydrogen any colour?
10. Can we see it?
11. Has it any odour?

Theoretical lesson # 8 90 мин

5.1. Theme/Тема/Тақырыбы: Oxygen. 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.

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5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия

1. Организационный момент: 10 мин

- 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 мин

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

3. Изложение нового материала 25 мин

(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 мин

1. Reading of the text "Oxygen"

Symbol O. Atomic Weight 15,9.

Priestly, in England, discovered oxygen on the first of August 1774. When he heated oxide of mercury by means of the sun's rays concentrated by a burning glass. It was afterwards discovered independently by Scheele, in Sweden, in 1775.

2. Ex; 12 p. 43 Translate the following word-combination

Occur on the planet, free or combined, widely diffused, largest quantity, in a free state, in the atmosphere, combinations with the hydrogen, an essential constituent, heavier than air, under the normal pressure, at a low temperature.

3. Ex; 15 Tick the sentences that are true and change the false ones.

1. Firstly discovered oxygen on the first of August 1972.

2. Oxygen is at ordinary temperature a colourless, odourless gass.

3. Oxygen is easier than air.

4. It is converted into a liquid at a high temperature and low pressure.

5. It boils at 171 C.

6. Oxygen either free or combined is the most widely diffused and is found in the largest quantity.

4. Ex 17. Retell the text.

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

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5.7. Control/Контроль/Бақылау 10 мин

1. Composition.
2. Test.

Theoretical lesson # 9 90 мин

5.1. Theme/Тема/Тақырыбы: Nitrogen. 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.

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

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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.

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1. Организационный момент:

- 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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2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

(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 мин

1. Read the new words and memorize them:

1. transparent	Прозрачный
2. tasteless	Безвкусный
3. support	Поддерживать
4. readily	быстро, охотно
5. unstable	неустойчивый
6. pint	пинта (мера емкости в Англии, равна 0,57л жидкостей)
7. indicate	показывать
8. entirely	полностью
9. remove	выделять
10. fume	дым
11. remain	оставаться
12. disappear	исчезать
13. reduce	раскислять, восстанавливать, уменьшать лакмусовая бумага
14. litmus paper	

2. XII. Read the text Nitrogen and translate it Do the tasks below.

Nitrogen Symbol N. Atomic Weight 14.008.

Occurrence. Nitrogen occur in the free state in air, of which it forms four-fifths by volume. Nitrogen exists in the state of combination in nitre or saltpetre, potassium nitrate, KN_3 . It forms an essential constituent of the bodies of all animals and plants.

Properties of Nitrogen. Nitrogen is a colourless, transparent, tasteless and inodorous gas. It neither supports combustion, nor burns, Nitrogen does not only combine with oxygen readily, but it does not combine with any other element easily except at a very high temperature, Even such compound which it forms are unstable and easily decomposed.

Nitrogen is slightly soluble in water, 1000 parts of water are able to dissolve 28 parts of the gas. By great cold and great pressure nitrogen is reduced to the liquid and even to the solid state. It has no action upon Litmus-paper, and since this fact indicates that it is neither acid nor alkaline. We must call nitrogen a neutral substance.

Preparation. Nitrogen can be prepared by burning phosphorus in closed volume of air. Oxygen is entirely removed. After white fumes of phosphorus pentoxide (P_2O_5) have disappeared, the colourless gas remaining is nearly pure nitrogen.

3. Ex; 14 p. 48 Find the sentences with the following word-combinations and translate them:

litmus paper, closed volume, an essential constituent, easily decomposed, in the state of combination, compound condition.

4. Ex; 15 p. 48 Find the sentences with neither nor....; either ...or and translate them into Russian.

5. Ex; 16 p. 48 Choose the correct form of the verb.

1. Nitrogen ... in the free state in air.(occur, is ocCured)

2. Nitrogen ... by burning phosphorus in a closed volume of air. (to prepare, is prepared)
3. Nitrogen ... by heating one of its compounds, (is evolved, are evolved)
4. The hydrochloric acid... with excess of ammonia, forming salt- ammoniac. (unites, is united)
5. Active nitrogen ... readily with any elements, including sulphur and phosphorus, (combines, is combined)
6. Plants and animals ... nitrogen for their life and growth.(need, are needed)

6. Ex; 17 p. 49 . Insert the missing words.

1. Nitrogen ... in the state of combination in nitre.
2. When phosphorus burns in a closed volume of air, oxygen is entirely
3. Nitrogen forms an ... constituent of all animal... bodies
4. If a concentrated solution of ammonium nitrite is heated, nitrogen is ... and water is
5. In the experiment with hydrochloric acid ammonia always remains is
(eliminated, removed, essential, exist, vegetable, evolved, excess)

7. Ex; 18 p. 49 Complete the sentences.

1. Nitrogen is a
2. Nitrogen can be prepared
3. Nitrogen gas can be obtained
4. Nitrogen occurs in
5. Ammonia consists of....

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

- Listening comprehension
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5.7. Control/Контроль/Бақылау 10 мин

1. Interview your partner.

Theoretical lesson # 10 90 мин**5.1. Theme/Тема/Тақырыбы: Carbon. Participle**

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 10 мин

1. Организационный момент:

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- проверка готовности к занятию учащихся

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

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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 мин**1. Read the new words and memorize them:**

2. distinct	различный, разный
3. allotropic	аллотропный
4. modification	модификация
5. elementary	неразложимый
6. X-ray	рентгеновский
7. bed	пласт, залежь
8. octahedron	восьмигранник
9. exceedingly	чрезвычайно, очень
10. because of	вследствие, из-за

11. extreme	крайний, чрезвычайный
12. cut	резать
13. transparent	прозрачный
14. resistant	стойкий, прочный
15. infusibility	тугоплавкость, не плавкость
16. binder	связывающее вещество
17. extensive	широкий, обширный
18. fine	мелкий
19. ground	молотый, измельченный
20. bake	сушить

2. Read and the text and translate it. Do the tasks below**Carbon**_{30мин-40%}**Symbol C. Atomic Weigh! 12.011.**

Occurence. Carbon occurs free in nature in two distinct allotropic crystalline modifications, which are known as diamond and graphite. The third form of elementary carbon known as amorphous carbon may be obtained by heating organic substances, such as wood, sugar etc. to a high temperature in the absence of air. X - ray examination of this form of carbon has shown that it is not amorphous but contains submicroscopic particles of graphite.

In combination, carbon is found as an essential constituent of all living organisms; as carbon dioxide in the air and water: as calcium carbonate in the great beds of limestone; as very complex compounds chiefly in combination with hydrogen in coal and oil; and as methane, CH₄, in natural gas.

Diamond. Diamond is a clear colourless substance which crystallises in octahedrons and is exceedingly hard. Because of its extreme hardness diamond is used for cutting and writing on glass. When diamonds are heated in the air or oxygen they burn to carbon dioxide. Towards most chemical reagents they are indifferent.

Graphite. Graphite is the second crystalline modification of carbon. It is dark - grey in colour, non - transparent, and soft Graphite is highly resistant to chemical action. When heated in the air, or oxygen, it slowly burns to carbon dioxide. Because of its infusibility, graphite when mixed with a small portion of clay to act as a binder, is used in making crucibles which have to stand high temperatures. Because of these same properties and the fact it is a good conductor of electricity, graphite is used at present industries. Finely ground graphite mixed with clay and slightly baked constitutes the “lead” of our lead pencil. The more clay the harder the pencil.

3. Ex; 15 p. 55 Find Participle II and translate the following sentences:

1. The third form of elementary carbon formerly known as amorphous carbon may be obtained by heating organic substances to a high temperature.
2. When heated in the air, carbon slowly burns to carbon dioxide.
3. Graphite when mixed with a small portion of clay is used in making crucibles.
4. Finely ground graphite mixed with clay and slightly baked constitutes the lead of our pencil.

4. Ex; 16 p. 55 Find sentences with Participle II in the text and translate them into Russian.**VII. Insert prepositions.**

1. Carbon is known to occur... two crystalline forms which differ strikingly in their properties.
2. ... present our scientists are introducing synthetic diamonds into the country national economy on a wide scale.
3. The principle compound ... carbon and oxygen is carbon dioxide CO₂.
4. Diamond is a colourless and transparent substance, the hardest... known substances, a non - conductor of electricity.
5. Each carbon atom ... graphite has three nearest neighbours, all in its own plane.

5. Ex; 17 p. 56 Answer the questions.

1. What state does carbon occur in nature in?
2. What distinct forms of carbon do you know?

3. What is the third form of elementary carbon?
4. How can you obtain amorphous carbon?
5. What is diamond?
6. What is the main property of diamond?
7. What can you say about physical properties of graphite?
8. Where is graphite used?

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

- Listening comprehension
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5.7. Control/Контроль/Бақылау 10 мин

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3. What is the third form of elementary carbon?
4. How can you obtain amorphous carbon?
5. What is diamond?
6. What is the main property of diamond?
7. What can you say about physical properties of graphite?
8. Where is graphite used?

Theoretical lesson # 11 90 мин**5.1. Theme/Тема/Тақырыбы: Water. Participle**

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5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30 мин**1. Read the new words and memorize them:**

distribute	распределять
aggregation	собрание, масса
cloud	облака, туча
condense	конденсировать
vital	жизненный, жизненно важный
nutrition	питание, пища
germ	микроб
passage	прохождение
continual	непрерывный
passover	дистиллироваться
fine	тонкий

2. Read the text and translate it. Do the tasks below**Water**

Water is a compound substance which consists of two elements - hydrogen and oxygen.

Water is widely distributed in nature in its states of aggregation - steam or aqueous vapor, liquid water, and solid ice or snow.

At ordinary temperature pure water is a tasteless, odourless and colourless liquid. Water boils 100e under 760 mm pressure.

Steam or water vapour is an invisible colourless gas that condenses to a visible cloud of small particles when it comes in contact with the atmosphere.

Liquid water freezes at 0eC into crystalline ice.

Water plays a vital part in the nutrition of animals and plants.

Water may be purified by boiling. The boiling will kill any germs, which may be present in water.

Water is purified by distillation. The water is boiled in flask or boiler, and the steam is condensed back to the liquid condition by passage through a tube about which a continual stream of cold water flows. The liquid which distils or passes over is called the distillate.

In chemical laboratories ordinary water is distilled in order to purify it for fine work with chemical substances.

3. Ex; 15 p. 59 Translate the following word combinations into Russian:

consists of two elements, three states of aggregations, colourless liquid, aqueous vapour, visible cloud

4. Ex; 16 p. 59 Find in the text the sentences with the following words or word-combinations and translate them:

hydrogen, widely distributed, colourless liquid, water boils, invisible, crystalline ice, purified by distillation, any germs, flask, passes over, chemical laboratories

5. Ex; 17 p. 59 Fill in the gaps with prepositions: at, in, for

1. Clay contains up to 14 percent... combined water. fl. Sea-water contains a relatively large proportion ... soluble salts.

