ДОСВІД ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ У ВИЩІЙ ШКОЛІ

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ФОРМУВАННЯ АНГЛОМОВНОЇ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ У ФАХОВОМУ СЕРЕДОВИЩІ: РОЗРОБКА НАВЧАЛЬНОГО ЗАНЯТТЯ З ТЕМИ «IMMUNITY» ДЛЯ СТУДЕНТІВ ІІ КУРСУ СПЕЦІАЛЬНОСТІ «БІОЛОГІЯ»

Анотація

У публікації представлено розгорнутий план-конспект онлайн-заняття для студентів ІІ курсу. Метою заняття є опанування галузевої лексики англійської мови з теми «Immunity» для формування англомовної лексичної компетентності студентів біологічних спеціальностей. З урахуванням специфіки освітньої програми план заняття відповідає сучасним вимогам вищої школи з «Іноземної мови для спеціальних цілей» до комплексного формування загальних і предметних компетентностей. Опора на різні види вербальної та невербальної наочності сприяє ефективному засвоєнню навчального матеріалу завдяки мобілізації мислення та почуттів. Матеріал для аудіювання та базовий текст для читання належать до академічного дискурсу. Автоматизація дій з новими лексичними одиницями в різних видах мовленнєвої діяльності відбувається у визначених метою заняття навчальних ситуаціях. Перевірка розуміння змісту почутого на слух передбачає групування лексичних одиниць відповідно до семантичних полів, заповнення термінами пропусків у тексті, поєднання смислових віх у єдине ціле. Роботу над розумінням прочитаних текстів завершує смислове опрацювання інформації: формулювання суджень, оцінювання та інтерпретація змісту.

Ключові слова: *формування англомовної лексичної компетентності, іноземна мова для спеціальних цілей, план заняття, студенти біологічних спеціальностей*

Тема заняття: IMMUNITY

Тип заняття: практичне, комбіноване

Цілі заняття:

Практичні:

– формувати лексичні навички за темою заняття;

– розвивати вміння розуміти на слух основний зміст та деталі англомовного академічного та наукового дискурсу;

– розвивати вміння вивчаючого читання аутентичного академічного професійно орієнтованого тексту;

– розвивати вміння вибіркового читання аутентичного науково-популярного тексту;

– навчити робити повідомлення на основі прослуханого/прочитаного, обґрунтовуючи свої думки.

Освітні:

– поглибити фахові знання про імунну систему та імунітет;

– розширити світогляд студентів.

Розвиваючі:

– розвивати мовну здогадку та мовленнєву реакцію студентів;

– розвивати вміння аналізувати та систематизувати нову інформацію, встановлювати зв'язки раніше вивченого з новим;

– розвивати пізнавальні здібності студентів;

– розвивати вміння критичного мислення та логічного викладення думок.

Виховні:

– виховувати самостійність та активність;

– формувати інтерес і позитивну мотивацію до навчання;

– виховувати культуру спілкування;

– прищеплювати вміння коректно вести наукову дискусію.

Хід заняття

1. Організаційний момент (2 хв.): повідомлення теми та мети заняття.

2. Актуалізація теми. Мовленнєва зарядка. (3 хв.)

3. Подача тематичного лексичного матеріалу і автоматизація дій з ним. (15 хв.)

4. Аудіювання з розумінням основного змісту та деталей академічного професійно орієнтованого дискурсу документального відео-

формату *Introduction to how the immune system Works* (Great Pacific Media, 2009). (17 хв.)

5. Читання з повним розумінням академічного професійно орієнтованого тексту, обговоренням та інтерпретацією його змісту. (15 хв.)

6. Аудіювання наукового професійно орієнтованого дискурсу з метою фіксації значущих смислових віх і поєднання їх у смислове ціле. (15 хв.)

7. Вибіркове читання науково-популярного тексту за тематикою заняття з розумінням змісту абзаців. (10 хв.)

8. Підведення підсумків заняття. Пояснення домашнього завдання.

