**Al-Farabi Kazakh National University**

**Faculty of Philology and World Languages**

**Department of Foreign Languages**

**APPROVED by**

Dean of the faculty

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B.O Dzholdasbekova

Protocol № \_1\_, 03.09.2020

**EDUCATIONAL METHODICAL COMPLEX OF DISCIPLINE**

**Code: IYa 1103**

**«A Foreign language»**

Specialty « 6B10103 General medicine»

Program «Bachelor degree»

Course – 1

Semester – 1

Number of credits – 5

**Almaty 2020**

Educational-methodical complex of the discipline is made by master of education,

Sh. S. Duisenbayeva

Based on the working curriculum on the specialty «6B10103 General medicine»

Considered and recommended at the meeting of the department of Foreign Philology and Translation Studies

Protocol № 1, August 27. 2020

The Department Head \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ U.B. Adilbayeva

Recommended by methodical bureau of the faculty

Protocol № 1, August 28, 2020

Chairman of the method bureau of the faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ L.V Ekshembeeva

**SYLLABUS**

**Fall semester 2020-2021 academic years**

**on the educational program «6B10103 General medicine»**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **No. of hours per week** | | | | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | **Laboratory (Lab)** | |
| IYa1108, IYa1103 | A Foreign language | 98 |  | 45 |  | | 5 | 7 |
| **Academic course information** | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | **Types of practical training** | | **Number of IWS** | | **Form of final control** |
| Online | Practical |  | | Webinars\discussions/round tables, etc.| | | 3 | | Test |
| Lecturer | Duisenbayeva Shakizat Seidullaevna | | | | |  | | |
| e-mail | shakizat1964@mail.ru | | | | |
| Telephone number | +77476486222 | | | | |

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| **Academic presentation of the course** |

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| **Aim of course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| The aim of the discipline: to form students ' communication skills using the studied lexical units and grammatical constructions for foreign language communication. | **- cognitive and functional types of competencies:**  **LO 1 Listening:**   * understand the main meanings of a sounding educational text or utterance based on knowledge and understanding of the lexical, grammatical and pragmatic systems of the language; * build meanings into a single content of the text / statement in relation to its functional orientation. | ID 1.1 predict outcomes, infer links and connections between events  ID 1.2 understand the key information, detect main idea, identify supporting ideas, exemplification  ID 1.3 take notes while listening |
| **- functional type of competence:**  **LO 2 Speaking:**   * discuss the content of the educational text, present your own point of view with arguments; * build your own behavioral program in everyday and educational situations; * correctly use the lexical-grammatical and pragmatic types of knowledge in generating your own speech. | ID 2.1 initiate dialog interaction on the educational situation in the context of a specific speech strategy; respond correctly to the statements of other students;  ID 2.2 present your point of view on the problems of educational situations in a reasoned manner, using the factual content of the text;  ID 2.3 minimize grammatical and pragmatic errors in your own speech. |
| **- ability to analyze and synthesize information:**  **LO 3 Reading and writing:**   * interpret the main content of the educational text based on a deep understanding of its key meanings in written and spoken language; * develop models (structural, structural-semantic, pragmatic, cognitive) for understanding and presenting the content of the educational text; * use different types of text (descriptions, narration, reasoning) to solve the assigned educational tasks; | ID 3.1 structure and signpost a short presentation  ID 3.2 use information to support and justify opinion  ID 3.3 expand the topic and summarize information  ID 3.4 draft, revise and edit the essay.  ID 3.5 identify appropriate structure of a paragraph\essay |
| **- ability to assess and generalize the learning situation**  **LO 4**   * Correct to use a system of lexico-grammatical and pragmatic language skills, and knowledge of text types to implement their own training needs and communication | ID 4.1 predict the content of the text  ID 4.2 skim a text to understand its main idea, style, and purpose  ID 4.3 scan a text for particular information  ID 4.4 recognize definitions, explanations and examples |
| **LO 5 Prepare a presentation, a project on the topics studied.** | ID 5.1. make a presentation/project on the given topics  ID 5.2 deliver the presentation, prove the point of view |
| **Prerequisites** | Level B1 Intermediate\IELTS 4.5 | |
| **Post requisites** | Level B2+ Upper-Intermediate\IELTS 5.5 | |
| **Information resources** | **Required literature:**  1. Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009  2. Raymond Murphy *English Grammar in Use. A self-study reference and practice book for Intermediate learners of English.* 5th edition (2019): Cambridge University Press  3. Glendinning Eric H., Howard Ron. Professional English in Use. Medicine  4. MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare  **Supplementary literature:**   1. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert *English File* 4th edition Student’s e-Book 2019 Oxford. 2. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert with Jane Hudson English *File 4th edition*   Workbook 2019 Oxford.   1. Academic Writing from Paragraph to Essay by Dorothy E. Zemach & Lisa A. Rumisek. Macmillan 2005 2. Dictionary of Medical terms 4th edition A&С Black London 2007 3. Eric H. Glendinning, Beverly A.S. Holmstrom 3rd edition English in Medicine Cambridge Professional English 2010. 4. Chabner, Davi-Ellen Medical terminology: a short course, ISBN: 978-1-4377-3440-9 Sixth edition 2009 5. IELTS 15 (2020). Practice tests. General and Academic. | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  All students have to register at the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the discipline study schedule.  ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum, as well as in the MOOC.  **Academic values:**  - Practical trainings/laboratories, IWS should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - Students with disabilities can receive counseling at e-mail shakizat1964@mail.ru |
| **Evaluation and attestation policy** | **Criteria-based evaluation:**  assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**GRADING POLICY**

