Медицинский колледж при
АО «Южно-Казахстанской медицинской академии»

Кафедра общеобразовательных дисциплин

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ ТЕОРЕТИЧЕСКИХ ЗАНЯТИЙ

Код дисциплины: ОПД 01
Дисциплина: Профессиональный иностранный язык
Специальность: 09110100 «Стоматология»
Квалификация: 4S09110102 «Дантист»
Специальность: 09110200 «Ортопедическая Стоматология»
Квалификация:4S09110201 «Зубной техник»
Объем учебных часов/кредитов : 72/3
Теория: 72 ч
Курс: 2
Семестр: 3
Форма контроля: экзамен

Шымкент, 2025 г.

Обсуждено на заседании кафедры общеобразовательных дисциплин

Протокол № 1 от «27» 08 2025 г.

Заведующий кафедрой _____ Сатаев А.Т.

Theoretical lesson # 1 90 min

5.1. Theme/Тема/Тақырыбы: Grammar. Revision. About yourself

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; разширить свой кругозор.

Мақсат: студенттердің сөйлеудегі, жазудағы, оқудағы және таңдаудағыептілігін 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

1. Организационный момент: 10min

-проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

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

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

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

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1 . Read and remember the following words or word combinations:

Am Song	Сре песня
ha	сим симпатичный
Handsome	быть женатым, замужем
to b get	как правило
married	ожи ожидать
as a rule	при пригород
to l look	собс ответственный
forward	пищ
sub suburb	пок покидать, оставлять
o	

rresponsible

lea leave

2. Read and the text and translate it.

I'm Nick Popov. I'm a student. I'm nineteen. I'm in the classroom. This is my textbook and that's my notebook. My textbook is thick and my notebook is thin.
That is Alex Petrov. Alex is a student too. He is a good student. That's his desk. It is brown. This is his textbook and that is his notebook. His textbook is thick and his notebook is thin.
Andrew Volkov is not in the classroom. He is ill.

3. Ex: 1, p.17 Answer the questions about the text

1. Is Nick a student?
2. Is he in the classroom?
3. Is his textbook thin?
4. Is his notebook thick?
5. Is Alex Petrov a student too?
6. Is he in the classroom?
7. Is his notebook thin?
8. Is Andrew Volkov in the classroom too?
9. Is Nick a good student?

4. Ex: 2, p.17. Insert articles where necessary (see p. 336).

1. This is... textbook.... textbook is old.
2. Is that... easy text? - Yes, it is,... text is very easy.
3. This is... apple.... apple is red.
4. Is that... cat? - Yes, it is.... cat's white.
5. Is... pencil blue? — No, it isn't.... pencil is black.
6. Open ... textbook, please. Read ... text, please.
7. Is Bill... good student? — Yes, he is. He's... very good student.
8 Mr. Petrov is... dentist.

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6. Bibliography/Литература/ Әдебиет

1. 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

2. В.В.Мухина Английский язык для студентов-стомотологов.Москва .АСТ.Астрель 2003 3. Какжанова, Ф. А. Ағылшын тілінің функционалды грамматикасы [Мәтін] : оқулық / Ф. А. Какжанова. - Алматы : Эверо, 2014. - 404 бет.
3. Английский язык [Электронный ресурс] = English in Dentistry: учебник/ Л. Ю. Бергезова; под ред. Л. Ю. Бергезовой. – 2-е из., испр. и доп. – Электрон текстовые дан. (45,4 Мб). – М. : ГЭОТАР – Медиа, 2013. – 360 с эл. Опт. Диск (CD-ROM) ил.

Қосымша әдебиеттер:

1. Марковина, И. Ю. Английский язык для медицинских училищ и колледжей [Текст] = English For Medical Secondary Schools and Colleges : учебник для студентов средних проф. учеб. заведений / И. Ю. Марковина, Г. Е. Громова. - М : Издательский центр " Академия ", 2008. - 160 с. - (Среднее проф. образование).
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5.7. Control/Контроль/Бақылау 10min

1. Are you going to become a dentist next year?
2. Do you have classes every day?
3. Are you in the class-room now?
4. Is the blackboard in front of you or behind you?
5. Is your family big or small?
6. Nave you got a brother or sister?

Theoretical lesson # 2 90min

5.1. Theme/Тема/Тақырыбы:A Letter. My Day. An Article.

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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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

1. Организационный момент: 10 min
-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min
Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):
3. Изложение нового материала 25 min
(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

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

1. Read and remember the following words or word combinations:

to wake up	пробудиться
to wait for	ожидать
nearly	почти
to enter	входить
to call out	вызывать
to mix	смешивать
to work hard	усиленно работать
during	в течение
register	во время журнал
either	тоже
break	перерыв

2. Read and translate the text .

A Letter

September 3rd, 2001
Dear Nick,
Here in London I have many friends among college students and teachers. But my best friend is neither a student, nor a teacher. He is also an exchange postgraduate. He is twenty-three years old, tall and handsome. He is not married yet and has no family of his own.
Here is a picture of what he usually does on weekdays. Every morning Michael gets up about seven o'clock. Then he does his physical exercises, washes and has his morning meal. After breakfast Michael leaves the house and walks to the bus-stop. As he lives in the suburb, it takes him half an hour to get to the University.
At the University Michael is usually busy till 5.30 p.m. On coming home he usually has dinner and then takes a short rest. In the evening he likes to do a little reading. Sometimes he sits and watches TV or listens to the music. It is not until midnight that he usually goes to bed.
As a rule we meet at the weekends. Michael and 1 often go to the movies or a dance and have a very good time together.
How are you getting on, Nick? Is there any news from our friends?
1 am looking forward to hear from you soon.
Best wishes.
Yours sincerely, David

My Day

First of all I must tell you about myself. I am seventeen and I am a first-year student. I have a father, a mother and a young sister, whose name is Helen.

On Monday I usually wake up late and do not have time to eat my breakfast. 1 have to wait ages for a bus and I am nearly late for classes. I enter the classroom when our teacher begins to call out the register.

The first lesson on Monday morning is History. It's not very difficult but I'tiy^o remember all dates that mix in my head.

The next lesson is English. I like English. It's nice to be able to talk to somebody in another language. But you must work hard to know English well.

After break we have a lesson of Latin. There are some problems in learning Latin. Our teacher collects our homework and she gives us some tasks to do. I don't like them, but I must do the work properly.

At last it is the last lesson. This is a lecture on Chemistry. There are a lot of students in my group who don't like Chemistry. I don't like it either. But I know that I must work hard must learn all the subjects to be a good dentist in future. I sit next to my friend who is good at Chemistry. He is always ready to help me. We make notes and listen to the lecturer attentively.

After lessons my friends and I often go to the reading hall to prepare for my following lessons. I come home late. 1 have dinner with my family and do my homework. I can not do it to the end because there is an interesting programme on television. I think 1 can do it tomorrow, during break.

3. Ex: 9, p.46 Fill in the blanks with prepositions or adverbs where necessary.

1. I must tell you ... myself.
2. ... Monday I don't have time to eat my breakfast.
3. I don't wait... him ... the morning.
4. I am never late ... the University.
5. I enter... the classroom when the teacher begins to call... the register.
6. Who sits next... you?
7. I am not very good ... Latin.
8. I want to talk... you.
9. He is not very good... English.
10. I want to talk... you.., another language.
11. It is time ... break.
12. There is a good programme ... television tonight.
13. I don't do my homework... break.
14. The last lesson... Friday is a History lesson.
15. We usually have breakfast... 8 o'clock... the morning.
16. We go... a walk every day.
17. I don't come... home ... the university late.

4. Ex: 10, p.46 Answer the questions and be ready to speak about your working day and classes.

1. How old are you?
2. When do you usually get up?
3. Have you enough time to eat your breakfast?
4. Do you wait for a bus?
5. Are you often late for classes?
6. When do you enter the classroom?

7. What is the first lesson on Monday morning?
8. What is the last lesson on Friday afternoon?
9. What is the last lesson today?
10. Who collects your homework?
11. To whom do you sit next?
12. Are you very good at English?

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

5.6. Bibliography/Литература/ Әдебиет

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5.7. Control work/Контрольная работа/Бақылау жұмысы 10min

1 Have you enough time to eat your breakfast?
2. . Do you wait for a bus?
3. Are you often late for classes?
4. When do you enter the classroom?
5. What is the first lesson on Monday morning?

6. What is the last lesson on Friday afternoon?
7. What is the last lesson today?
8. Who collects your homework?

Theoretical lesson # 3 90min

5.1. Theme/Тема/Тақырыбы:English Universities. Professional Training. There is / There are

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; разширить свой кругозор.

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Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия

1. Организационный момент: 10 min

-проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

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

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

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3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combinations:

except	кроме
fairly	довольно
chance	возможность
hostel	общежитие
department	отделение
arts	гуманитарные науки
various	различные

staff	штат
to provide	обеспечивать
to admit	принимать
within	в, внутри
sciences	науки

2. Read the text and translate it.

English Universities

All English universities except Oxford and Cambridge are fairly new London University is the biggest of the modem English universities and has many colleges and schools. Oxford has 32 colleges. A large college has about 5000 students, about a hundred students study at a small college.

A university usually has both faculties and departments. The faculties are arts, law, medicine, science. The departments include engineering, economics, commerce, agriculture, music and technology.

At the head of each faculty there is a professor. A staff of teachers called lecturers help him. Professors and lecturers give lectures to large numbers of students or study with small groups.

All universities admit men and women, but within some universities there are colleges specially for one sex. Most of the universities provide hostels for their students.

There are many types of colleges in England. There are colleges within universities. There are also technical colleges of various types, colleges of arts and commerce. Medical colleges are among them.

At the beginning or end of each term the students must take college examinations in written form.

Professional Training

Only persons whose names are on the medical register can practise as I doctors in the National Health Service of Great Britain, and only persons whose names are on the dental register can practise dentistry in Britain. The minimum qualification for registration requires, for a doctor, five to seven years' training in the medical school and hospital, and, for a dentist, four years at a dental school.

It also requires that before becoming fully registered and entitled to practise independently a medical student must spend at least a year after the completion of his examinations in satisfactory service in a resident medical capacity in one or more approved hospitals or institutions.

The General Medical Council1 is the governing body of the medical profession. It sees to it that6 no unqualified persons practise medicine.

There are 16 universities that grant degrees7 in Medicine and Surgery. In addition,1 the Royal College of Physicians and the Royal College of Surgeons grant diplomas which are recognized by the General Medical Council.

Higher degrees of Doctor of Medicine (MD) and Master of Surgery (MS); Membership or Fellowship of one of the Royal Colleges of Physicians" (MRCP); Fellowship of the Royal Colleges of Surgeons (FRCS) may be obtained after examinations.

3. Ex:1, p.49 Give Russian equivalents to the following word combinations

fairly new, science faculty, at the head of, a staff of teachers, to admit men and women, within some universities, to provide hostels

4. Ex:2, p.49 Compose sentences using much, many, a lot of

Model 1: Have you many English textbooks?

(faculties, students, subjects, professors, classes, laboratories)
Model 2: There is a lot of paper (There are lots of books).
(work, students, flowers, people, snow)
Model 3: There is much milk in the glass.
(money, water, bread, coffee)

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

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Қосымша әдебиеттер:

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5.7. Control/Контроль/Бақылау 10min

1. Do you go to the University by bus or by the car?
2. Do you learn English or German?
3. Do you have lunch at home or at the students canteen?
4. Is this a pen or a pencil?
5. You learn medicine, don’t you?

Theoretical lesson # 4 90min

5.1. Theme/Тема/Тақырыбы:Progress of Chemistry. Pronoun.

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1 .Read and remember the following words or word combinations:

to accept	принимать
to affect	оказывать влияние
to attach	отнести, присоединить
to attract	привлекать
available	доступный
carbon	углерод
compound	составляющий, сложный
convenient	удобный
to define	определять

2. Read and the text and translate it.

Progress of Chemistry

We will define chemistry today as the study of formation* compos tion, structure and reactions of the chemical elements and then compounds. Many will say that this is not the definition of chemistry but inorganic chemistry.

A modem chemist slightly distinguishes between inorganic organic and physical chemistry. He will attach organic groups to metal atom if it is more convenient for investigation; he will use an\ of the available methods of physical chemistry, if necessary for the solution of his problems.

Two facts helped the development of inorganic chemistry; the growth of the theoretical techniques of quantum mechanics find new optical, electrical and magnetic techniques of physical measurement by which they can be investigated. For a full understanding of the way in whteh these achievements affected the development of inorganic chemistry, we'll make a short survey1 of the history of the subject Ws will start with 1828, the year in which Wohler, the pioneer of organic synthesis, showed the interrelationship between inorganic and organic chemistry. For the next fifty years inorganic and organic them istry progressed side by side.

The main work in inorganic chemistry dealt with the preparation of new compounds and the development of methods of analysis Great number of new compounds were described and important work was carried out on the determination of atomic weights. At the same time organic chemistry developed into a system in which structure could be determined. Organic chemistry constantly attracted workers of inorganic chemistry. The year 1887 may be accepted as the date of appearance of physical chemistry.

3. Ex:7, p.68 Ask questions as in the model and answer them.

Model: —Ask me at what time I will get up tomorrow.

— At what time will you get up?

Ask me:

... at what time my working day will begin
... if I'll wake up early
... when I'll have breakfast
... who will prepare my breakfast
... where I'll go right after breakfast
... how I'll get to the University
... how long it will take me to get there
... what lessons I'll have tomorrow
... at what time I'll finish the study
... if I'll be busy or free in the evening
... where I'll go after classes.

4. Ex:8, p.68 TranslateintoEnglish

1.Кто будет переводить этот текст? 2. Какое определение будет правильным? 3. Я не буду ждать вас после занятий. 4. Современная химия помогает решить многие проблемы нашей жизни. 5. Когда будет определен вес этого вещества? 6. Я вам позвоню в следующую субботу. 7. Следующая лекция по органической химии будет в четверг. 8. Какие предметы вы будете изучать в следующем году? 9. Сколько времени вы пробудете в университете?

10. Вы будете свободны или заняты сегодня вечером? 11. В каком году вы закончите университет?

5.5 **Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы**

- Listening comprehension
- Speaking comprehension
- Reading comprehension

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

5.6. Bibliography/Литература/ Әдебиет

1. 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 10min

1. How old are you?
2. When are you usually at home?
3. When are you free?
4. How many people are there in your family?
5. What kind of flat have you?
6. Whose notebook have you got?

Theoretical lesson # 5 90min

5.1. Theme/Тема/Тақырыбы:Modern Examinations. Republic of Kazakhstan

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combinations:

to act	действовать
c	древний
ancient	громко
aloud	широкий
broad	щательно
	конечно
carefully	переписывать
	правильный
certainly	глубоко
to	э эссе
copy	ч человеческий
c	обладать
correct	признавать
d	целый
deeply	
e essay	
human	

o
obtain
r
recognize
w hole

2. Read the text and translate it.

Modern Examinations

In ancient times the most important examinations were spoken, not written. In the schools of ancient Greece and Rome, testing usually consisted of saying poetry aloud1 or giving speeches.Generally, however, modem examinations are written. The written examination, where all students are tested on the same questions was probably not known until the nineteenth century.

Now here is a picture of such an examination. A room is full of can¬didates for a state examination, timed exactly by an electric clock. The students are working like machines. The teachers are watching care- flilly. Certainly during examinations teachers and students are acting like workers at an automobile factory. There is nothing very human about the examination process.

Now the students are answering a series of questions each of which lias only one answer. Along with each question the teacher is writing some answers: one is the correct and three others look like2 answers to students who have not learned the material properly. The student must recognize the correct answer and copy its number on the examination

There is another task now. The students are writing an essay. This means they are writing long answers to broad general questions. An examiner can see how deeply the students know the facts and how they can put facts together into a logical whole. So a fairly clear pic¬ture of the students' knowledge can be obtained.

3. Ex:2, p.71 Заполните пропуски неопределенными местоимениями some или any.

1. Have you ... free time tomorrow morning?
2. I didn't ask him ... questions.
3. There are ... students in the classroom.
4. Give me ... time to think it over.
5. We translated ... articles into Russian yesterday.
6. My friend doesn't watch ... programmes on TV.
7. He didn't bring... textbooks into the classroom.