3. Water boils ... 100e under 760 mm pressure.

4. Hydrogen peroxide dissolves ... water in all proportions.

5. Water is a compound substance which consists ... two elements hydrogen and oxygen.

6. Liquid water freezes ... 0eC into crystalline ice.

5. Ex; 18 p. 59 Complete the sentences.

1. Water is widely distributed in nature in its states of aggregation - steam or aqueous vapor, ...

2. At ordinary temperature pure water is a tasteless, ...

3. Water plays a vital part in the nutrition ...

4. Water may be ...

5. The liquid which distils or passes over is ...

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

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
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- Games
- Dialogues
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- Crosswords
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5.7. Control/Контроль/Бақылау 10 мин

1. Interview your partner.

Theoretical lesson # 12 90 мин**5.1. Theme/Тема/Тақырыбы: Medicinal plants. 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.

Мақсат: студенттердің сөйлеудегі, жазудағы, оқудағы және таңдаудағы 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.

Ход занятия 10 мин

1. Организационный момент:

- 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 мин

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

3. Изложение нового материала 25 мин

(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 мин

1. Read the new words and memorize them:

to collect - собирать

flowering - цветение

drug - лекарство

odour- запах

vegetative - растительный, вегетативный

tomature - созреть

globular— сферический

storage- хранение

ovoid- яйцевидный

balsamic - бальзамический, целительный

spicy - пряный, острый

camphorous - камфорный

test - тест, проба

nauseous - отвратительный

acid- раздражающий

pungent - острый, едкий

astringent - вяжущий

oily - маслянистый

mucilaginous - слизистый

2. Read and translate it. Do the tasks below

Medicinal plants

Since time immemorial man has known about the medicinal properties of plants and widely used them for all practical purposes.

At present the attention to medicinal plants as natural sources of drugs has greatly increased. Ten thousand plant detectives try to find new plants possessing medicinal properties on five continents and all the seas.

Different parts of the plant may be used for medicinal purposes: roots and rhizomes, fruits and seeds, flowers and inflorescences, stems and leaves. All these parts are collected in a certain period of time.

It is well known that the proper time of harvesting or collecting plants and herbs is during that period when active constituents of the plant are highest in their number and quality. Roots and rhizomes are collected in autumn after the vegetative processes have finished. Bark is collected in the spring before these processes begin. Leaves and flowering tops are collected when photosynthesis is most active which is usually about the time of flowering and before the maturing of the fruit and seed. Flowers are collected in the time of pollination. Fruits may be collected either before or after the ripening period. Seeds may be collected when fully matured.

Proper storage and preservation are important factors in maintaining a high degree of quality of the drug. Thus, too much moisture increases the weight of the drug, decreases the amount of active constituents. Air and light affect drugs, which are strongly coloured, producing changes in constituents. The oxygen of air increases oxidation of the constituents of drugs.

All parts of the plant differ as to the shape, taste, colour, odour and pharmacological activity. Thus, the usual shapes for fruit and seeds are globular, elliptical, ovoid, conical, etc.

The odour of a drug of plant origin may be either distinct or indistinct, depending upon the amount of volatile constituents the drug possesses. It is described as aromatic, balsamic, spicy, camphorous. It is described as characteristic.

According to taste substances may be classified into four groups: 1) those possessing a true taste, such as acid, sweet, alkaline, bitter; 2) those possessing no taste and thus are tasteless; 3) those possessing a characteristic odour which gives name to the so-called "taste". They may be grouped broadly into those

which are agreeable or pleasant (aromatic, balsamic, spicy) and disagreeable or unpleasant (alliaceous, camphorous, etc.); 4) those giving certain sensation to the tongue. Such substances may be classified as mucilaginous, oily, astringent, pungent, acrid, nauseous.

The taste, colour and odour of drugs are officially standardized with the help of the description of the lightness and strength of the colour. Reserpine is described as “a white or pale to slightly yellowish, odourless, crystalline powder”. Olive oil is described as “a pale yellow liquid which sometimes has a greenish tint”; rhizome and roots of valerian as “light brown or yellow brown, odour strong and peculiar, taste-spicy, sweetish- bitterish”.

Pharmacological activity of certain drugs is established using different test and methods, such as chemical tests for the determination of presence of inorganic elements, a chemical analysis for the determination of the official activity, chromatographic study to separate and analyse constituents and inert materials occurring in drugs, etc.

3. Ex; 20 p. 67 Study the text and say which statements are true and which are false.

Correct the false ones.

- 1 Roots and rhizomes, fruits and seeds, flowers, stems may be used for medicinal purposes.
2. Bark is collected in autumn.
3. Flowers are collected after the ripening period.
4. Too much moisture decreases the weight of the drug.
5. The usual shapes for fruits are round and square.
6. There are five groups of substances.
7. Pharmacological activity of a drug is established using chemical tests, chemical analysis, chromatographic study.

4. Ex; 21 p. 67 Review the text to answer the questions.

1. Do the plants possess medicinal properties?
2. Which parts of the plant are used for medicinal properties?
3. Are different parts of the plant gathered at different period? Give examples.
4. What factors affect the quality of a plant?
5. What are the usual shapes of fruits and seeds?
6. Which groups are medicinal herbs divided according to taste?
7. How is pharmacological activity of a drug established?

5. Ex; 22 p. 67 Comment on the basic points of the text: (Plan of retelling) Medicinal properties of a plant.

Different parts of a plant.

Time of a plant different.

Factors affecting quality of a plant.

Shapes of fruits and seeds.

Odor of a drug.

Four groups of substances.

Pharmacological activity of a plant.

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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5.7. Control/Контроль/Бақылау 10 мин

1. Which parts of the plant are used for medicinal properties?
2. Are different parts of the plant gathered at different period? Give examples.
3. What factors affect the quality of a plant?
4. What are the usual shapes of fruits and seeds?
5. Which groups are medicinal herbs divided according to taste?
6. How is pharmacological activity of a drug established?

Theoretical lesson # 13 90 мин

5.1. Theme/Тема/Тақырыбы: Valerian. 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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5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

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Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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3. Изложение нового материала 25 мин

(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 мин

1. Read the new words and memorize them:

generic - родовой

health - здоровье

straight - прямостоящий

herbaceous - травянистый

numerous - множество

hollow - полый, пустой

terminal - конечный

region - область, район

corymbiform – щитковидный

panicle - метелка

akene - семянка

wild – дикорастущий

value - значение, ценность

rawmaterial – сырье

infusion – настой

tincture - настойка

drug - лекарство

palpitation - тахикардия

2. Read the text and translate it. Do the tasks below

Valerian

The generic name comes from the Latin «valere» - to be in good health. Valerian is a tall, straight, perennial herbaceous plant. Its underground part consists of a short, vertical, conical rhizome having numerous rootlets.

The stem is a hollow cylinder 1 - 2 m high. It is branched at the terminal region and has pinnate, cauline, opposite leaves.

At the top of the stem and its branches there appear a corymbiform panicle with numerous white or pink florets in summer.

The fruits are oblong or ovate having akenes. Roots and rhizomes having characteristic odour of wild and cultivated valerian are of great medicinal value. They contain essential oil, isovaleric acid, borneol, terpenes, valepotriates etc.

Roots and rhizomes are widely used in medicine as raw material for preparing medicinal forms (infusions, tinctures, tablets and extracts).

Drugs containing Valerian are used as sedative and antispasmodic in hysteria, palpitation etc.

3. Ex; 10 p. 70 Open the brackets using the Past Indefinite Passive Voice and make these sentences negative and interrogative.

1. Valerian drugs (to use) in hysteria, palpitation.
2. The roots and rhizomes of Valerian (to use) in medicine.
3. The underground part (to compose) of a short and thick rhizome and tiny rootlets.
4. Valerian drugs (to keep) in boxes.
5. In the middle Ages the roots of Valerian (to use) to perfume linen clothing.

4. Ex; 11 p. 70 Fill in the appropriate word.

1. Valerian is tallperennial plant.
2. Its underground part consists of a short,vertical, conical
3. The stem is a cylinder 1 - 2 high.
4. The stem has pinnate, cauline leaves.
5. the leaves are cauline, opposite and
6. At the top of the stem and its branches there appear
7. A coiymbiform panicle consists of numerous
8. The roots are oblong - ovate having
9. It is branched at the region and has leaves.
10. Valerian may be and cultivated.

5. Ex; 12 p. 70 Complete the sentences.

1. Valerian is a tall, elegant, straight...
2. Its underground part consists of the short, vertical ...
3. Its rhizome has ...
4. Its leaves are ...
5. White and pink florets appear ...
6. The main constituent of the drug is its ...
7. Valerian drugs are used as ...

6. Ex; 13 p. 70 Read the words taking into consideration the rules of pronouncing and translate them.

finish, quillwort, marsh, branch, shed, shape, which, starch

7. Ex; 14 p. 70**Read and translate.**

1. Roots and the rhizomes of Valerian posses a characteristic odour.
2. Valerian tinctures are widely used in medicine.
3. Valerian drugs have essential oil.
4. Valerian drugs are used as a sedative in medicine.

XV. Find from the text the adjectives and describe the plant.

XVI. Use the appropriate prepositions:

1. The generic name comes ... Latin "valere".
2. The underground part of the plant consists ... rhizome.
3. The stem is branched ... the terminal region.
4. Roots and rhizomes are ... characteristic odour.
5. Valerian drugs are used ... medicine.

5.5. Teachingmethods/ Методы обучения и преподавания/ Oткізілу барысы

- Listening comprehension
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Theoretical lesson # 14 90 мин

5.1. Theme/Тема/Тақырыбы: Althea. Digitalis. Past Simple. Future Simple

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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 мин

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

3. Изложение нового материала 25 мин

(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 мин

1. Read the new words and memorize them:

1. curing лечебный, целебный
2. cooling успокоительный
3. woody деревянистый, грубый
4. attain достигать
5. acute острый
7. pubescent опушенный
8. meadow луг
9. adhering сросшийся
10. marsh болото
11. spike - like колосовидный
12. multiachene сросшийся
13. saline солончак
14. demulcent болеутоляющий, успокоительный
15. excipient дополнительное средство к лекарству,
16. emollient смягчающее
17. reference относительно
18. expectorant отхаркивающее
19. ad libitum широко, сколько угодно
20. cough кашель
21. disorder расстройство, болезнь

2. Read the text and translate it. Do the tasks below

Marsh Mallow or Althea officinalis Linne

The word Althea comes from the Greek and means curing or cooling in reference to the plant's medicinal qualities. Althea is a perennial herbaceous plant with erect, woody at the base stems attaining the height of about 100-150 cm.

The underground organ of Althea consists of thick, short rhizome and several fleshy whitish roots.

The leaves of Marsh Mallow are entire, alternate, long petiolate, 3 to 5 lobed with dentate margins and acute apex. They are ovate or cordate at the base and both surfaces velvety pubescent.

The flowers are spike-like inflorescences growing in the axils of the leaves in short clusters at the top of the stalk. The pale pink flowers have a double calyx, numerous violet stamens forming one short tube of adhering altogether filaments. Althea fruit is a flat, spherical multiachene.

The roots of Althea are collected in the autumn from plants of the second year's growth. The roots are usually quickly washed, dried and cut into cubical pieces having a grayish white colour.