Оцінювання знань студентів та рівня сформованості іншомовної комунікативної компетентності. (3 хв.)

Методичне забезпечення

Лутковська, Н.М., Козачук, С.М. (2021). *Посібник з професійно орієнтованого курсу англійської мови*. Талком.

Оснащення

1. Комп'ютер.
2. Платформа Zoom Video Communications.
3. Відеозапис.
4. Аудіозапис.
5. Роздатковий матеріал.

Розгорнутий план-конспект заняття

2. **Організаційний момент: повідомлення теми та мети заняття.**

Teacher: Good day to everyone!

Today we are going to focus on the subject that has become a crucial health issue over a few recent years, and that is IMMUNITY. As well as looking at the parts of the immune system and the way they function, it is also important to study different types of immunity and list critical factors that can shatter or boost it.

3. **Мовленнєва зарядка.**

Teacher: Before we start the topic proper, think about how much you already know about it. Work in pairs and discuss these questions.

1. What is immunity? What do you personally do to be immune?
2. What can be done to boost immunity?
3. What are the parts of the immune system? You may use the diagram below (Figure 1) to assist you.

<u>Режим роботи:</u> S1-S2, S3-S4 і т.д.

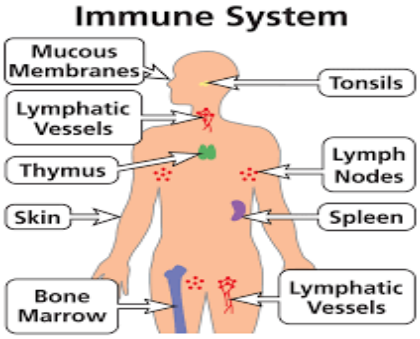


Figure 1. Immune System

Джерело/Source: https://bit.ly/3JvS8mG

Suggested answers:

1. Immunity is the ability of an organism to resist disease, either through the activities of antibodies or inoculation. To stay immune one can follow the rules of hygiene, exercise to keep fit, have a sound sleep and stick to a healthy diet.
2. One of the ways to boost your immunity is to get vaccinated.
3. The organs of the immune system include the thymus, the spleen, the bone marrow, and lymph nodes.

3. Подача тематичного лексичного матеріалу і автоматизація дій з ним.

а) підбір до ЛО відповідних дефініцій;

Teacher: Now that you have mentioned the major parts of the immune system, match the terms to their definitions. To make this task interactive you are to write your answers in the chat.

1. **bone marrow** ***n***	a) each of a number of small swellings in the lymphatic system where lymph is filtered and lymphocytes are formed
2. **lymph node** ***n***	b) a lymphoid organ situated in the neck of vertebrates which produces T-lymphocytes for the immune system
3. **spleen** ***n***	c) a soft fatty substance in the cavities of bones, in which blood cells are produced
4. **thymus** ***n***	d) an abdominal organ involved in the production and removal of blood cells in most vertebrates and forming part of the immune system

Режим роботи: Ss-T.

Suggested answers: 1. c; 2. a; 3. d; 4. b.

б) самостійне вживання ЛО для найменування відповідних позначень на рисунку.

Teacher: Work in small groups in session rooms. Have a look at the diagram (Figure 2) and label the immune organs and tissues. Discuss your guesses with other members of your group and then report the results to the class.

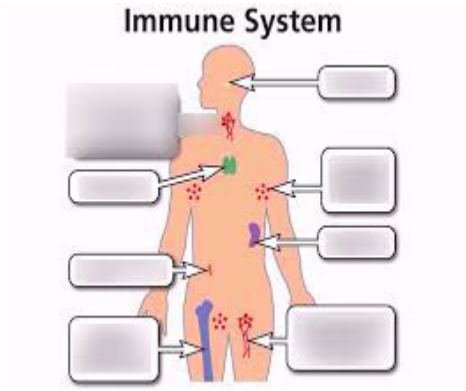


Figure *2.* Immune System

Джерело/Source: https://bit.ly/3JAbGpN

Режим роботи 1: S1-Ss2-3, S4-Ss5-6 і т.д., потім S1-Cl, S4-Cl і т.д.