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| **Grade Letter Points** | **Grade Numerical Scale** | **Percentage** | **Traditional Grade** |
| **А** | **4,0** | **95-100** | **Excellent** |
| **А-** | **3,67** | **90-94** |
| **В+** | **3,33** | **85-89** | **Good** |
| **В** | **3,0** | **80-84** |
| **В-** | **2,67** | **75-79** |
| **С+** | **2,33** | **70-74** |
| **С** | **2,0** | **65-69** | **Satisfactory** |
| **С-** | **1,67** | **60-64** |
| **D+** | **1,33** | **55-59** |
| **D** | **1,0** | **50-54** |
| **F** | **0** | **0-49** | **Unsatisfactory** |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| weeks | Topic name | LO | ID | amount of hours | Maximum score | Form of Knowledge Assessment | The  Form of the lesson  / platform |

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| Module **1** | | | | | | | |
| 1 | **L.1** **Unit 1 Presenting complaints**  Dr Gillian Henderson -cardiologist  Understanding culture: interpreting body  language  Listening: Personal details Presenting complaints | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Video lecture  in MS Teams  ZOOM |

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| 1 | **PT 1 futurelearn.com**  Lesson 1  1.1, 1.2, 1.3  What you'll learn this week VIDEO (00:59)  1.5 Illustration of a hospital  Visiting the hospital  Before we jump into learning about the hospital, how much do you know already?  1.7 Hospital roles quiz QUIZ  1.8 Have you ever visited a hospital as a patient or a visitor? DISCUSSION  The vocabulary of the hospital | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | MOOC distance Courses  futurelearn.com  IT | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 2 | **L.2 Unit 1 Presenting complaints**  Speaking: Diagnosing presenting complaints  Writing: A case report  Language spot: Asking short and gentle questions  Tenses in the presenting complaint  Vocabulary: Describing pain  Pronunciation: Medical terms: word stress | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Video lecture  in MS Teams  ZOOM |
| 2 | **P2 futurelearn.com**  1.10 Registering at the hospital  When you visit a hospital as a patient for the first time, you often have to answer questions so that the staff can help. This activity will follow Zaheer going through the process of registering at a hospital.  1.20 Illustration of a brain  Reflection  We've mentioned the importance of thinking about what you've learnt. But how can learners reflect? This activity explains a method called Gibbs's reflective cycle, which you'll be using in the coming weeks.VIDEO (01:35)  Illustration of an ear to represent listening  Listening: a patient describes his symptoms  In this activity, you'll hear a patient called Zaheer describing why he's visiting the hospital, and you'll discuss the questions a healthcare professional needs to ask new patients. | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | Analysis  TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 3 | **L.3** **Unit 2** **Working in general practice**  Short questions in the general history  Understanding culture: Research into general practice in the UKListening: Description of a GP’s job A case history  Short questions in the general history | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Video lecture  in MS Teams  ZOOM |
| 3 | **PT 3**  **futurelearn.com**  2.2 Zaheer describes his health to a nurse ARTICLE  Illustration of question mark inside speech bubble  Grammar: asking questions  The wh- questions start with words like who, what, and why. Illustration of an ear to represent listening  Listening: giving advice  Healthcare professionals must often give advice. In this activity, you'll listen to a conversation between a doctor and a nurse, then check your understanding and discuss what you've heard.  Illustration of question mark inside speech bubble  Grammar focus: imperatives  2.14 Illustration of paper with writing on it  Reading: medication information leaflet  2.18 Tell a patient about healthier lifestyles DISCUSSION  Illustration of paper with writing on it  Reading: a reflective journal | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 3 | **IWSP 1 Consultation on the implementation of IWS1** | LО 1 | ID 1.1. |  |  |  | Webinar  in MS Teams  ZOOM |
| 3 | **IWS 1.** **How the world sees the covid-19 pandemic?** **Learnings from the healthcare response to the pandemic in India** | LО 2  LO 5 | ID 2.2.  ID 5.1  ID 5.2 |  | 30 | CW Logic task |  |
| **Module П** | | | | | | | |