The root of Althea contain up to 25% of mucilage, the same amount of starch, pectin, sugars, asparagines, betaine, etc. Althea is a demulcent administered ad libitum in the form of powder, infusion and syrup. It is used as an excellent emollient and expectorant in cough medicines and as an excipient and coating agent in gastric disorders.

Althea is abundant in Europe, Asia and America. It well grows wild and cultivated in meadows and marshes on saline and clay soil near the rivers. Althea is official in practically all Pharmacopoeia throughout the world.

3. Ex; 15 p. 76 Complete the sentences.

1. Althea comes from Greek and means ... or
2. The plant is a perennial herb with erect woody stems attaining
3. Marsh Mallow is native to Central Europe and then has been cultivated in...
4. The roots are collected in the autumn from plant of the
5. The underground portion of Althea is rich in
6. The Althea roots are demulcent administered

4. Ex; 16 p. 76 Form the nouns from the following verbs:

to cure, to cool, to grow, to collect, to cut, to dry, to consist, to powder, to infuse, to refer, to qualify, to cover, to adhere

5. Ex; 17 p. 76 Translate the following international words and memorize them:

base, dentate, ovate, velvet, double, violet, spherical, cubical, pectin, asparagine, syrup, infusion, gastric, pharmacopoeia

6. Ex; 18 p. 76 Put the appropriate prepositions.

1. Althea comes ... the Greek and means curing or cooling.
2. Althea grows wild ... meadows and marshes ... Europe, Asia and America.
3. The leaves of Marsh Mallow are entire, alternate, long petiolate ... acute margins at the tip.
4. The flowers grow ... the axils of the leaves.
5. The roots or ... Marsh Mallow contain up ... 35 percent... mucilage.
6. The roots of Marsh Mallow are used both ... scientific and popular medicine.

7. Ex; 19 p. 76 Answer the questions. y What is Marsh Mallow?

2. Is it a medicinal plant?
3. What part of the plant is of medicinal value?
4. What do the underground organs consist of?

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. Рекомендуемая литература:**Основная**

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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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5.7. Control/Контроль/Бақылау 10 мин

1. What is Marsh Mallow?
2. Is it a medicinal plant?
3. What part of the plant is of medicinal value?
4. What do the underground organs consist of?

Theoretical lesson # 15 90min

5.1. Theme/Тема/Тақырыбы: Aloe. Meaning and using of modal verbs in the sentences: can, may, must, ought to

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. 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.

Ход занятия 10 мин

1. Организационный момент:

- 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 мин

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

3. Изложение нового материала 25 мин

(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

1. **Read the new words and memorize them: 30min**

Embrace	Включать, содержать
Mottled	Крапчатый, испещренный
Cuticularized	Кожистое
Spot	Пятно, пятнышко

Prickly	Колючий
Arrange	Располагать, классифицировать
Dence	Плотный, компактный
Downward	Вниз, книзу
Lump	Кусок
Solidify	Твердеть, застывать
Rosette	Розетка
Convex	Выпуклый, вогнутый
Spine	Шип, игла, колючка

2. Read and the text and translate it. Do the tasks below

Aloe

Aloe is genus of plants belonging to the family Liliaceae, with 180 spieces growing in dry parts of Africa. It has a very short woody stem and lanceolate embracing leaves, irregularly mottled with while spot.

The flowers are bright-yellow. The fleshy and strongly cuticulized leaves are usuualy prickly at the marine and arranged in dense rosettes.

When a leaf is transversely cut and held with it is cut and downwards, a yellowish juice often forming vascular lumps flows out from out the pericycle.

3. Ex; 15 p.90 Find the sentences with the following word-combinations in the text and translate them:

Белое пятно, цветки оранжевые, растение содержит, обычно колючий, используется как слабительное, ланцетовидный лист, составная часть лекарства

4. Ex; 16 p. 90 Fill in the gaps with the proper prepositions (on, with, in, from, of):

1. Aloes flourisha variety of climates and.....the poorest soil.
2. The aloe plants are apparently stemless, bearing a rosette.....large thick, fleshy leaves.
3. The leaves are generally lance-shaped.....a sharp apex and a spiny margin
4. There are some species of aloes that are quite different.....the medicinal aloes
5. The juice.....Aloe Venenosa is poisonous
6. Aquilaria Agallocha (aloe), a native.....east India and China, contains much resin and oil.

5. Ex; 17 p.90Fill in the gaps with the appropriate words:

Juice, stem, colour, substance, flowers, leaves, aloes

1. Aloe has a very short woody.....
2. Aloes are tropical plants with succulentand showy...
3.are frequently cultivated in greenhouses
4. Theof aloe contain a resinous juice in which there are several glucosides
5. Aloe is a medicinal.....used as a purgative and produced from various species of aloe
6. The leaves of aloe very in...../from grey to bright green

5.5. Teachingmethods/ 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

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5.7. Control/Контроль/Бақылау 10 min

Theoretical lesson # 16 90 min

5.1. Theme/Тема/Тақырыбы: Senna. Past simple tense

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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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:
- способствовать развитию логики мышления на основе научных текстов по специальности.
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2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

(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 and remember the following words and write down them into your vocabulary:**

Pinnate	Пористый
Mucronate	Коротко остроконечный
Beneath	Вниз
Racemes	Кисть
Legume	Боб, плод бобовых
Taper	Суживаться к концу, заостряться
Habitual	Привычный
Constipation	Запор
Pod	Боб
cathartic	слабительный

2. Read and the text and translate it. Do the tasks below**Senna (cassia angustifolia vahl)**

Senna is low shrub, belonging to the family Leguminosa. It has an erect, smooth stem and pinnate leaves, with from 4 to 8 pairs of leaflets. These are nearly sessile, slightly mucronate, oblique at the base, somewhat downy beneath.

The flowers are bright yellow in axillary and terminal racemes, rather longer than the leaves. The legume or pod is long, membranous tapering at the base, rounded at the top and 0,5-1,5 cm size. The plant requires bright sunshine. Senna contains several glycosides are not known in pure form but their derivatives by hydrolysis are well known, such as emodin, rhamnetin, chrysophanic acid etc.

3. Ex: 13, p.96 Find the English equivalents of the following words and word combinations in the text:

Семейство, полукустарник, ровный стебель, ланцетовидные листья, ярко-желтые, остроконечный, плод-боб, требует яркого солнца, особенно полезно, сена содержит, применение в медицине.

2. Ex; 14, p. 96 Say True or False

- Кассия остролистная, или сена остролистная-полукустарник, достигающий 1 м высоты
- Сена имеет прямой, ровный стебель
- Цветки желтые, собраны в соцветия-кисти
- Стебель ветвистый, нижние ветви почти стелятся по земле
- Семейство цезальпиниевые-это деревья и кустарники
- Листья с жилковидными прилистниками, очередные парноперистые, с 4-5 парами листочков
- Сенна цветет с июля до осенние: семена созревают с сентября

5. Ex; 16, p.96 Find these sentences with the verb “to be” in the text and translate them

Senna is a low shrub, the roots are used, the flowers are arranged, the flowers are bright yellow, the glycosides are readily soluble, senna is valued in medicine.

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

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

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5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

Theoretical lesson # 17 90 min

5.1. Theme/Тема/Тақырыбы: Natures medicines. Preposition

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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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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- 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 мин

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

3. Изложение нового материала 25 мин

(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 and remember the following words or word combinations:

A herb	Трава
Treatment	Лечение
Disease	Заболевание
Medicinal	Лекарственный
Opium	Опий
Papaversomniferum	Мак снотворный
Codeine	Кодеин
Papaverine	Папаверин
To relieve	Снять
Pain	Боль
Strychnine	Стрихнин
Caffeine	Кофеин
Atropine	Атропин
Garlic	Чеснок
Wound	Рана
Microbe	микроб

2. Read the text and translate it. Do the tasks below

Nature is medicines.

1. My own interest in herbs began many years ago when I worked on a ranch and noticed that many of the ranchers and their families had often used various plants in the treatment of certain disease. This made a deep impression on me and when I moved to the city I began searching for herb books and other related literature in order to learn as much as possible about use and history of medicinal plants. After reading and studying available material I spent several years collecting rare, old out-of-print medical herbals and made the acquaintance of many herbalists. I made several large albums containing the information learned from these herbalists and then began sorting the material and comparing it with the information contained in the current published materials and out-of-print medical herbals.

2. Many of our most useful drugs were known in antiquity long before the development of sciences. For example, the word “opium” comes from Greek. It is described as the dried material from unripe seed capsules of the opium poppy, papaversomniferum. The alkaloid of opium constitute about 25% by weight, and there are over 20 of them. However, only four –morphin, codeine, papaverine, and noscapine (narcotine)-have medicinal uses. Opium relieves pain and promotes sleep and induces a general feeling of peace and well-being. Its psychological effects were known to the ancient

Babylonians and it was used in Egypt . In ancient Greek and Rome cultures it was used as a sleeping drug.

In 1803 a German pharmacist, Serturner isolated the chief alkaloid from opium and called it morphia (after Morpheus, the Greek god of dreams). Serturner showed by experiments on dogs that most of the narcotic activity of opium was dependent upon morphine. It was the first alkaloid that was isolated from a plant. Shortly after strychnine caffeine, atropine, etc. were separated as pure crystalline alkaloids.

3. The next widely used plant that was known to man 5000 years ago is garlic. At present it is used in the treatment of many diseases in a pure state or as a compound or mixture.

Garlic was well known in ancient Egypt and thousand of slaves working on the great Cheops pyramid used garlic in food daily.

In Bulgaria there is a surprising number of people who reach the age of 100 and are still active and working. In that country it is a common practice among the ordinary people to eat garlic regularly.

It is well known that garlic is therapeutically useful for the following purposes: it is a powerful agent in preventing diphtheria, typhus, tuberculosis, pneumonia, it is useful in all respiratory infection, especially in symptoms of a dry hacking cough, in colds, asthma and bronchitis and in many other cases. It is an excellent nerve tonic.

3. Ex: 13, p.102 Find in the text the words of Latin origin and translate them.

4. Ex; 14, p. 103 Find the sentences with the following words and word combinations and translate them:

Development of science; papaversomeniferum; codeine; papaverine;narcotic activity; strychnine; garlic; to affect microbes;

5. Ex; 16, p.96 Find the sentence with the following words and word combinations and translate them:

1. The alkaloids of opiumabout 25% by weigh.
2. Only four-.....,.....,.....,.....have medicinal uses
3. Opiumand promotes sleep
4. Most of narcotic activity of opium was dependent upon.....
5.is used in the treatment of many diseases.
6.oil is named as Russian penicilin

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

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

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5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

Theoretical lesson# 18 90min

5.1. Theme/Тема/Тақырыбы: Control work. 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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5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

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Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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

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

30min

~ Choose the correct answer.

Tom's parents...travel agents.

| are

| is

| isn't

| am

| am not

~ Find the auxiliary verb.

Moscow...the capital of Russia.

| is

| isn't

| are

| am not

| am

~ Complete the general question.

The weather ... nice today.

| is

| isn't

| are

| am

| not

~ Put the auxiliary verb.

