Аркадакский филиал

государственного автономного профессионального образовательного учреждения Саратовской области

**«Саратовский областной базовый медицинский колледж»**

МЕТОДИЧЕСКАЯ РАЗРАБОТКА

комбинированного занятия

по теме:

«Ученые-медики и их вклад в медицину. The Present Perfect Tense»

дисциплина «Английский язык»

Специальность 34.02.01 Сестринское дело

**Курс 2**

**Аркадак**

**2024г.**



Ученые-медики и их вклад в медицину. The Present Perfect Tense Методическая разработка по дисциплине «Английский язык», для студентов 2 курса.

Преподаватель: Курилова Елена Геннадьевна. Аркадак, 2024 г. -14с.

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| --- | --- |
| **ОДОБРЕНА**  **на заседании ЦМК общеобразовательных,**  **ОГСЭ и ЕН дисциплин**  **Протокол №\_\_\_ от \_\_\_\_\_\_\_ 20\_\_\_г.**  **Председатель ЦМК**  **\_\_\_\_\_\_\_\_\_\_\_\_\_*Н.Н.Дуденкова*** | **«Согласовано»**  **и.о. методиста**  **Аркадакский филиал**  **ГАПОУ СО «СОБМК»**  **\_\_\_\_\_\_\_\_\_\_\_\_\_*С.В. Медведева*** |

**Содержание**

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**Пояснительная записка**

Данная методическая разработка составлена для преподавателей средних профессиональных медицинских учебных заведений.

Основной целью методической разработки, в соответствии с государственными образовательными стандартами и действующей рабочей программой по дисциплине, является формирование иноязычной коммуникативной компетенции специалиста-медика, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Методическая разработка дисциплины Иностранный язык (английский язык) рассчитана на 6 учебных часа. Тема «Ученые-медики и их вклад в медицину. The Present Perfect Tense» рассматривается на втором курсе.

Структура и содержание методической разработки ориентированы на взаимосвязанное решение коммуникативных, познавательных, развивающих и воспитательных задач и формирование у студентов-медиков иноязычной коммуникативной компетенции.

Работа состоит из грамматического материала; специальных, учебных и информационных текстов; лексического минимума для последующего применения его в устной и письменной речи и упражнениях, дающего полное представление об изучаемой теме; контрольно-оценочного материала для выявления правильности понимания лексического материала и упражнений для закрепления пройденной темы; самостоятельной работы по разделу:

• чтение и перевод иноязычных текстов и составление лексического словаря по темам раздела;

• создание мультимедийной презентации по теме «Ученые- медики».

Методическая разработка предназначена для обучения английскому языку студентов медицинских колледжей как под руководством преподавателя, так и для самостоятельной работы.

На изучение данной темы отводится 6 академических часов.

**Технологическая карта комбинированного занятия**

**«Ученые-медики и их вклад в медицину. The Present Perfect Tense»**

**Учебные цели занятия:**

***знать:***

1. Лексический минимум, необходимый для чтения и перевода текстов по теме «Моя будущая профессия – медицинская сестра».

# 2. Правило употребления артиклей в английском языке.

**34.02.01 Сестринское дело**

**ПК** 1.1-1.3, 2.1-2.3, 2.7-2.8, 3.1-3.3

**Уровень освоения:** 2

**Материальное обеспечение учебного занятия:**

1.Козырева Л.Г.

Английский язык для медицинских колледжей и училищ: учебное

пособие/Л.Г.Козырева, Т.В. Шадская. - Ростов н/Д :Феникс, 2019. - 329 с.-

(Среднее медицинское образование).

2.Компьютер с лицензионным программным обеспечением.

