

**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: 09110100 «Стоматология ортопедическая»

Квалификация: 4S09110201 «Зубной техник»

Курс: 1

Семестр: 1


Форма контроля: экзамен

Объем учебных часов/кредитов: 72/3

Самостоятельная работа студента: 12

Самостоятельная работа студента с педагогом: 12

Теоретические: 48

<p> ONTÜSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>		<p>  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>
<p>Кафедра «Общеобразовательных дисциплин»</p>		73-11-2025
<p>Методические рекомендации для теоретических занятия</p>		стр 2 из 48 стр

Обсуждено на заседании кафедры общеобразовательных дисциплин

Протокол № 1 от «27» 08 2025 г.

Заведующий кафедрой  Сатаев А.Т.

<p style="text-align: center;"> ОНТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
Кафедра «Общеобразовательных дисциплин»	73-11-2025
Методические рекомендации для теоретических занятий	стр 3 из 48 стр

Theoretical lesson # 1. 135 min.

1.1. Theme/Тема/Тақырыбы: Grammar. Revision. About yourself. Letter.

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

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

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

1.3. Training goals/Задачи обучения/Оқытудың максаттары:

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 min

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


1.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 min

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

Song	Песня
Handsome	симпатичный
get married	быть женатым, замужем
as a rule	как правило
to look forward	ожидать
suburb	пригород
responsible	ответственный
leave	покидать, оставлять

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.

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<p style="text-align: center;">Кафедра «Общеобразовательных дисциплин»</p>		<p style="text-align: right;">73-11-2025</p>
<p style="text-align: center;">Методические рекомендации для теоретических занятий</p>		<p style="text-align: right;">стр 4 из 48 стр</p>

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.

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


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

1.6. Bibliography/ Литература/ Әдебиет

Приложение 1

1.7. Control/Контроль/Бақылау 15 min

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. Have you got a brother or sister?

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Theoretical lesson # 2 135 min

2.1. Theme/Тема/Тақырыбы: My Day. An Article. English Universities.

2.2. 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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2.3. Training goals/Задачи обучения/Оқытудың мақсаттары

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Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

Ход занятия: 15 min

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- сформировать навыки аудирования, говорения, письма по образцам устной речи с разной стилистической и жанровой характеристикой.
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(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

2.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40min

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

To wake up	пробудиться
To wait for	ожидать
Nearly	почти
To enter	ходить
to call out	вызывать
to mix	смешивать
to work hard	усиленно работать
during	в течение

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register журнал
 either тоже
 break перерыв

2. Read the text and translate .

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. I 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 do not 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. I have dinner with my family and do my homework. I cannot do it to the end because there is an interesting programme on television. I think I can do it tomorrow, during break.

English Universities

All English universities except Oxford and Cambridge are fairly new London University is the biggest of the modern 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.

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

- I must tell you ... myself.
- ... Monday I don't have time to eat my breakfast.
- I don't wait... him ... the morning.
- I am never late ... the University.

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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?

2.5. 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

2.6. Bibliography/Литература/ Әдебиет

Приложение 1

2.7. Control/Контроль/Бақылау 15 min

1. Have you enough time to eat your breakfast?
2. Do you wait for a bus?
3. Are you often late for classes?

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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 # 3 135 min

3.1. Theme/Тема/Тақырыбы: Professional Training. Progress of Chemistry.

3.2. 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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3. Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 min

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3.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 min

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

except	кроме
fairly	довольно
chance	возможность

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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.

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 den-tist, 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.

Progress of Chemistry

We will define chemistry today as the study of formation* composition, 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 modern 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 any 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 these achievements affected the development of inorganic chemistry, we'll make a short survey¹ of the history of the subject. We 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 chemistry 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

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chemistry constantly attracted workers of inorganic chemistry. The year 1887 may be accepted as the date of appearance of physical chemistry.

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)

3.5. Teaching methods / Методы обучения и преподавания/ Откізлу 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

3.6. Bibliography/Литература/ Әдебиет

Приложение 1

3.7. Control/Контроль/Бақылау 15 min

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 135min

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

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

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


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

4.3. 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.

