

**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: 09160100 «Фармация»

Квалификация: 4S09160101 «Фармацевт»

Курс: 1

Семестр: 1

Форма контроля: экзамен

Объем учебных часов/кредитов: 72/3

Самостоятельная работа студента: 24

Самостоятельная работа студента с педагогом: 12

Теоретическая: 36

ONTÜSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ		SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
Кафедра общеобразовательных дисциплин Методические рекомендации		73-11-2025 Стр. 44 из 2 стр

Обсуждено на заседании кафедры общеобразовательных дисциплин

Протокол № 1 от «27» 08 2025 г.

Заведующий кафедрой  Сатаев А.Т.

ONTÜSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ		SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
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Theoretical lesson 1 90 min

5.1.Theme/Тема/Тақырыбы:The pharmaceutical faculty.

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

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

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

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар30 мин

1.Read and memorize the new words.

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

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

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

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

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

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

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

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

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

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

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

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

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

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 мин

Answer the questions.

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

Theoretical lesson # 2 90 min

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

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

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Ход занятия 10 мин

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

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

To conduct – проводить опыт

Rod- стеклянная палочка

Round-bottom flask –круглодонная колба

To add-добавлять

Drop-капля

Match-спичка

Flame-пламя

Inflammable-горючий

Air- воздух

Proper-соответствующий

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

My first experiment”.

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

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

3. Ex; 10 p.18 Complete the sentences

1. Our group conducted

2. We heated the substances on

3. Medical students obtained

4. They observed the reaction

5. The students recorded the yield

4. Ex; 15 p. 19 Make up the dialogue on the theme “My first experiment”.

Ex; 18 p. 19 Retell the text.

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

- Listening comprehension
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- Reading comprehension
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5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10min

Theoretical lesson # 3 90min

5.1. Theme/Тема/Тақырыбы: D.I. Mendeleev. Mendeleev's Periodic Law.

Grammar: Passive voice.

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

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Ход занятия 10 мин

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6. What did in addition to his work Mendeleev pay attention to?

Theoretical lesson # 4 90 min

5.1. Theme/Тема/Тақырыбы: Hydrogen. Adjective.

Degrees of comparison.

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

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Ход занятия 10 мин

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

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

1. Read and memorize the new words.

A density- плотность to ascertain- устанавливать

Dilute- разбавленный

invisible- невидимый

Power-сила

a starch- крахмал

Steam-пар

wax-воск

Ex; 8 Read and translate the text “Hydrogen”

Symbol H. Atomic Weight 1.0080. Density I.

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

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

Ex; 9 Give the antonyms to the following words.

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

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Ex; 12 Translate the sentences into Russian

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

Ex 15 . Answer the questions.

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

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

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5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 мин

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Theoretical lesson # 5 90min

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Ход занятия 10 мин

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3. Изложение нового материала 25 мин

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

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

1. Read the new words and memorize them:

2. distinct	различный, разный
3. allotropic	аллотропный
4. modification	модификация
5. elementary	неразложимый
6. X-ray	рентгеновский
7. bed	пласт, залежь
8. octahedron	осьмигранник
9. exceedingly	чрезвычайно, очень
10. because of	вследствие, из-за
11. extreme	крайний, чрезвычайный
12. cut	резать
13. transparent	прозрачный
14. resistant	стойкий, прочный
15. infusibility	тугоплавкость, не плавкость
16. binder	связывающее вещество
17. extensive	широкий, обширный
18. fine	мелкий
19. ground	молотый, измельченный
20. bake	сушить

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

Carbon 30 мин

Symbol C. Atomic Weigh! 12.011.

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

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

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

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

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

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

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

VII. Insert prepositions.

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

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

1. What state does carbon occur in nature in?
2. What distinct forms of carbon do you know?
3. What is the third form of elementary carbon?
4. How can you obtain amorphous carbon?
5. What is diamond?
6. What is the main property of diamond?
7. What can you say about physical properties of graphite?
8. Where is graphite used?