3. Дидактический материал:

  -Вопросы для фронтального опроса

  -Упражнения на закрепление темы

**Распределение рабочего времени на учебном занятии:**

|  |  |  |
| --- | --- | --- |
| **Содержание занятия** | **Время** | **Методические указания** |
| 1.Организационный момент | 5 мин. | Организовать работу студентов, отметить отсутствующих. |
| 2.Формулировка темы, ее мотивация | 3 мин. | Сообщить тему, план занятия и практическую значимость темы. |
| 3.Определение целей занятия | 2 мин. | Сообщить цель занятия, конечные результаты, что нужно знать и уметь. |
| 4.Проверка домашнего задания. | 50 мин. | Проводить контроль знаний студентов. |
| 5.Объяснение нового материала. | 30 мин. | Излагать материал доходчиво, объяснять новые термины, лексический материал. |
| 6.Закрепление нового материала | 80 мин. | Дать задание, объяснив последовательность выполнения. |
| 7.Подведение итогов занятия. Задание на дом | 10 мин. | Объяснять выполнение домашнего задания. |

**Present Perfect - настоящее совершенное время**

Время **Present Perfect** обозначает действие, которое завершилось к настоящему моменту или завершено в период настоящего времени. Хотя [английские глаголы](http://www.native-english.ru/grammar/english-verbs) в **Present Perfect** обычно переводятся на русский язык в прошедшем времени, следует помнить, что в английском языке эти действия воспринимаются в настоящем времени, так как привязаны к настоящему результатом этого действия.

I **have done** my homework already.  
Я уже сделал домашнее задание.  
  
We have no classes today, our teacher **has fallen** ill.  
У нас сегодня не будет уроков, наш учитель заболел.

**Образование Present Perfect**

Утвердительные предложения:

|  |  |
| --- | --- |
| I have played | We have played |
| You have played | You have played |
| He / she / it has played | They have played |

Вопросительные предложения:

|  |  |
| --- | --- |
| Have I played? | Have we played? |
| Have you played? | Have you played? |
| Has he / she / it played? | Have they played? |

Отрицательные предложения:

|  |  |
| --- | --- |
| I have not played | We have not played |
| You have not played | You have not played |
| He / she / it has not played | They have not played |

Время **Present Perfect** образуется при помощи вспомогательного [глагола**to have**](http://www.native-english.ru/grammar/verb-to-have) в настоящем времени и [причастия прошедшего времени](http://www.native-english.ru/grammar/participle) значимого глагола, то есть его «третьей формы».

**To have** в настоящем времени имеет две формы:

* **has**– 3 лицо, ед. ч. (He has played)
* **have**– 1 и 2 лицо ед.ч. и все формы мн. ч. (I have played)

*Примечание:*

[Личные местоимения](http://www.native-english.ru/grammar/personal-pronouns) и вспомогательный глагол часто сокращаются до**he’s**, **they’ve** и т. п.  
В зависимости от использованного в предложении времени сокращения типа **he’s** могут расшифровываться и как **he is**, и как **he has**.

Причастие второе, или причастие прошедшего времени (**Participle II**), можно получить, прибавив к начальной форме значимого глагола окончание **-ed**:

examine – examin**ed**, enjoy – enjoy**ed**, close – clos**ed**

Однако есть также достаточно большая группа [неправильных английских глаголов](http://www.native-english.ru/grammar/irregular-verbs), которые образуют форму прошедшего времени не по общим правилам. Для них форму причастия прошедшего времени нужно запомнить.

В**вопросительном предложении**вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

**Have**you **seen**this film?  
Ты смотрел этот фильм?  
  
**Has**she **come**yet?  
Она еще не пришла?

В **отрицательных предложениях** за вспомогательным глаголом следует отрицательная частица **not**. Формы **have** и **has**при этом могут быть сокращены до **haven’t** и **hasn’t** соответственно:

I **haven’t seen** him since then.  
С тех пор я его так и не видел.

**Случаи употребления Present Perfect:**

* Если говорящему важен сам факт произошедшего действия, а не его время или обстоятельства:

I **have visited** the Louvre 3 times.  
Я посетил Лувр три раза.

Если время события имеет значение, то нужно использовать время **[Past Simple](http://www.native-english.ru/grammar/past-simple)**:

I **visited**the Louvre last year.  
Я посетил Лувр в прошлом году.

* Если период, в который произошло действие, еще не закончился:

I**have finished** reading “Dracula” this week.  
На этой неделе я закончил читать «Дракулу».

В противном случае используется время **[Past Simple](http://www.native-english.ru/grammar/past-simple)**:

I **finished**reading “Dracula” 2 weeks ago.  
Я закончил читать «Дракулу» две недели назад.

* Для обозначения действий, которые начались в прошлом и продолжаются в момент разговора:

I’**ve studied** Spanish since childhood.  
Я учил испанский с детства.  
  