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
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2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 min

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

4.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 min

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

to act	Действовать
ancient	древний
aloud	громко
broad	широкий
carefully	тщательно
certainly	конечно
to copy	переписывать
correct	правильный
deeply	глубоко
essay	эссе
human	человеческий
obtain	обладать
recognize	признавать
whole	целый

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 aloud or giving speeches. Generally, however, modern examinations are written. The written examination, where all students are tested on the same questions was probably not known until the nineteenth century.

<p style="text-align: center;"> ONTÜSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>	
<p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
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Now here is a picture of such an examination. A room is full of candidates for a state examination, timed exactly by an electric clock. The students are working like machines. The teachers are watching carefully. 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 has only one answer. Along with each question the teacher is writing some answers: one is the correct and three others look like 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 picture of the students' knowledge can be obtained.

3. Ex:2, p.71 Бос орындарды белгісіз есімдіктермен толтырыңыз 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 Сөйлемдерді болымсыз етіңіз. Қажет болған жағдайда белгісіз есімдіктерді өзгертіңіз.

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.

4.5. 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

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
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- Role – plays
- Crosswords
- Puzzles
- Cards

4.6. Bibliography/Литература/ Әдебиет

Приложение 1

4.7. Control/Контроль/Бақылау

15 min

Write down essay about your examination.

Theoretical lesson # 5 135 min

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; расширить свой кругозор.

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

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 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 40min

1 Read and remember the following words or word combinations:

<p style="text-align: center;"> ОНТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>		<p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>
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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. I 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.: Your 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 corner of each eye. These thin small bones contain fossae for the lacrimal gland and canals for the 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.


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

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

- He asked me if.....
- She wondered how long....
- John asked Ann what....
- The professor asked the student how many....
- She asked him what time.....
- I was sure that.....
- They thought he

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

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

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
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- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

Приложение 1

5.7. Control/Контроль/Бақылау 15 min

1. Write down essay about your family.

Theoretical lesson # 6 135 min

6.1. Theme/Тема/Тақырыбы: Immunity. Modal verbs. A Bright Future

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

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

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

6.3. 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.

2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 min

1. Организационный момент:

- проверка присутствующих учащихся;
- проверка готовности к занятию учащихся.


Задачи занятия:

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

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 min

<p> ONTÜSTIK-KAZAKHSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>		<p>  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>
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(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

6.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40min

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

To pass	Проходить
poison	яд
produce	продуцировать
to release	освобождать, выделять
similar	подобный, похожий
source	источник
surface	поверхность
to swallow	глотать
sweat	пот
tears	слезы

1. Read and the text and translate it.

Immunity


Immunity means resistance to disease. It is provided by white cells of the blood. They release antibodies and antitoxins into the blood plasma. Many factors can stimulate white cells to produce antibodies and antitoxins: micro-organisms, plant and animal toxins, transfusion of blood cells. All of them are 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 not 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 are 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. AIDS is caused by infection with a virus called the human immunodeficiency virus which is abbreviated to HIV. There are no particular syndromes of AIDS as they depend on whichever chance infection affects the sufferer whose body's natural defence mechanism against infection becomes seriously impaired. The AIDS virus 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.

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
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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. 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.

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

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

6.6. Bibliography/Литература/ Әдебиет

Приложение 1

6.7. Control/Контроль/Бақылау 15 min

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 # 7 135 min

7.1. Theme/Тема/Тақырыбы: Historical Highlights. Dental aid

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

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
Кафедра «Общеобразовательных дисциплин»	73-11-2025
Методические рекомендации для теоретических занятий	стр 18 из 48 стр

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

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

7.3. Training goals/Задачи обучения/Оқытудың максаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

2. Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3. Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 min

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

7.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40min

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.

<p style="text-align: center;"> ONTÜSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>  <p style="text-align: center;"> SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
Кафедра «Общеобразовательных дисциплин»	73-11-2025
Методические рекомендации для теоретических занятий	стр 19 из 48 стр

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 on.

The Russian biologist 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.

1. Who was the first to list the four cardinal signs of inflammation?
2. What are these signs?
3. Who added the fifth clinical sign?
4. What was noticed by John Hunter?
5. What did Julius Cohnheim use 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.

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

7.5. Teaching methods/ Методы обучения и преподавания/ Откізділу 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

7.6. Bibliography/Литература/ Әдебиет

Приложение 1

7.7. Control/Контроль/Бақылау 15 min

Answer the questions.