It...rainy in summer.

| isn't

| doesn't

| don't

| aren't

| am'not

~ Put the auxiliary verb

I...at home on Sundays.

| am not

| doesn't

| don't

| isn't

| aren't

~ Complete the general question

...you like swimming?

| do

| does

| is

| are

| am

~ Choose the correct answer

I (not/know)the way to the market.

| don't know

| not know

| am not know

| doesn't know

| aren't know

~ Choose the correct answer

He (go)to speak to his parents.

| is going

| was going

| were going

| am going

| are going

~ Choose the correct answer

Your sister(wait)for you.

| is waiting

| waits

| waited

| waiting

| was waiting

~ Complete the special question

I've got two bottles of lemonade at home?

| how many

| how much

| what

| how often

| where

Find the present continuous

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

| are going

| go

| going

| is going

| was going

~ Find the future simple

I'm tired I(go)to bed.

| shall/will go

| should/would go

| won't

| shan't

| went

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

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5.7. Control/Контроль/Бақылау 10 min

Theoretical lesson # 19 90 min

5.1. Theme/Тема/Тақырыбы: Toxic substance in man's environment

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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Ход занятия 10 мин

1. Организационный момент:

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:
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Toxic	Токсический
Intake	Поглощение, прием
Excessive	Чрезвычайный, превышающий
Affect	Поражать
Corrosive	Едкий, ржавеющий
Metabolic	Относящий к обмену веществ
Neurotoxic	Нервотоксический
Mutagenic	Мутагенный
Carcinogenic	Канцерогенный
Chronic	Хронический
Acute	Острый
Sulphuric	Серный
Damage	Повреждение
Extensive	Обширный

2. Read the text and translate it. Do the tasks below**Toxic substance in man's environment**

The human body is a complex system of chemical compounds. Life is dependent upon great amounts of many different elements. The body has many mechanisms to regulate its intake of materials but these operate only within certain limits. When an excessive amount of a single element or compound occurs in the body toxic reactions can be expected. There is an upper limit to the amount of any compound which the body can accumulate; this is true even of those normally considered as harmless. Everyone can remember the child who ate too much candy (glucose) and got a stomachache.

Sometimes chemicals, present in small amounts, affect the biochemical functions of the body, and we usually limit the term "toxic substances" to these materials. Lethal doses are milligrams (mg of substance per kilogram (kg) weight of the subject). For example, cyanide ion (CN) is generally fatal to humans in doses of 1 mg of CN" per kg of body weight. For a 200-pound person, 0,00032 ounce³ of cyanide is a lethal dose. Examples of somewhat less toxic substances and the probable lethal doses for an average person are: morphine 1-50 mg per kg; aspirin 50-500 mg per kg; methyl alcohol 0,5-5 g per kg; ethyl alcohol 5-15 g per kg.

There is a wide variety of ways on which toxic substances may act. Toxic substances can be classified into several categories according to the effect on the body. Thus action of toxic substances can be classified as corrosive, metabolic, neurotoxic, mutagenic and carcinogenic. There are two types of poisoning: chronic and acute poisoning. Chronic poisoning occurs when the dose is sufficient to cause moderate persistent symptoms. Acute poisoning caused by a large dose, is lethal in the absence of suitable treatment.

Toxic substances that react locally on tissues are corrosive poisons. Examples include strong acids and alkalis and many oxidants such as those found in laundry products⁴ which can destroy tissues. Sulphuric acid and hydrochloric acid are very dangerous corrosive poisons. Death results after intake of 1 ounce of concentrated (98 per cent) sulphuric acid, and much smaller amounts can cause extensive damage and severe pain.

These "materials first dehydrate cellular structures and then protein structures of these cells are destroyed.

Some plants contain corrosive poisons, e.g. poison ivy . Not all persons are susceptible to poison ivy. The toxic characteristics of poison ivy are usually due to four substances, all related chemically to phenol (carbolic acid).

Only about half of those persons who come in contact with the plant may be affected. And there is no known cure for the poison. Since it takes about 15 minutes for the poison to penetrate the skin, a quick and thorough washing with soap and water is necessary.

Some corrosive poisons destroy tissue by oxidizing it. This is characteristic of substances such as ozone, nitrogen dioxide, and possibly iodine, which destroy enzymes by oxidizing their functional groups.

3. Ex: 15, p.107 Pay attention to the notes.

1. environment	окружающая среда
2. lethal doses	летальные дозы
3. ounce	унция равная 28,3 г
4. laundry products	моющие средства
5. poison ivy	ядовитый плющ
6. stomachache	желудочная боль
7. tissue	ткань
8. enzymes	фермент

4. Ex; 16, p. 107 Find the sentences with the following words or word-combinations and translate them:

chemical compounds, stomachache, excessive, toxic substances, poisoning, laundry products, damage.

Ex; 17, p. 108 Read the following numerals:

50-500 mg, 0,00032 ounce, 98%, 50%

1 mg, 1-50 mg, 5-15 g, 72%, 0,01.

Ex; 18, p. 108 Fill in the gaps with the proper words and translate the sentences.

- The human body is a complex system of chemical....
- Sometimes chemicals, present in small....
- Toxic ... can be classified into several categories.
- There are two ... of poisoning: chronic and acute poisoning.
- Some plants contain corrosive ..., e.g. poison ivy.

(poisons, compounds, amount, types, substances)

5. Ex; 19, p.108 Complete and translate the sentences.

- The human body is a complex system
- Everyone can remember the child who ate too much candy (glucose)...
- There is a wide variety of ways on which toxic ...
- Thus action of toxic substances can be classified as corrosive, metabolic,...
- Toxic substances that react locally on tissues are ...
- Some corrosive poisons destroy tissue by

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

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5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

Theoretical lesson # 20 90 min

5.1. Theme/Тема/Тақырыбы: Botany

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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- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

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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 мин

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

3. Изложение нового материала 25 мин

(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 men

1. Find in the right column the equivalents of English words in the left one.

1. a herb	Иметь дело с чем-либо
2. to derive	Наука
3. science	Трава
4. to deal with	Сфера
5. to hold place	Происходить
6. living	Вымерший
7. a scope	Занимать место
8. extinct	Поздравление
9. to summarize	Суммировать
10. subdivision	Живой

2. Read the text and translate it. Do the tasks below

Botany

Botany (derived from the Greek “botany” for a herb or a plant) | the science which deals with plants, living and extinct. Botany holds its place as a sciences parallel with zoology, physics, geology and other concrete sciences.

The scope of botany, as a pure and as an applied science may be summarized by the main broad subdivisions:

Systematic botany or taxonomy, a study of the arrangement and classification of plants;

Plant morphology, a study of the life processes and functions of the plant and its organs.

In addition to the three broad fields of botany there are many specialized ones such as plant pathology or phytopathology (study of plant disease), paleobotany (study of fossil plants), genetics (study of bacteria), mycology (study of fungi), algology (study of algae) bryology (study of mosses), agrostology (study of grasses) and other.

3. Ex: 17 p. 113 Find in the text the words from Latin or Greek origin.

4. Ex; 18 p. 113 Read the text again. Find the sentences with the following words or word combinations and translate them.

derived from, holds its place, broad subdivisions, plant morphology, paleobotany, study of mosses, grasses

5. Ex; 19 p. 113 Insert the missing word

1. Botany is a science which... living and extinct plants.
2. Systematic botany is a study of... and ... of plants.
3. Mycology is a study of..., and algology is a study of...
4. Plant morphology is a study of the from a ... of plants.
5. Paleobotany is a study of ...plants.

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

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5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

Theoretical lesson # 21 90 min

5.1. Theme/Тема/Тақырыбы: About plants. Classification of plants

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.

Ход занятия 10 мин

1. Организационный момент:

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

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3. Изложение нового материала 25 мин

(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 and memorize the following words:

a feature	1. черта, особенность.
to relate	2. относиться, иметь ввиду,
vegetative	3. растительный, вегетативный.
to consist of	4. состоять из чего-л.
flat	5. плоский.
to absorb	6. впитывать, поглощать.
to display	7. украшать.
to list	8. вносить в список.
length	9. длина, продолжение.
annual	10. однолетний, годовой.
biennial	11. двухлетний.
perennial	12. многолетний,
com	13. зерно, зернышко.
growing	14. растущий.
to mature	15. созреть, вполне развиться.
winter-wheat	16. озимая пшеница.
the fall	17. осень.
to anchor	18. закреплять, укреплять,
a root	19. корень
a stem	20. ствол, стебель.
a leaf	21. лист,
a flower	22. цветок,
a seed	23. семя, зерно.

2. Read and the text and translate it. Do the tasks below

About plants

Organisms that make their own food have developed a series of features related to a special way of life and are called Plants.

The vegetative Plant body customarily consists of three general kinds of parts called roots, stems and leaves.

Roots are the organs that anchor the plant in the soil and absorb water and minerals.

The leaves, which are generally thin and flat, are usually the principal, photosynthetic organs of the plant.

The stems are typically cylindrical and usually branched display the leaves and the flowers and eventually the seeds. The stem and leaves are collectively called the shoot. Roots, stems and leaves often have additional or different functions from those just listed.

Plants differ greatly in length of life.

Plants that live only 1 year are called annuals; Plants that live 2 years are called biennials; and Plants that live 3 years more are called Perennials. Typical annuals such as corn complete their life cycle in a single growing season; they come up from seed in the spring, mature within a few months or even weeks, and die. Winter annuals, such as winter wheat, come up in the fall and set seed the following year, but still complete their life cycle in less than 12 months.

3. Ex: 15 p. 118 Find the sentences with the following word combinations: The vegetative plant body,

Anchor the plant in the soil

Display the leaves and the flowers

Plants that live 1 year

Mature within a few months

4. Ex; 16 p. 119 Insert the necessary preposition.

(by, in of, from, within)

1. Organisms that make their own food have developed a series features related to a special way..... life and are called Plants.
2. The vegetative Plant body customarily consists the soil.
3. Roots are the organs that anchor the plant the soil.
4. The leaves are usually the principal photosynthetic organs.....the plant
5. All plants are generally similar ... their colour.
6. The roots are generally organs that absorb water and minerals.....the soil.

5. Ex; 17 p.119 Find the sentences with Passive Voice and translate them

6. Ex; 18 p.119 Open the brackets putting the verb in a proper form.

1. A plant (to absorb) water and minerals by the roots.
2. The stems and leaves (to call) the shoot.
3. The photosynthetic organs of the plant (to be) the leaves.
4. The leaves (to branch) on the shoots.
5. Roots, stem and leaves often (to have) additional or different functions.
6. Plants that live two years (to call) biennials.
7. Typical annuals (to complete) their life cycle in a single growing season
8. Annuals (to come up) from the seed in the spring.
10. Winter wheat (to be) seed the following year.
11. Plants (to differ) greatly in length of life.

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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- Games
- Dialogues

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5.7. Control/Контроль/Бақылау 10 min

Theoretical lesson # 22 90 min

5.1. Theme/Тема/Тақырыбы: Roots and Rhizomes. Types of roots

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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Ход занятия 10 мин

1. Организационный момент:

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

1. Read the new words and memorize them:

valuable	ценный, полезный
subterranean	подземный
to hold	держат, удерживать
to supply	снабжать, питать
nourishing	питательный
salt	соль
to gather	собирать
to free	освобождать
to crush	дробить, мять
to cut	резать
piece	кусок
dispensary	выпускаемая
drug	лекарство
appearance	внешний вид

2. Read and the text and translate it. Do the tasks below

Roots and rhizomes

Some medicinal plants (Valerian, Althea, Ginseng etc) are very valuable by their roots rhizomes that are used in preparing medicinal forms.