I **haven’t seen** my hometown for 45 years.  
Я не видел свой родной город 45 лет.

**Контрольно-оценочный материал**

**Reading and translation of the texts:**

FLORENCE NIGHTINGALE —THE FOUNDER OF THE NURSING PROFESSION

Nadezhda Andreevna Boyko who had taken part in the Great Patriotic War as a medical nurse and who had saved many Soviet soldiers during the most severe battles near Novorossiysk, was awarded the medal of Florence Nightin­gale, by the International Organization of Red Cross.

Do you know who Florence Nightingale was? One hun­dred years ago the first professional School for nurses was founded at one of the hospitals in London by a young En­glish woman Florence Nightingale. She was born on May 12, 1820, in the Italian city of Florence after which she was named. She was one of the greatest women in the history of England.

In 1854 Miss Nightingale and 38 other nurses went to the Crimea to help in the care of the sick and wounded British soldiers during the Crimean War. Miss Nightingale never gave an injection, never took blood pressure or made an electro­cardiogram, but she did her best establishing a more reason­able and hopeful way of handling all kinds of illness. This way of handling has been used up to now. She was the first to es­tablish the nursing profession.

EDWARD JENNER (1749—1823)

It was E. Jenner who made a great discovery in medicine. His new method of "vaccination" (in Latin the word "vac­cines" means "cow") was made known in 1798. At first his discovery passed unnoticed. But soon the method was spo­ken about. People asked and demanded to be vaccinated. And in a short time there was no part of the world that had not taken up vaccination. It was vaccination against smallpox.

Edward Jenner was born at Berkeley, Gloucestershire, on May 17, 1749. He started practicing medicine in London at St. George's Hospital. When he was twenty-four he began practice in his native town. Ever since he was a boy he liked to observe things. Today, thanks to his discovery, the cases of smallpox are very rare. A lot of countries sent him their gifts, and even the French Emperor, Napoleon, in spite of the fact that he was at war with England, released two Brit­ish prisoners when he learned that they were friends of Ed­ward Jenner. E. Jenner vaccinated free of charge anyone who asked him to.

MECHNIKOV I.I.

I.I. Mechnikov was born in 1845 in the village of Ivanov ka, not far from the city of Kharkov.

Since his early childhood I. I. Mechnikov had become interested in natural sciences. Being a pupil of the sixth form he began to attend the course of university lectures. Mech­nikov graduated from Kharkov University when he was only 19 years old. While studying at the University he published several scientific articles in zoology.

In 1870 at the age of 25 Mechnikov became one of the leading professors of Odessa University. But twelve years lat­er, in 1882 he left the University demonstrating his protest against the tzarist ministry of education. He began his intense work in his private laboratory. In 1887 Mechnikov went abroad and spent almost 30 years in Paris at the Pasteur In­stitute.

I. I. Mechnikov was the first to observe the phenomenon of phagocytosis in experiments with lower animals.

Mechnikov took great interest in this phenomenon and began his regular observations. On the basis of his observa­tions he proved that white blood cells of the human being had the ability to pass through the walls of the capillary vessels and to destroy the invading microbes, Mechnikov called these cells phagocytes and the phenomenon itself phagocytosis. He also determined what defence forces the human body had and why not every bacterial infection resulted in a disease.

In 1908 I. I. Mechnikov received the Nobel Prize for his investigations on phagocytosis. Mechnikov performed con­siderable work on the effect of lactic acid on bacteria and devoted many years of his life to the problem of aging.

He died in 1916 at the age of 71.

LOUIS PASTEUR

Louis Pasteur was born in 1822. He was a prominent French chemist, one of the founders of modern microbiolo­gy. His research work helped much to establish the field of bacteriology. In his early Pasteur devoted his energies to the discovery of microorganisms in wine and beer production. He introduced the idea of heat sterilization (pasteurization) for these products and milk.

Later he became interested in hydrophobia. He showed that viral pathogenic properties could be attenuated by pass­ing the virus through the body of a proper animal. On the basis of these observations he developed a vaccine for hydro­phobia.

Continuing his investigation L. Pasteur discovered the method to prevent some infections diseases by introducing at­tenuated causative agents. This method is known as vaccina­tion. It has helped to fight against many infections disease

ROBERT KOCH

Robert Koch was a prominent German bacteriologist, the founder of modern microbiology. He was born in 1843, died in 1910. Koch carried on many experiments on mice (Mhimax) in a small laboratory.