1. What was noticed by John Hunter?
2. What did Julius Cohnheim use the microscope for?
3. What descriptions did he write?

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
Кафедра «Общеобразовательных дисциплин»	73-11-2025
Методические рекомендации для теоретических занятий	стр 20 из 48 стр

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 # 8 135 min

8.1. Theme/Тема/Тақырыбы: Dental services in our country. Control work 1

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

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

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

8.3. Training goals/Задачи обучения/Оқытудың максаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 min

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

8.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 min

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

<p style="text-align: center;"> ОНТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  </p> <p style="text-align: center;"> SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
Кафедра «Общеобразовательных дисциплин»	73-11-2025
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currently	в настоящее время
salary	зарплата
restriction	ограничение
guarantee	гарантия
to be obliged	быть обязанным
appropriate	соответствующий
emergency	неотложная помощь
bleeding	кровотечение
to be held	заключаться
to be remunerated	вознаграждаться
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 Kingdom. The majority work within National Health Service. Some eighty per cent of dentists work as independent contractors in the general service, 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;

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
Кафедра «Общеобразовательных дисциплин»	73-11-2025
Методические рекомендации для теоретических занятий	стр 22 из 48 стр

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?

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

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

8.6. Bibliography/Литература/ Әдебиет

Приложение 1

8.7. Control/Контроль/Бақылау 15 min

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 # 9 135 min

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

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

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
Кафедра «Общеобразовательных дисциплин»	73-11-2025
Методические рекомендации для теоретических занятий	стр 23 из 48 стр

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

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

9.3. Training goals/Задачи обучения/Оқытудың максаттары

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Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

2. Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3. Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 min

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

9.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 min

1. Ex:4, p.109. 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.

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

<p>ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ</p>	<p>SKMA 1979 SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»</p>
<p>Кафедра «Общеобразовательных дисциплин»</p>	<p>73-11-2025</p>
<p>Методические рекомендации для теоретических занятий</p>	<p>стр 24 из 48 стр</p>

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

3. Read and the text and translate it.

Surfaces of the Teeth.

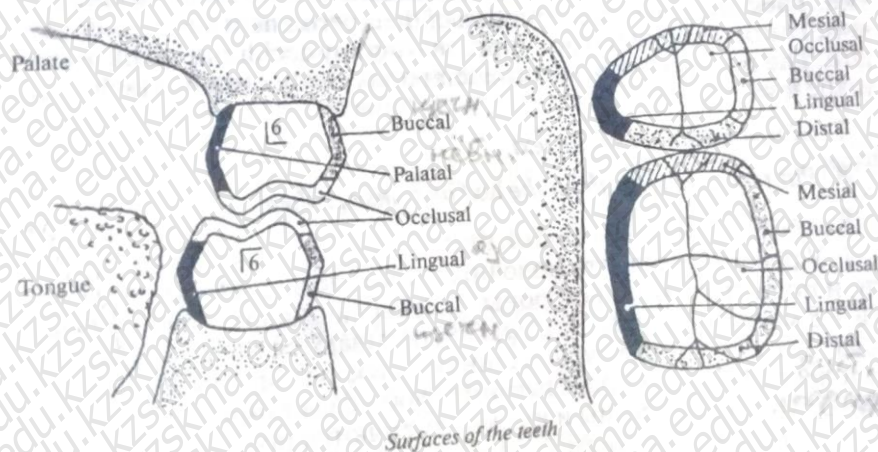
The biting surface of molars and premolars is called the occlusal surface. On incisors and canines it is called the incisal edge. The occlusal surface of molars and premolars is raised up into mounds called cusps. Between the cusps are crevices known as fissures.

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.



4. 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 reported roots deprive temporary teeth ... their attachment ... the jaw.

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

- Listening comprehension
- Speaking comprehension
- Reading comprehension

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIA «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
Кафедра «Общеобразовательных дисциплин»	73-11-2025
Методические рекомендации для теоретических занятий	стр 25 из 48 стр

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

9.6. Bibliography/Литература/ Әдебиет

Приложение 1

9.7. Control/Контроль/Бақылау 15 min

Write down essay Medical Education in England.

Theoretical lesson # 10 135 min

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

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

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

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

10.3. 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.

2. Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3. Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

<p style="text-align: center;"> ONTUSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>		<p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>
<p style="text-align: center;">Кафедра «Общеобразовательных дисциплин»</p>		<p style="text-align: right;">73-11-2025</p>
<p style="text-align: center;">Методические рекомендации для теоретических занятий</p>		<p style="text-align: right;">стр 26 из 48 стр</p>

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

3. Изложение нового материала 35 min

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

10.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 min

1 Read and remember the following words or word combinations:

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

2. Read and the text and translate it.

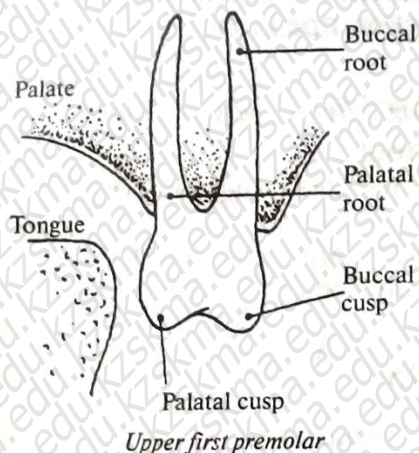
Anatomy of Individual Teeth

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 upper crowns are much wider than their lower counterparts.

The upper lateral incisor crown is smaller than the upper central; but 4758/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.



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.

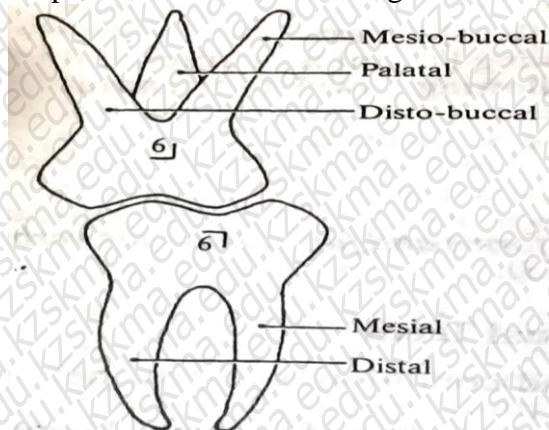
Lower molars have two roots, one mesial and one distal.

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.

<p>ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ</p>	<p>SKMA -1979- SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»</p>
<p>Кафедра «Общеобразовательных дисциплин»</p>	<p>73-11-2025</p>
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Lower first molars have five cusps, three buccal and two lingual. Lower second molars have four cusps, two buccal and two lingual.

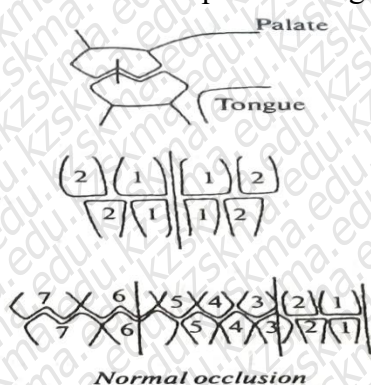


First molars are the largest teeth of all. Third molars are very variable in size and number of roots and cusps. Usually they are the smallest molars and their roots are frequently fused together.

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 overlap the lowers on the buccal side. Lower buccal cusps accordingly bite into the fissure between upper buccal and palatal cusps.



At the midline the mesial edges of upper and lower central incisors form one straight vertical line. As lower central incisors are much narrower 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 suitable 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?

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

- Listening comprehension
- Speaking comprehension
- Reading comprehension

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
Кафедра «Общеобразовательных дисциплин»	73-11-2025
Методические рекомендации для теоретических занятий	стр 28 из 48 стр

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

10.6. Bibliography/Литература/ Әдебиет

Приложение 1

10.7. Control/Контроль/Бақылау 15 min

1. Interview your partner.

Theoretical lesson # 11 135min

11.1. Theme/Тема/Тақырыбы: The Jaws. The Tongue. Therapeutic dentistry. Caries

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

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

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

11.3. 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.