Roots and rhizomes are subterranean organs of plants that hold the plants in place and supply them with water and nourishing salts from the soil. It is well known that roots and rhizomes are easily recognized by their appearance, colour, odour and taste as well as by the structure of transverse section.

Roots and rhizomes are gathered, washed or freed from earth, crushed or cut into piece and dried corresponding to each drug dispensary form.

3. Ex: 23 p. 131 Find the sentences with the following word combinations: medicinal plants, supply with water, subterranean organ, nourishing salts, dispensary form.

4. Ex;25 p. 131 Insert the proper preposition:

1. Some medicinal plants are very valuable.....their roots and rhizomes.

2. Roots and rhizomes hold the plantsplace and supply them
water and nourishing salts.

3. Roots and rhizomes of medicinal plants are widely used..... preparing drugs.

4. Roots and rhizomes are subterranean organs..... plants that hold them in the place.

5. Roots and rhizomes are gathered, washed or freed.....tarth before crushing or cutting.

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

- Listening comprehension
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5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

Theoretical lesson # 23 90 min

5.1. Theme/Тема/Тақырыбы: A leaf. Leaf structure

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

1. Read the new words and memorize them:

expanded	Расширенный
lateral	Боковой
branch	Ветка
blade	Листовая пластинка
footstalk	Черешок листа
stipule	Прилистник
flat	Плоская поверхность
resemble	Иметь сходство
separate	Отдельный
attached	Прикрепленный
appendage	Отросток
spot	Место
petiole	Черешок листа
leafstalk	Черешок листа
lamina	Листовая пластинка

2. Read and the text and translate it. Do the tasks below

A leaf

A leaf is an expanded organ of a plant, produced laterally from a stem or branch, or growing from its root. It is usually green and consists of a blade, footstalk and stipules.

The flat, green part is called the blade or lamina. The blade may be simple or compound, when it is divided into many segments often resembling separate leaves.

The blade of a leaf is attached to a stem by a petiole or a leafstalk, which is an important organ of the leaf.

Two appendages called stipules, often grow on either side of the petiole at the spot where it is attached to the stem of the plant. Stipules are often green and leaflike.

3. Ex: 9 p.141 Translate the following word-combinations:

expanded organ, green part, laterally from the stem, consist of, a blade, footstalk and stipules, resembling separate leaves, important organ of the leaf, attached to the stem

4. Ex; 12 p. 141 Fill in the appropriate word.

1. A stipule is a very important part of a
2. The elm may release a ton of... per day when its leaves are fresh.
3. The flat, green, part of a leaf is called the
4. Food making goes on only in daylight, but water flows into leaves day and

5. Ex; 13 p.141 Complete the sentences.

1. Leaf is an expanded organ of a plant, produced
2. Leaf is usually green and consists of... .
3. Leaves are usually admired for their
4. The leaf has so much chlorophyll to catch light energy that it gives

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

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5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

Theoretical lesson # 24 90 min**5.1. Theme/Тема/Тақырыбы: Flowers. Participle**

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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5.3. 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.

Ход занятия 10 мин

1. Организационный момент:

- 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 мин

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

3. Изложение нового материала 25 мин

(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 the new words and memorize them:

Calyx	Чашечка цветка
Corolla	Венчик
Stamen, stamina	Тычинка
Pistil	Пестик
Pericarp	Перикарпий
Receptacle	Цветоложе
Delicate	Тонкий, нежный
Crown	Корона
Tint	Оттенок
Seed-producing	Семяпроизводящий
Slender	Тонкий, слабый
Knob	Стебель цветоножка, черешок
Tip	Кончик
thread	Нить, нитка

2. Read and the text and translate it. Do the tasks below

Flowers

Flower is that of the plant which is concerned in the sexual reproductive process of angiosperms. The formation of the flower is preliminary to the production of fruit's seeds.

The flower consists of six parts. They are the calyx the corolla, the stamens or stamina, the pistil or pointal, the pericarp and the receptacle.

The outer-most circle of the flower is called the calyx from the Latin word meaning cup. Its duty is to protect the more delicate parts and organs within. Within the calyx is the corolla, which has a Latin name meaning little crown. The corolla is that beautiful part of a flower which attracts our attention from the variety of its tints. Its duty is to protect still more the seed-producing organs in the centre.

Within the corolla there is a circle of slender stalks. Each of these has a small knob or long, tube-shaped structure and its tip. These stalks are called stamens from the Latin word meaning thread. They have two parts - the filament and anther.

The filament is the stem of the stamen. Its only duty is to hold up the knob at its top The anther is a knob at the top of the filament.

The innermost organ of the flower is the pistil. It is the seed* producing part of the flower. The pistil consists of three parts: the germen or future seed-vessel; the style and the summit or stigma. The stamens and pistil form the most essential parts of a flower.

Neither sepals nor petals are directly involved in seed production.

The pericarp is in fact the germen grown to perfection. It varies considerably in form, size and substance.

The receptacle is the base or bottom part of the blossom. It generally stands between the calyx and corolla, and supports or connects all the remaining parts of a flower.

Flowers should be collected prior to or just about the time of pollination.

3. Ex: 18 p.159 Insert the suitable word.

1. ... consists of 6 parts.
2. The outer-most circle of the flower is called the
3. ... is the beautiful part of a flower.
4. Stamens have 2 parts ... and
5. The ... is the stem of the stamen.
6. The ... is the base part of the blossom.

4. Ex; 20 p. 159 Combine the proper parts.

Flower is a part of the plant

The flower consists of 6 parts

The stalks called stamens

The pericarp is the germen

- 1) the calyx, corolla, stamens
- 2) grow a to perfection
- 3) have 2 parts; the filament & anther
- 4) which is concerned in the sexual reproductive process

5. Ex; 21 p.159 Insert the proper preposition.

(in; for; of; by)

1. The flower is the part of plant which formed ... seed production.
2. Complete flower is made ... four principal parts.
3. Some flowers consists ... five sepals about 7 mm long; and five similarly sized white petals.
4. The number and position of the floral parts vary ... different special of plants.

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

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
- Group work
- Work in pairs
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- Role – plays
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5.7. Control/Контроль/Бақылау 10 min

Theoretical lesson # 25 90 min

5.1. Theme/Тема/Тақырыбы: Fruits. Modal verbs “must”

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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(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 the new words and memorize them:

ovary	завязь
fertilization	оплодотворение
ovule	семяпочка
aggregate	сложный, соплодие
carpel	плодолистик
shed	ронять
leave	покидать
composite	сложноцветный
join	присоединять
single	единый
sweet pea	душистый горошек
poppy	мак
butter cup	лютик
fig	инжир
pineapple	ананас
mulberry	шиповник
hop	хмель
ripen	зреть, созревать
harvest	собирать
thresh	молотить

2. Read and the text and translate it. Do the tasks below

Fruits

The fruit is complete structure formed by the ovary and neighbouring parts of the flower after fertilization has taken place. The fruit contains of seed, which develop from the ovules after fertilization. The fruits of flowering plants take on many shapes and sizes and may be formed from one carpel or from many.

Each fruit may contain one or a number of seeds, which may be distributed direct from the plant or, more often, shed from the fruit after it has left the plant.

Fruits are of three kinds — simple, aggregate and composite.

Simple fruits, such as those of Sweet Pea and Poppy are formed from one carpel joined to form a single structure.

Aggregate fruits, of which the Butter-cup is a good example, are formed when each carpel gives rise to a fruitlet, and the fruit is therefore made up of a number or aggregate of fruitlets.

Composite fruits, of which there not many, are formed not from a single flower, but from many, for example a Fig, Pineapple, Mulberry and Hop.

Seeds should be collected when fully matured, that is when most of them have ripened, but if possible before fruits have opened. Fruits and seeds are generally dry before harvesting and especially before threshing

3. Ex: 15 p.165 Find from the text the sentences with the Modal verbs and translate them.

4. Ex: 16 p.165 Fill in the appropriate preposition.

1. The fruits ... flowering plants take ... many shapes and sizes, j
2. Fruits are ... three kinds — simple, aggregate and composite.
3. Composite fruits are formed not... a single flower, but... many.
4. Each carpel gives rise ... a fruitlet.
5. Fruits and seeds are generally dry ... harvesting.

5. Ex: 17 p.165 Answer the questions.

1. What are fruits?
2. Where are the fruits formed?
3. What does fruit contain?
4. What do fruits develop from?
5. What kind of fruits do you know?
6. What do ovules develop from?
7. What shape and size do the fruits take after fertilization?
8. May fruits be formed from one carpel or from many?
9. May each fruit contain one or more seeds?
10. May fruits be distributed direct from the plant?
11. What medicines do we obtain from fruits?

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

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work
- Work in small groups
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5.7. Control/Контроль/Бақылау 10 min

1. What kind of fruits do you know?
2. What do ovules develop from?
3. What shape and size do the fruits take after fertilization?
4. May fruits be formed from one carpel or from many?
5. May each fruit contain one or more seeds?
6. May fruits be distributed direct from the plant?
7. What medicines do we obtain from fruits?

Theoretical lesson # 26 90 min

5.1. Theme/Тема/Тақырыбы: What is Pharmacy? Past continuous tense

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 10 мин

1. Организационный момент:

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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.
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3. Изложение нового материала 25 мин

(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 the new words and memorize them:

to isolate	требовать
god or higher being	профилактическая медицина
curative	значительно
empirical	узнавать

significantly	нашей эры
to compound	эмпирический
to dispense	быть знакомым с
to be familiar with	лечить
to demand	трава
preventive medicine	смешивать, соединять
to treat	распределять
herb	лечебный
A.D.(anno Domini)	изолировать
to recognize	бог или высшее существо

2. Read and the text and translate it. Do the tasks below

What is Pharmacy?

Pharmacy is defined as the art and science of recognizing, identifying, collecting, selecting, preparing, storing, testing, compounding and dispensing all substances used in preventive or in curative medicine for treating people.

Pharmacy was an integral part of medicine when preparative pharmaceutical techniques were simple. It became an independent branch of medicine when an increasing variety of drugs and their complex compounding demanded specialists familiar with the technique of their compounding. Thus we may define pharmacy as the science of drugs. The word “pharmacy” comes from the Greek word pharmakon which in the modern language means “a drug”. To the Greeks it was associated with a god or higher being who had the power of affecting people with herbs, infusions, etc.

Pharmacy is as old as man himself. The first primitive man who tried to use a plant in the food and observed that it caused a disease

was already in the drug business. In this simple way many drugs have been discovered.

The civilization of the past contributed to our present knowledge by the collection of drugs and drug preparations. The old Egyptian texts list many preparations, some components of which are still used in modified form. In these works the important beginning of the science pharmacognosy may be seen.

Galen, in the second century A.D. one of the most famous physicians of the past wrote much about drug effects. Even today pharmacists use the word “galenicals” when they speak about simple vegetable extracts.