Suggested answers (clockwise)*:* tonsils, lymph nodes, spleen, lymphatic vessels, bone marrow, appendix, thymus, lymphatic vessels.

4. Аудіювання з розумінням основного змісту та деталей академічного професійно орієнтованого дискурсу документального відеоформату *Introduction to How the Immune System Work* (Great Pacific media, 2009)**.**

Teacher: You are going to watch the part of the video «Introduction to How the Immune System Works». Before doing that I would like to get your comments about the body's defences against microbes and their functions. (*Suggested answer:* The body's defenses against microbes are external barriers (such as skin and mucus membranes), nonspecific internal defenses (phagocytes, inflammatory response and fever) and our immune system. External barriers keep microbes out of the body, nonspecific defenses combat invading pathogens, our immune system provides resistance to infection and toxins.)

а) усунення лексичних труднощів перед аудіюванням;

Have a look at the glossary of some key terms.

Glossary

enzyme *n* a substance produced by a living organism which acts as a catalyst to bring about a specific biochemical reaction

natural killer cell *n* a lymphocyte able to bind to certain tumour cells and virus-infected cells without the stimulation of antigens, and kill them

mucus *n* the slimy protective secretion of the mucous membranes

macrophage *n* any large phagocytic cell occurring in the blood, lymph, and connective tissue of vertebrates

lymphocyte *n* a type of white blood cell formed in lymphoid tissue

B-cell *n* a type of lymphocyte, originating in bone marrow, that produces antibodies

neutrophil *n* a neutrophilic white blood cell

monocyte *n* a large phagocytic white blood cell with a simple oval nucleus and clear, greyish cytoplasm

T-cell *n* a type of lymphocyte that matures in the thymus gland and has an important role in the immune response

interferon *n* a protein released by animal cells, usually in response to the entry of a virus, which has the property of inhibiting virus replication

б) презентація відеоматеріалу (part 1);

Teacher: Watch the part of the video *Introduction to how the immune system works* about 3 lines of body's defence (Great Pacific Media, 2009).

в) контроль розуміння переглянутого і прослуханого;

Teacher: While watching the video fill in the gaps in the table with suitable terms from the box that refer to the particular line of defence: Then compare your answers working in pairs.

antibacterial enzymes natural killer cells mucus macrophages lymphocytes skin B-cells mucous membrane neutrophils monocytes T-cells interferon protein digesting enzymes

External Barriers	
Nonspecific Internal Defences	
Immune System	

Режим роботи: Video presenter-Ss, потім S1-S2, S3-S4 і т.д.

Suggested answers:

External Barriers	mucus, skin, mucus membrane, antibacterial enzymes, protein digesting enzymes
Nonspecific Internal Defences	natural killer cells, monocytes, neutrophils, macrophages, interferon
Immune System	lymphocytes, B-cells, T-cells

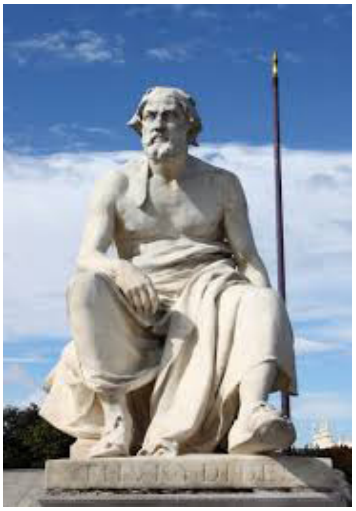
г) презентація відеоматеріалу (part 2);

Teacher: Watch the part of the video «Introduction to How the Immune System Works» about specific internal defenses (Great Pacific Media, 2009).

д) контроль розуміння переглянутого і прослуханого;

Task 1.

Teacher: While watching the segment of the video fill in the gaps in the script of the text. Then report your answers to the class.