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

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

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- Crosswords
- Puzzles
- Cards

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 мин

1. What state does carbon occur in nature in?
2. What distinct forms of carbon do you know?
3. What is the third form of elementary carbon?
4. How can you obtain amorphous carbon?
5. What is diamond?
6. What is the main property of diamond?
7. What can you say about physical properties of graphite?
8. Where is graphite used?

Theoretical lesson # 6 90min

5.1. Theme/Тема/Тақырыбы: Valerian. Althea.

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

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

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

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

1. Read the new words and memorize them:

1. curing лечебный, целебный
2. cooling успокоительный
3. woody деревянистый, грубый

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4. attain достигать
5. acute острый
7. pubescent опушенный
8. meadow луг
9. adhering сросшийся
10. marsh болото
11. spike - like колосовидный
12. multiachenesросшийся
13. saline солончак
14. demulcent болеутоляющий, успокоительный
15. excipient дополнительное средство к лекарству,
16. emollient смягчающее
17. reference относительно
18. expectorant отхаркивающее
- 1,9. adlibitum широко, сколько угодно
20. cough кашель
21. disorder расстройство, болезнь

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

Marsh Mallow or *Althea officinalis* Linne

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 мин

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

Theoretical lesson # 7 90min

5.1. Theme/Тема/Тақырыбы: Digitalis. 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.

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

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

1. Read the new words and memorize them:

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

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

Marsh Mallow or *Althea officinalis* Linne

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 мин

1. What is Marsh Mallow?

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- Is it a medicinal plant?
- What part of the plant is of medicinal value?
- What do the underground organs consist of?

Theoretical lesson # 8 90 min

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

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

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

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

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

1. Read and remember the following words and write down them into your vocabulary:

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

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

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

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

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

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

1. Ex: 14, p. 96 Say True or False

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

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

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

5.5. Teaching methods/ Методы обучения и преподавания/ 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

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 min

- Interview your partner.

Theoretical lesson# 9 90min

5.1. Theme/Тема/Тақырыбы: Toxic substances in man`s environment. Control work-1. Test.

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

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

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

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

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Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

30min

1. Read and memorize the new words to the next.

Toxic	Токсический
Intake	Поглощение, прием
Excessive	Чрезвычайный, превышающий
Affect	Поражать
Corrosive	Едкий, ржавеющий
Metabolic	Относящий к обмену веществ
Neurotoxic	Нервотоксический
Mutagenic	Мутагенный
Carcinogenic	Канцерогенный
Chronic	Хронический
Acute	Острый
Sulphuric	Серный
Damage	Повреждение
Extensive	Обширный

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

Toxic substance in man's environment

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

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

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an average person are: morphine 1-50 mg per kg; aspirin 50-500 mg per kg; methyl alcohol 0,5-5 g per kg; ethyl alcohol 5-15 g per kg.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The human body is a complex system
- Everyone can remember the child who ate too much candy (glucose)...

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3. There is a wide variety of ways on which toxic ...
4. Thus action of toxic substances can be classified as corrosive, metabolic,...
5. Toxic substances that react locally on tissues are ...
6. Some corrosive poisons destroy tissue by

~ Choose the correct answer.

Tom's parents...travel agents.

- | are
- | is
- | isn't
- | am
- | am not

~ Find the auxiliary verb.

Moscow...the capital of Russia.

- | is
- | isn't
- | are
- | am not
- | am

~ Complete the general question.

The weather ... nice today.

- | is
- | isn't
- | are
- | am
- | not

~ Put the auxiliary verb.

It...rainy in summer.

- | isn't
- | doesn't
- | don't
- | aren't
- | am not

~ Put the auxiliary verb

I...at home on Sundays.

- | am not
- | doesn't
- | don't
- | isn't
- | aren't

~ Complete the general question

...you like swimming?