4. Ex:3, p.71 Сделайте предложения отрицательными. Измените неопределенные местоимения, где это необходимо.

1. You see something on the shelf.
2. We'll go out somewhere at the weekend.
3. He knows something about it.
4. There is somebody in the room.
5. He has something to tell you.
6. Some of you play the piano.

4.1. Ex:4, p.71 Сделайте предложения отрицательными.

1. There was somebody in the room a moment ago.
2. There is something new in the magazine.
3. They'll go out somewhere next Saturday.
4. We heard something interesting about it.
5. I can do something for you.

6. Somebody will meet us at the station.

5.5. Teachingmethods/ 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
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- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

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5.7. Control/Контроль/Бақылау 10min

Write down essay about your examination.

Theoretical lesson # 6 90min

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

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

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

1. Организационный момент: 10 min

-проверка присутствующих учащихся

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

- ориентироваться в складывающихся учебных ситуациях и находить оптимальное решение.

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

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combinations:

ailment	заболевани
allay	избавиться от
attemp	пытаться
conscious	сознаю- ший
to cure	лечить
gather	собирать
fashion	образ действия
to reveal	обнаруживать
to restore	восстанавливать
mind	ум
inspiration	восприятие
to surround	окружать
unit	единица, единство
point	точка

2. Read and the text and translate it.

Science

Biology is the study of living organism and soon as man's mind developed to the point where it was conscious of himself as an object from the unmoving and unfeeling ground upon which he was standing, a form of Biology began. For uncounted centuries Biology was not in the form we would recognize it as a science. Men were attemping to cure themselves and others of ailments, were trying to allay pain and restore health.

Again, man was observing the living machinery of the animal organ-ism. He was gathering information for years. The best minds however devoted themselves not to the study of the visible world, but to the at-tempts to reach, through inspiration, understanding of the endless universe and controlling the world beyond.

But individual man must concentrate on the study of the world as it is revealed through the senses, on the study of the fundamental units of every living thing (animal or plant) such as the cell, for example.

3. Ex:5, p.76. Answer these questions.

1. What is Biology?
2. When did it begin?
3. Was it realized as a science at once?
4. What were men trying to do for uncounted centuries?
5. How long was the information gathered?
6. What did the best minds devote themselves to?
7. Flow must a man study the world?
8. What is the aim of Biology?

4. Ex:6, p.76 Change the following into the Past Continuous Tense.

1. The man is standing near the window.
2. My friend told me that story.
3. Is she wearing a new dress.
4. The students spoke loudly.
5. It rained there yesterday.
6. They read that book.

4.1. Ex:4, p.71 7. Answer the following questions. Work in pairs.

1. What were you doing at 5 o'clock yesterday?
2. Who was waiting for you when the Classes were over?
3. Whom did you meet when you were walking to the University?
4. Were you reading at that time yesterday?
5. Where were you going at 6 o'clock?
6. Where you watching TV from seven to nine in the evening yesterday?
7. What were you saying to your friends when I came in?

5.5.Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

- Dialogues
- Role – plays
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- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

1. 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
2. В.В.Мухина Английский язык для студентов-стомотологов.Москва .АСТ.Астрель 2003 3. Какжанова, Ф. А. Ағылшын тілінің функционалды грамматикасы [Мәтін] : оқулық / Ф. А. Какжанова. - Алматы : Эверо, 2014. - 404 бет.
3. Английский язык [Электронный ресурс] = English in Dentistry: учебник/ Л. Ю. Бергезова; под ред. Л. Ю. Бергезовой. – 2-е из., испр. и доп. – Электрон текстовые дан. (45,4 Мб). – М. : ГЭОТАР – Медиа, 2013. – 360 с эл. Опт. Диск (CD-ROM) ил.

Қосымша әдебиеттер:

1. Марковина, И. Ю. Английский язык для медицинских училищ и колледжей [Текст] = English For Medical Secondary Schools and Colleges : учебник для студентов средних проф. учеб. заведений / И. Ю. Марковина, Г. Е. Громова. - М : Издательский центр " Академия ", 2008. - 160 с. - (Среднее проф. образование).
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5.7. Control/Контроль/Бақылау 10min

1 Whom did you meet when you were walking to the University?
2. Were you reading at that time yesterday?
3. Where were you going at 6 o'clock?
4. Where you watching TV from seven to nine in the evening yesterday?
5. What were you saying to your friends when I came in?

Theoretical lesson # 7 90min

5.1. Theme/Тема/Тақырыбы:Post- Graduate Research.Work and Degrees in Britain. 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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combinations:

abrasion	потертость
to cause	вызывать
defence	оборона
drilling	сверление
inflammation	воспаление
invasion	инвазия, вторжение
to kill	убивать
layer	слой
liquid	жидкость

2. Read and the text and translate it.

Post-Graduate Research Work and Degrees in Britain

The undergraduate course' of studies at English Universities is completed when students are ready to take their degree examinations.: After graduating they obtain the first academic degree or distinction of a Bachelor of Arts, depending on satisfactory examinations results. Bachelor’s degrees are at two levels, Honours and Pass.5 Honours degrees are first, second or third class, and usually only about 5 per cent of the students are placed in the first class. Those that have a bent for research work may apply for an advanced course of study extending over not less than two academic years for full-time post-graduates and not less than three academic years for part-time graduate students.

The first post-graduate degree is normally that of Master, conferred for a thesis based on one or two year's full-time work. In a few of the biggest universities there are some seminars for post-graduate students, but usually there are no regular courses for them. In most universities it is only at the science faculties that any large numbers of students stay to do post-graduate work.

Every post-graduate working on a research problem is provided with an adviser and referees for the refereeing and evaluation of his thesis.

On completing his course of study every candidate must submit a thesis. He is also required to forward a short abstract of his thesis comprising not more than 300 words.

If the thesis is satisfactory on all points, the candidate will be awarded the degree and will continue his work in the academic field.

Everywhere the degree of Doctor is given for a thesis which is considered to be an original contribution to knowledge.

3. Ex:4, p.79. Make the following sentences negative and interrogative.

I. My triend has passed his examinations.

2.1 have had breakfast already.

3. The teacher has just come.
4. We have been busy out the whole day.
5. I've heard much about you.
6. He has told me about it already.
7. The students have prepared their reports for the conference. Look at them!
8. My parents have been here several times.

9.1 have met him (since 1995).

4. Ex:5, p.79 Ask questions using the model and answer them.

Model: — Is she doing her homework?

— No, she has finished it already.

1. Is your friend listening to the question?
2. Are you still preparing your answer?
3. Is your friend helping you with your English?
4. Are you still learning the rule?
5. Are they reading the dialogues?
6. Are you doing exercise four?

4.1. Ex:4, p.71 Open the brackets and use the verbs in the proper tenses. Translate the sentences into Russian.

1. At last I (to do) my home assignments. I (to be) free and (to go) for a walk. You may join me if you (to want)
2. Peter (to be) out. He (to have) classes now.
3. When you (to see) your grandmother last time?
4. We (not to meet) since we finished school.
5. The bell (not to go) yet.
6. What you (to do) now? — I (to do) exercise six.

6.I (to know) Peter since my childhood.

5.5. **Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы**

- Listening comprehension
- Speaking comprehension
- Reading comprehension
- Individual work

- Work in small groups
- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

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5.7. Control/Контроль/Бақылау 10min

1. Write down essay about your family.

Theoretical lesson # 8 90min

5.1. Theme/Тема/Тақырыбы:Infection

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; разширить 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

1. Организационный момент: 10 min
-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.
2. Контроль знаний по предыдущим темам**. 15 min**
Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):
3. Изложение нового материала 25 min
(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

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

1. Read and remember the following words or word combinations:

To pass	проходить
poison	яд
produce	продуцировать
to release	освождать, выделять
similar	подобный, похожий
source	источник
surface	поверхность
to swallow	глотать
sweat	пот
tears	следы

2. Read and the text and translate it.

INFECTION

Infection means invasion of the body by micro-organisms. The most common sources of infection in dental practice are direct contact with a patient's blood and saliva, flying particles of tooth or filling released during drilling. These sources of infection may enter the body through skin cuts or abrasions or the eyes, they may also be swallowed. Even ancient people taught that body's first line of defence against infection was an intact surface, e.g. the outer layer of skin and the pro-tective outer layer of mucous membrane. If infection had passed it the second line of defence started its action. It was the liquid secretion produced by the protective surfaces. The mucous membrane1 and the salivary glands had produced saliva which neutralized some bactena poisons and could kill some micro-organisms. Tears and

sweat had a similar effect. The acidity of gastric juice killed many bacteria in food. The third line of defence is discovered now. It is immunity.
And we also know that if these defence mechanisms fail to prevent infection, the last line of defence is a response by the body called inflammation. The same is with dental diseases.
Infection of the teeth causes caries; infection of the gums causes per-iodontal disease.

3. Ex:3, p.84. Insert prepositions where necessary

Pathology is the study ... the disease. It covers the changes... normal anatomy and physiology brought about... disease and body's reaction to it.
The skin is the front line of the body, which serves to bring additional defences ... a localized area, threatened by either bacterial invasion or mechanical injury. The skin forms an effective outer covering... the organism. It exerts a protective function and warns ... danger.

4. Ex:4, p.84. Answer the questions.

1. What are the most common sources of infection?
2. How may the sources of infection enter the body?
3. What did ancient people teach?
4. When did the second line of defence start its action?
5. What was it produced by?
6. What could saliva do?
7. What effect had tears and sweat?
8. When is the third line discovered?
9. What is the last line of defence?
10. Is it the same with dental diseases?
11. What does infection of the teeth cause?

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6. Bibliography/Литература/ Әдебиет

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5.7. Control/Контроль/Бақылау 10min

1. Answer the question.
1. What do you like?
2. What books do you usually read?
3. What foreign language do you know?
4. Where does your friend live?
5. When do you usually finish your homework?

Theoretical lesson # 9 90min

5.1. Theme/Тема/Тақырыбы:Grammar. Exercise. 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; разширить 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

1. Организационный момент**:** 10 min
-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.
2. Контроль знаний по предыдущим темам. 15 min
Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):

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

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

1. Read and remember the following words or word combinations:

acute	острый
boil	нарыв
chain	цепочка
cluster	гроздь
dangerous	опасный
exist	существовать
harmless	безвредный
to initiate	инициировать
to provide	обеспечивать
resistant	резистентный
shape	форма
strain	вид
to subdivide	подразделять
survive	выживать

2. Read the text and translate it.

TEXT

The mouth provides a home1 for a great number of the smallest organisms — micro-organisms. Most of them are harmless but some take part in dental diseases. There are three different groups of micro-organisms: fungi, bacteria and viruses. They may be of different kinds, both harmless and more or less dangerous.

Bacteria are subdivided into groups according to their shape: bacilli, cocci, spirochaetes, spores.

Bacilli are rod-shaped bacteria. For example, lactobacillus is found in decayed teeth.

Cocci are round bacteria. Streptococci are berry-shaped bacteria which grow in twisted chains. They are associated with different diseases. Hemolytic streptococci (called hemolytic because bacteria cause hemolysis) are responsible for such conditions as “strep” throat, tonsilitis. Streptococcus mutans initiate caries. Streptococci viridans (viridans means green and these bacteria produce a green colour on the growth medium) are less virulent (poisonous) than the hemolytic form and cause infections in teeth.

Staphylococci are bacteria which grow in small clusters like grapes. One strain of staphylococcus may be found in gum boils.

There are also spiral bacteria (spirochaetes) found in acute necrotizing ulcerative gingivitis.

Some bacteria can exist in the form of spores. Spores can survive extremes of temperature3 and live for years until conditions become more favourable again.

They are highly resistant to destruction.

3. Ex:6, p.89. Insert articles wherever necessary.

Inflammation is fundamentally ... protective response the ultimate goal of which is to rid ... organism of both ... initial cause of cell injury (microbes, toxins) and... consequence of such injury (necrotic cells and tissues). Without inflammation, infections would go unchecked, wounds would never heal, and ... injured organs might remain permanent festering sores. ... inflammation and repair may be potentially harmful, however.

4. Ex:10, p.89. Finish the sentences.

1. Streptococci are less virulent than...
2. Viruses are sometimes more dangerous than...
3. One strain of staphylococcus is easier found in gum boils than...
4. Spores are more resistant to destruction than...
5. Bacteria are often more dangerous than...
6. Inflammation may be more protective than....
7. Infection may be more often the initial cause of the disease than...

5.5. Teachingmethods/ 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
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- Crosswords
- Puzzles
- Cards

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5.7. Control/Контроль/Бақылау 10min

1. Interview your partner.

Theoretical lesson # 10 90min

5.1. Theme/Тема/Тақырыбы:Vocabulary. Numeral.

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; разширить 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
1. Организационный момент: 10 min
-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.
2. Контроль знаний по предыдущим темам. 15 min
Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):
3. Изложение нового материала 25 min
(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

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

1. Read and remember the following words or word combinations:

distinct	отчетливый, явно выраженный
duct	проток
lumen	отверстие
to manufacture	производить
nevertheless	тем не менее
to pour	выливать
secretion	секреция
tube	труба

2. Read and the text and translate it.
TEXT
Secretion is a process generally brought by an organ called a gland. A gland whether simple or complex in structure may be looked upon as a tube, whose walls are composed of highly

specialized epithelial cells, gland cells. The tube is closed at the end. In many glands the other end of the lumen opens up, either directly or by means of a special duct, onto a free surface, such as the skin, the interior of the mouth, etc. The materials produced by the gland are poured onto this free surface, for which reason1 the secretion of this type of gland is spoken as an external secretion. The gland is surrounded by a dense network of capillaries.

The distinct process takes place in a gland: the gland cell serves as a transfer agency or it acts as a manufacturing plant or both. In the first instance, certain materials, water and NaCl are taken out of the cell, passed into the duct and secreted on a free surface. All types of glands transfer water in this manner.

Other glands take certain materials out of the blood stream and chemically transform them into new compounds, they then being poured into the duct.

The activity of the gland is normally accompanied by a great dilation of its blood vessels, without this increased flow of blood a gland can't function for any appreciable length of time. Nevertheless in many instances its blood flow in itself is not the direct cause of secretion, for by administrating certain drugs it is possible to stop the secretion completely although the flow of blood continues.

3. Ex:3, p.92. Answer these questions.

1. What is secretion?
2. How may a gland be looked upon?
3. Where does the other end of the lumen open up in many glands?
4. Where are the materials produced by the gland poured?
5. How is the secretion of this type of gland spoken?
6. What is the gland surrounded by?
7. What process takes place in a gland?
8. What glands transfer water in this manner?
9. What do other glands take out of the blood stream?
10. What is the activity of the gland normally accompanied by?
11. Is the blood flow the direct cause of secretion and why?

4. Ex:4, p.89. Insert articles where necessary and retell the statements.

1. There are... three major salivary glands — parotid, submandibular and sublingual — as well as innumerable minor salivary glands distributed throughout the mucosa of... oral cavity. All these glands, particularly... major ones, are subject to inflammation or to ... development of neoplasms.

2. Hormones are synthesized by... cells of endocrine organs and act on target cells distant from their site of synthesis being usually carried by... blood.

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6. Bibliography/Литература/ Әдебиет

1. 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 10min

1. Interview your partner.

Theoretical lesson # 11 90min

5.1. Theme/Тема/Тақырыбы:Revision. Question words and phrases.

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combi nations:

obvious	очевидный
permeability	проницаемость
prevailing	преобладающий
purpose	цель
recognition	признание
response	ответ
share	делить
sign	признак
swelling	припухлость
tongue	язык

Revision

1.Составьте предложения по образцу, используя глаголы в страдательном залоге (см. стр.).

Model 1: She is always asked this question
to wait for, to call, to answer, to give

Model 2: The child was taken to this hospital yesterday evening
to give, to put, to send, to allow

Model 3: He will be allowed to operate tomorrow.
to read, to go out, to translate, to publish

Model 4: The tooth is being prepared.
to fill, to tell, to build, to do

Model 5: He was being asked when 1 entered the examination hall.
to examine, to discuss, to telephone, to thank

2. Read and the sentences and translate it.

1. I am woken up bv my mother every morning.
2. The book was bought a week ago.
3. The report will be discussed next week.
4. Our timetable has been changed by the secretary recently.
5. They went home after the work had been finished.
6. The meal is being prepared by my mother now.
7. The students were being asked when we came to the examination.
8 The lecturer was listened to very attentively.
9. My sister will be operated on by a distinguished surgeon.
10. This question has been widely discussed at the seminar today.