2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

<p> ONTÜSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>		<p>  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>
<p>Кафедра «Общеобразовательных дисциплин»</p>		<p>73-11-2025</p>
<p>Методические рекомендации для теоретических занятий</p>		<p>стр 29 из 48 стр</p>

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

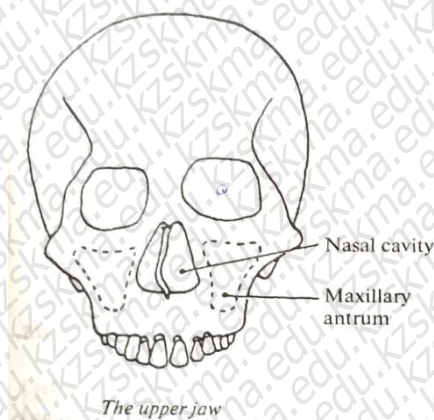
3. Изложение нового материала 35 min

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

11.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 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).

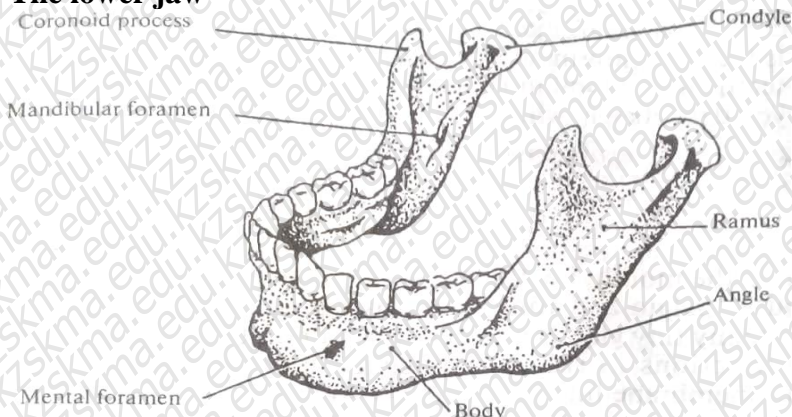


On either side of the nasal cavity the maxilla is hollow. Each hollow is known as a maxillary sinus or antrum. It is of great practical importance as the floor of the antrum lies just above the roots of the premolar and molar teeth. During extraction of these teeth, the floor may be perforated or a root 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-mandibular joint, 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.

<p> ONTÜSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>		<p>  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>
<p>Кафедра «Общеобразовательных дисциплин»</p>		<p>73-11-2025</p>
<p>Методические рекомендации для теоретических занятий</p>		<p>стр 30 из 48 стр</p>

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 occupied 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 surface. 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"

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

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

11.6. Bibliography/Литература/ Әдебиет

Приложение 1

11.7. Control/Контроль/Бақылау 15 min

Write down an essay about Teeth.

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
Кафедра «Общеобразовательных дисциплин»	73-11-2025
Методические рекомендации для теоретических занятий	стр 31 из 48 стр

Theoretical lesson # 12 135 min

12.1. Theme/Тема/Тақырыбы: Causes of the Caries. Effects of the Caries. Prevention and Treatment of Caries.

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

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

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

12.3. 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.

2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min


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

3. Изложение нового материала 35 min

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

12.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 min

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

<p style="text-align: center;"> ОНТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>		<p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>
Кафедра «Общеобразовательных дисциплин»		73-11-2025
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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 the teeth after meals. These bacteria appear to be normal residents of the mouth and are otherwise quite harmless.

All types of food are classified into three distinct groups: protein, 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 white flour, 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 considerable way into dentine.

At first the pain only lasts for a short while and is brought on by contact with anything hot, cold or sweet. Later, however, as a cavity approaches 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 formation 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 instead 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

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too, and the severe tooth-ache stops abruptly. But the respite is short as pulp death leads to another 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.

12.5. Teaching methods/ Методы обучения и преподавания/ Откізділу барысы

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

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

12.6. Bibliography/Литература/ Әдебиет

Приложение 1

12.7. Control/Контроль/Бақылау 15 min

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 # 13 135 min

13.1. Theme/Тема/Тақырыбы: Filling. Control of Saliva. Gold Inlays.

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

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

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

13.3. 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.

2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).


1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.

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

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 min

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

13.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 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; whilst in back teeth, the stagnation areas are eradicated and further caries prevented.

Temporary fillings are inserted as a temporary measure only. They are too soft to use as permanent fillings.

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, 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.

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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 лабораториях

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.

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

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

13.6. Bibliography/ Литература/ Әдебиет

Приложение 1

13.7. Control/Контроль/Бақылау 15 min

Write down an essay about Saliva.