| 4 | **L.4 Unit 2 Working in general practice**  Reading: Social factors in general practice  Speaking: GP statistics Case history role-play Writing: A referral letter  Language spot: Present Perfect and Past Simple  Vocabulary: Medical jobs Signs and symptoms  Non-technical language  Pronunciation: Medical jobs:main stress Questions: rising and falling intonation | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Video lecture  in MS Teams  ZOOM |
| 4 | **PT 4 futurelearn.com**  Introduction to Week 3  Welcome to Week 3. Let's listen to Michael introducing what you'll learn this week.  3.1 Illustration of an ear to represent listening  Listening: new healthcare vocabulary  In this activity, Dr Haddad discusses a visit with her colleague, Mahmouf. You'll learn plenty of important new words, and get a chance to use them in context.  3.2 Dr Haddad describes her patient’s medical condition ARTICLE  3.3 Match the definition to the pictures QUIZ  3.4 Match the definitions to the nouns QUIZ | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 5 | **L.5** **Unit 3 Instructions and procedures**  Dr Franco Carulli- newly qualified  doctor  Preparation for carrying out a procedure  Listening: Preparing for the first ward roundGiving instructions | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 |  | TK | Video lecture  in MS Teams  ZOOM |
| 5 | **IWSP 2 Consultation on the implementation of PCh 1** | LО 1 | ID 1.1. |  |  | IT | Webinar  in MS Teams  ZOOM |
| 5 | **PCh 1 Control work** | LО 2  LO 5 | ID 2.2.  ID 5.1  ID 5.2 |  | 20 | CW  Logic task |  |
| 5 | **Make a structural and logical diagram of the read material** | LО 1 | ID 1.1. |  | 10 |  |  |
| 5 | **PCh 1** | LО 2  LO 5 | ID 2.2.  ID 5.1  ID 5.2 |  | 100 | MT |  |
| 6 | **L.6 Unit 3 Instructions and procedures**  Reading: Direct Observation of Procedural Skills  Speaking: Explaining a process(hand washing) Explaining a procedure Case presentation  Writing: Case notes  Language spot: Giving instructions Explaining procedures Making polite requests  Vocabulary: Instructions for a procedure | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 |  | Webinar  in MS Teams  ZOOM |
| 6 | **PT 6 futurelearn.com**  3.5 Visiting patients at home: Dr Haddad calls Mahmoud ARTICLE  3.6 True or False? QUIZ  3.7 How much do you know about diabetes? DISCUSSION  3.8 Describing a medical condition QUIZ  Illustration of a pencil writing on paper  Grammar focus: giving instructions  In this activity, you'll find out how to talk about things people can do, and talk about things people should do. These are very useful expressions in healthcare, and so there's lots of explanation and plenty of practice for you. | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | Analysis  TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 7 | **L.7 Unit 4 Explaining and reassuring**  Research into complications  Listening: Patient care Explaining a gastroscopy Emphasis Discussing complications  Reading: Gastroscopy  Speaking: Explaining procedures Acknowledging  visual cues | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Video lecture  in MS Teams  ZOOM |
| 7 | **PT 7** **futurelearn.com**  3.9 Introduction to grammar focus ARTICLE  3.10 Grammar: can and could ARTICLE  3.11 What can they do? Scrambled sentences QUIZ  3.12 Grammar: ought to and should ARTICLE  3.13 Grammar: ought to and should in the past ARTICLE  3.14 What should they do? What ought they to do? QUIZ  3.15 Grammar: stronger advice using 'had better' ARTICLE  3.16 Giving advice using 'had better' QUIZ  3.17 Practice expressing ability and giving advice QUIZ  3.18 What advice would you give Nour about her blood sugar level? DISCUSSION  Illustration of paper with writing on it  Practise your reading skills  In this activity, you'll use the words and expressions you've learned for giving advice. | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | Analysis  TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 8 | **L.8 Unit 4 Explaining and reassuring**  Writing: An explanation of possible complications  Language spot: Explaining procedures with the Present Passive and be going to future  Vocabulary: Adjectives to describe procedures Explaining complications and reassuring the patient  Pronunciation: Word stress:suffixes |  |  | 2 | 5 |  | Webinar  in MS Teams  ZOOM |