11. Their articles have been translated into many languages.
12. By five o'clock yesterday the classes had been finished.

3. Ex:3, p.94. Переведите следующие предложения на русский язык. Определите функции инфинитива в данных предложениях. Обратите внимание на тс предложения, где инфинитив употреблен без частицы to (см. с. 361).

1. My wish is to help you.
2. Our dream was to enter the medical college.
3. He wants to see you, come here, please.
4. 1 invite you to have dinner with us.
5. To help them is impossible.
6. Who can lend me a pen?
7. 1 shall bring you some magazines to be read during the journey.
8. Could you let me do it alone?
9. He pretended to be reading and not to have heard the bell.
10. You seem to be looking for trouble.
11. 1 saw him enter the room.
12. That funny detail made me laugh.
13. I consider myself lucky to have entered the University.

4. Ex:4, p.94. Поставьте to перед теми инфинитивами, где это необходимо.

1. His brother can ... speak French.
2. You have ... put on your overcoat because it is cold outside.
3. It is high time for us ... go to bed.
4. May I... use your telephone?
5. They heard the girl... cry out with joy.
6. You look tired you had better... go home.
7. Let me ... help you with your homework.
8. What makes you ... think you are right?
9. I will... do all I can ... help you.

5.5. Teachingmethods/ 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 10min

Write down an essay about your University.

Theoretical lesson # 12 90min

5.1. Theme/Тема/Тақырыбы:Historical Highlights

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; разширить свой кругозор.

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

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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

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

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

1 Read and remember the following words or word combinations:

bone	кость
chewing	жевание
cleft palate	волчья
be embedded	быть прочно закрепленным

2. Read the text and translate it.

HISTORICAL HIGHLIGHTS

Although signs of inflammation were described in an Egyptian papyrus, Celsus, a Roman writer of the first century AD, first listed* the four cardinal signs of inflammation: redness, swelling, heat, and pain. The fifth clinical sign, loss of function was later added by Virchow. In 1793 the Scottish surgeon John Hunter noted what is now considered | an obvious fact: that inflammation is not a disease but a nonspecific response of the organism. Julius Cohnheim (1839-1884) first used the microscope to observe inflamed blood vessels in thin membranes of the frog tongue. Noting the initial changes in blood flow, the subsequent edema which had been caused by increased vascular permeability and the characteristic leukocyte emigration, he wrote descriptions that can hardly be improved on2.

The Russian biologist T. Mechnikov discovered the process of phagocytosis (1882). He concluded that the purpose of inflammation was to bring phagocytic cells to the injured area to engulf invading bacteria. At that time Mechnikov contradicted the prevailing theory that the purpose of inflammation was to bring in factors from the serum to neutralize the infectious agents. It soon became clear that both phagocytes and serum factors (antibodies) were critical3 to the defense against microorganisms and in recognition of this both T.Mechnikov and P. Ehrlich (who developed the humoral theory) shared the Nobel Prize in 1908.

3. Ex:4, p.96. Answer the questions. (Ответьте на вопросы).

1. Who was the first to list the four cardinal signs of inflammation?
2. What arc these signs?
3. Who added the fifth clinical sign?
4. What was noticed by John Hunter?
5. What did Julius Cohnheim used the microscope for?
6. What descriptions did he write?
7. Who discovered the process of phagocytosis?
8. Did Mechnikov’s theory contradict the prevailing theory at that time?
9. What factors were critical to the defense against microorganisms?
10. In what year was the Nobel Prize shared to Mechnikov and Ehrlich?

4. Ex:5, p.96. Give the three forms of the following verbs. (Дайте три формы донных глаголов).

to make, to stay, to spend, to look, to be, to get, to go, to take, to sit, to meet, to sec, to belong, to come, to say, to find, to decide, to learn

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

Answer the questions.
1. What was noticed by John Hunter?
2. What did Julius Cohnheim used the microscope for?
3. What descriptions did he write?
4. Who discovered the process of phagocytosis?
5. Did Mechnikov's theory contradict the prevailing theory at that time?
6.What factors were critical to the defense against microorganisms?

Theoretical lesson # 13 90min

5.1. Theme/Тема/Тақырыбы:Blood. 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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1 Read and remember the following words or word combinations:

to complete	завершать
to contain	содержать
to convert	превращать
to expel	изгнать, исключить
lung	легкое

2. Read the text and translate it.

Blood

In its state blood contains a fluid called plasma plus microscopically cellular elements: erythrocytes, leucocytes and thrombocytes.

Erythrocytes are red blood cells of which 4.5—5 million are found in I each cubic millimetre. These cells are made in the bone marrow and are I important in transporting oxygen from the lungs through the blood istream to the cells all over the body. The oxygen is then used up by body cells in the process of converting food to energy (catabolism). Hemoglobin, containing iron, is an important protein in erythrocytes which Ihelps in carrying the oxygen as it travels through the blood stream1. Erythrocytes also carry away carbon dioxide (C02), a waste product of catab-lolism of food in cells, from the body cells to the lungs. On arriving there I it is expelled in the process of breathing.

Leukocytes are white blood cells from 4,000 to 10,000 per cubic millimeter existing in several types: granulocytes, agranulocytes which are I also subdivided into different types.

Granulocytes are cells with granules in their cytoplasm formed in the bone marrow. There are 3 types of granulocytes: eosinophils, basophils, neutrophils.

Agranulocytes are produced in lymph nodes and spleen. There are two types of agranulocytes: lymphocytes and monocytes.

Thrombocytes or platelets are tiny cell formed in the bone marrow. They are necessary for blood clotting. Their number is 400,000 per cubic millimeter. The plasma is the fluid portion before clotting has occurred. The serum is the fluid portion of blood remaining after the coagulation process is completed.

3. Ex:6, p.101. Insert articles where necessary.

1. Blood contains ... fluid called plasma and cellular elements.
2. Erythrocytes (red blood cells) are important in ... gas exchange taking place in ... lungs.
3. Leucocytes (white blood cells) are subdivided into... different types.
4. Granulocytes are formed in ... bone marrow.
5. Agranulocytes are produced in ... lumph nodes and ... spleen.
6. Platelets are ... tiny cells formed in the bone marrow.

7.... fluid portion of blood remaining after... coagulation process is I the serum.

4. Ex:7, p.101. Insert prepositions or adverbs.

1. Thrombocytes are necessary... blood clotting.
2. The plasm is the fluid portion ... clotting has occurred.
3. There are two types... agranulocytes.
4. Granulocytes are cells... granules in their cytoplasm.
5. The number of leukocytes is... 4,000... 10,000 per cubic millimeter.
6. The oxygen is used body cells in the process... converting food ... energy.
7. Carbon dioxide is expelled ... the process... breathing.
8. Erythrocytes transport oxygen ... the lungs ... the blood stream ... the cells of the body.
9. They also carry... a waste product... catabolism.

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6. Bibliography/Литература/ Әдебиет

1. 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

2. В.В.Мухина Английский язык для студентов-стомотологов.Москва .АСТ.Астрель 2003

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3. Английский язык [Электронный ресурс] = English in Dentistry: учебник/ Л. Ю. Бергезова; под ред. Л. Ю. Бергезовой. – 2-е из., испр. и доп. – Электрон текстовые дан. (45,4 Мб). – М. : ГЭОТАР – Медиа, 2013. – 360 с эл. Опт. Диск (CD-ROM) ил.

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5.7. Control/Контроль/Бақылау 10min

Answer the question

1. What is chemistry?
2. What will many say about this definition?
3. What are the main branches of chemistry today?
4. What facts helped the development of inorganic chemistry?
5. Why will we make a snort survey of the subject?

Theoretical lesson # 14 90min

5.1.Theme/Тема/Тақырыбы:At the Anatomy Examination. Past 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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min
Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):
3. Изложение нового материала 25 min
(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

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

1 Read and remember the following words or word combinations:

to be joined	быть
a median	соединенным
movement	средний
passage	проход
socket	карман
superiorly	Вверху

2. Read the text and translate it.

At the Anatomy Examination

Professor: Will you start answering, please. What is the first question of your examination card?
Student: Facial bones. 1 know that all the facial bones, except one, are joined together by sutures so that they are immovable. The mandible (low jaw bone) is the only facial bone capable to movement. This ability is necessary for activities such as mastication (chewing) and speaking.
P.: Will you show us nasal bones and say what you know about them? S.: Here they are. Nasal bones are two slender bones, supporting the bridge of the nose. They join with the frontal bone superiorly and form part of the nasal septum.
P.: Y**o**ur answer is good, continue speaking about facial bones, please. You told us everything you knew about nasal bones.
S.: Two paired lacrimal bones are located at the comer of each eye. These thin small bones contain fossae for the lacrimal gland and canals for t he passage of the lacrimal duct.
P.: You said that the mandible was the only facial bone capable of movement. What do you know about maxillary and mandibular bones?
S.: Maxillary bones are two large bones composing the massive upper jaw bones. They are joined by a suture in the median plane.

3. Ex:5, p.105.Make up dialogues according to the model.

Model: A: John asked me: “When are you going to the reading hall?
B: What did John ask you?
A: He asked me when I was going to the reading hall.

1. How long did it take them to prepare their answer?
2. When will the next examination session take place?
3. Can I help you to open the door?
4. When did it happen?
5. What problem did he fail to settle?
6. Who is the letter from?

3. Ex:6, p.105. Complete these sentences.

1. He asked me if…..
2. She wondered how long….
3. John asked Ann what....
4. The professor asked the student how many....
5. She asked him what time……

6.I was sure that…..
7. They thought he ….

5.5 **Teachingmethods/ 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 10min

Write down an essay about Science of Kazakhstan.

Theoretical lesson # 15 90min

5.1. Theme/Тема/Тақырыбы:Immunity. Modal verbs. 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; разширить 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

1. Организационный момент: 10 min

-проверка присутствующих учащихся

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

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

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

2. Контроль знаний по предыдущим темам**.** 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and the text and translate it.

Immunity

Immunity means resistance to disease. It is provided by white cel Is of the blood. They release antibodies and antitoxins into the blood plasma Many factors can stimulate white cells to produce antibodies arid antitoxins: micro-organisms, plant and animal toxins, transfusion of blood cells. All of them arc called antigens. Some of them can remain in the blood for life and prevent any repetition of the same infection. This kind of protection is called acquired immunity. But it does riot occur for every type of micro-organisms.

All individuals inherit some degree of natural immunity, and it is clear why some people are more resistant to diseases than others.

Some people have a defective immune system and are much more susceptible to infection. Such individuals arc immunocompromised. The most important example of such cases is the destruction of the body’s defence mechanism by the AIDS virus. AIDS is an abbreviation for acquired immune deficiency syndrome. AI DS is caused by infection with a virus called the human immunodeficiency virus which is abbreviated to HIV. There are no particular syndroms of AIDS as they depend on whichever chance infection affects the sufferer whose body’s natural defence mechanism against infection becomes seriously impared. The AIDS vims has been found in most body fluids. But it is transmitted mainly by contact with blood containing the virus, as the

AIDS virus is not very infective and is not resistant to heat or disinfectants. HIV is present in the blood of all infected persons but it usually takes years before they suffer any effects.

2. Ex:3, p.108. Переведите на английский язык.

a) 1. Мой старший брат только что закончил школу.
2. Он спросил меня, где я купил этот учебник.
3. Сколько времени вам требуется, чтобы добраться до дома?
4. Эта книга интереснее, чем та.
5. Я не хожу в кино. Я смотрю телевизор.
6. Ты не будешь против, если я закрою окно? Холодно.
7. Что ты собираешься делать в субботу?
8. Она заставила меня повторить все сначала.
9. Что ты делал, когда я звонила тебе?
10. Москва была основана в 1147 году Юрием Долгоруким.

b) 1. Я никогда не был в Австралии, но всегда мечтал там побы¬вать.
2. Мы спросили его, где он был, но он не ответил.
3. Сколько времени ты там пробудешь?
4. Этот урок труднее, чем тот, который мы делали вчера.
5. Я люблю читать, а ты?
6. Разрешите здесь закурить, если вы не против.
7. Ты собираешься на концерт в воскресенье?
8. Тебе бы лучше спросить специалиста в этой области.
9. Чем он занимался, когда вы зашли к нему?
10. Этот город был впервые упомянут в летописи XI столетия.

3. Ex:4, p.109. Write ten sentences on one of the following topics. (Напишите десять предложений по одной из следующих тем):

1. AboutMyself
2. MyWorkingDay.
3. At the Medical University
4. Medical Education in England.
5. My Favourite Subject at the University
6. Famous People in Medicine
7. Some Facts from the History of Dentistry.

5.5. Teachingmethods/ 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
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- Puzzles
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5.7. Control/Контроль/Бақылау 10min

1. Interview your partner.

Theoretical lesson # 16 90min

5.1. Theme/Тема/Тақырыбы:Dental Anatomy. An abbreviated History of Dentistry. Modal verbs. Meaning and using of modal verbs in the sentences: need, should, would, dare.

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and the text and translate it.

An Abbreviated History of Dentistry

Dentistry's evolution has taken place over many centuries. Egyptian medical writings from the sixth century B.C.1 contain prescriptions for toothaches and the swelling of gums. Clay tablets3 from the fourth century B.C. tell of physicians in Asia Minor advising tooth extraction as a cure for certain diseases.

Yet throughout dentistry's long history, it wasn't until 1840 when the Baltimore College of Dental Surgery opened for the training of dentists, the first such college in the world, that practicing dentists had any formal education.

Early dental equipment was crude when compared with today's standards. But when the hydlraulic chair was invented in 1877, with the development of the first electric foot drill in 1872, and later, when anaesthetics were used that could deaden the area of operation while the patient remained conscious, the environment for the patient began to improve.

With Wilhelm Roentgen's 1895 discovery of the X-ray and the advent of modem dental techniques, dentists moved into the twentieth century's expanding world of science and technology. Since 1950 the advances in dental science have grown exponentially.

2. Ex:1, p.111. Find in the text English equivalents for these words and word combinations:

развитие стоматологии; содержать описание зубной боли', уда-ление зуба как лечение некоторых заболеваний; через всю длинную историю стоматологии; стоматологическое оборудование было примитивным; по сравнению с; участок операции; оставаться в сознании; разработка современных стоматологических технологий

2.1. Ex:2, p.111. Quote the sentences in which the following words and word combinations are used in the text:

over many centuries, tell, formal education, early dental equipment, to be used, to move, since

3. 2. Ex:3, p.111. Answer these questions.

1. How long has dentistry evolution taken place?
2. What do Egyptian medical writings contain?
3. Clay tablets tell of physicians advising tooth extraction as cure for certain diseases, don't they?
4. When was the first dental college opened?
5. Did practicing dentists have any formal education before 1840?

4. Ex:4, p.111. Write ten sentences on one of the following topics. (Напишите десять предложений по одной из следующих тем):

1. About Myself
2. My Working Day.
3. At the Medical University

4. Medical Education in England.
5. My Favourite Subject at the University
6. Famous People in Medicine
7. Some Facts from the History of Dentistry.

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6. Bibliography/Литература/ Әдебиет

1. 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
2. В.В.Мухина Английский язык для студентов-стомотологов.Москва .АСТ.Астрель 2003
3. Какжанова, Ф. А. Ағылшын тілінің функционалды грамматикасы [Мәтін] : оқулық / Ф. А. Какжанова. - Алматы : Эверо, 2014. - 404 бет.
3. Английский язык [Электронный ресурс] = English in Dentistry: учебник/ Л. Ю. Бергезова; под ред. Л. Ю. Бергезовой. – 2-е из., испр. и доп. – Электрон текстовые дан. (45,4 Мб). – М. : ГЭОТАР – Медиа, 2013. – 360 с эл. Опт. Диск (CD-ROM) ил.

Қосымша әдебиеттер:

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5.7. Control/Контроль/Бақылау 10min

Answer the following question.