Джерело/Source: https://bit.ly/3CICTmu

More than 2,000 years ago the Greek historian Thucydides recognized that occasionally someone _____ (1) a disease, recovers and never catches that particular disease again. The person becomes _____ (2). With rare exceptions, however, immunity to one disease confers no protection against other diseases. Thus, the immune system attacks one type of _____ (3), overcomes it and provides future protection against that microbe but no others. This is why we refer to the immune response as a specific defense against _____ (4). The immune system consists of about 2 trillion specialized white blood cells called _____ (5). Many are distributed throughout the body, the blood and lymph. Others are clustered in specific organs, particularly the thymus, lymph nodes and _____ (6). The immune response results from the interactions among several types of lymphocytes and the _____ (7) they produce. The immune response is provided chiefly by 2 types of lymphocytes – B cells and T cells. As with all white blood cells, B and T lymphocytes arise from cells in the _____ (8). Early in development newly forming T cells migrate to the thymus – hence the name T cell – and differentiate. B cells differentiate in the bone marrow itself – hence the name B cell – and later migrate typically either to the spleen or lymph nodes. Immune _____ (9) produced by both B and T cells consist of 3 steps: recognizing invaders, watching an attack and retaining a memory of the invader to ward off future _____ (10).

Режим роботи: Video presenter-Ss, потім Ss-T.

Suggested answers: contracts (1), immune (2), microbe (3), invasion (4), lymphocytes (5), spleen (6), molecules (7), bone marrow (8), responses (9), infections (10).

Task 2.

Teacher: Provide your explanation as to why immunity to one disease confers no protection against other diseases.

Режим роботи: T-S1, T-S2, T-S3.

Suggested answer: The immune system is able to recognize only the microbes the attacks of which it has already experienced. It keeps the memory of these particular invaders but no other pathogens. This is why it will provide future protection against the particular disease.

5. Читання з повним розумінням академічного професійно орієнтованого тексту, обговоренням та інтерпретацією його змісту.

Teacher: You were given the task to read the text «Active and Passive Immunity» (Mader, 2010). as your home assignment (Текст 1 подано у Додатках).

Виконання завдань за текстом.

Task 1.

Teacher: Let's check your Reading Comprehension. Eleven sentences or phrases

have been removed from the text. Choose from A-K the one that fits each gap in 1-11.

a) trying to get a foothold inside the body

b) that has entered the body

c) infants become more susceptible to infections

d) to genetically engineer bacteria

e) that serve as the first line of defense

f) will be used as adjuncts for vaccines

g) who have recovered from the illness

h) so passive immunity is temporary

i) between cancerous and normal tissue cells

j) by determining the amount of antibody present in a sample of plasma

k) although a booster may be required after many years

Read aloud only the sentences containing your insertions.

Режим роботи: T-S1, T-S2, T-S3 і т.д.

Suggested answers: 1 e; 2 a; 3 b; 4 d; 5 j; 6 k; 7 h; 8 c; 9 g; 10 i; 11 f.

Task 2.

Teacher: Complete the sentences (1-5) in column A with phrases or sentences (a-f) in column B. There is one extra item in column B which you do not need to use. Work in pairs.

A		*B*	
1.	B cells and T cells are capable of recognizing antigens	**a**	by which long-term immunity is possible.
2.	It is often said that the receptor and the antigen fit together	**b**	which circulate in the blood and lymph.
3.	Most of the cloned B cells become plasma cells,	**c**	because they have specific receptors.
4.	If the same antigen enters the system again,	**d**	by coating them completely.
5.	Antibodies sometimes react with viruses and toxins	**e**	like a lock and a key.
		f	memory B cells quickly divide and transform into plasma cells.

Режим роботи: S1-S2, S3-S4 і т.д.

Suggested answers: 1 c; 2 e; 3 b; 4 f; 5 d.

Task 3.