| 8 | **PT 8**  **futurelearn.com**  3.19 Reading: a conversation between Nour and Mahmoud ARTICLE  3.20 Reviewing a patient's medical condition at home ARTICLE  3.21 Advice for Nour. True or False? QUIZ  3.22 How would you advise a patient with heat stroke? DISCUSSION  3.23 Mahmoud tells Dr Haddad about Nour, via email ARTICLE  3.24 Read again: true or false? QUIZ  3.25 Read again: identifying texts and structure QUIZ  3.26 Writing emails: fill the gaps QUIZ  3.27 Write about yourself DISCUSSION  Illustration of a brain  Reflection  This activity will review what has been covered this week. You should think about the goals of the week and decide what you've done well and what you want to spend more time on.  3.28 Weekly reflection and summary: what can you do? ARTICLE  3.29 How does your daily life affect your studies? ARTICLE | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | Analysis  TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 8 | **IWSP 3 Consultation on the implementation of IWS2** | LО 1 | ID 1.1. |  |  | IT | Webinar  in MS Teams  ZOOM |
| 8 | **IWS 2**  **My future profession** | LО 2  LO 5 | ID 2.2.  ID 5.1  ID 5.2 |  | 30 | CW  Logic task |  |
| 9 | **L.9 Unit 5 Dealing with medication p.36**  Joyce Carne - nurse practitioner  Prescribing drugs in hospital. Research into clinical incident reporting.  Listening:  A drug chart Benefits and side effects | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Video lecture  in MS Teams  ZOOM |
| 9 | **PT 9** **futurelearn.com**  Healthcare roles in the community  In this activity you're going to meet some of the people who work to promote healthcare in the community  4.2 Meet some healthcare professionals who work in the community ARTICLE  4.3 Healthcare roles vocabulary QUIZ | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | Analysis  TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 10 | **L.10 Unit 5 Dealing with medication p.36**  Reading: Concordance  Speaking: A drug chart. Explaining medications.  Writing: Clinical incident reporting  Language spot: Phrasal verbs. Explaining side effects: can! may  Vocabulary: Abbreviations | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Video lecture  in MS Teams  ZOOM |
| 10 | **PT 10** **futurelearn.com**  4.4 Healthcare in your community DISCUSSION  Illustration of a light bulb  What causes community healthcare problems and what can be done to solve them?  In this activity, the language of healthcare issues in the community and their causes will be discussed | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | Analysis  TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 10 | **IWSP 4 Consultation on the implementation of MT** | LО 1 | ID 1.1. |  |  |  | Webinar  in MS Teams  ZOOM |
| 10 | **MT Test** | LО 2  LO 5 | ID 2.2.  ID 5.1  ID 5.2 |  | 20 | CW Problem task |  |
| 10 | **IWSP 5**  **Make a structural and logical diagram of the read material** | LО 2  LO 5 | ID 2.2.  ID 5.1  ID 5.2 |  |  |  | Webinar  in MS Teams  ZOOM |
| 10 | **МТ (Midterm Exam)** | LО 1 | ID 1.1. |  | 100 | IT MT |  |
| 11 | **L.11 Unit 6 Lifestyle**  Sympathy and empathy  Research in medicine  Listening: Family history and social history. Being sympathetic.  Reading: Overweight and obesity | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Video lecture  in MS Teams  ZOOM |
| 11 | **PT 11** **futurelearn.com**  4.5 Identifying key healthcare problems ARTICLE  4.6 Healthcare problems and how they are caused DISCUSSION  4.7 Talking about problems and causes ARTICLE  4.8 Talk about your community DISCUSSION  4.9 Can you think of solutions? DISCUSSION  4.10 Talking to a community worker ARTICLE  4.11 What did Dr Haddad and the community worker discuss? QUIZ  4.12 Evaluating solutions QUIZ | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 2 | 5 | Analysis  TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 12 | **L.** **12 Terminal illness and dying** p.90  Frances MacGregor-M arie Curie nurseCare in the community  Listening: Recognizing and dealing with patients'emotions. Informing a relative about a death  Reading: Breaking bad news  Speaking: Breaking bad news  A debate about donor cards. Coping mechanisms  Writing: Preferred coping mechanisms  Language spot: Expressing likes, dislikes, and preferences  Vocabulary: Reactions to bad news Words and phrases related to death | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Video lecture  in MS Teams  Webinar  in MS Teams  ZOOM |