1. How long has dentistry evolution taken place?
2. What do Egyptian medical writings contain?
3. Clay tablets tell of physicians advising tooth extraction as cure for certain diseases, don’t they?
4. When was the first dental college opened?
5. Did practicing dentists have any formal education before 1840?

Theoretical lesson # 17 90min

5.1. Theme/Тема/Тақырыбы:A Bright Future. Prepositions.

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combinations:

visible	видимый
hidden	спрятанный
junction	соединение
to be called	называть
to cover	покрывать
hard	твердый
sensitive	чувствительный
undergo	проходить, подвергаться
to cause	вызывать
decay	гниение
injury	повреждение

2. Read the text and translate it.

A Bright Future

Today dentists promote oral health by teaching their patients preventive dentistry, such as proper brushing and flossing techniques to avoid cavities and unhealthy gums.
Dentists must have a wide range of knowledge and skills to perform not only diverse dental treatments but to fill various daily roles such as office manager and patient counselor.
Traditionally, many people avoided visits to dentists and physicians unless they were in pain. As a result, their physical and oral health suffered. Because of today's modem technology, more people are seeking the dentist's services. Children usually have their first dental checkup before the age of three, and the elderly are retaining their teeth and needing lifelong dental care.
Many people visit the dentist for purely aesthetic reasons. One per-son may wish to have a dark tooth match their other teeth. Another person may want a gap between their front teeth closed.
Today's dentist works closely with other health professionals in sophisticated facilities. With a concern for a person's complete health, dentists may even discuss stress and diet as means of improving the patient's oral health.
The future of dentistry is bright. More and more women are entering
dentistry.

3. Ex:4, p.114. Обратите внимание на порядок слов и английском предложении (см. с. 369). Отметьтенавопросыивыполнитеследующиеупражнения:

Name the following parts of the sentences and answer the questions:

The teacher asks the student at the lesson.
The student asks the teacher at the lesson.
a) Чем отличаются эти предложения друг от друга? Влияет ли порядок слов на смысл английского предложения?
b) На каком месте стоит подлежащее? Сказуемое? Дополнение? Обстоятельство?

In the following sentences name the parts of the sentence and write them down in the table:

1. Every tooth consists of a crown and one or more roots.
2. The crown is the part visible in the mouth.
3. Unlike most other body tissues it cannot undergo repair.

1	**2**	**3**	**4**
Подлежащее (его определения)	Сказуемое	Дополнение	Обстоятельство
Кто?	Что делает подлежащее?	Кого? Что?	Где? Когда?

5.5. **Teachingmethods/ 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 10min

1. Interview your partner.

Theoretical lesson # 18 90min

Theme/Тема/Тақырыбы: Control work. Structure of the Teeth

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

3. Ex:4, p.109. Write ten sentences on one of the following topics. (Напишите десять предложений по одной из следующих тем):

1. AboutMyself
2. MyWorkingDay.
3. At the Medical University
4. Medical Education in England.
5. My Favourite Subject at the University
6. Famous People in Medicine
7. Some Facts from the History of Dentistry.

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6.Bibliography/Литература/ Әдебиет

1. 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 10min

1. Interview your partner.

Theoretical lesson # 19 90min

5.1. Theme/Тема/Тақырыбы:Enamel. Cementum.
Pulp.Phrasal 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; разширить 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

1. Организационный момент: 10 min
-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.
2. Контроль знаний по предыдущим темам. 15 min
Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):
3. Изложение нового материала 25 min
(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

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

1. Read and remember the following words or word combinations:

rod	полоска
angle	угол
surface	поверхность
soft	мягкий
unlike	отличие от
vessel	сосуд
foramen	отверстие
chamber	камера
occur	происходить, проявляться
layer	слой
repair	восстановление
process	процесс
bundle	пучок

2. Read the text and translate it.

Structure of the Teeth

Every tooth consists of a crown, a «ec& and one or more roots. The crown is the part visible in the mouth and the root is the part hidden inside the jaw. The junction of crown and root is called the neck and the end or the root is called the apex (Fig. 1). Every tooth is composed of enamel, dentine, cementum and pulp.

Enamel

This is the outer covering of the crown and is the hardest substance in the body. It is insensitive to pain. Unlike most other body tissues it can not undergo repair; thus any damage caused by decay or injury is permanent. The microscope shows that it consists of long solid rods, called enamel prisms, cemented together by the interprismatic substance. The prisms run roughly at right angles to the surface.

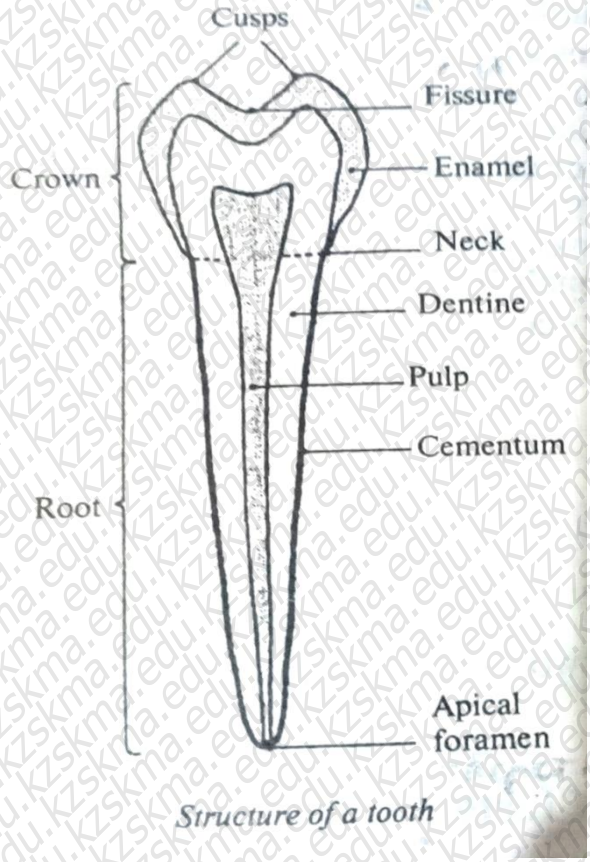
Cementum

This is the outer covering of the root and is similar in structure to bone. Cementum meets enamel at the neck of the tooth.

Dentine

This occupies the interior of the crown and root, and is very sensitive to pain. Dentine from elephants' tusks is commonly known as ivory but is exactly the same dentine as that found in human teeth.

Pulp



Structure of a tooth

Unlike enamel, dentine and cementum, the pulp is purely soft tissue. It contains blood vessels and nerves, and occupies the centre of the dentine. Vessels and nerves of the pulp enter the root apex through the apical foramen and pass up the root canal into the crown, where the space occupied by the pulp is called the pulp chamber. The nerves of the pulp are responsible for pain felt when dentine is drilled or toothache occurs. The outermost layer of the pulp, next to the dentine, is lined with the special cells which formed the dentine. Under the microscope fine prolongations of these cells can be seen passing through tubes in the dentine. They run throughout the full thickness of dentine and, by their origin from the pulp, are associated with its repair processes and sensitivity to pain.

Structure of a tooth

Every tooth is inserted into the jaw by its root. The part of the jaw containing the teeth is known as the alveolar process1 and is covered with a soft tissue called gum. The jaw bones consist of a dense outer layer known as compact bone2 and a softer interior called spongy bone.

A tooth is attached to its socket in the jaw by a soft fibrous tissue called the periodontal membrane. This acts as a shock absorber and is attached to the cementum of the root and the compact bone lining the socket. The periodontal membrane contains nerves and blood vessels, but consists mainly of bundles of fibres which pass obliquely from cementum to bone.

3. Ex:3, p.117. Answer these questions,

1. What does a tooth consist of?
2. How is the junction of crown and root called?
3. What is every tooth composed of?
4. What do you know about enamel?
5. What does it consist of?
6. Where does cementum meet enamel?
7. What is cementum?
8. Is dentine sensitive to pain.
9. What does pulp contain?
10. What is the pulp chamber?
11. What supporting structures can you name?

4. Ex:4, p.117. Insert articles where necessary.

1. ... tooth consists of a crown and one or more roots.... crown is... visible part, ... root is ... hidden part.
2. ... tooth is composed of enamel, dentine, cementum and pulp.
3. Enamel is ... hardest substance in the body.

4. Cementum is ... outer covering of the root.
5. Dentine occupies ... interior of the crown and root.
6. ... vessels and... nerves of the pulp enter... root apex through the apical foramen.
7. ... space occupied by the pulp is called ... pulp chamber.
8. Every tooth is inserted into ...jaw by its roots.
9. ... part of the jaw containing the teeth is known as the alveolar process.
10 It is covered with ... soft tissue called gum.
11. ... tooth is attached to its socket in the jaw by... soft tissue called the periodontal membrane.

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6 Bibliography/Литература/ Әдебиет

1. 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 10min

Write down essay Medical Education in England.

Theoretical lesson # 20 90min

5.1. Theme/Тема/Тақырыбы: Teeth and Jaws. Surface of the Teeth

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combinations:

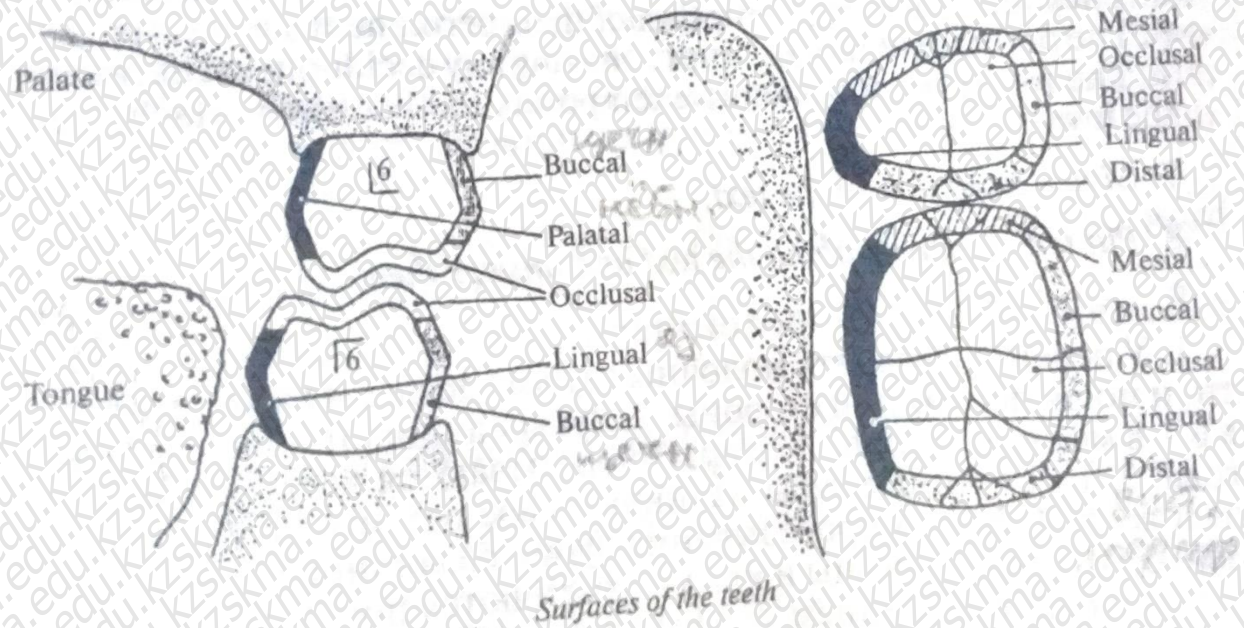
erupt	прорезываться
common	общий
average	средний
lower	нижний
upper	верхний
corresponding	соответствующий
commence	начинаться
to subject	подвергаться

2. Read and the text and translate it.

Surfaces of the Teeth.

The biting surface of molars and premolars is called the occlusal surface. On incisors and canines it is called the incisal edge. The occlusal surface of molars and premolars is raised up into mounds called cups. Between the cusps are crevices known as fissures.

The outer surface of molars and premolars — the surface facing the cheeks — is called the buccal surface. In the case of incisors and canines this surface is called labial as it faces the lips instead of the cheeks.
The inner surface of every lower tooth faces the tongue so it is called the lingual surface. This surface in all upper teeth is known as the palatal surface.
The remaining surfaces are those between adjoining teeth. The surface facing towards the front of the mouth is called mesial and that facing backwards is called distal.
The adjective cervical is used for the neck of the tooth.



Surfaces of the teeth

3. Ex:6, p.123. Insert prepositions or adverbs.
1. There are ten teeth... each jaw.
2. Deciduous teeth start developing... birth and erupt... birth.
3. Permanent teeth start developing... birth.
4. Eruption times are subject... considerable individual variation.
5. They are replaced ... eruption of their permanent successors.
6. The permanent molars erupt... having any deciduous predecessors.
7. The resorpted roots deprive temporary teeth ... their attachement ... the jaw.

4. Ex:9, p.123. Translate into English.

1. У ребенка двадцать молочных зубов: десять в каждой челюсти, и по пять с каждой стороны. 2. Зубы начинают прорезываться в 6-8 месяцев, вторые моляры прорезываются последними в два года. 3. Постоянные зубы начинают свое развитие с рождением человека. 4. Время прорезывания зубов различное у разных людей. 5. Молочные резцы и клыки заменяются постоянными зубами с таким же названием. 6. Молочные зубы выпадают из-за рассасывания их корней, что лишает их опоры в челюсти 7. Постоянные премоляры не имеют своих молочных предшественников. 8. Когда молочный зуб выпадает, на его место прорезывается его последователь -постоянный. 9. Прорезывание постоянных зубов заканчивается к 14, а зубов мудрости к 18-25 годам.

5.5. **Teachingmethods/ 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 10min

Theoretical lesson # 21 90min

5.1. Theme/Тема/Тақырыбы: Anatomy of Individual Teeth . Functions of the Teeth

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; разширить свой кругозор.

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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 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.
2. Контроль знаний по предыдущим темам. 15 min
Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):
3. Изложение нового материала 25 min
(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

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

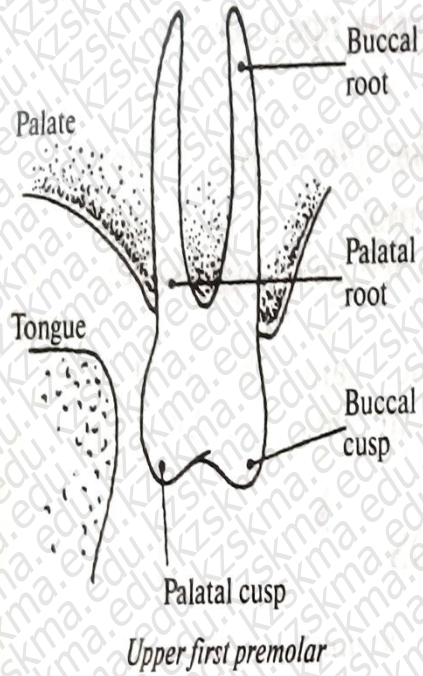
1 Read and remember the following words or word combinations:

extract	удалять
flattened	плоский
chisel-shaped	долотообразный
dentition	зубной ряд
remaining	оставшнйся
ridge	край
grinding	размалыванне
frequently	часто
fuse	продвигать, соединять
arch	дуга
overlap	перекрывать
bite	кусать
chewing	жевание
swallowing	глотание

2. Read and the text and translate it.

Anatomy of Individual Teeth

A collection of extracted teeth in good condition is a great help in learning anatomy.
Incisors have one root and flattened chisel-shaped crowns. The up¬per crowns are much w ider than their lower counterparts.
The upper lateral incisor crown is smaller than the upper central; but ? lower lateral crown is slightly larger than the lower central.
These have large conical crowns and one long root. The upper canine is larger than the lower and has the longest root of the whole dentition The upper first premolar has two roots, one buccal and one palatal. The remaining premolars have one root. Each premolar has two cusps one buccal and one palatal or lingual.



Upper first premolar

The cusps of upper premolars are much bigger than lowers and are al-most equal in size. The lingual cusp of lower premolars is much smaller than the buccal cusp.