Teacher: Match a word or a phrase from the text to its definition. To make this task interactive you are to write your answers in the chat.

a) colourless cells that circulate in the blood and body fluids and are involved in counteracting foreign substances and diseases *(n.) w_ _ _ _ b_ _ _ _ c_ _ _s*;

b) to keep the body from invasion by pathogenic microorganisms *(phr.)*

to p_ _ _ _ _ _ i_ _ _ _ _ _ _ _ ;

c) protein produced in response to and counteracting a specific antigen *(n.)*

a _ _ _ _ _ _ _;

d) affected with a disease-causing organism *(adj.) i_ _ _ _ _ _ _* ;

e) of a pathogen (esp. a virus) highly infective *(adj.) v_ _ _ _ _ _ _* ;

f) a fully differentiated B cell which produces a single type of antibody *(n.)*

p_ _ _ _ _ c_ _ _;

g) a person receiving medical treatment *(n.) p_ _ _ _ _ _*;

h) to cause someone to be vulnerable or at risk *(v.)to e_ _ _ _ _*;

i) a swelling of a part of the body caused by an abnormal growth of tissue, whether benign or malignant *(n.) t_ _ _ _ _*;

j) the process by which a cell ingests microorganisms, other cells and foreign particles *(n.) p_ _ _ _ _ _ _ _ _ _ _ _*;

k) any of various proteins, secreted by cells, that carry signals to neighbouring cells *(n.) c_ _ _ _ _ _ _ _*;

l) a substance extracted from white blood cells that stimulates their activity against infection and may be used to combat some forms of cancer *(n.) i_ _ _ _ _ _ _ _ _ _*.

Режим роботи: Ss-T.

Suggested answers: a) white blood cells; b) to prevent infection; c) antibody; d) infected; e) virulent; f) plasma cell; g) patient; h) to expose; i) tumour; j) phagocytosis; k) cytokine; l) interleukin.

6. Аудіювання наукового професійно орієнтованого дискурсу з метою фіксації значущих смислових віх і поєднання їх у смислове ціле.

Teacher: Now we are going to listen to a part of episode 2 *Am I normal?* (BBC, 2011) about the things that can boost or shatter your immunity.

Task 1.

Teacher: Before doing that I would like to get your comments on the quote from the podcast: «*Where has this sudden fear of germs come from in this country? Have you noticed this: the media are constantly running stories about Ebola, various infections, salmonella, bird flu? Everybody's running around, scrubbing this and spraying that, and overcooking their food, and repeatedly washing their hands trying to avoid all contact with germs. It's ridiculous, and it goes to ridiculous length. What do you think you have your immune system for? It's for killing germs! But it needs practice! It needs germs to practice on!»* (American comedian George Carlin).

Режим роботи: T-S1, T-S2, T-S3.

Suggested answer: The immune system is very complicated. It has a number of components that have to interact properly. Getting therefore exposure to microbes is a way of acquiring immunity. In fact, without that exposure the immune system cannot function normally. Nevertheless, it should be noted that hygiene is a vital health factor capable of saving human lives.

Task 2.

Teacher: Listen to a part of episode 2 *Am I Normal?* (BBC, 2011). Sentences of the summary are mixed up. Put them in the correct order.

a) A huge amount of epidemiological evidence tells us that the contact with the environment is essential to a normal immune system.

b) Increases in allergies, multiple sclerosis, type 1 diabetes, inflammatory bowel diseases in the rich developed countries testify to a failure to meet certain microorganisms.

c) There's no denying that hygiene saves numbers of lives.

d) The contact with dirt and environmental organisms has been lost since we moved into concrete environments and chlorinated water.

e) If you keep a dog, which greatly increases the microbial variety of species found in your house, that is also protective.

f) Children who are exposed to cowsheds during the first 2.5 years of life are less likely to develop juvenile inflammatory diseases.

g) Bacteria are trainers of the regulatory parts of our immune system.

h) If we don't meet with the right organisms with which we co-evolved our immune system is not set up and regulated correctly.

i) We know since the late 19th century that farmers were less likely to develop allergic disorders.