In 1882 Koch discovered tyberculosis bacilli. In his report made in the Berlin Phisiological Society Koch described the morphology of tyberculosis bacilli and the ways to reveal them. His discovery made him known all over the world. In 1884 Koch published his book on cholera. He included all the investigations during the cholera epidemic in Egypt and India into this book. Koch isolated a small comma-shaped bacterium. He determined that these bacteria spread through drinking water. In 1905 Koch got the Nobel prize for his important scientific discoveries.

D. I. IVANOVSKY — THE FOUNDER OF VIRILOGY

Dmitry losiphovitch Ivanovsky was born in 1864. In 1888 he graduated from Petersburg University and began to study the physiology of plants and microbiology.

When D. I. Ivanovsky was investigating the tobacco mo­saic disease (мозаичная болезнь табака) he came to the conclusion that this disease occurred due to a microscopic agent, many times smaller than bacteria.

To prove this phenomenon D. I. Ivanovsky had to make many experiments on various plants. At that time everybody considered that bacteria were the smallest living organisms. But then D. I. Ivanovsky had completed his experiment, he came to conclusion that the living organism smaller than bacteria existed in the environment. These living organisms were called viruses.

D. I. Ivanovsky was the first scientist who was able to es­tablish the new branch of microbiology — virology.

PROFESSOR LESGAFT

Professor P. F. Lesgaft was born in 1837. He was a prominent Russian anatomist and a talented teacher. He was the first to work out the science of physical culture. After gradu­ation from the Academy he worked for the Degree of Doc­tor of Medicine. This degree was given to him in 1865 and in 1868 he received the Degree of Doctor of Surgery.

About 130 scientific works were written by Prof. Lesgaft. Many of them were translated into foreign languages. One of his main books was called "The Basis of Theoretical Anato­my". In his work Prof. Lesgaft divided the muscles into two basic groups —- static and dynamic. They were called strong and skilled.

He determined that the static muscles were formed by short bands of muscular fibers; the dynamic muscles were formed by the bands of long muscular fibers.

His studies on static and dynamic muscles were contin­ued by other scientists.

А PROMINENT RUSSIAN SCIENTIST I. M. SECHENOV

I. M. Sechenov (1829—1905) was a prominent Russian scientist, the founder of Russian physiology and scientific psychology. He wrote 106 scientific works.

Some of his research works were connected with the in­vestigation of the blood gases and their role in the respirato­ry process. I. M. Sechenov came to the conclusion that he­moglobin was the substance of the blood which accomplished the exchange of oxygen and carbon dioxide in the respirato­ry process. I. M. Sechenov investigated as well the process of absorption of carbon dioxide by the solutions of salts and some other processes.

**Exercises**

**Exercise №1.** Дополните предложения правильной формой Present Perfect

1. I know who your boss is. I (*work*) for him.
2. Look! Somebody already (*broke*) the tree.
3. Mary (*go*) to Moskow, but she’ll be back next Monday at the latest.
4. Andy is in hospital now. He (*have*) a bad crash.
5. Jane is crying. She (*hurt*) her knee.

**Exercise№2.** Заполните пропуски since или for.

Mike left school when he was 16. … then he has had five cars. He usually keeps a car … a year. Then he gets bored with it and buys another one. As far as his dad, he has had the same car … ten years. Mike can’t understand that. He’s had this Ford Mondeo … 2002 and it’s still going well. He’ll probably keep it … a few month.

**Exercise №3.** Поставьте правильную форму глаголав Present Perfect Simple или Present Perfect Continuous.

- Hi, Mark! I (*not/see*) you for ages.  
- Hi. I (*work*) quite hard as usual. How about you?  
- Great. I (*look*) around for a new flat, but I (*not/find*) one yet.  
- What’s wrong with your old one?  
- It’s OK. But I (*just/get*) a new job and it’s on the other side of town. By the way, you (*finish*) that book I gave you last month?  
- I (*not/have*) time, I was very busy. I (*start*) it but I’ve only got as far as the first chapter.  
- What you (*do*) since I last saw you?  
- I (*prepare*) for exams, of course. I (*take*) Maths I’ve still got physics and chemistry to go.  
- How did the Maths exam go?  
- I think I (*pass*) it. We’ll see.