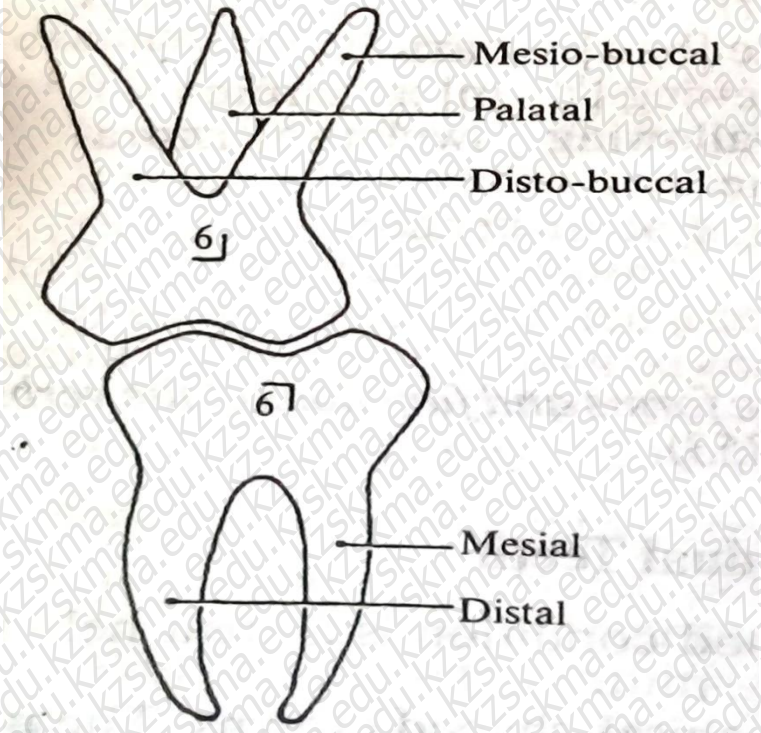
Upper molars have three roots, two buccal and one palatal. The buccal roots are mesial and distal.

Lower molars have two roots, one mesial and one distal.

Upper molars have four cusps, two buccal and two palatal. Their crowns are characterised by an oblique ridge which runs from the mesio-palatal cusp to the disto-buccal cusp. Upper first molars often have an extra cusp on their mesio-palatal surface.

This is called the cusp of carabelli.

Lower first molars have five cusps, three buccal and two lingual. Lower second molars have four cusps, two buccal and two lingual.

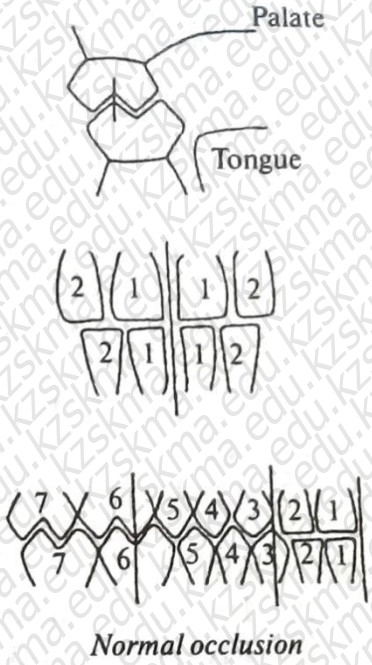


First molars are the largest teeth of all. Third molars are very variable in size and number of roots and cusps. Usually they are the smallest molars and their roots are frequently fused together.

Deciduous molars are like miniature permanent molars. They have the same number of roots but their crowns are much whiter and more bulbous than permanent ones. To provide space for the developing premolars, the roots of deciduous molars are more divergent than those of permanent molars.

Occlusion of the Teeth

When the upper and lower teeth are closed together, they are said to be in occlusion. The arch of the upper teeth is larger than the lower; thus upper teeth over¬lap the lowers on the buccal side. Lower buccal cusps accordingly bite into the fissure be¬tween upper buccal and palatal cusps.



Normal occlusion

At the midline the mesial edges of upper and lower central incisors form one straight verti¬cal line. As lower central incisors are much nar¬rower than uppers, all the remaining lower teeth occlude with two upper teeth — their corresponding upper tooth and the one in front.

Functions of the Teeth

Incisors and canines are for cutting up food into smaller pieces ready for chewing.

Premolars and molars are for chewing; their cusps grinding the food into a soft mass suita¬ble for swallowing

3. Ex:2, p.127. Quote the sentences in which the following words and word combinations are used in the text:

in learning anatomy; counterparts; conical crowns; the lingual cusp; buccal roots; oblique ridge; variable; fused together; in occlusion; bite; narrower; the mesial edges

4. Ex:, p.127. Answer the questions.

1. What is a great help in learning anatomy?
2. What crowns have incisors?
3. Which canine is larger upper or lower?
4. How many cusps has each premolar?
5. What roots have upper molars?
6. How can you characterize the crowns of the upper molars?
7. What are the largest teeth of all?
8. When are upper and lower teeth in occlusion?

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

1. Interview your partner.

Theoretical lesson # 22 90min

5.1. Theme/Тема/Тақырыбы: The Jaws.The Tongue.English speaking countries.

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

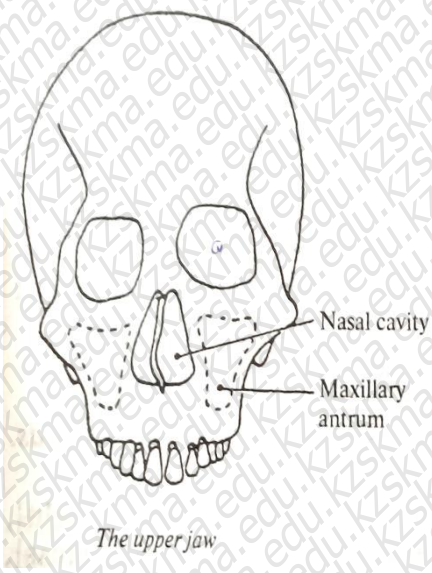
3. Изложение нового материала 25 min

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

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

1. Read and the text and translate it.

The upper jaw is called the maxilla and the lower is called the mandible. The maxilla is fixed to the skull and is immovable. Its outer layer of compact bone is much thinner than that of the mandible. The hard palate is part of the maxilla and forms the roof of the mouth. It separates theoral cavity (mouth) from the nasal cavity (nose).



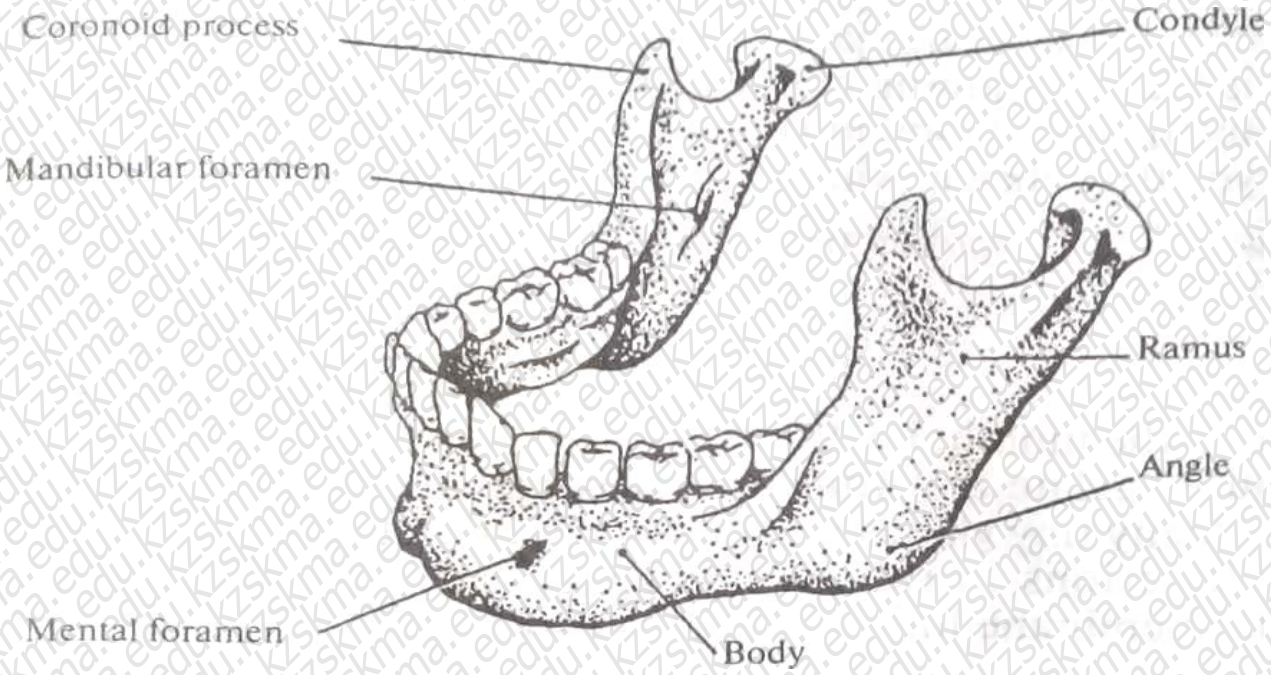
The upper jaw

On either side of the nasal cavity the maxilla is hollow. Each hollow is known as a maxillary sinus or antrum. It is of great practical importance as the floor of the antrum lies just above the roots of the premolar and molar teeth. During extraction of these teeth, the floor may be perforated or a root pushed inside the antrum. As the antrum is an air space it gives resonance to the voice. The mandible is the jaw which moves. It is shaped like a horseshoe with its ends bent up at right angles. The part bearing teeth is called the body of the mandible and each vertical end of the horseshoe is called a ramus. |The junction of body and ramus is called the angle of the mandible.

Attached to the ramus are the muscles of mastication which close the mouth. Muscles opening the mouth are attached to the body just below the chin.

On top of the ramus are two projections: the coronoid process in front and the condyle behind. The condyle and base of the skull form the temporo-mandibularjoint, which allows the lower jaw to move.

The lower jaw



The only jaw which can move is the mandible. The first movement involved in eating is a hinge-like opening of the mandible to separate the incisors. It then moves forward until the incisors can grasp the food between their cutting edges. The mandible then returns backwards and closes. This produces a shearing action of the incisors which thereby cut the food into smaller pieces ready for chewing. It is similar to the cutting action of a pair of scissors.

Chewing is brought about by rotary movements of the mandible which swings from side to side, crushing food between the cusps of opposing molars and premolars. All these movements of the jaws are produced by the muscles of mastication.

2. Ex:4, p.132. Insert prepositions or adverbs where necessary. Retell the text

Soft Tissues

The skin ... the mouth, i.e. the red tissue covering the cheeks, floor of the mouth, palate and tongue etc, is called mucous membrane.

It contains many tiny glands which contribute ... the lubricating and cleansing functions ... saliva. The space between the teeth and the mucous membrane lining the cheeks and lips is called the buccal sulcus.

The soft palate is a flap ... soft tissue attached ... the back of the hard palate. Its function is to seal off the oral cavity... the nasal cavity during swallowing, in order to prevent food passing up ... the nose.

Insert articles or possessive pronouns where necessary.

The Tongue

The floor of... mouth lies within the arch of the mandible and is oc-cupied by... tongue. The tongue is attached to... floor of... mouth by a thin fold of mucous membrane called the lingual frenum. The upper lip is attached to ... gum above the central incisors by a similar frenum.

The functions of... tongue are swallowing, speech, taste and cleansing ... mouth. It is a mobile muscular organ covered by a thick layer of mucous membrane on top and a thinner layer below; The thick upper layer is studded with minute projections which give it a rough surfacel This helps ... cleansing action of the tongue. Situated in these minute projections are taste buds which allow us to distinguish ... sweet, sour, salt and bitter flavours.

The swallowing, speech and cleansing functions are brought about by ... muscular activity of... tongue. Swallowing is a complex muscular act, which prevents food entering... nasal cavity or larynx instead of the oesophagus.

3. Ex:6, p.132. Ask twelve questions about the text and answer them.

4. Ex:7, p.132. Give a summary of the text "The Jaws"

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6. Bibliography/Литература/ Әдебиет

1. 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 10min

Write down an essay about Teeth.

Theoretical lesson # 23 90min

5.1. Theme/Тема/Тақырыбы: Teeth and Gums.Parts of a Tooth

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; разширить 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 min

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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and the text and translate it.

Teeth and Gums

Six months or so after birth, the first deciduous teeth (baby teeth, milk teeth) erupt through the gums. A normal child will eventually have twenty 'baby teeth, each jaw holding ten teeth: four incisors (for cutting), two canines (for tearing), and four molars (for grinding). The deciduous teeth are lost when the permanent teeth are ready to emerge. Both sets of teeth are usually present in the gums at birth, or shortly afterward, with the permanent teeth lying under the deciduous teeth. By the time a permanent tooth is ready to erupt, the root of the deciduous tooth above it has been completely resorbed by osteoclasts. The six permanent molars in each jaw have no deciduous predecessors. The shedding of deciduous teeth and the appearance of permanent teeth follow a fairly consistent pattern

The thirty-two permanent teeth (sixteen in each jaw holds four incisors (cutting teeth), two canines (cuspid, with one point or cusps), and six molars (millstone teeth). Because the upper incisors are wider than the lower ones, the lower grinding teeth are usually aligned slightly in front of the upper grinders. This arrangement enhances the grinding motion between the upper and tower teeth.

The teeth are held in their sockets fry bundles of connective tissue called periodontal ligaments.The collagenous fibers of each ligament extent from the alvelar bone into the cement of

the tooth, and allow for some normal movement of the teeth. Nerve endings in the ligaments monitor the pressures of chewing and relay the information to the brain centers involved with chewing movements.

2. Ex:3, p.140. Put special questions to the following sentences starting with the words given in brackets.

1. All teeth, no matter what type, consist of the same parts: a root, a crown, a neck (What parts...)
2. The lower molars have two flattened roots (How many roots...).
3. The apical foramen leads successfully into the root canal (Where….)
4. Each tooth is composed of dentine, enamel, cement and pulp (What ...)

3. Ex:4, p.140. Read the passages and answer the questions.

Why Are Canine Teeth Called "Eyeteeth"

Early anatomical schemes often named body parts according to their relation to other structures or functions. Eyeteeth were named so probably because they lie directly under the eyes. (As another example, people in the Western world wear wedding rings on the fourth finger of the left hand, because it was believed that this finger was connected directly to the heart).

Chewing

Although chewing can certainly be voluntary, most of the chewing we do during a meal is an automatic rhythmic reflex that is triggered by the pressure of food against the teeth, gums, tongue and hard palate. Such pressure causes the jaw muscles to relax and the jaw to drop slightly; then, as opposite muscles contract in an attempt to balance the relaxation the jaw is pulled up again.

1. Why are canine teeth called eyeteeth?
2. Is chewing voluntary or automatic?

TEXT

Read the text. Give the summary of it.

Parts of a Tooth

All teeth no matter what type consist of the same three parts: a root embedded in a socket in the alveolar process of a jaw bone, a crown projecting upward from the gum and a narrowed neck between the root and the crown, which is surrounded by the gum. The incisors, canines and premolars have a double root. The lower molars have two flattened roots, and the upper molars have three conical roots. At the apex of each root is the apical foramen, which leads successively into the root canal and root cavity.

Each tooth is composed of dentine, enamel, cement and pulp. The dentine is the extremely sensitive yellowish portion surrounding the pulp cavity. It forms the bulk of the tooth. The enamel is the insensitive white coveting of the crown. It is the hardest substance in the body. In order to cut through enamel, a dentist's drill spins at about half a million revolutions per minute. The cement is the bonelike covering of the neck and root. The pulp is the soft core of connective tissue that contains the nerves and blood vessels of the tooth.

Teeth are derived from the same tissue as the skin. The enamel is formed from the embryonic epidermis, and the dentine, pulp, and cement are formed from the embrionic dermis.

The gum also called the gingiva is the firm connective tissue covered with mucous membrane that surrounds the alveolar process of the teeth. The gums are usually attached to the enamel of the tooth somewhere along the crown, but the gum line gradually recedes as we get older.