1	2	3	4	5	6	7	8	9

Режим роботи: Audio presenter-Ss, потім Ss-T.

Suggested answers:

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
h)	g)	b)	a)	i)	f)	e)	d)	c)

7. Вибіркове читання науково-популярного тексту (Gazzola, 2015) **за тематикою заняття з розумінням змісту абзаців (Текст 2 подано у Додатках).**

Teacher: There are great many proverbs about well-being and good health around the world. Look through the following examples and choose some words of wisdom you agree/disagree with. Match the proverb with the appropriate paragraph which best illustrates its meaning. There are two proverbs which you don't need to use. Discuss your answers with other members of your group in a session room and then report the results to the class.

a) *«Eat well, drink in moderation, sleep sound – in these three, good health abound»*

b) *«When the sun rises, work; when the sun sets, stop»*

c) *«Hygiene is two-thirds of life»*

d) *«A tri-color meal is a good deal»*

e) *«An apple a day keeps a doctor away»*

f) *«There are more old wine drinkers, than there are old doctors»*

g) *«Limit your desires and you'll improve your health»*

h) *«Cheerfulness is the very flower of health»*

i) *«Garlic is as good as ten mothers»*

j) *«When the heart is at ease, the body is healthy»*

1. _____

Режим роботи 1: S1-Ss2-3, S4-Ss5-6 і т.д., потім S1-Cl, S4-Cl і т.д.

Suggested answers: 1 c; 2 j; 3 i; 4 g; 5 b; 6 a; 7 f; 8 h.

8. Підведення підсумків заняття.

Teacher: Today we have learned the organs and tissues of the immune system, specified the way they interact and function, and explored the factors that can weaken or strengthen your immunity.

Пояснення домашнього завдання.

Your home assignment for our next meeting is to surf the Internet to collect additional information about active and passive immunity and present your findings to the class.

Оцінювання знань студентів.

As for your marks for today they are …Thank you for your active participation. See you next week.

ДОДАТКИ

Text 1

Active and Passive Immunity

Immunity, the ability to combat diseases and cancer, includes two innate lines of defense: 1) barriers to entry, 2) phagocytic white blood cells, the neutrophils and macrophages.

The body has built-in physical and chemical barriers (1) _____ against an infection by pathogens. The inflammatory response, a special reaction of the body when first invaded, exemplifies the second line of defense. Inflammation employs mainly neutrophils and macrophages to surround and kill pathogens (2) _____.

When innate defenses have failed to prevent an infection, acquired defenses come into play. Acquired defenses overcome an infection by doing away with the particular disease-causing agent (3) _____. Acquired defenses also protect against cancer.

The two types of acquired immunity are active and passive. In active immunity, the individual alone produces antibodies against an antigen. In passive immunity, the individual is given prepared antibodies via an injection.

Active immunity sometimes develops naturally after a person is infected with a pathogen. However, active immunity is often induced when a person is well to prevent future infection. Artificial exposure to an antigen through immunization can prevent future disease.

Immunization involves the use of vaccines, substances that contain an antigen to which the immune system responds. Traditionally, vaccines are the pathogens themselves, or their products, that have been treated to be no longer virulent. Today it is possible (4) _____ to mass-produce a protein from pathogens, and this protein can be used as a vaccine.

After a vaccine is given it is possible to follow an immune response (5) _____ – this is called the antibody titer. After the first exposure to vaccine the first response occurs. For a period of several days no antibodies are present. Then the titer rises slowly, levels off and gradually declines as the antibodies bind to the antigen or simply break down. After the section exposure to the vaccine a secondary response is expected. The titer rises rapidly to a level much greater than before. Then it slowly declines. The second exposure is called a «booster» because it boosts the antibody titer to a high level. The high antibody titer now is expected to help prevent disease symptoms.

Active immunity depends upon the presence of memory B cells and memory T cells capable of responding to lower doses of antigen. Active immunity is usually long-lasting, (6) _____.