- | do
- | does
- | is
- | are
- | am

~ Choose the correct answer

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

- | don't know
- | not know

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| am not know
| doesn't know
| aren't know

~ Choose the correct answer

He (go)to speak to his parents.

| is going
| was going
| were going
| am going
| are going

~ Choose the correct answer

Your sister(wait)for you.

| is waiting
| waits
| waited
| waiting
| was waiting

~ Complete the special question

I've got two bottles of lemonade at home?

| how many
| how much
| what
| how often
| where

Find the present continuous

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

| are going
| go
| going
| is going
| was going

~ Find the future simple

I'm tired I(go)to bed.

| shall/will go
| should/would go
| won't
| shan't
| went

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

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

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- Crosswords
- Puzzles
- Cards

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 min

Theoretical lesson # 10 90 min

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

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

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5.3. 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 10 мин

1. Организационный момент:

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

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

3. Изложение нового материала 25 мин

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

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

1. Read and memorize the following words:

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

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

Botany

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

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

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

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

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

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

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

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

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

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

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

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

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 min

Theoretical lesson # 11 90min

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

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

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

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5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

1. Read the new words and memorize them:

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

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

Roots and rhizomes

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

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

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

Fruits

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 min

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

Theoretical lesson # 12 90 min

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

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

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 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 10 мин

1. Организационный момент:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

1. Read the new words and memorize them:

expanded lateral	Расширенный Боковой
------------------------------------	--------------------------------

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

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

A leaf

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

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

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

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

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

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

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

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

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

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

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

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

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- Puzzles
- Cards

5.6. Bibliography/Литература/ Әдебиет

Қосымша 1

5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

Theoretical lesson # 13 90 min

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

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

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

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5.3. Training goals/Задачи обучения/Оқытудың максаттары

Perfect consolidation of reading, speaking and writing skills.

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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
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2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

1. Read the new words and memorize them:

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

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

Solid forms of drugs

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

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

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

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

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

Solid medicinal forms are mainly administered internally.

Liquid medicinal forms

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

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

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

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

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

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

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

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

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

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

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

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

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

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

Theoretical lesson # 14 90 min

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

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

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

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5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

ONTÜSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ		SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
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5.4. The main questions of the theme/ Основные вопросы темы / Тақырып бойынша жаттығулар 30min

1. Read the new words and memorize them:

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

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

At a chemist's

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

In the prescription department you can see drugs of all kinds: boxes of different powders, ampoules of glucose and camphor used for intramuscular and intravenous injections; tubes of ointments for rubbing; different pills and tablets for internal use; tonics and sedatives administered orally. Lots of drugs have to be ordered at a prescription department.

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

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

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

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

1. In the prescription department you can see drugs ", all kinds:
 boxes different rows, ampoules glucose and camphor
 are used intramuscular and intravenous infections, tubes

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

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

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

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

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

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

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

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

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

Example: What does each paragraph deal with?

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

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

1. Face powder and compact powder are used in cosmetics to give the skin a pleasant appearance.

2. Lipstick applied on lips is easily removed from them.

3. Eye make-up and lipstick are very similar in composition and differ only in such ingredients as fats, oils, etc. which are added as binders.

4. In the production of mascara and eyebrow pencils the same dyes are used.

5.5. Teaching methods/ Методы обучения и преподавания/ Qtkizilu barysy

- Listening comprehension
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- Individual work
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- Games
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- Role – plays
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5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 min

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

2. What items can you buy at the chemist s department?

3. Why are labels stuck on bottles and boxes with drugs.

4. What kinds of drugs are there at the prescription department?

5. What forms of medicine do you know?

6. Where are pharmaceutical goods sold?

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7. What cabinets are marked with the letters «A» and «B»?

Theoretical lesson # 15 90 min

5.1. Theme/Тема/Тақырыбы: Chemistry and cosmetics.

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

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Ход занятия 10 мин

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

1. Read the new words and memorize them:

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

Chemistry and cosmetics

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

Lipstick.

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

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

Eye make-up.

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

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

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

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

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

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

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

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

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

Example: What does each paragraph deal with?