5.5. Teachingmethods/ 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 10min

1. Interview your partner.

Theoretical lesson # 24 90min

5.1. Theme/Тема/Тақырыбы:Dental services. Organization.Dental. Aid

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.
2. Контроль знаний по предыдущим темам. 15 min
Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):
3. Изложение нового материала 25 min
(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

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

1. Read and remember the following words or word combinations:

mortality	смертность
obligation	обязательство
sepsis	сепсис
troublesome	создающий проблему
generative	наследственный
chronic	хронический
expectation	ожидание
appreciate	оценивать
avoid	избегать
retain	сохранять, удерживать

2. Read and the text and translate it.

Dental Aid

Dentistry became a medical profession a little over a hundred years ago. In the previous century a dental abscess still sometimes led to death. Now dental disease and practice of dentistry are not usually associated with mortality. As doctors dentists must recognize their obligations to preserve the health and lives of their patients. Responsibility doesn't end with the teeth for any dentist — he must remember that for the mouth he is the doctor.

For most people it is the pain and inconvenience of dental disease and the associated sepsis, disfunction and disfigurement which cause it to be a troublesome health problem.

In our country it is the generative and chronic diseases of long standing, of which carries and periodontal disease are examples that are receiving increasing attention. It is important to stress that both can be prevented or contained by removing their cause. As expectation rise and value of a healthy, natural dentition is appreciated, people are becoming more interested in the possibility of avoiding dental disease and retaining their teeth for life.

3. Ex:3, p.145. Answer the questions.

1. What was the situation in dentistry a hundred years ago?
2. Are dental diseases associated with mortality now?
3. What must dentists recognize as doctors?
4. Is any dentist responsible only for teeth?
5. What is the main health problem connected with when speaking about dental disease?
6. What diseases are receiving increasing attention?
7. How can caries or periodontal diseases be prevented?
8. What are people becoming more interested in?

4. Ex:4, p.145. Insert articles where necessary.

1. In... nineteenth century... dental abscess led sometimes to death.
2. In Western countries, where... acute killer diseases of the past have for ... most part been conquered it is ... chronic diseases that receive increasing attention.
3.. ..people are becoming more interested in... possibility of retaining their teeth for... life.
4.. ..dentist must remember that for... mouth he is the doctor.
5. Caries and periodontal disease are considered as... chronical diseases.
6. Dentists must preserve ... health and lives of their patients.
7. Periodontal diseases can be prevented by removing... cause of... disease.

4.1. Ex:5, p.145. Insert prepositions or adverbs.

1. Now... our country dental diseases are not associated... mortality.
2. Dentist’s responsibility doesn’t end ... the teeth.
3.. ..most people dental disease is connected .'r. pain.
4. People are interested ... the possibility to avoid dental disease and keep their teeth ... life.
5. Nevertheless some dental disturbances lead... death,... which oral cancer is an example.
6. In modern times there are occasional fatalities in association ... general anaesthesia... dental treatment.
2. Some fatalities result ... dental operative procedures such as streptococcal bacteraemia in people ... heart valvular defects.

5.5.Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
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1. 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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3. Английский язык [Электронный ресурс] = English in Dentistry: учебник/ Л. Ю. Бергезова; под ред. Л. Ю. Бергезовой. – 2-е из., испр. и доп. – Электрон текстовые дан. (45,4 Мб). – М. : ГЭОТАР – Медиа, 2013. – 360 с эл. Опт. Диск (CD-ROM) ил.

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1. Марковина, И. Ю. Английский язык для медицинских училищ и колледжей [Текст] = English For Medical Secondary Schools and Colleges : учебник для студентов средних проф. учеб. заведений / И. Ю. Марковина, Г. Е. Громова. - М : Издательский центр " Академия ", 2008. - 160 с. - (Среднее проф. образование).
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5.7. Control/Контроль/Бақылау 10min

Answer the following question.

1. How can caries or periodontal diseases be prevented?
2. What are people becoming more interested in?
3. What must dentists recognize as doctors?
4. Is any dentist responsible only for teeth?
5. What is the main health problem connected with when speaking about dental disease?
6. Are dental diseases associated with mortality now?

Theoretical lesson # 25 90min

5.1. Theme/Тема/Тақырыбы:At the Stomatological Polyclinic

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1 Read and remember the following words or word combinations:

dental surgery	стоматологический кабинет
perform	осуществлять
bite	прикус
fit	подгонка
determine	определять
reveal	обнаруживать
history taking	запись

2. Read and the text and translate it.

At the Stomatological Polyclinic

Dental aid is usually rendered at stomatological polyclinics. As a rule a stomatological polyclinic is well-planned and comfortable. It has all modern conveniences1. There are many dental surgeries, a laboratory, an X-ray room, an electropathic room2 and other rooms here. Many specialists work here. They perform all kinds of dental work: the treatment of diseases of the dental pulp, extractions and the performance of laboratory tests, correcting the bite, the treatment of gum diseases, the design and fit of bridgework and dentures to replace missing teeth, all kinds of restorative work. Before the treatment of a disease it is necessary to make a diagnosis, determine its aetiology, pathogenesis as well as the symptoms by which it can be revealed.

A number of different procedures are used to establish a diagnosis: history taking, physical examination, which includes visual examination, palpation, laboratory studies, instrumental studies, for example, X-ray examination and others.

Dental treatment is at times a very painful procedure. If a cavity is discovered at an early stage, the tooth can be set right without any pain. Only when it is neglected the patient has some unpleasant sensations. Dentists try to do something about this. They envolve new methods of dental treatment and new anodynes. Soon people will forget all about their fears.

3. Ex:3, p.154. Insert the necessary words given below.

1. A stomatological polyclinic is well-planned and ....
2. In any polyclinic there are some ....
3. The specialists in the polyclinic perform all....

4. First of all it is necessary to make a correct....
5. Dill ere nt procedure ... to establish a diagnosis.
6. Tooth treatment is sometimes a very ... procedure.
7. With an early stage cavity the tooth is usually... right without any pain.
8. Dentists arc investigating new ... of dental treatment.
9. The causes of... are very difficult to be determined.

(dental surgeries, diagnosis, painful, to be used, to beset, kinds of dental work, comfortable, caries, techniques)

4. Ex:4, p.155. Insert articles where it necessary.

1.. .. stomatological polyclinics are well-planned and comfortable.
2. Any polyclinic has... dental surgeries,... laboratory,... X-ray room,
... electropathic room and others.
3.. .. treatment of diseases of... dental pulp is very important.
4. Before ... treatment one must make... diagnosis.
5. ... number of different procedures are necessary for making ... diagnosis of caries..
6. If... cavity is treated at... early stage it can be painless.
7. Unpleasant sensations are connected with ... neglected tooth disorder...
8. Preventing tooth decay is... very difficult problem.

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6. Bibliography/Литература/ Әдебиет

1. 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 10min

Write down an essay about Dental Aid.

Theoretical lesson # 26 90min

5.1. Theme/Тема/Тақырыбы:Dental services in Great Britain

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combinations:

currently	в настоящееврема
salary	зарплата
restriction	ограничение
guarantee	гарантия
to be obliged	быть обязанным
appropriate	соответствущий
emergency	неотложная помощь
bleeding	кровотечение
to be held	заключаться
to be remunerated	вознафаждаться
expectant mother	беременная
handicapped	калека
stay	пребывание

2. Read and the text and translate it.

The Organization of Dental Services in the United Kingdom

There are currently over 20,000 dentists registered in the United King-doml. The majority work within National Health Service. Some eighty per cent of dentists work as independent contractors in the general serv¬ice1, around ten per cent work in the salaried community service and only seven per cent are employed in hospitals. The number of dentists per head of population in Britain is around one to 3,500.

Dentists in general practice work on a fee for item of service basis and are paid for courses of treatment completed. The service is oriented to curative and rehabilitative treatment rather than prevention.

In contrast to the general medical service, there are no restrictions on where dentists may practice and their lists are not closed3. Patients do not register with a particular practitioner but may seek a course of dental treatment wherever they can obtain it. While the NHS guarantees everyone a doctor, no one is guaranteed a dentist.

Adult patients are obliged to pay a contribution towards the cost of routine dental treatment with higher charges for dentures and some of the more costly items of restorative treatment. Some items such as examination and report, arrest of bleeding are free under the NHS.

General practitioners' contracts are held by Family Practitioner Committees of Area Health Authorities.

Dentists working in the community service are remunerated by salary. The service is organized on an area basis in clinics and health centres and is devoted to dental care of defined priority groups. Priority group patients can obtain dental treatment free of charge. These groups include children of all ages, expectant and nursing mothers and handicapped adults. Because community dental officers are not subjected to the same demanding economic pressures4 as their colleagues in general practice, they have more time to devote to children and to balance the curative treatment they provide with appropriate prevention.

The hospital dental service provides specialist consultant advice and treatment in oral and maxillofacial surgery, orthodontics and restorative dentistry. In addition it has responsibility for routine dental care for long stay hospital patients and the emergency treatment of short stay patients.

3. Ex:3, p.157. Translate the word combinations.

general service, general practice, general practitioner; curative treatment, rehabilitative treatment, course of treatment, dental treatment, restorative treatment, emergency treatment; dental service, National Health Service, community service, medical service, hospital dental service

4. Ex:4, p.157. Answer these questions.

1. How many dentists are registered currently in the UK?
2. Where do the majority work?
3. How many dentists are employed in hospitals?
4. What is the number of dentists per head of population? Is it high or low from your point of view?
5. How are dentists in general practice paid?
6. What is the service oriented to?
7. Are there any restrictions on where dentists may practice?
8. Do patients register with a particular practitioner or they may seek any dental treatment?
9. Does the NHS guarantee everyone a dentist?
10. What contribution are adult patients obliged to pay?
11. What items are free?
12. What organ are general practitioners' contracts held by?
13. What do you know about community service dentists' pay?

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6. Bibliography/Литература/ Әдебиет

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5.7. Control/Контроль/Бақылау 10min

Answer the questions.

1. What contribution are adult patients obliged to pay?
2. What items are free?
3. What organ are general practitioners' contracts held by?
4. What do you know about community service dentists' pay?
5. Are there any restrictions on where dentists may practice?
6. Do patients register with a particular practitioner or they may seek any dental treatment?

Theoretical lesson # 27 90min

5.1. Theme/Тема/Тақырыбы:Caries.Causes of the Caries.Effects of the Caries

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combinations:

fat	бактерия
carbohydrate	кислота
acid	углевод
stagnation	протез
denture	застой
cavity	полость
resident	житель
harm	вред
refined	свободный, выделенный
sugar	сахар
white flour	крахмал

2. Read and the text and translate it.

Causes of the Caries

Tooth decay or caries is known to be probably the commonest disease of civilization. It is due to acid formation on the tooth surface, dissolving away the enamel and dentine to produce a cavity. Acid is produced by the action of certain bacteria on food remaining on die teeth after meals. These bacteria appears to be normal residents of the mouth and are otherwise quite harmless.

All types of food are classified into three distinct groupsprotein, fat and carbohydrate. Of these, only refined carbohydrate is reported to cause caries as it is the only food which can be turned into acid by the bacteria concerned. Refined carbohydrates are sugar and whiteflour, so anything containing these can give rise to caries. Such foods are cake, biscuits, bread, jam and sweets.

The longer the carbohydrate stays on the teeth, the longer the duration of acid production. Thus sweet fluids, such as tea with sugar, which are washed off the teeth immediately by saliva are not a significant cause of caries. Sticky carbohydrate is the major cause. Because of its adherent nature it clings to the teeth for a very long time, during which it is being transformed into the acid responsible for dissolving enamel and dentine. Coffee and other sweets, cakes, biscuits, white bread and jam are foremost amongst these sticky carbohydrates which are the cause of caries.

Effects of Caries

Bacteria and food debris in the stagnation areas form a thin tenacious film called plaque on the tooth surface. Acid forms in this plaque and eats through enamel until it reaches dentine. As enamel has no nerves the first stage is quite painless but once the dentine is breached, caries is then involving the sensitive part of a tooth and pain is liable to occur. Nevertheless pain is not usually felt until caries has extended a consid-erable way into dentine.

At first the pain only lasts for a short while and is brought on by con-tact with anything hot, cold or sweet. Later, however, as a cavity ap-proaches the pulp, toothache becomes more severe and prolonged until eventually the pulp itself becomes inflamed. This condition of pulpitis is caused by the irritant action of bacteria and their acid products in the cavity. It is very painful and leads to death of the pulp, followed by for-mation of an alveolar abscess.

Pulpitis occurs when caries extends through the dentine to reach the pulp. The pulp is then said to be exposed and the sequence of events described under inflammation follows.

There is an increased blood flow through the apical foramen into the pulp. Swelling cannot occur, however, as the pulp is confined within the rigid walls of the root canal and pulp chamber. Pressure builds up in¬stead and causes intense pain. A much more important result of this pressure, however, is compression of the blood vessels passing through the tiny apical foramen. This cuts off the blood supply and causes death of the pulp. When the pulp dies, its nerves die too,

and the severe tooth-ache stops abruptly. But the respite is short as pulp death leads to anoth-er very painful condition called alveolar abscess.

Pulpitis may be acute or chronic. It has many causes, apart from car-ies, but always ends in pulp death.

When pulpitis occurs, the pulp eventually dies as its blood supply is cut off by inflammatory pressure. The dead pulp decomposes and in-fected material passes through the apical foramen into the periodontal membrane and alveolar bone at the apex of the tooth. These irritant products give rise to another inflammatory reaction which soon devel-ops into pus formation and an acute alveolar abscess.

This is an extremely painful condition. The affected tooth becomes loose and very tender to the slightest pressure; there is a continual throbbing pain and the surrounding gum is red and swollen. Frequently the whole side of the face is involved in inflammatory swelling and the patient may have a raised temperature. Looseness is due to swelling of the periodontal membrane. Pain is due to increased pressure of blood within the rigid confines of the periodontal membrane and alveolar bone. The tooth is so tender that it cannot be used for eating. Thus acute alveolar abscess may show all the classical features of acute in-flammation: pain, swelling, redness, heat, loss of function and raised body temperature.

3. Ex:5, p.172. Insert prepositions where necessary.

During mastication, food actually helps to clean teeth which are ... normal occlusion. Those which are not, such as irregularly positioned and unopposed teeth, are not exposed... this beneficial cleansing effect ... mastication. Consequently food collects around these instanding or outstanding irregular teeth. It also covers ... crown ... any tooth which has lost its opposite number, and remains unopposed because the space has not been replaced artificially. To make ... situation even worse,... food most likely to produce caries — sticky carbohydrate — needs the minimum amount... mastication anyway, and therefore has a negligible cleansing effect even ... teeth in normal occlusion.

4. Ex:8, p.172. Translate into English.

1. Известно, что кариес — одно из самых распространенных заболеваний цивилизации. 2. Кислота продуцируется действием определенного вида бактерий. 3. Только углеводы могут вызывать кариес, поскольку они превращаются в молочную кислоту. 4. Чем дольше углеводы остаются на зубах после приема пищи, тем более длительным является действие кислоты. 5. Эта кислота растворяет эмаль и дентин, вызывая образование полости. 6. Наша пища почти всегда содержит углеводы, поэтому зубы подвергаются кислотному воздействию после каждого приема пищи. 7. Если вы едите печенье или конфеты между приемами пищи, вы тем самым рискуете заболеть кариесом. 8. Кариес чаще всего появляется на жевательной, медиальной и дистальной поверхностях зубов. 9. Кариес — это патологический процесс невыясненной до конца этиологии. Он начинается после прорезывания зубов и характеризуется деструкцией твердых тканей зуба с последующим образованием дефекта.

5.5. **Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы**

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

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

5.6. Bibliography/Литература/ Әдебиет

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5.7. Control/Контроль/Бақылау 10min

Answer these questions.

1. How many dentists are registered currently in the UK?
2. Where do the majority work?
3. How many dentists are employed in hospitals?
4. What is the number of dentists per head of population? Is it high or low from your point of view?
5. How are dentists in general practice paid?
6. What is the service oriented to?
7. Are there any restrictions on where dentists may practice?