Passive immunity occurs when an individual is given prepared antibodies or immune cells to combat a disease. These antibodies are not produced by the individual's plasma cells, (7) _____. For example, new-born infants are passively immune to some diseases because IgG antibodies have crossed the placenta from the mother's blood. These antibodies soon disappear, and within a few months, (8) _____. Breast-feeding prolongs the natural passive immunity an infant receives from the mother because IgG and IgA antibodies are present in the mother's milk.

Even though passive immunity does not last, it is sometimes used to prevent illnesses in a patient who has been unexpectedly exposed to an infection disease. Usually the patient receives a gamma-globulin injection, perhaps taken from individuals (9) _____. For example, a health-care worker who suffers an accidental needle stick may come into contact with the blood from a patient infected with hepatitis virus. Immediate treatment with a gamma-globulin injection (along with simultaneous vaccination against the virus)

can typically prevent the viruses from causing infection.

Every plasma cell derived from the same B cell secretes antibodies against a specific antigen. These are monoclonal antibodies because all of them are the same type and because they are produced by plasma cells derived from the same B cell. Monoclonal antibodies are used to identify infections. And because they can distinguish (10) _____, they are also used to carry radioisotopes or toxic drugs to tumours, which can be selectively destroyed. Antibodies that bind to cancer cells can activate complement and can increase phagocytosis by macrophages and neutrophils.

Cytokines are signaling molecules produced by T lymphocytes, macrophages and other cells. Cytokines regulate white blood cell formation and/or function, so they are being investigated as a possible adjunct (or added on) therapy for cancer and AIDS. Both interferon, produced by virus-infected cells, and interleukins, produced by various white blood cells, have been used as immunotherapeutic drugs. These are used particularly to enhance the ability of the individual's T cells to fight cancer.

Scientists actively engaged in interleukin research believe that interleukins soon (11) _____. They may be used for the treatment of chronic infectious disease and perhaps for the treatment of cancer. Interleukin antagonists also may prove helpful in preventing skin and organ rejection, autoimmune diseases and allergies (Source: Mader, 2010).

TEXT 2

We may think of washing as a mandatory daily task, but hygiene is an oft overlooked health factor. «The skin is an intricate organ of excretion and protection,» dermatologist Sally Penford says. «Every day, it eliminates toxins, salts and oils. Add to that dead skin cells and external pollutants, and the skin's surface becomes clogged with unwanted debris, which must be gently removed to keep you in better health.»Penford says it's important to maintain the protective barrier of the skin to guard against moisture loss and bacterial attack.

«Avoid relying on soap because it's alkaline and acts in opposition to your skin's natural acidity,» she explains. «Use an acid-balanced cleanser instead. Opt for a creamier one if you have dry skin and a clay-based cleanser for oily skin. Follow with a moisturizer to protect your skin against external pollution.»

2. _____

Four times as many women die of heart disease than of breast cancer. However, while the stories of breast cancer survivors such as Kylie Minogue and Olivia Newton-John keep awareness of the disease in the public eye, the dangers of heart disease are often forgotten.

To give your body the best protection from this serious lifestyle-related condition, it's a good idea to have regular blood pressure and cholesterol testing, stop smoking, moderate your saturated fat intake and increase the fruit and veg in your diet.

Exercise, too, is a key. «Because the heart is a muscle – one which 'feeds' the body nourishing blood – exercise makes it stronger,» cardiac nurse Ellen Mason says. «This, in turn, reduces high blood pressure and cholesterol, prevents and manages diabetes and obesity, and also fights depression and anxiety.»

3. _____

This magical, loving proverb is born from the abundance of benefits this vegetable is known to offer. It's a powerful antiseptic and contains antioxidants that are said to have healing benefits on the intestine and be effective in lowering cholesterol. Others claim it can help fight influenza, parasites and even infertility.

Nutritionist Robert Clark says it's an effective prebiotic that feeds healthy gut bacteria and fights unhealthy bacteria. «It's best eaten raw,» he says. «Try a salad of tomatoes, sprinkled with a thinly sliced clove of garlic, lots of fresh basil and olive oil. The flavours will combine and the garlic won't taste so strong.»