However, only in the late eighteenth and nineteenth centuries chemical knowledge advanced to the point at which it could contribute significantly to pharmacology

The first and the most important was the isolation in relatively pure chemical form of the active constituents of plants. For example, Serturmer isolated morphine in 1806 from opium. It took man over 5000 years to make this very important step.

The industrial revolution of the last century gave birth to synthetic

organic chemistry and established a new branch of knowledge necessary for the synthesis of new drugs.

That the drug may affect the organism or may act more selectively was an empirical observation of a primitive man. However, it took many centuries to establish this empirical observation scientifically. Today, the biochemical investigation of drug action is as important as the older pharmacodynamic studies.

XI. p 170 Form the degrees of comparison of the following adjectives:

independent, familiar, old, simple, famous, much, pure, important, new, necessary

XII. p 170 Translate the following word-combinations:

an independent branch, pharmaceutical techniques, variety of drugs, the first primitive man, present knowledge, the important beginning, the most famous physician, simple vegetable extracts, the industrial revolution, biochemical investigation, for treating people, modified form, to cause a disease, the old Egyptian texts

XIII. p 170 Make sentences with the following word-combinations in the Past Continuous tense:

to become an independent branch, to demand specialists, to cause a disease, to use a plant, to collect the herbs, to write about drug effects, to isolate morphine, to establish observation

XIV. p 170 Complete the sentences.

D Pharmacy became an independent science ...

2. The important beginnings of the science pharmacognosy may be seen ...
3. It took the civilization over 5000 years to ...
4. The first primitive man used a plant ...
5. Galen wrote much about ...
6. Greek word "pharmakon" means ..
7. Pharmacy is defined as a science ...

XVI. Speak on the following topics:

1. Medicine and Pharmacy
2. Drug business in the ancient times
3. Pharmacy nowadays

5.5. Teaching methods / Методы обучения и преподавания/ Oткізілу 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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5.7. Control/Контроль/Бақылау

10 min

1. What new facts have you found out about your future specialty?
2. What do you know about the word “pharmacy”?
3. Why do we say that pharmacy and medicine develop together?
4. What do you know about the word “galenicals”?
5. When did the science of pharmacology appear?
6. When did organic chemistry of synthetic drugs appear?

Theoretical lesson # 27 90 min**5.1. Theme/Тема/Тақырыбы: The common forms of drugs. Modal verbs can, may, must**

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.

Ход занятия 10 мин

1. Организационный момент:

- 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 мин

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

3. Изложение нового материала 25 мин

(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 the following words paying attention to their pronunciation and memorize them:**

1. powder	порошок
2. granule	гранула
3. lozenge	лепешка
4. globule (pellet, pill)	шарик
5. capsule	капсула
6. ground	измельченный
7. comminute	толочь
8. headache	головная боль
9. convenient	удобный

10.swallow

ГЛОТАТЬ

11 .internal

внутренний

2. Read the texts ‘ ‘The Common Forms of Drugs’ and translate them Do the tasks below.**The common forms of drugs**

Most of the drugs commonly dispensed fall into three categories:

1) solids, 2) semisolids and 3) liquids. It is up to the physician to decide upon the precise form in which his medication is to be administered. Since the ideal prescription is “tailor-made” to fit the exigencies of the individual case, several facts must be taken into consideration. If the patient can not swallow tablets, especially true of small children/ he must always receive medication in a liquid form. Sometimes multiple diseases complicate the picture too. For instance, a patient with a chronic peptic ulcer might not tolerate a cough syrup containing the irritating ammonium chloride.

3. Ex: 13 p.174 Give Russian equivalents to.

pharmaceutical industry, in a solid state, a finely ground, a solid substance, a dose of medicine, different forms, convenient for swallowing, internal, solid, medicinal forms

4. XV. p.174 Fill in the gaps with the proper prepositions (for, with, of, from, in, by) and translate them.

- 1.Solid medicinal forms greatly differ.....shape and size.
2. A powder is a finely ground mass of free particles formeda solid substance.
3. A tablet is a compressed solid mass.....medicated material.
4. A capsule consiststwo parts: a body and a cap.
5. A capsule is a small starch or gelatin containera dose of medicine inside.
6. A pill is a medicinal substance put upa pellet.
7. A pill is a drug in the form of a ball convenientswallowing whole.
8. Solid medicinal forms are mainly administered internal application.
9. Solid medicinal forms are usually manufacturepharmaceutical plants.

5. XVI p.174 Complete the following sentences:

1. A solid substance in the dry state finely ground or comminuted is dispensed in
2. A solid medicated mass compressed in the shape of a disk or flat square is manufactured as.....»
3. Capsules consist of two parts and may be of different
4. A granule is a minute cylindrical or round medicinal... ..
5. A spherical body of small size is a.

6. XVII p.174 Find from the text the sentences with modal verbs, make them negative and interrogative and translate them into Russian.

7, XVIII.Open the brackets and put the verbs in the proper form

1. Solid medicinal form (to be administered) internally.
2. Acetylsalicylic acid powders (to be prescribed) for reducing the temperature.
3. Ascorbic acid with glucose (to be produced) as lozenges.
4. A tablet (to be) a compressed solid mass.
5. Amidopyrine tablets (to be administered) for a headache.

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5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

Theoretical lesson # 28 90 min

5.1. Theme/Тема/Тақырыбы: Solid forms of drug.

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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Ход занятия 10 мин

1. Организационный момент:

- проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

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

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

1. Read the new words and memorize them:

fresh	Свежий
juice	сок
syrup	сироп
solvent	растворитель
cough	кашель
infusion	настой
to steep	пропитывать
to soak	вымачивать
decoction	отвар
neck	шея
to seal	запаивать
narrow	узкий
to introduce	внедрять
juice	отвар
solvent	настой
infusion	вымачивать
decoction	узкий
neck	сок
steep	пропитывать
soak	свежий
seal	растворитель
narrow	запаивать

2. Read and the text and translate it. Do the tasks below

Solid forms of drugs

A lot of drugs manufactured by pharmaceutical industry in a solid state greatly differjn shape, size and colour. They are powders, granules, tablets, lozenges, globules, capsules and pills.

A powder is a finely ground or comminuted mass of free particles formed from a solid substance in the dry state (head-ache powders, powders of ascorbic acid etc.)

A tablet is a compressed solid mass of medicated material usually in the shape of disc or flat square. A large medicated or sweetened round- shaped tablet is called a lozenge.

A capsule is a small cylindrical or spherical gelatinous container with a dose of medicine inside. Capsules may be of different forms, size and colour.

A pill is a medicinal substance put up in a pellet, convenient for swallowing whole.

Solid medicinal forms are mainly administered internally.

Liquid medicinal forms

An extract is a preparation obtained by evaporating a solution of a drug or fresh juice of plant. Liquid extracts are preparations of a syrupy consistency and are generally prepared by treating the drug with solvent.

An infusion is a liquid extract obtained by steeping or soaking any substance in water without boiling (infusion of the Lily of the Valley).

A tincture is an alcoholic or hydro-alcoholic solution of nonvolatile drugs of plant or animal origin (tincture of Valerian, tincture of Pot Marry Gold). Tinctures as a medicinal form were introduced by Galen.

A mixture is a preparation for medical or other purposes consisting of two or more ingredients mixed together (cough mixture).

A solution is typically liquid homogenous mixture formed by dissolving (a solution of Novocain, of calcium chlorate etc.). Solutions are manufactured in ampoules. An ampoule is a small narrow necked glass vessel hermetically sealed for holding sterile solutions for injections.

A decoction is a liquid preparation made by boiling a medicinal plant with water. Usually 5 parts of a drug are used to 100 parts of water.

3. Ex: 17 p. 185 Find the sentences with the following words and word- combinations and translate them:

syrupy, consistency, liquid extract, hydro-alcoholic solutions, animal or plant origin, fresh juice.

4. Ex: 19 p. 185 Find the sentences with the Gerund and translate them.

5. Ex: 20 p. 185 Translate the following sentences into Russian:

2. Aromatic waters are saturated solutions of slightly soluble volatile substances in distilled water.
3. Elixirs are hydro-alcoholic solutions of medicated substances with a pleasant taste usually stable for a long period.
4. Syrups "are concentrated aqueous solutions containing effective medicinal substances.

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

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

1. Interview your partner.

Theoretical lesson # 29 90 min

5.1. Theme/Тема/Тақырыбы: Liquid medicinal forms.

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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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 р
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5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

Theoretical lesson # 30 90 min

5.1. Theme/Тема/Тақырыбы: At the Chemist 's. On Measurements. Chemistry and cosmetics. Chemistry and Nutrition

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.

Ход занятия 10 мин

1. Организационный момент:

-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 мин

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

3. Изложение нового материала 25 мин

(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 the new words and memorize them:

a chemist's shop- аптека
 medical items - медицинскиетовары
 to buy - покупать, приобретать
 ready-made
 drug-готовое лекарство
 disinfectants - дезинфицирующие вещества
 pharmaceutical goods-фармацевтические товары
 prescription department-рецептурный отдел
 a chemist's department-отдел ручной продажи
 a box -коробка
 intramuscular-внутримышечный
 intravenous - внутривенный
 rubbing-натираание
 internal-внутренний
 administration-прием, применение
 to check-проверять
 to calculate-подсчитывать, рассчитывать
 a label-ярлык, этикетка
 to stick - наклеивать
 signature-копия рецепта врача
 direction for-указание по
 patient-пациент, больной
 drug cabinet-шкаф для лекарств

2. Read and the text and translate it. Do the tasks below

At a chemist's

Chemist's shops are specialized shops where medicines and medical items are sold. There are two departments in a chemist's shop: a chemist's department and a prescription department. At a chemist's department you can buy ready-made drugs such as tablets, ampoules, pills, vitamins, etc. Disinfectants, herbs and various pharmaceutical goods can also be found in a chemist's department.

In the prescription department you can see drugs of all kinds: boxes of different powders, ampoules of glucose and camphor used for intramuscular and intravenous injections; tubes of ointments for rubbing:

different pills and tablets for internal use; tonics and sedatives administered orally. Lots of drugs have to be ordered at a prescription department.

The pharmacist takes the prescription, checks up the dosage, calculates the cost and hands the prescription over to an assistant's room, where assistants make drugs in the accordance with the prescription.

All medicines are kept in drug cabinets, on the shelves and in the refrigerator. Poisonous drugs are kept in the drug cabinet with the letter <A>. Strong effective drugs are kept in the drug cabinet having the letter .

Every small bottle or box has a label with the name of the medicine stuck on it. The single dose and the total dosage are indicated on the label or the signature. The directions for the administrations of a drug are very important for patients.

3. Ex: 19 p. 196 Fill in the gaps with the proper prepositions.

1. In the prescription department you can see drugs ", all kinds:

boxes different rowers, ampoules glucose and camphor
are used intramuscular and intravenous infections, tubes
atmen's rubbing, different pills and tablets infernal use.