Theoretical lesson # 28 90min

5.1. Theme/Тема/Тақырыбы:Prevention and Treatment of Caries.Acid Ressistance

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combinations:

breakdown	нарушение
resistant	резистентный
source	источник
ensure	гарантировать
incidence	случай
detergent	твердый
consistency	консистенция
scour	оттирать
further	далее

2. Read and the text and translate it.

Prevention and Treatment of Caries

Caries is a breakdown of tooth structure, caused by acid produced from carbohydrate food debris left on the teeth after meals. Therefore prevention of caries can be achieved by:

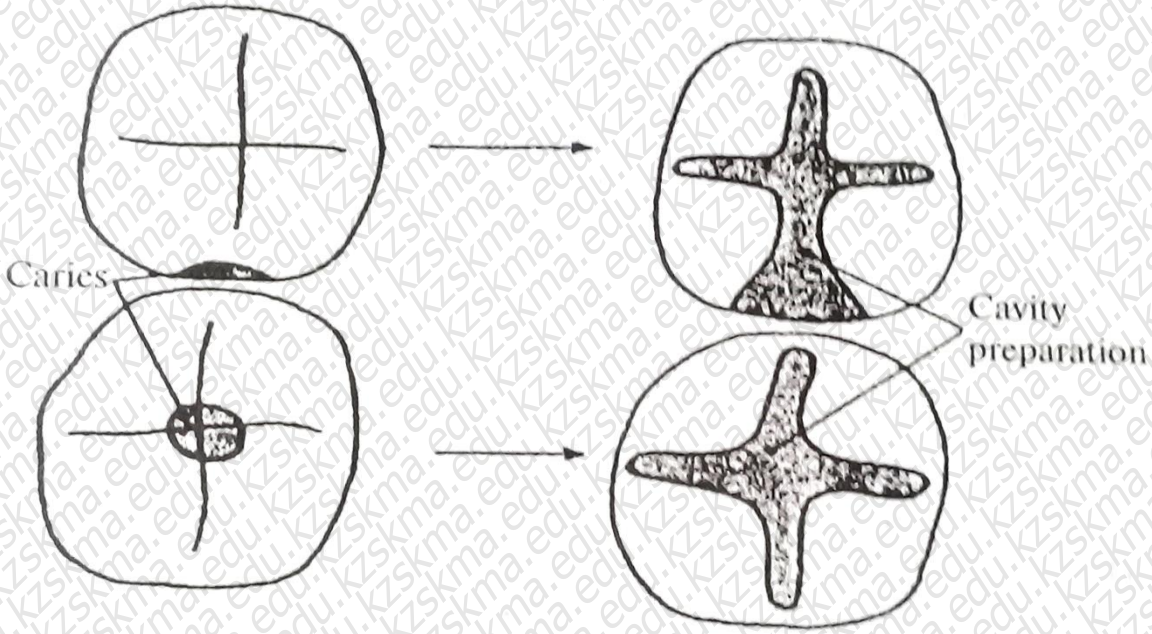
1. Removal of carbohydrate debris to prevent acid forming.
2. Prevention of acquired stagnation areas.
3. Making teeth more resistant to acid attack.

Removal of Blood Debris

If all carbohydrate is cleaned off the teeth immediately after a meal, the source of acid formation is lost and caries will not occur. Unfortunately this cannot be done completely as no method of cleaning is absolutely perfect. However, it will ensure a considerable reduction in the incidence of caries. Teeth may be cleaned vvilh a toothbrush or detergent food. The latter is any raw, firm, fibrous fruit or vegetable such as an apple, pear, carrot or celery. I heir hard fibrous consistency scours the teeth clean of food debris. I he best way of personally preventing caries is to clean the

teeth immediately after every meal by brushing or finishing with a detergent food, and avoiding snacks between meals.

If caries is allowed to progress untreated, it will cause toothache, followed by pulpitis and alveolar abscess. The object of treatment is to stop caries progressing further and thereby prevent or cure pain. Relief of pain and repair of damaged tissue will also restore function to decayed teeth.



The type of treatment given depends on the health of the pulp. If it is still vital, and not affected by pulpitis, the tooth can be filled. But if the pulp is inflamed, or already dead, treatment is by extraction of root canal therapy. The choice depends on the value of the tooth to the patient. If it is desirable, and technically possible, conservative treatment is undertaken; otherwise it is extracted. No drug can cure caries and nothing can make the lost tooth structure grow again. The best that can be achieved is the removal of all carious enamel and dentine and replacement by a filling. To prevent a recurrence of caries on the surface being filled, the cavity is extended to remove any other stagnation areas. Thus a tooth with a small occlusal cavity has, not only the carious part, but all the occlusal fissures removed and filled. The occlusal surface should then be immune from further caries as there are no stagnation areas left for lodgement of food. Similarly teeth with mesial or distal caries have the cavity preparation extended buccally and lingually to remove the entire stagnation area between the teeth.

3. Ex:3, p.180. Insert articles where necessary and give a summary of the text.

An obvious way of preventing caries would be ... abolition of refined carbohydrates from ... diet. Although this is not an acceptable proposition, at least ... compromise can be made by confining carbohydrate intake to mealtimes only, when ... teeth can be properly cleaned afterwards. Eating sweets, cakes and biscuits etc. between meals, when cleaning is not possible or convenient, is... most important cause of caries and if this habit can be overcome there will be ... corresponding decrease in caries.... tremendous amount of education of... general public is urgently required to limit... disastrous dental effects of eating refined carbohydrates during school breaks, in cinemas, watching television, and last thing at night after... teeth have been cleaned.

4. Ex:4, p.180. Insert prepositions where necessary.

Acquired Stagnation Areas

Acquired stagnation areas are those associated... irregularly positioned or unopposed teeth, as these do not receive the normal self-cleansing effect ... mastication. Regular dental treatment plays a large part ... preventing this source ... caries, by providing orthodontic or prosthetic treatment to restore normal occlusion. Furthermore extractions can often be avoided ... early conservative treatment and thus prevent the need ... any future prosthetic treatment.

5.5. Teachingmethods/ 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 10min

Retell the text Prevention and Treatment of Caries.

Theoretical lesson # 29 90min

5.1. Theme/Тема/Тақырыбы:Filling .Control of Saliva. Sequence of tenses.

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

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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and remember the following words or word combinations:

chip	стружка, осколок
handpiece	наконечник
bur	бор
retention	ретенция,удержание
inlay	вкладка
lining	прокладка
irritant	раздражающий

2. Read the text and translate it.

Filling

Conservative treatment of caries, when the pulp is vital and unexposed, is by filling. If the pulp is exposed or dead, root canal therapy is usually necessary before the filling is done. Fillings are inserted in teeth to replace the part destroyed by caries. The normal function of the tooth is thereby restored, pain is prevented, and the vitality of the pulp is preserved. In front teeth, fillings

restore normal appearance; whilst1 in back teeth, the stagnation areas are eradicated and further caries prevented.

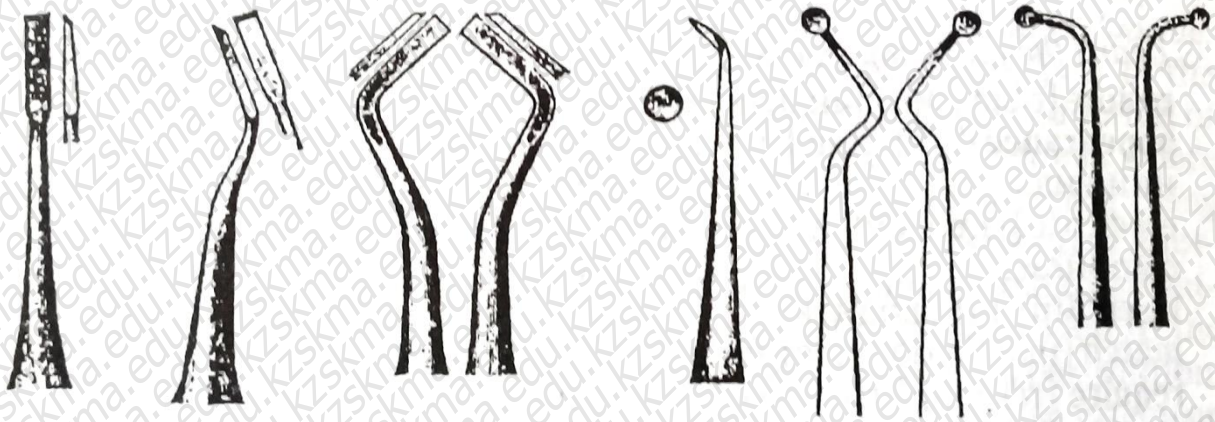
Temporary fillings are inserted as a temporary measure only. They are too soil to use as permanent fillings. The temporary fillings are:

zinc oxide and eugenol cement,
zinc phosphate cement,
zinc polyacrylate cement,
gutta-percha.

Permanent fillings are also various.

For premolars and molars, amalgam or gold is used. In front teeth, where these fillings would show, silicate cement, acrylic or composite fillings are used instead as their colour matches the tooth. A permanent filling cannot be inserted directly into a carious cavity. Careful preparation of the cavity is required to ensure that all caries is removed; that the filling will be a permanent fixture; and caries will not recur at its margins. The general principles of cavity preparation are as follows:

1. Undermined enamel is chipped away with an enamel chisel.
2. The cavity is extended to remove the entire stagnation area,



Chisels and excavators. LEFT: Chisels. RIGHT: Excavators

e.g. occlusal fissures, on the carious surface. This is done with a handpieces and burs.

3. Any remaining caries is removed with an excavator.
4. Burs and chisels are then used to finish off the cavity according to the type of filling necessary.

Permanent fillings are meant to stay put permanently and the cavity must be specially prepared to provide maximum retention. Before explaining how this is done, it is necessary to consider the types of fillings used. There are only two types available: plastic and pre-constructed.

Plastic fillings are soft and plastic on insertion but set hard in the cavity. They include temporary cements, gutta-percha, amalgam, silicate cement, acrylic and composite fillings.

Pre-constructed restorations are gold inlays and crowns. These are made in the laboratory, after the teeth have been prepared, and are then cemented into place.

3. Ex:9, p.187. Translate into English.

1. Хирургическое лечение кариеса осуществляется удалением пораженных эмали и дентина и реставрацией зуба. 2. Пломбированием восстанавливается нормальное функционирование зуба, устраняется боль и улучшается внешний вид зуба. 3. Временная пломба -это временная мера. 4. Постоянная пломба требует специального препарирования полости, которое зависит от вида пломбировочного материала. 5. Пломбы на основе смол, пластмасс вносятся в полость в мягком виде, а затем отвердевают в ней. 6. Коронки изготавливаются

предварительно в лабо-раториях. 7. Прокладка -это слой цемента, который защищает пульпу.

4. Ex:9.1, p.187. Read the following text and say what you have learned about Control of Saliva

Fillings inserted in wet cavities are always unsatisfactory. No matter what material is used the cavity must be perfectly dry during insertion. Linings and cements cannot adhere to wet cavities; whilst silicate and amalgam are ruined by saliva contamination.

Different methods are used to control saliva.

Rubber dam is the best method of all. Rubber dam is a thin sheet of rubber which is placed over a tooth to isolate it from the rest of the mouth. A rubber dam punch is used to punch a small hole in the rubber, which is then fitted on so that the tooth projects through the hole. The rubber dam is kept in place by a rubber dam clamp which is fixed on the tooth with rubber dam clamp forceps. Finally a rubber dam frame is used to support the sheet of rubber. A napkin is placed between the patient's chin and the rubber to make it more comfortable; and a saliva ejector is provided. Floss silk is used to work the rubber between the teeth.

Rubber dam may be applied to any number of teeth. It enables the operator to keep the tooth dry and sterile, and prevents bits of filling material, debris or small instruments falling into the patient's mouth. Ideally it should be used for all fillings.

The two main uses of rubber dam are: to maintain a sterile field in root canal therapy; and during insertion of silicate cement to avoid weakness and porosity caused by saliva contamination. Rubber dam clamps are often used alone to hold cotton wool rolls in place, especially when filling lower molars.

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
- Speaking comprehension
- Reading comprehension
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- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
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5.7. Control/Контроль/Бақылау 10min

Write down an essay about Saliva.

Theoretical lesson # 30 90min

5.1. Theme/Тема/Тақырыбы:Gold Inlays. Crowns.Instrument.

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and the text and translate it.

Gold Inlays

Gold is used in ... form of cast inlays and crowns for permanent restoration of back teeth. The cavity is prepared and ... wax pattern of the inlay is made.
In... laboratory a gold casting is made from ... wax pattern. The cast gold inlay is then cemented into... cavity with ... thin mix of zinc phosphate cement. Thus a minimum of two visits is required for... gold inlay: ... first to prepare the cavity for a wax pattern;... second to cement the cast gold inlay. ... gutta-percha temporary filling is convenient between visits as it can be removed in one piece without drilling.
The cavity preparation is made retentive but of such ... shape that... wax pattern can be withdrawn without distortion. Tapered fissure burs are used as they are less likely to produce ... undercuts. Any undercuts within ... cavity are blocked out with the lining cement before ... wax pattern is taken. ... wax pattern can be made directly in the mouth or indirectly in the laboratory.

2. Ex:6, p.191. Insert the prepositions.

Crowns

A crown is an artificial restoration which replaces at least three-quar-ters ... the natural crown ... the tooth. There are various types, made of various materials. Like inlays they require at least two visits: one ... the preparation and impression; the other... cementing into place.
... the first visit the tooth is prepared, using diamond discs and wheels, tapered fissure and end-cutting burs. The indirect method is always used ... crowns as it is too difficult and time consuming to take a direct wax pattern. After the impression a wax squash bite is taken and, ... front teeth, the shade is recorded. A temporary crown is then cemented and the patient is dismissed. Temporary crowns ... front teeth are usually made ... acrylic or silicate in a plastic crown form.... back teeth a metal crown form is often used.

3. Ex:9, p.191. Translate into English.

1. Временные пломбы ставятся в том случае, если необходимо снять боль, проверить эффект лечения, если недостаточно времени для постановки постоянной пломбы в одно посещение или когда для постоянной пломбы необходимо более чем одно посещение. 2. Постоянные пломбы часто требуют прокладки. 3. Амальгама широко используется для пломбирования боковых зубов.

4. Ex:10, p.192.

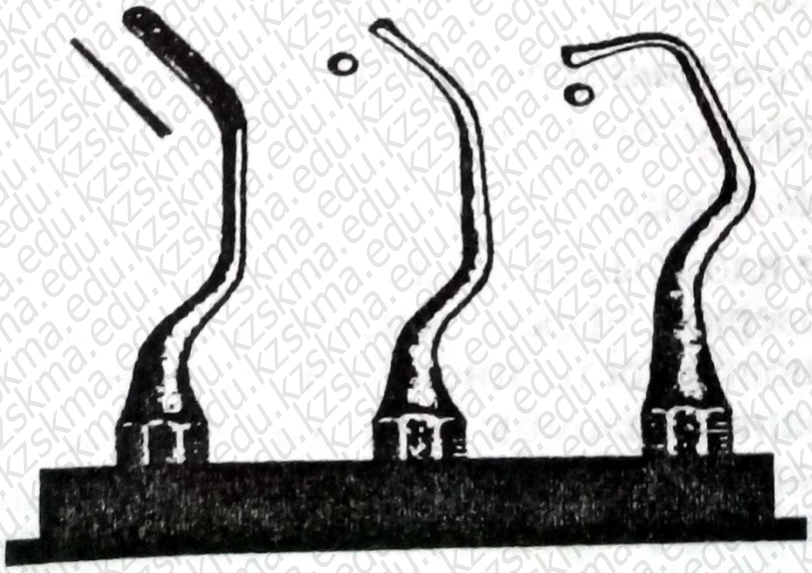
TEXT 2

Read and translate the text. Look up the words you do not know in the dictionary. Try to remember the names of the instruments.

Instruments

While examining and treating a patient the dentist needs a set of in-struments for fillings.
For each patient the instruments required are:

1. Mirror, probe, tweezers, napkins, waste receiver.
2. Aspirator, saliva ejector, cotton wool rolls and cotton wool for keep-ing the cavity dry.
3. Enamel chisels for removing undermined enamel and smoothing the cavity margins.
4. Excavators for removing caries.
5. Handpiece and burs for drilling away hard tissue.
6. Plastic instruments. These double-ended blunt instruments have flator round ends for manipulating, packing and trimming the filling or lining.
7. Special instruments and drugs. Some fillings require the use of certain instruments or drugs which are not used for other fillings. These special requirements are dealt with under the appropriate filling materials.



5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6.Bibliography/Литература/ Әдебиет

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5.7.Control/Контроль/Бақылау 10min

Retell the text Gold Inlays.