**Exercise №4.** Тест на Present Perfect, Past Simple, Present Perfect Continuous

1. He (*play*) a lot of football this year.  
a. plays  
b. was playing  
c. has played

2. Tell me all about what (*happen*) at the meeting. I am all ears.  
a. happened  
b. has happened  
c. has been happening

3. He (*run*) away from school three times when he was 14.  
a. run  
b. has run  
c. has been running

4. How many cups of coffee you (*drink*) today?  
a. did you drink  
b. have you drunk  
c. have you been drinking

5. How long you (*drink*) this cup of coffee?  
a. did you drink  
b .have you drunk  
c. have you been drinking

6. Your car is covered in mud. Where you (*drive*)?  
a. did you drive  
b. have you driven  
c. have you been driving

7. Our team is rubbish. They just (*lose*) 8 games one after another.  
a. lost  
b. have lost  
c. have been losing

8. You (*make*) up your mind? What you (*decide*) to do?  
a. did you make/ have you decided  
b. have you made/ have you decided  
c. have you been making/did you decide

9. You (*find*) the place on the map yet?  
a. Have you found  
b. Did you find  
c. Have you been finding

10. I (*not/hear*) anything from him since he (*move*) to Paris.  
a. didn’t hear/ moved  
b. haven’t heard/moved  
c. haven’t been hearing/ was moving

**Exercise №5.** Заполните пропуски: *“since”, “for”, “already”, “just” or “yet”.*

1. John has … finished his homework, so his books are still on the table.

2. I haven’t seen Sarah … 1990.

3. Have you … finished eating? I haven’t even started … .

4. We’ve lived here … ten years.

5. He’s … come back from jogging and he’s a bit tired.

**Exercise № 6.** Fill in: *has/have been in/to, has/have gone to.*

*Gina:* Hello, Paul. Are you enjoying yourself in Rome?

*Paul:* Oh, yes.

*Gina:* Which places 1) …***have***.. you ..***been to***.. since you arrived?

*Paul:* Well, I 2) ……… Rome for two weeks now so I 3) …….. a lot of places, like the Coliseum, some museums and the Vatican.

*Gina:* Where are your friends today?

*Paul:* Mark and Jim 4) ….. a travel agent’s to buy tickets for the plane and they haven’t come back yet. Mark says he 5) ….. Rome too long. He 6) …… to Capri before Jim and Sean 7) ….. (not) any islands, so I think we will go to Sardinia. Sean 8) ….. the hotel to sleep.

*Gina:* Well, I’m leaving now. My parents 9) …..the hospital to see uncle. He 10) …… hospital for a week. See you later!

**Exercise №7.** Fill in the blanks with time adverbs or expressions from the list below:

*so far, how long, just, for, since, how long ago, yet, this week, ago, just now, already*

|  |  |
| --- | --- |
| 1. They got married a month …*ago*.. . | 7. ……. have you been in Rome? |
| 2. He hasn’t called us … . | 8. The boss came ……. . |
| 3. I’ve had this car ….. a year. | 9. Carol has been to the cinema twice ……. . |
| 4. He has ….. left. | 10. ……. did he move house? |
| 5. She has typed three letters ……. . | 11. I have studied Maths ……. 1991. |
| 6. She has ……. cooked dinner. | 12. Peter has been here …… 5 o’clock. |

Задание на дом: подготовить пересказ текста по теме «Флоренс Найтингейл», подготовить презентацию про одного из ученых-медиков .

**Список использованных источников**

**Основные источники:**

1. Козырева Л.Г.

Английский язык для медицинских колледжей и училищ: учебное

пособие/Л.Г.Козырева, Т.В. Шадская. - Ростов н/Д :Феникс, 2019. - 329 с.-

(Среднее медицинское образование).

ISBN 978-5-222-29404-8

**Дополнительные источники:**

1.www.rambler.ru/dict/  
On-line словари: англо-русский, русско-английский

**Интернет-ресурсы:**

1.arkadakmu@yandex.ru

2.http://www.britannica.co.uk

3.http://en.wikipedia.org

4.<http://www.study.ru>