2. All medicines are left drug cabinets the shelves and
the refrigerator.

3. Every small bottle or box has a label the name the
medicine s tuck it.

4. The directions the administration a drug are very
important patient.

1. Read and memorize the following words or word- combinations:

1. powder	пудра
2. skin	кожа
3. lipstick	губная помада
4. carnauba wax	воск листьев бразильской пальмы
5. beeswax	пчелиный воск
6. eye make-up	косметика для глаз
7. mascara	тушь
8. eyelashes	ресницы
9. shade	тень
10. lampblack	сажа
11. top note	высоко летучий
12. end note	низко летучий
13. perfume	духи
14. eyebrow	брови
15. as binders added	добавляемые в качестве склеивающих веществ

2. Read and the text and translate it. Do the tasks below

Chemistry and cosmetics

Face powder. Face powder is used to give the skin a pleasant appearance. The powder usually requires several ingredients to obtain proper appearance, sticking properties and absorbance. A typical formula is: talc - 65%, precipitated chalk I 10%, zinc oxide - 20%, zinc stearate - 5%, to which are added small amounts of perfume and colouring matter. Compact powders are similar to face powder with mineral oil or lanolin, and organic hydroxyl compounds as binders added. They are pressed after mixing.

Lipstick.

Lipstick consists of a solution or suspension of colouring agents in a mixture of high molecular weight hydrocarbons or their derivatives or both. The material must be soft to produce a good application on



lips, yet the film must not be too easily removed. Lipstick is perfumed to give an odour and pleasant taste. The colour easily comes from a dye or from the eosin group of dyes. Two dyes used for the preparation of lipstick are: dibromofluorescein (yellow-red) and tetrabromofluorescein (purple). The ingredients in a typical formulation include: dye, which gives the lipstick colour 4-8%; castor oil, paraffin or fats which dissolve dye — 50%, lanolin — 25%, carnauba wax, beeswax, which raise the melting point of lipstick — 18%, perfume, which gives it a pleasant taste — 1.5%. Carnauba wax and beeswax are high molecular weight esters. Carnauba wax is extracted from the leaves of the Brazilian palm where it occurs externally on the leaves. The alcohols and acids hydrolyzed from esters of beeswax contain 26 to 28 carbon atoms.

In the manufacture of lipstick the dye is added to the castor oil and then the waxes, lanolin and perfume are mixed with them. Then the mass is heated till a homogenous mixture is obtained. The mass is then put into suitable forms, and after a number of other operations packaged.

E y e m a k e-u p.

There are several types of eye make-up: eye brow pencils, mascara for eyelashes and shading. Eye shadow or shading which is now popular was also very popular in ancient Egypt.

Eye brow pencils are very much like lipstick, but they contain a different colouring matter. The colouring matter is a pigment such as lampblack; the other ingredients include fats, oils, petrolatum, and lanolin, mixed to give the necessary melting-point, which may be higher by the addition of beeswax or paraffin. Petrolatum is a semisolid mixture of hydro-carbons, saturated and unsaturated with melting-point 34° to 54°C.

Brown pencils are made by using iron oxide pigments in place of lampblack.

Mascara is used to darken eyelashes and give them a longer appearance. The same colours as in the eye brow pencils are used as well as other mineral colouring matters such as chromic oxide (dark green) and ultramarine (blue) pigment of various composition; a silicate of sodium and aluminum silicate with some sodium sulphide. The colouring matter is suspended in a mixture of oils, fats and waxes. The mascara may be water-soluble or water resistant, depending upon the composition of the mixture. A typical formulation consists of about 40 per cent wax (beeswax, carnauba wax, and paraffin), 50 per cent soap (such as triethanolamine), 5 per cent lanolin and 5 per cent colouring matter.

Perfume.

A perfume is a material containing one or more volatile constituents which can produce aroma. The sense of odour is quite complex and the nose can distinguish a great number of different odours. The chemistry of perfumes is quite complex since it includes up to 5000 different natural or synthetic materials. A typical perfume has at least three components of somewhat different volatility and molecular weights. The first, called the top note, is the most volatile and is the specific odour when the perfume is first applied. The second called the middle note, is less volatile and is generally a flower extract (violet, lilac, etc.). The last or end note is least volatile and is usually a resin.

Most perfumes contain many components and chemically are often complex mixtures. As the analysis of natural perfume materials progresses, the use of pure synthetic organic compounds which increase the number of specific odours becomes very common. Other compounds used in perfumes include high molecular weight alcohols and esters. Esters of these alcohols are used to make synthetic rose aromas for perfumes. For example the ester formed by reaction between geraniol and formic acid has a rose type odour.

Typical perfumes are 10 to 25% perfume essence and 75 to 90% alcohol. Perfumes are added to most cosmetics to give them a pleasant odour. They also mask the natural odour of their constituents. They are often mildly bactericidal and antiseptic.

3. Ex: 14 p. 218 Find the sentences with the following words or word-combinations and translate them:

a pleasant appearance, sticking properties, Zinc oxide-20%, as binders added, Castor oil, beeswax or paraffin, aroma, perfumes contain many components, Typical perfumes are 10 to 25%, synthetic rose aromas, pigment of various composition, mascara is used to, popular in ancient Egypt.

4. Ex: 15 p. 219 Translate the following word-combinations into Russian:

Face powder, a pleasant appearance, to obtain proper appearance, slicking properties and absorbance, precipitated chalk, zinc oxide, zinc stearate, small amounts of perfume, compact powders, mineral oil or lanolin, the preparation of lipstick, castor oil, carnauba wax, high molecular weight eaters.

5 . Ex: 16 p. 219 Read each paragraph and answer the questions (see the example).

Example: What does each paragraph deal with?

The first paragraph deals with (describes) the composition of face powder. The second paragraph deals with ...

6 . Ex: 17 p. 219 Read the following statements and say are they true or false:

1. Face powder and compact powder are used in cosmetics to give the skin a pleasant appearance.
2. Lipstick applied on lips is easily removed from them.
3. Eye make-up and lipstick are very similar in composition and differ only in such ingredients as fats, oils, etc. which are added as binders.
4. In the production of mascara and eyebrow pencils the same dyes are used.

5.5. Teaching methods/ Методы обучения и преподавания/ Oткізілу 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. Рекомендуемая литература:**Основная**

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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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5.7. Control/Контроль/Бақылау 10 min

1. How many departments are there at every chemist s shop?

2. What items can you buy at the chemist s department?
3. Why are labels stuck on bottles and boxes with drugs.
4. What kinds of drugs are there at the prescription department?
5. What forms of medicine do you know?
6. Where are pharmaceutical goods sold?
7. What cabinets are marked with the letters «A» and «B»?

Theoretical lesson # 31 90 min

5.1. Theme/Тема/Тақырыбы: General rules for drug taking

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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5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

(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 the new words and memorize them:

2. Read and the text and translate it. Do the tasks below

General rules for drug taking

If medicine is taken incorrectly it may actually cause harm. As a rule prescription contains information about dosage and doses , time for taking it and the way of taking. But some patients do not always strictly follow the prescribed instruction . To protect patients from possible harm basic suggestions are given.

Many medicines taken after a meal can completely lose their effect or their effect decreases by their interaction with food in the stomach and intestinal tract.

Non-acid resisting antibiotics, such as ampicillin, erythromycin, penicillin and alcohol.

Alcohol has a very negative influence on the effect of medicines. It intensifies the effect of histamines, barbiturates and tricyclic antidepressants. Alcohol increases the toxicity of barbiturates by more than 50%.

3. Ex: 19 p. 196 Fill in the gaps with the proper prepositions.

- In the prescription department you can see drugs " ", all kinds: boxes different rows, ampoules glucose and camphor are used intramuscular and intravenous infections, tubes atmen's rubbing, different pills and tablets infernal use.
- All medicines are left drug cabinets the shelves and the refrigerator.
- Every small bottle or box has a label the name the medicine s tuck it.
- The directions the administration a drug are very important patient.

2. Read and memorize the following words or word- combinations:

1. powder	пудра
2. skin	кожа
3. lipstick	губная помада
4. carnauba wax	воск листьев бразильской пальмы
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13. perfume	духи
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15. as binders added	добавляемые в качестве склеивающих веществ

. Ex: 17 p. 219 Read the following statements and say are they true or false:

- Face powder and compact powder are used in cosmetics to give the skin a pleasant appearance.
- Lipstick applied on lips is easily removed from them.
- Eye make-up and lipstick are very similar in composition and differ only in such ingredients as fats, oils, etc. which are added as binders.
- In the production of mascara and eyebrow pencils the same dyes are used.

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- Individual work
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5. What forms of medicine do you know?
6. Where are pharmaceutical goods sold?
7. What cabinets are marked with the letters «A» and «B»?

Theoretical lesson # 32 90 min

5.1. Theme/Тема/Тақырыбы: At the Chemist's

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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

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1. Организационный момент:

-проверка присутствующих учащихся

- проверка готовности к занятию учащихся
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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 мин

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

3. Изложение нового материала 25 мин

(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 the new words and memorize them:

- a chemist's shop- аптека
- medical items - медицинскиетовары
- to buy - покупать, приобретать
- ready-made
- drug-готовое лекарство
- disinfectants - дезинфицирующие вещества
- pharmaceutical goods-фармацевтические товары
- prescription department-рецептурный отдел
- a chemist's department-отдел ручной продажи
- a box -коробка
- intramuscular-внутримышечный
- intravenous - внутривенный
- rubbing-натираение
- internal-внутренний
- administration-прием, применение
- to check-проверять
- to calculate-подсчитывать, рассчитывать
- a label-ярлык, этикетка
- to stick - наклеивать
- signature-копия рецепта врача
- direction for-указание по
- patient-пациент, больной
- drug cabinet-шкаф для лекарств

2. Read and the text and translate it. Do the tasks below

At a chemist's

Chemist's shops are specialized shops where medicines and medical items are sold. There are two departments in a chemist's shop: a chemist's department and a prescription department. At a chemist's department you can buy ready-made drugs such as tablets, ampoules, pills, vitamins, etc. Disinfectants, herbs and various pharmaceutical goods can also be found in a chemist's department.

In the prescription department you can see drugs of all kinds: boxes of different powders, ampoules of glucose and camphor used for intramuscular and intravenous injections; tubes of ointments for rubbing:

different pills and tablets for internal use; tonics and sedatives administered orally. Lots of drugs have to be ordered at a prescription department.

The pharmacist takes the prescription, checks up the dosage, calculates the cost and hands the prescription over to an assistant's room, where assistants make drugs in the accordance with the prescription.

All medicines are kept in drug cabinets, on the shelves and in the refrigerator. Poisonous drugs are kept in the drug cabinet with the letter <A>. Strong effective drugs are kept in the drug cabinet having the letter .

Every small bottle or box has a label with the name of the medicine stuck on it. The single dose and the total dosage are indicated on the label or the signature. The directions for the administrations of a drug are very important for patients.

3. Ex: 19 p. 196 Fill in the gaps with the proper prepositions.

1. In the prescription department you can see drugs ", all kinds:

boxes different rowers, ampoules glucose and camphor
are used intramuscular and intravenous infections, tubes
atmen's rubbing, different pills and tablets infernal use.