Theoretical lesson # 31 90min

5.1. Theme/Тема/Тақырыбы:At the Dentists. Prepositions

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; разширить 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

1. Организационный момент: 10 min

-проверка присутствующих учащихся

- проверка готовности к занятию учащихся

- задачи занятия:

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

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

3. Изложение нового материала 25 min

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

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

1 Read and remember the following words or word combinations:

trouble	беспокойство, беспокоить
hurt	болеть
to be far gone	сильно разрушен
pleasure	удовольствие
spit out	сплюнуть

2. Read and the text and translate it.

DIALOGUES

At the Dentist's

Dentist: Sit down, please. What do you complain of?
Patient: I have a very bad toothache. I can't eat and I can't sleep at night.
D: Open your mouth, please. Which tooth troubles you?
P: It's a big tooth at the back on the left. Ugh... that hurts very badly.
D: Yes, that tooth has a big cavity, but I think I can stop it for you.1 The tooth isn't far gone. Why didn't you come earlier?
P: Well, you know, it is not quite a pleasure to go to the dentist's. And every time I decided to come it got better.
D: When did the ache appear?
P: The ache appeared last week.
D: Do you feel this ache from cold or hot water?
P: I feel the ache from cold water.
D: Open your mouth wider. I shall put a temporary filling in this tooth. Spit out, please. I think everything will be all right. Come to me
tomorrow.
P: Thank you doctor. Goodbye.

You Neglect Your Teeth
B Dentist: What's the trouble, Mr. Green?
Patient: I have a filling which is loose2 and I also have an awful pain in my lower tooth on the right.
D: Let's have a look at the filling. Open your mouth wider. That's it. Yes, it's about to drop out. Now let's see the bad tooth. Is it sensitive to heat and cold?
P: Yes, very. I haven't had anything hot to eat or drink for the last five days.
D: That's too bad. You should have come for a checkup long ago. I think it's been hurting you for quite a while.3 We'd better have it X- raved. I shall start with the filling and then we'll see what to do with your other teeth. Gargle your mouth, please. Don't worry. I'll give you an injection.
P: That's all right, Doctor.

3. Ex:2, p.196. Quote the sentences in which the following words and word combinations are used in the text:
at night; at the back; earlier; appear; an awful pain; sensitive; X-ray; worry; hurt; expensive; aesthetic; forget

3. Fill in the blanks with missing remarks. Reproduce the dialogues.

a) — Sit down, please. What do you complain of?
— …….
Open your mouth, please. Which tooth troubles you?
— …..
Yes, this tooth has a big cavity, but I think I can stop it.

b) — Why didn't you come earlier?
----…..
— When did the ache appear?
— ……
---Do you feel the ache from cold or hot water?

c) — Open your mouth wider. That's it. Is it sensitive to heat and cold?
-----…..
— That's too bad. You should have come for a checkup long ago. You'd better have it X-rayed. Come tomorrow.

d) — What's the matter?

----….
— Let me have a look at it. Open your mouth wider. Does this tooth hurt?
---……
— It must be X-rayed. If the pulp is vital I can give you a composite filling.
e) — I think I can restore this broken incisor with a composite. It's strong and suitable for such restorations. But it's rather expensive.
Can you afford it?
---…..
— Let's start then. It'll take us some time, but the tooth will be better than it used to be.

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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5.7. Control/Контроль/Бақылау 10min

Write down an essay about Structure of the teeth.

Theoretical lesson # 32 90min

5.1. Theme/Тема/Тақырыбы:At a private Dental Surgery

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; разширить свой кругозор.

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Ход занятия

1. Организационный момент: 10 min

-проверка присутствующих учащихся

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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:

drop out	выпасть
checkup	осмотр
gargle	полоскать
break	ломать
afford	позволять себе
look like	выглядет

2. Read and the text and translate it.

At a Private Dental Surgery

I Dentist: What’s the matter, Mary?

Patient: I have broken my tooth. It’s a lower tooth on the left.

D: Let me have look at it. Open your mouth wide. Does this tooth
I hurt?
P: Yes. I am afraid that it aches a little.
D: Yes, it is. We must have it X-rayed. (In some minutes). I think I can give you a composite filling. It's strong and suitable for large resto-rations. But it is rather expensive. Can you afford it?
P: Yes, I think so. Besides it is more aesthetic and will look like a natural tooth.
D: Let's start then. It'll take some time but soon you'll forget about your fear and the tooth will be better than it used to be.

3. Ex:6, p.197. Act as an interpreter:

— Садитесь, пожалуйста. Как Ваша фшшшя'
— My name is Nick Green.
— На что жалуетесь?
— I have a bad toothache.
— Давайте посмотрим. Какой зуб Вас беспокоит?
— It's a lower tooth on the left.
— Да, зуб разрушен, есть небольшая полость. IVarupu'v ш зуб на горячее или холодное?
— Yes, I can't drink cold.
— Когда появилась боль?
— Yesterday.
— Ну что же. Давайте лечить этот зуб

5.5. Teachingmethods/ 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 10min

1. Interview your partner.

Theoretical lesson # 33 90min

5.1.Theme/Тема/Тақырыбы:Handpieces

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

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.

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

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

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Read and the text and translate it.

Handpieces

Cavities are cut with burs fitted in a handpiece. Speed of cutting depends on the type of handpiece used.

Conventional handpieces run at slow speedy — up to 4,000 revolutions a minute. They are usually driven by a cord running from the electric motor on a unit. Alternatively they are driven by a miniature motor at the base of the handpiece. A contra-angle handpiece is used most often as it provides access to every tooth. For easily accessible teeth, and trimming dentures, a straight handpiece is used.

Air turbine handpieces run at very high speeds — up to 400,000 revo¬lutions a minute. There is a tiny air turbine motor in the head of the handpiece which is driven by compressed air. They are contraangled and are used with a built-in water spray to counteract the heat generated by high-speed cutting. The advantages of air turbine handpieces are the ease and speed of cutting, and absence of vibration. Disadvantages are the difficulties caused by water spray, and the high, pitched whistling noise.

Burs

Burs used in conventional low speed handpieces are made of steel. For air turbine handpieces they are made of tungsten carbide or dia-mond. Straight handpiece burs have a long plain shank. Burs for con-ventional contraangle handpieces are short and have a notch in the shank which fits by a latch grip. Short burs are also used for the air turbine handpieces but they have a plain shank which gives a friction grip.

Contra-angled conventional handpieces with smaller heads, and using even shorter burs, are used on children. They are called miniature handpieces and burs. The cutting ends of burs are made in many different shapes but those most commonly used are as follows:

1.Rounds -used for gaining access to cavities and removing caries.

2.Cone — used for undercutting cavities.

3.Fissure — used for extending cavity to remove stagnation areas.

2. Ex:4, p.200. State the suffixes in these words, translate them.

efficiency, division, inhibition, tiredness, significance, difference, various, specific, primary, effective, dilate, communicate, extensible

3. Ex:5, p.200. Read the text and give the summary of it.

Dental caries is the commonest cause of pulpitis. Pulpitis presents clinically as pain which the patient may have difficulty in localizing to a particular tooth, the pain often radiating to the adjacent jaw and into the face, the ear or the neck. The pain may be continuous for several days or may occur intermittently over a long period. A severe pain, per- ticipated by hot or cold, stimuli and commonly keeping the patient awake is often described as acute pulpitis. The pain generally lasts for 10-15 minutes but may be more or less continuous. Spontaneous attacks of dull aching pain, lasting for an hour of two are often described clinically as chronic pulpitis. An absence of symptoms is not even evidence of a normal pulp as pulp death following pulpitis may occur with no previ¬ous history of pain.

If pulpitis is untreated bacteria, bacterial toxins or the products of inflamation will in time extend down the root canal and through the apical foramine to cause periodontitis.

4. Ex:6, p.200. Give extended answers.

1. What is caries?
2. What are causes of caries?
3. When does pulpitis occur?
4. What is acute alveolar abscess?
5. How is caries treated?
6. How can prevention of caries be achieved?
7. What materials are used for temporary fillings?
8. What do you know about permanent filling materials?

7. Make up dialogues based on the following situations:

a) At the Dentist's
b) At the Private Dental Surgery

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6. Bibliography/Литература/ Әдебиет

1. 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 10min

Answer the question .

1. How can prevention of caries be achieved?
2. What materials are used for temporary fillings?
3. What do you know about permanent filling materials?
4. When does pulpitis occur?
5. What is acute alveolar abscess?
6. What are causes of caries?

Theoretical lesson # 34 90min

5.1. Theme/Тема/Тақырыбы:Endodontics

Grammar.Revision

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; разширить 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
1. Организационный момент: 10 min
-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.
2. Контроль знаний по предыдущим темам. 15 min
Фронтальный опрос (устный/письменный опрос, презентация выполненной работы):
3. Изложение нового материала 25 min
(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

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

1. Read and remember the following words or word combinations:

consider	считать
allow	позволять
similar	похожий
accidental	случайный
fracture	перелом
ordinary	обычный
determine	определять
prominent	выступающий

2. Read and the text and translate it.
Endodontics
Endodontics is the term used for all forms of root canal therapy. It includes root filling, pulpotomy, pulp capping and apicectomy. Everyone considers them to be very unpleasant procedures. Pulpitis always leads to pulp death. This in turn eventually leads to an acute alveolar abscess, which is a very painful condition. To prevent this chain of events, cndodontic treatment or extraction is required whenever the pulp is inflamed or dead, or when an alveolar abscess is

already present. The basic object of endodontic treatment is to remove the inflamed or dead pulp and replace it with a root filling. This removes the source of irritation which causes alveolar abscess. It will also allow drainage and complete cure of an existing abscess. The root-filled tooth will then function just as well as1 one with a normal pulp. There are many causes of pulpitis and pulp death but the treatment is similar in each case; either extraction or endodontics.2 The commonest cause of pulpitis is exposure of the pulp. This allows mouth bacteria to enter the pulp chamber and infect the pulp. Exposure of the pulp may be due to:

1. Caries;
2. Accidental exposure during cavity preparation;
3. Fracture of the crown.

Even when the pulp is not exposed, pulpitis can still occur. The causes are:

1. Irritant filling; e.g. unlined silicate or acrylic.
2. Excessive heat during cavity preparation; e.g. use of air turbine handpiece without water spray.
3. Impact injury.

I mpact injuries are noticed to be common in children with prominent front teeth. The crown may fracture and expose the pulp. Alternatively the crown remains intact but the blow damages the apical blood vessels and the dentist sees pulp death ensue.

The dentist's decision on whether to treat a decayed tooth by an ordinary filling, endodontics or extraction, depends on the state of the pulp. If it is dead, endodontics or extraction is necessary. If it is alive and unexposed, an ordinary filling will suffice.

The state of the pulp is not always apparent and vitality tests are often required to determine whether it is alive or dead. These tests depend on the painful response of the pulp to certain stimuli.3 If there is a response the pulp is vital; if not, it is probably dead.

3. Ex: 2, p.204. Quote the sentences in which these words and word combinations are used:

root canal therapy; to be required; to replace; complete cure; allow; to be noticed; intact; the state of the pulp; to be apparent; stimuli; to be heated; local anaesthesia

4. Ex: 3, p.204. Make the necessary substitutions and reproduce the dialogues.

1. — What may exposure of the pulp be due to?
— It may be due to caries.
(accidental exposure during cavity preparation; fracture of the crown)
2. — What vitality tests do you know?
— They are different. For example, a stick of gutta-percha is heated in flame and applied to the crown of the tooth.
(cotton wool moistened with ethyl chloride is applied to the crown; an electric pulp tester is applied to the crown; alveolar abscess on a dead tooth will show on an X-ray film)

4.1. Ex: 4, p.204. Answer the questions.

1. What does endodontics include?
2. What does pulpitis lead to?

5.5.Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

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

5.6. Bibliography/Литература/ Әдебиет

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5.7. Control/Контроль/Бақылау 10min

Retell the text Endodontics

Theoretical lesson # 35 90min

Theme/Тема/Тақырыбы: Grammar. Revision.

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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

1. Tom’s parents…travel agents.
<variant> are
<variant> is
<variant> isn’t
<variant> am
<variant>am not

2. Moscow…the capital of Russia.
<variant> is
<variant> isn’t
<variant> are
<variant> am not
<variant> am

3. The weather … nice today.
<variant> is
<variant> isn’t
<variant> are
<variant> am
<variant> not

4. It…rainy in summer.
<variant> isn’t
<variant> doesn’t
<variant> don’t
<variant> aren’t
<variant> am’not

5. I…at home on Sundays.
<variant> am not
<variant> doesn’t
<variant> don’t
<variant> isn’t
<variant> aren’t

6. ...you like swimming?
<variant> do
<variant> does
<variant> is
<variant> are
<variant> am

7. I (not/know)the way to the market.
<variant> don’t know
<variant> not know
<variant> am not know
<variant> doesn’t know
<variant> aren’t know

8. He (go)to speak to his parents.
<variant> is going
<variant> was going
<variant> were going
<variant> am going
<variant> are going

9. Your sister(wait)for you.
<variant> is waiting
<variant> waits
<variant> waited
<variant> waiting
<variant> was waiting

10. I’ve got two bottles of lemonade at home?

<variant> how many
<variant> how much
<variant> what
<variant> how often
<variant> where
11. We've got tickets, and tomorrow evening we (go) to the cinema
<variant> are going
<variant> go
<variant> going
<variant> is going
<variant> was going
12. I'm tired I(go)to bed.
<variant> shall/will go
<variant> should/would go
<variant> won't
<variant> shan't
<variant> went
13. The weather is nice today, but it(be)bad yesterday.
<variant> was
<variant> were
<variant> won't be
<variant> been
<variant> will
14. It (take) him two hours to get to London.
<variant> took
<variant> taken
<variant> take
<variant> was take
<variant> are taken
15. Ten minutes ago I (hear) a strange noise.
<variant> heard
<variant> was hear
<variant> found
<variant> founded
<variant> listen
16. They have lived there….1984.
<variant> since
<variant> for
<variant> ago
<variant> in
<variant> at
17. When you rang me yesterday, I(have) a bath.
<variant> was having
<variant> were you having
<variant> were having
<variant> having
<variant> is having
18. I(talk)over the phone when they brought me the letter.
<variant> was talking
<variant> talked
<variant> had talked
<variant> had been talking
<variant> was talked
19. He (come) at eight in the evening.
<variant> will come
<variant> will be coming
<variant> came
<variant> coming
<variant> was coming
20. Sorry, dear, but I dislike(tour)around in the car.
<variant> touring
<variant> to tour
<variant> is touring
<variant> was touring
<variant> were tour

5.5.Teachingmethods/ 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
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- Puzzles
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5.7. Control/Контроль/Бақылау 10min

Repeat all the material.

Theoretical lesson # 36 90min

Theme/Тема/Тақырыбы:Control work. 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; разширить 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

1. Организационный момент: 10 min

-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 но образцах устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям русского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 15 min

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

3. Изложение нового материала 25 min

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

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

3. Ex:4, p.109. Write ten sentences on one of the following topics. (Напишите десять предложений по одной из следующих тем):

1. AboutMyself
2. MyWorkingDay.
3. At the Medical University
4. Medical Education in England.
5. My Favourite Subject at the University
6. Famous People in Medicine
7. Some Facts from the History of Dentistry.

5.5. Teachingmethods/ Методы обучения и преподавания/ Өткізілу барысы

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

5.6.Bibliography/Литература/ Әдебиет

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2. В.В.Мухина Английский язык для студентов-стомотологов.Москва .АСТ.Астрель 2003 3. Какжанова, Ф. А. Ағылшын тілінің функционалды грамматикасы [Мәтін] : оқулық / Ф. А. Какжанова. - Алматы : Эверо, 2014. - 404 бет.
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1. Марковина, И. Ю. Английский язык для медицинских училищ и колледжей [Текст] = English For Medical Secondary Schools and Colleges : учебник для студентов средних проф. учеб. заведений / И. Ю. Марковина, Г. Е. Громова. - М : Издательский центр " Академия ", 2008. - 160 с. - (Среднее проф. образование).
2. 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

5.7. Control/Контроль/Бақылау 10min

1. Interview your partner.