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

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

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

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

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

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 min

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

Theoretical lesson # 16 90 min

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

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

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

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

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся
- задачи занятия:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

1. Read the new words and memorize them:

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

General rules for drug taking

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

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

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

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

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

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

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

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

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

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

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

1. powder	пудра
2. skin	кожа
3. lipstick	губная помада
4. carnauba wax	воск листьев бразильской пальмы
5. beeswax	пчелиный воск
6. eye make-up	косметика для глаз
7. mascara	тушь ресницы
	тень

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8. eyelashes	сажа
9. shade	высоко летучий
10. lampblack	низко летучий
11. top note	духи
12. end note	брови
13. perfume	добавляемые в качестве склеивающих веществ
14. eyebrow	
15. as binders added	

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

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

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

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

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 min

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

Theoretical lesson # 17 90 min

5.1. Theme/Тема/Тақырыбы: Chemistry and nutrition

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

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

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

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

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Perfect consolidation of reading, speaking and writing skills.

Отработка и закрепления навыков чтения, говорения и письма.

Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 мин

1. Организационный момент:

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

1. Read the new words and memorize them:

Nutrition – питание

dilute- Разбавлять

Sugar of grapes – виноградный сахар

Duration- длительность

Malnutrition- плохое питание

Starch- крахмал

Acid- кислота

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

Chemistry and nutrition

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

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

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

1. In the prescription department you can see drugs " , all kinds: boxes different rowers, ampoules glucose and camphor are used intramuscular and intravenous infections, tubes atmen's rubbing, different pills and tablets infernal use.
2. All medicines are left drug cabinets the shelves and the refrigerator.
3. Every small bottle or box has a label the name the

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medicine's task is to

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

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

1. Face powder and compact powder are used in cosmetics to give the skin a pleasant appearance.
2. Lipstick applied on lips is easily removed from them.
3. Eye make-up and lipstick are very similar in composition and differ only in such ingredients as fats, oils, etc. which are added as binders.
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5.5. Teaching methods/ Методы обучения и преподавания/ Өткізілу барысы

- Listening comprehension
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- Cards

5.6. Рекомендуемая литература:

Приложения 1

5.7. Control/Контроль/Бақылау 10 min

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

Theoretical lesson # 18 90 min

5.1. Theme/Тема/Тақырыбы: Perfume. Control Work-2.

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

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

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

5.3. Training goals/Задачи обучения/Оқытудың мақсаттары

Perfect consolidation of reading, speaking and writing skills.

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Оқу, сөйлеу және жазу дағдыларын қалыптастыру.

Ход занятия 10 min

1. Организационный момент:

- проверка присутствующих учащихся
- проверка готовности к занятию учащихся

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

2. Контроль знаний по предыдущим темам. 15 мин

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

3. Изложение нового материала 25 мин

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

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

1. Read and memorize the new words.

Science- наука	a condition- условие
A structure- строение	a compound- сложное вещество
A property- свойство	to decompose- разлагать
To change- менять	to consist of – состоять из
To exist – существовать	a state- состояние
Ordinary- обычный	

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

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

Perfume.

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

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

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

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

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

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

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

5.6. Рекомендуемая литература:

Приложения 1

Основная

1. EnglishforstudentsofPharmacy. Т. Н. Ивина
2. Маслова, А. М. Английский язык для медицинских вузов [Текст] : учебник / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336 р
3. Ағылшынша - қазақшамедициналықсөздік. 60000-дай термин [Мәтін] = English-kasakhmedicaldictionary : словарь / Т. Момынов [ж/б] ; ҚР Ұлттықғылым акад. Қазақтың С. Ж. Аспандияроватындағыұлттық мед. ун-ті . - 2-бас. - Алматы : [б. и.], 2014. - 552 бет
4. Аспандияроватындағыұлттық мед. ун-ті . - 2-бас. - Алматы : [б. и.], 2014. - 552 бет
- Berezogova, L. U. Professional english in medicine. 1 part : textbook /. - Almaty : "Evero" , 2017. - 232 р.
- Berezogova, L. U. Professional english in medicine. 2 part : textbook / - Almaty : "Evero" , 2017. - 300 р.
- Berezogova, L. U. Professionalenglish in medicine. 3 part [: textbook - Almaty : "Evero" , 2017. - 268 р.

Дополнительная:

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

Электронные издания

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

5.7. Control/Контроль/Бақылау 10 min

1. Interview your partner.

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