| 12 | **PT 12** **futurelearn.com**  4.13 What do you think about the solutions they discussed? DISCUSSION  4.14 Healthcare in communities around the world ARTICLE  Illustration of question mark inside speech bubble  Talking about causes and effects  We're now going to think about the causes and effects of healthcare problems. This activity will focus on an email from Fatima to a local administrator. She wants to persuade her, so we'll explore the language she uses to do that.  4.15 Introduction to writing to persuade ARTICLE  4.16 What did the email say? QUIZ  4.17 Introducing conditional clauses ARTICLE  4.18 Zero conditional sentences ARTICLE  4.19 First conditional sentences ARTICLE  4.20 Using other modals instead of will ARTICLE  4.21 Use this week's learning points in other contexts DISCUSSION  Illustration of educational books  Your turn to educate the community  This activity is a chance to bring together all the language you've been learning about, and think about how you would address problems in your own community. | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | Analysis  TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 12 | **IWSP 6 Consultation on the implementation of IWS3** | LО 1 | ID 1.1. |  |  | IT | Webinar  in MS Teams  ZOOM |
| 12 | **IWS 3 Health problems** | LО 1 | ID 1.1. |  | 30 | CW  Problem task |  |
| 13 | **L.13 Unit 7 Parents and young children** p.66  Understanding why patients can appear vague. Asking and responding to open questions. Information web search: TWEAKListening: Acknowledging verbal cues Appropriate responses | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Webinar  in MS Teams  ZOOM |
| 13 | **PT 13** **futurelearn.com**  4.22 Educating the community: your turn to help DISCUSSION  4.23 How else could you help educate your community? DISCUSSION  Illustration of a brain  Reflecting on your learning so far  You've made amazing progress during the last four weeks. But we know it's not always easy! Let's now think about reflecting on your learning, and discuss with your fellow learners what you find easy and what's more difficult.  4.24 Review of the week ARTICLE | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | Analysis  TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 14 | **L.14 Unit 7 Parents and young children** p.66  Reading: Barriers to prevention  Speaking: Considering what the patient thinks. Dealing with a defensive patient  Writing: Writing accurately for training or work applications  Language spot: Open and closed questions  Vocabulary: Alcohol  Pronunciation: Stress in the sentence | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 1 | 5 | TK | Video lecture  in MS Teams  Webinar  in MS Teams  ZOOM |
| 14 | **PT 14** **futurelearn.com**  4.25  Reflection DISCUSSION  Reference books  Review the grammar and vocabulary we use in this course  Here you will find pages giving summaries of the main grammar points in this course and a list of important healthcare vocabulary with definitions. | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | Analysis TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 15 | **L.15 Unit 8 Communication** p.74  Understanding why patients can appear vague. Asking and responding to open questions. Information web search: TWEAK Listening: Acknowledging verbal cues Appropriate responses  Reading: Barriers to prevention  Speaking: Considering what the patient thinks. Dealing with a defensive patient  Writing: Writing accurately for training or work applications  Language spot: Open and closed questions  Vocabulary: Alcohol  Pronunciation: Stress in the sentence | LО 1  LO 2  LO 3 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2 | 2 | 5 | TK | Webinar  in MS Teams  ZOOM |
|  | **PT 15** **futurelearn.com**  4.26 Using the glossary and grammar focus ARTICLE  4.27 Review the grammar we use in this course ARTICLE  4.28 Glossary of healthcare words used in this course ARTICLE | LО 1  LO 2  LO 3  LO 4 | ID 1.2  ID 1.3.  ID 2.1  ID 2.3  ID 3.2  ID 3.3  ID 4.2  ID 4.3 | 1 | 5 | Analysis  TK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
|  | **IWSP 7 Consultation on the implementation of PCh 2** | LО 5 | ID 5.1. |  |  |  | Webinar  in MS Teams  Webinar  in MS Teams  ZOOM |
|  | **Progress test** | LО 2  LO 5 | ID 2.2.  ID 5.1  ID 5.2 |  | 20 | Analysis  CW |  |
|  | **Тест** | LО 1 | ID 1.1. |  |  | IT |  |
|  | **PCh 2** | LО 1 | ID 1.1. |  | 100 | MT |  |

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT – midterm, PCh (1, 2)- progress check 1, 2

Comments:

- Form of L and PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources, p. 6).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

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