**Ministry of Education and Science of Kyrgyz Republic**

**OSH STATE UNIVERSITY**

 **THE INTERFACULTY DEPARTMENT OF FOREIGN LANGUAGES**



 **THEME: “Botkin's disease”**

 **Grammar: “Modal verbs should,must,need”**

 **Teacher: Karabaeva E.S.OSH – 2023**

**The plan of the lesson**

**Instructor: Karabaeva Eliza.**

**Theme: “Botkin's disease”**

**Group: 1 LK-4-23 A**

**Date: 11.12.23**

**Time: 10.20**

***Competencies formed in the classroom:***

***SLK-5– Capable of logical and reasoned analysis, public speaking, conducting discussions and polemics, editing texts of professional content, carrying out educational and pedagogical activities, cooperation and conflict resolution, tolerance.***

***Lesson purpose:***

* *To teach students to extract information from the text.*
* Develop morphological and biological speech skills,reading skills with the extraction of necessary information.
1. *Lesson form: practical*
2. *Lesson type: consolidation lesson and improvement of knowledge.*
3. *Inter-subject communication: Russian, Kygyz language.*
4. *Inside the subject link: Theme: 10, 9.*
5. *As the result,the students must:*

***а). Know:***

* *Continuity of languages in the sociocultural space of the medical community;*
* *Lexical and grammatical constructions;*
* *Features of the translation of medical texts;*
* *Basic medical and pharmaceutical terminology:*

***б). To be able to:***

 ***. build a logic of utterance based on a key pharmaceutical term****;*

* *Use lexico-grammatical constructions adopted in professional speech;*
* *Assess and determine your needs for continuing education:*

***в). To have :***

* *The ability to extract information from foreign sources;*
* *The ability to read,write and speak a foreign language ask and answer questions:*
* *Translation skills;*
* *Skills to set the goal of communication and information activities through a foreign language in order to extract general cultural and professionally significant information from foreign languages.*

***7. Main literature: (основная литература)***

* S.Kochkonbaeva Английский язык для медиков. Ош 2008
* KachalovaK.N. «Практическая грамматика английского языка»
* М.С.Муравейская. Английский язык для медиков.М.,2000

***Additional literature: ( дополнительная литература)***

1. Бонк Н.А. “Учебник английского языка”.
2. Минскин Е.М. «Игры и развлечения в группе продленного дня»
3. Мюллер В.К. «Большой англо-русский, русско-английский словарь» Москва 2015.

**8. Visual aids (*Оборудование):***

 Handouts, cards, pictures, wall papers, stick @ markers, соmputer, texts.