4. _____

We live in an I-want-it-all culture that's based on coveting the celebrity lifestyle. Life coach Martin Perry urges us to stop buying into exposes of celebrity lifestyles and to reject the obsessive culture altogether.

«What's the worst that can happen?» he says. «It's hugely stressful to put yourself through the pressure of wanting to look like a celebrity. Let go of that stress. Many Hollywood stars put

themselves on unhealthy fad diets to achieve their looks. They're paying with their health.»

5. _____

Kundalini yoga teacher Carolyn Cowan lives by this proverb and she believes it's transformed her life. «I get up at about 4am or 5am every day, do yoga, meditate and then begin work,» she says. «There's a very still energy in the early ambrosial hours and when the sun rays start striking the planet it gives you an extraordinary feeling.»

At 5pm, she winds down and aims to be in bed by 8.30pm. «My philosophy is all about living in a more natural state, enabling your body to fall into its own rhythm. And the bonus of eating before the sun sets is that it improves your digestion. When it's dark, your body yearns to shut down for the day.»

6. _____

«Healthy eating and drinking within recommended guidelines is very much a part of an ideal lifestyle,» health, weight and fitness coach Emma Hetherington says. «Sleep is important to reduce stress and if you're less stressed, you're less likely to comfort eat. People look for magic formulae in life, but it's down to the healthy attitude this proverb encapsulates.»

7. _____

Professor Roger Corder, a nutrition researcher and author of The Red Wine Diet, believes that a drop of claret can help you live a healthier, longer life, largely thanks to chemicals called procyanidins. «Procyanidins promote healthy blood vessel function – essential in keeping all the organs working optimally,» Corder says.

«This raises the possibility that it can protect against not only heart disease and stroke, but also diabetes, dementia, even forms of cancer.»

It's worth noting that the areas of the world with large numbers of centenarians – southern France, Sardinia and Crete – have local wines with high procyanidin counts. Look for tannic reds and remember to drink in moderation.

8. _____

We've long known that Japanese people often live longer than many other races and this traditional saying may have something to do with it. If you're feeling down, remember you have the power to act. «Cheerfulness is a choice,» happiness guru and author Ben Renshaw says. «When you wake up, make the immediate decision to be happy.»

Renshaw adds that positive feelings help the body to release feel-good endorphins into the bloodstream. These, in turn, boost the immune system. «You can literally choose happiness, choose to boost your immune system, and therefore choose to be healthier,» he says (Source: Gazzola, 2015).

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DEVELOPING ENGLISH LEXICAL COMPETENCE IN PROFESSIONAL ENVIRONMENT: DETAILED LESSON PLAN ON THE TOPIC «IMMUNITY» FOR SECOND-YEAR MAJORS IN BIOLOGY

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Abstract

This publication is a detailed lesson plan on the topic «Immunity» designed for the second-year students majoring in Biology. The lesson is aimed at lexical elements acquisition alongside with lexical skills development in job-related areas. The material presented satisfies the requirements of the National ESP Curriculum focusing on integrated approach to the formation of linguistic and specialism-related competence. Application of both non-verbal and verbal visual aids contributes to successful learning by activating students' thinking and emotional involvement. Academic discourse meant for Listening and Reading highly correlates with professionally oriented documentary discourse based on current scientific research. Audio and video discourse patterns provide the grounds for standard phonation of special terms, which is of primary importance to English where all the lexical items need to be transcribed due to striking discrepancy between their oral and written forms. New Vocabulary items are practised in a variety of speech activities occurring within a study-related situational context. Listening Comprehension is based on classifying lexical terms in accordance with their semantic fields, filling the gaps in the text, and finding the correct order of the events. Reading Comprehension aims at developing students' skills of reasoning, evaluating and interpreting the contents.

Keywords: *English lexical competence development, ESP, lesson plan, students majoring in Biology*

BIO

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