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Theoretical lesson # 14 135min

14.1. Theme/Тема/Тақырыбы: Crowns. Instrument. Orthodontics

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

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

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14.3. 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.

2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 min

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


14.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 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.

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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-quarters ... 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 instruments 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 keeping 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 flat 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.

14.5. Teaching methods/ Методы обучения и преподавания/ Откізліу барысы

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

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

14.6. Bibliography/Литература/ Әдебиет

Приложение 1

14.7. Control/Контроль/Бақылау 15 min

Retell the text Gold Inlays.

Theoretical lesson # 15 135 min

15.1. Theme/Тема/Тақырыбы: Prosthesis. Oral hygiene. Preventive dentistry

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

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

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

15.3. 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.

2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 min

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

15.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 min

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
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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.

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 modern 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 person 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: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.

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

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

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>  <p style="text-align: center;"> SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
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- Group work
- Work in pairs
- Games
- Dialogues
- Role – plays
- Crosswords
- Puzzles
- Cards

15.6. Bibliography/Литература/ Әдебиет

Приложение 1

15.7. Control/Контроль/Бақылау 15 min

Retell the text Prevention and Treatment of Caries.

Theoretical lesson # 16 135 min

16.1. Theme/Тема/Тақырыбы: Pulpitis, Caries and Civilization Treatment, Removal of Blood

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

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

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

16.3. 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.

2.Алдыңғы тақырыптар бойынша білімді тексеру: Фронтальды сұрау (ауызша/жазбаша сұрақтар, орындалған жұмысты таныстыру).

3.Жаңа материалды түсіндіру: (кіріспе сөз, түсіндіру, мәтінге салыстырмалы талдау жасау, мәтіндік тапсырмаларды шешу, сұхбат, сауалнама).

1. Ход занятия: 15 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 по образцам устной речи с разной стилистической и жанровой характеристикой.
- учитывать современные требования (внедрение инновационных технологий и т.д.), предъявляемые к занятиям английского языка как иностранного.
- обогатить активный словарный запас, углубить знания по грамматике, совершенствовать устную и письменную речь студентов.

2. Контроль знаний по предыдущим темам. 30 min

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

3. Изложение нового материала 35 min

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>		<p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>
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(вступительное слово, объяснение, сравнительный анализ текста, решение текстовых заданий, собеседование, опрос)

16.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 40 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 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 with a toothbrush or detergent food. The latter is any raw, firm, fibrous fruit or vegetable such as an apple, pear, carrot or celery. Their hard fibrous consistency scours the teeth clean of food debris. The 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

<p style="text-align: center;"> ONTÜSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p>  <p style="text-align: center;"> SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
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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: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.

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

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

16.6. Bibliography/ Литература/ Әдебиет

Приложение 1

Основная литература:

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

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
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2. В.В.Мухина Английский язык для студентов-стоматологов.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.

Дополнительная литература:

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

16.7. Control/Контроль/Бақылау 15 min

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 dental is the service oriented to?
7. Are there any restrictions on where dentists may practice?

<p style="text-align: center;"> ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия» </p>	
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1. Theoretical lesson

1.1. Theme/Тема/Тақырыбы: **Introducing. Phonetics**

1.2. Мақсат: студенттердің сөйлеу, оқу, жазу және тыңдау дағдыларын дамыту; өздерін және басқаларды таныстыра білу; ағылшын тілінің дыбыстарын дұрыс айтуға үйрену.

Цели: студентам необходимо развивать навыки говорения, чтения, письма и аудирования; научиться представляться и знакомиться; овладеть основами фонетики английского языка.

Objectives: Students have to develop speaking, reading, writing and listening skills; to be able to introduce themselves and others; to recognize and produce English sounds correctly.

1.3. Training goals/Задачи обучения/Оқытудың мақсаттары:

Фонетикалық және коммуникативтік дағдыларды бекіту.

Отработка произношения, навыков представления и диалога.

Perfect consolidation of phonetic and communicative skills.

Ход занятия:

1. Организационный момент:

- проверка присутствующих учащихся;
- проверка готовности к занятию учащихся.

задачи занятия:

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

2. Контроль знаний по предыдущим темам.

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

3. Изложение нового материала

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

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

<div>ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ</div> <div> SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»</div>	
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<div>ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ</div> <div> SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»</div>	
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