***The procedure of the lesson.***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **№** |  **Этапы занятия****Lesson stages** |  **Цели занятия** **The aim of the lesson** |  **Содержание занятия** **The content of the lesson** |  **Методы и механизмы****Methods @ mechanisms** | **Время****The times**  | **Ожидаемые результаты****The expected results** | **Наглядные пособия****Visual aids** | **Примечание****Notes**  |
| **1** | **Организационный момент****Org. moment** | To attract students attention to the lesson and make a comfortable atmosphere for them. | 1. Greeting with the students 2. Teacher asks the students to look at each other and smile at each other.3. Teacher begins the lesson with a QR code. Teacher checks students homework by scanning the QR code  | Pair work(парная работа) | 5 min. | Develop their oral and speaking skills. | Cards |  |
| **2** | **Checking up** **home assignments**  | To review the grammar modal verbs  | **Warm up. Miming game** slips of papers with different pictures (For example: a man is touching his head). The student who has got this picture should show this picture without words the rest of students should ask him questions and give suggestions: Have you got a headache? You need to see a specialist. You must (should) go to hospital (neurologist ets.) | Individual and group work | 5 min | develop their listening skills.  | Cards  |  |
| **3** | **Introduction of the new material.****Pre activities.** | To learn retelling, develop their thinking skills and enrich the vocabulary . | 1.Brainstorming activity. Teacher uses cluster in order to challenge the student’s attention to the new theme “Botkin's disease”*2. Phonetic drill: here will be words about*  Botkin's disease *and health care.* 3.Glossary – глоссарий работа над терминами*4. Matching scrambled words. Students are divided into two groups and given English and Russian equivalents of new words and they are to match them for a definite time.* | Group and individual work, Group work  | 20мин | - develop their thinking;- develop their speaking skills;- develop their writing skills;- develop their reading skills; |  Pictures.Methods material: as texts; glossary; new vocabularyStickersPapersMarkers  |  |
| **4** | **While activity** | Students learn to retell text using new words of hospitals and healthcare in their speech. | 1.Working over the text. Teacher uses KWL chart, divides the board into three parts and asks questions:1.What do you know about Botkin's disease?2.What do you want to know about types of Botkin's disease?3.What have you learned about the text?(This chart is completed after reading the text)Работа над текстом “ Botkin's disease”*Teacher uses her computer to play the text about*  Botkin's diseaseTeacher uses Inside and outside circle strategy. Students are divided into two groups. The text about the Bronchitis also is divided into two parts. The first group is reading the first part, the second group is the second part. After reading and intergroup discussion all students stand up and make circles the first group forms Inside circle the second group Outside circle. They stand face to face to each other and retell the text. First Inside group starts than Outside group continues . After listening to the Outside groups retelling Inside circle will do one step to the right and change their partners | *KWL chart**The text will be distributed for everyone. They read the text using the new words and translate* Inside and Outside circle | 10 мин.20 | - develop their listening skills. - develop their speaking skills; |  Stickersmarkers KWL chart  |  |
| **5** | **Post-activity****Discussion****Consolidation exersises** | To consolidate knowledge of a new subject | One or two volunteer student will retell the whole text.Students will complete the third Learned column of the KWL chart1. Kahoot! Five minute tests on vocabularyExercises from texts and definitions of new words |  Individ-l workСинквейн | 15min15 | To develop the listening skills of a new subject. | Слайд,StickersPapersMarkers  |  |
| **6** | **Homework** | To consolidate the passable material and develop the SIW. | 1.Learn by heart new words (oral);2.Causes of the Botkin`s disease .3.По грамматике: make up sentences using the modal verbs in written form. | Using the new words and glossary | 5min  | They will learn retelling and make up the topics in English. | Copy books |  |
| **7** | **Marking**  | Stimulate the knowledge and increase interest to this subject. | At the end of the lesson they will account their stars and will get their mark.  | Let’s count our scores, and according to stars we will get marks. | 5min | They will learn to evaluate each other |  |  |

**Criterion of Evaluation**

|  |  |
| --- | --- |
| **Requirement of marking** | **The highest score – 5**  |
| Warming up(Разминка) |  |
| Homework (to make up conceptual cards)(Домашнее задание) |  |
| Introduction of the new material(Новая тема) |  |
| Consolidation (Закрепление) |  |
| Control test(пяти минутный тест) |  |
| **Results:**  |  |

**“Excellent” (5)– 25-20 Stars.**

**“Good” (4) – 19-15 Stars.**

**“Satisfied” (3) – 14-9 Stars.**

 **“Poor” (2) – 8-4 Stars.**

*KWL-chart*

|  |  |  |
| --- | --- | --- |
| *1.What do you know about Botkin's disease?*  | *2.What do you want to know about Botkin's disease?*  | *3.What have you learned about the text?(This chart is completed after* |
| *ill person**Yellow eyes**Fatigue* | *Causes of the Botkin's disease* |  ***BOTKIN’S DISEASE*** Botkin’s disease, or the so called epidemic or infectious hepatitis, is an acute viral disease affecting hepatic cells and bile ducts.  The prominent German scientist Virchow believing it to be due to obstruction of the common bile duct with mucus during inflammatory processes in the duodenum, the disease was called catarrhal jaundice. But in 1880 the prominent Russian scientist S. Botkin having advanced the idea of an infectious origin of this disease, proved his suggestions by such facts as the involvement in this pathologic process not only of the liver but also of the nervous system, the kidneys, the enlargement of the spleen, etc. But it was not before 1940 that the term Botkin’s disease was introduced into medicine due to the efforts of the well-known Soviet physician M. Konchalovsky. Botkin ‘s disease occurs in epidemic form. This disease more commonly affects children, adults as well as elderly persons suffering from it freguently too.  Botkin’s disease is known to be due to a filterable virus present in the blood, liver and found in stool and urine. The virus is infective only for man. As this virus can not be seen under a usual microscope, it is revealed only by an electronic one. Being highly infective the virus survives in water, food, and on hands for days and weeks. |