2. All medicines are left drug cabinets the shelves and
the refrigerator.

3. Every small bottle or box has a label the name the
medicine s tuck it.

4. The directions the administration a drug are very
important patient.

3. Read and memorize the following words or word- combinations:

- | | |
|-----------------|--|
| 1. powder | пудра |
| 2. skin | кожа |
| 3. lipstick | губная помада |
| 4. carnauba wax | воск листьев бразильской пальмы |
| 5. beeswax | пчелиный воск |
| 6. eye make-up | косметика для глаз |
| 7. mascara | тушь |
| 8. eyelashes | ресницы |
| 9. shade | тень |
| 10. lampblack | сажа |
| 11. top note | высоко летучий |
| 12. end note | низко летучий |
| 13. perfume | духи |
| 14. eyebrow | брови |
| 15. as binders | добавляемые в качестве склеивающих веществ |
- added

. Ex: 17 p. 219 Read the following statements and say are they true or false:

- Face powder and compact powder are used in cosmetics to give the skin a pleasant appearance.
- Lipstick applied on lips is easily removed from them.
- Eye make-up and lipstick are very similar in composition and differ only in such ingredients as fats, oils, etc. which are added as binders.
- In the production of mascara and eyebrow pencils the same dyes are used.

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

5.6. Рекомендуемая литература:

Основная

1. English for students of Pharmacy. Т. Н. Ивина
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
4. Аспандияров атындағы ұлттық мед. ун-ті . - 2-бас. - Алматы : [б. и.], 2014. - 552 бет
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Дополнительная:

1. Сатбаева А.А., Сагантаева С.Х. Английский язык для фармацевтов. Алматы, 2012

Электронные издания

1. Камянова, Т.Г. English Grammar. Грамматика английского языка. Теория и практика. Ч. Теоретическая грамматика. - М.: Эксмо, 2017. - 768p. <http://rmebrk.kz/book/1167160>

5.7. Control/Контроль/Бақылау 10 min

1. How many departments are there at every chemist s shop?
2. What items can you buy at the chemist s department?
3. Why are labels stuck on bottles and boxes with drugs.
4. What kinds of drugs are there at the prescription department?
5. What forms of medicine do you know?
6. Where are pharmaceutical goods sold?
7. What cabinets are marked with the letters «А» and «В»?

Theoretical lesson # 33 90 min

5.1. Theme/Тема/Тақырыбы: On Measurements

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.

Ход занятия 10 мин

1. Организационный момент:

- 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 мин

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

3. Изложение нового материала 25 мин

(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 the new words and memorize them: 2. Read and the text and translate it. Do the tasks below

Measurements are the basis of all scientific work. There are many different units of measurements depending on what it is we want to measure. There are measurement on length, mass, time, volume, density, and many others.

There are three fundamental units; unit of mass, length, and time. All other units can be expressed as combinations of these basic unit; they are called derived units.

The fundamental unit of time is one second. The fundamental unit of length is one metre in the metric system and it was one yard in the old British system. The British system was substituted by the metric one in 1971 but the units of it are sometimes in use in everyday life. In all scientific measurements the units of metric system are used.

The metric system. The metric system is a decimal system applied to the measurement of length and mass. The basic unit of length is the metre, and the basic unit of mass is the kilogram.

3. Ex: 19 p. 196 Fill in the gaps with the proper prepositions.

1. In the prescription department you can see drugs, all kinds:

boxes different rows, ampoules glucose and camphor

are used intramuscular and intravenous infections, tubes

atmen's rubbing, different pills and tablets infernal use.

2. All medicines are left drug cabinets the shelves and the refrigerator.

3. Every small bottle or box has a label the name the medicine s tuck it.

4. The directions the administration a drug are very important patient.

4. Read and memorize the following words or word- combinations:

1.	measurement	измерение
2.	unit	единица
3.	length	длина

4.	mass	масса
5.	volume	объем
6.	density	плотность
7.	fundamental	основной
8.	combination	сочетание
9.	metric	метрический
10.	decimal	десятичный

3. Ex: 19 p. 196 Fill in the gaps with the proper prepositions.

1. In the prescription department you can see drugs “ , all kinds:

boxes different rowers, ampoules glucose and camphor
are used intramuscular and intravenous infections, tubes
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4. The directions the administration a drug are very
important patient.

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. Рекомендуемая литература:

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5.7. Control/Контроль/Бақылау 10 min

- How many departments are there at every chemist s shop?
- What items can you buy at the chemist s department?
- Why are labels stuck on bottles and boxes with drugs.
- What kinds of drugs are there at the prescription department?
- What forms of medicine do you know?
- Where are pharmaceutical goods sold?
- What cabinets are marked with the letters «A» and «B»?

Theoretical lesson # 34 90 min**5.1. Theme/Тема/Тақырыбы: Chemistry and cosmetic**

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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5.3. 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.

Ход занятия 10 мин

1. Организационный момент:

- 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 мин

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

3. Изложение нового материала 25 мин

(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**2. Read and the text and translate it. Do the tasks below**

Chemistry and cosmetics

Face powder. Face powder is used to give the skin a pleasant appearance. The powder usually requires several ingredients to obtain proper appearance, sticking properties and absorbance. A typical formula is : talc -65 %, precipitated chalk – 10 %, zinc oxide- 20 % zinc stearate-5 %, to which are added small amounts of perfume and colouring matter. Compact powders are similar to face powder with mineral oil or lanolin, and organic hydroxyl compounds as binders added. They are pressed after mixing.

Lipstick. Lipstick consists of a solution or suspension of colouring agents in a mixture of high molecular weight hydrocarbons or their derivatives or both. The material must be soft to produce a good application on lips, yet the film must not be too easily removed. Lipstick is perfumed to give an odour and pleasant taste.

Eyemake-up. There are several types of eye make-up: eye brow pencils, mascara for eyelashes and shading. Eye shadow or shading which is now popular was also very popular in ancient Egypt. Eyebrow pencils are very much like lipstick, but they contain different colouring matter.

3. Ex: 19 p. 196 Fill in the gaps with the proper prepositions.

- In the prescription department you can see drugs " , all kinds: boxes different rows, ampoules glucose and camphor are used intramuscular and intravenous infections, tubes atmen's rubbing, different pills and tablets infernal use.
- All medicines are left drug cabinets the shelves and the refrigerator.
- Every small bottle or box has a label the name the medicine s tuck it.
- The directions the administration a drug are very important patient.

5. Read and memorize the following words or word-combinations:

1. powder	пудра
2. skin	кожа
3. lipstick	губная помада
4. carnauba wax	воск листьев бразильской пальмы
5. beeswax	пчелиный воск
6. eye make-up	косметика для глаз
7. mascara	тушь
8. eyelashes	ресницы
9. shade	тень
10. lampblack	сажа
11. top note	высоко летучий
12. end note	низко летучий
13. perfume	духи
14. eyebrow	брови
15. as binders added	добавляемые в качестве склеивающих веществ

. Ex: 17 p. 219 Read the following statements and say are they true or false:

- Face powder and compact powder are used in cosmetics to give the skin a pleasant appearance.
- Lipstick applied on lips is easily removed from them.
- Eye make-up and lipstick are very similar in composition and differ only in such ingredients as fats, oils, etc. which are added as binders.
- In the production of mascara and eyebrow pencils the same dyes are used.

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. Рекомендуемая литература:**Основная**

1. English for students of Pharmacy. Т. Н. Ивина

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Дополнительная:

1. Сатбаева А.А., Сагантаева С.Х. Английский язык для фармацевтов. Алматы, 2012

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5.7. Control/Контроль/Бақылау 10 min

1. How many departments are there at every chemist s shop?
2. What items can you buy at the chemist s department?
3. Why are labels stuck on bottles and boxes with drugs.
4. What kinds of drugs are there at the prescription department?
5. What forms of medicine do you know?
6. Where are pharmaceutical goods sold?
7. What cabinets are marked with the letters «A» and «B»?

Theoretical lesson # 35 90 min**5.1. Theme/Тема/Тақырыбы: Chemistry and nutrition**

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. 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.

Ход занятия 10 мин

1. Организационный момент:

- 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 мин

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

3. Изложение нового материала 25 мин

(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 the new words and memorize them:

Nutrition – питание

dilute- Разбавлять

Sugar of grapes – виноградный сахар

Duration- длительность

Malnutrition- плохое питание

Starch- крахмал

Acid- кислота

2. Read and the text and translate it. Do the tasks below

Chemistry and nutrition

Since most men think much of what they eat it is not suprising that the early chemists spent much time on the study of food . In the 18th century it was already known that starch when heated with dilute sulphuric acid, gave “sugar of grapes ”, or , as we term it, glucose. It was then recognized that 100 parts of glucose and, since the sulphuric acid was unchanged in the process , the reaction must consists of the addition of about 10 per cent by weight of water to starch .

As early as 1820 the amino acids glycine and leucine were isolated in crystalline form from solutions prepared by heating proteins with mineral acid . By the end of the nineteenth century the nature and role in nutrition of the proteins , carbohydrates , fats and the most important minerals required onle in small amounts were discovered.

3. Ex: 19 p. 196 Fill in the gaps with the proper prepositions.

1. In the prescription department you can see drugs " , all kinds:

boxes different rows, ampoules glucose and camphor are used intramuscular and intravenous infections, tubes atmen's rubbing, different pills and tablets infernal use.

- All medicines are left drug cabinets the shelves and the refrigerator.
- Every small bottle or box has a label the name the medicine s tuck it.
- The directions the administration a drug are very important patient.

. Ex: 17 p. 219 Read the following statements and say are they true or false:

- Face powder and compact powder are used in cosmetics to give the skin a pleasant appearance.
- Lipstick applied on lips is easily removed from them.
- Eye make-up and lipstick are very similar in composition and differ only in such ingredients as fats, oils, etc. which are added as binders.
- In the production of mascara and eyebrow pencils the same dyes are used.

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. Рекомендуемая литература:

Основная

- English for students of Pharmacy. Т. Н. Ивина
- 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
- 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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Дополнительная:

- Сатбаева А.А., Сагантаева С.Х. Английский язык для фармацевтов. Алматы, 2012

Электронные издания

- Камянова, Т.Г. English Grammar. Грамматика английского языка. Теория и практика. Ч. Теоретическая грамматика. - М.: Эксмо, 2017. - 768p. <http://rmebrk.kz/book/1167160>

5.7. Control/Контроль/Бақылау 10 min

1. How many departments are there at every chemist s shop?
2. What items can you buy at the chemist s department?
3. Why are labels stuck on bottles and boxes with drugs.
4. What kinds of drugs are there at the prescription department?
5. What forms of medicine do you know?
6. Where are pharmaceutical goods sold?
7. What cabinets are marked with the letters «A» and «B»?

Theoretical lesson # 36 90 min**5.1. Theme/Тема/Тақырыбы: Control work. Test. Present Perfect tense.**

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.

Ход занятия 10 мин

1. Организационный момент:

- 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.

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

~Thermometers are supplied with...

|a scale.

|a watch.

|a magnet.

|a flash.

|a computer.

~The most universally used solvent is...

|water.

|gas.

|oil.

|vapor.

|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

|themetricsystem

|the metric measure

|the metric ton

|the metric conversion

|the metric line

~ Choose the correct English equivalent.

Приготавливатьлекарств/ 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. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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5.7. Control/Контроль/Бақылау

10 min

1. Interview your partner.

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