

**SYLLABUS**  
**1<sup>st</sup> semester 2025-2026 academic year**  
**6B10114 Medicine**

ID and name of the course	Independent work of students (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of teacher (IWST)
		Lectures (L)	Practical classes (PC)	Laboratory classes (LC)		
50 Foreign Language	4		5		5	7
<b>Academic course information</b>						
Form of education	Cycle, Module, Component	Lecture	Types of Practical Classes		Form and platform of final control	
Offline	General Education Disciplines (GED), M-2 Instrumental module, Obligatory component (OC)		Problem solving/ presentations/discussions/ round tables, project work, etc.		Test in IS Univer	
Lecturer	Tursynbekova Ulzhan Tursynbekovna					
e-mail	Beautiful-girl_kz@mail.ru					
Telephone number	8 700 700 23 92					

**ACADEMIC COURSE PRESENTATION**

Purpose of the course	Expected Learning Outcomes (LO) As a result of studying the discipline a student will be able to:	Indicators of LO achievement (ID) To achieve LO student should:
The aim of the discipline: to form the improvement of knowledge of foreign language communicative competence. The main methods of speech skills and foreign language communication skills are considered as a basis for the development of communicative competence; implementation of acquired speech skills in the process of searching, selecting and using material in English.	<b>- cognitive and functional types of competencies:</b> <b>LO 1 Listening:</b> <ul style="list-style-type: none"> <li>- 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;</li> </ul>	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
	<b>- functional type of competence:</b> <b>LO 2 Speaking:</b> <ul style="list-style-type: none"> <li>- discuss the content of the educational text, present your own point of view with arguments;</li> <li>- correctly use the lexical-grammatical and pragmatic types of knowledge in generating your own speech.</li> </ul>	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;
	<b>- ability to analyze and synthesize information:</b> <b>LO 3 Reading and writing:</b> <ul style="list-style-type: none"> <li>- interpret the main content of the educational text based on a deep understanding of its key meanings in written and spoken language;</li> <li>- use different types of text (descriptions, narration, reasoning) to solve the assigned educational tasks;</li> </ul>	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.
	<b>- ability to assess and generalize the learning situation</b> <b>LO 4</b> <ul style="list-style-type: none"> <li>- use the system of lexical-grammatical and pragmatic language skills, and knowledge of text types to implement their own training needs and communication</li> </ul>	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
	<b>LO 5 Prepare a presentation, a project on the topics studied.</b>	ID 5.1. make a presentation/project on the given topics ID 5.2 deliver the presentation, prove the point of view
<b>Prerequisites</b>	Level B1 Intermediate\IELTS 4.5	
<b>Post requisites</b>	Level B2+ Upper-Intermediate\IELTS 5.5	
<b>Learning resources</b>	<b>Required literature:</b> 1. Sam McCarter, Oxford English for careers. Medicine 1, Student's book. Oxford University Press,	

	<p>2019</p> <p>2. Raymond Murphy <i>English Grammar in Use. A self-study reference and practice book for Intermediate learners of English</i>. 5<sup>th</sup> edition (2019): Cambridge University Press</p> <p><b>Additional Reading:</b></p> <ol style="list-style-type: none"> <li>1. Glendinning Eric H., Howard Ron. Professional English in Use. Medicine. Cambridge University Press. 2021</li> <li>2. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert <i>English File</i> 4<sup>th</sup> edition Student's e-Book 2020 Oxford.</li> <li>3. Dictionary of Medical terms 5<sup>th</sup> edition A&amp;C Black London 2022</li> </ol> <p><b>Internet resources:</b></p> <ol style="list-style-type: none"> <li>1. MOOK distance Courses English for Healthcare futurelearn.com <a href="https://www.futurelearn.com/courses/english-for-healthcare">https://www.futurelearn.com/courses/english-for-healthcare</a></li> <li>2. <a href="http://elibrary.kaznu.kz/ru">http://elibrary.kaznu.kz/ru</a></li> </ol>
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<p><b>Academic policy of the course in the context of university moral and ethical values</b></p>	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity</u> of Al-Farabi Kazakh National University.</p> <p>Documents are available on the main page of IS Univer.</p> <p><b>Integration of science and education.</b> The research work of students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics practical classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.</p> <p><b>Attendance.</b> The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.</p> <p><b>Academic honesty.</b> Practical classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.</p> <p>Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>the "Rules for the final control" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings"</u>.</p> <p>Documents are available on the main page of IS Univer.</p> <p><b>Basic principles of inclusive education.</b> The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.</p> <p>All students, especially those with disabilities, can receive counseling assistance by phone / e-mail: 87007002392/Beautiful-girl_kz@mail.ru, Teams: <a href="https://teams.live.com/join/9489498227610?p=M7PUrW6u D49pBpPx">https://teams.live.com/join/9489498227610?p=M7PUrW6u D49pBpPx</a>.</p> <p><b>Integration MOOC (massive open online course).</b> In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.</p> <p><b>ATTENTION!</b> The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.</p>
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INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT				
Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods
Grade Letter Points	Grade Numerical Scale	Percentage	Traditional Grade	<p><b>Criteria-based assessment</b> is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.</p> <p><b>Formative assessment</b> is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.</p>
A	4.0	95-100	Excellent	
A-	3.67	90-94	Good	
B+	3.33	85-89		

				<b>Summative assessment:</b> type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. It allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.	
B	3.0	80-84	Satisfactory	<b>Formative and summative assessment</b>	<b>Points % content</b> <u>The exam does not change and the final score in the course</u>
B-	2.67	75-79			
C+	2.33	70-74			
C	2.0	65-69		Activity in practical classes	25
C-	1.67	60-64		Independent work	25
D+	1.33	55-59		Design and creative activity	10
D	1.0	50-54		Final control (exam)	40
FX	0,5	25-49	Unsatisfactory	TOTAL	100
F	0	0-24			

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

Week	Theme	Hours	Max score
1	<b>L.1 Unit 1 Presenting complaints</b> <b>Inclusive Education</b> Dr Gillian Henderson – cardiologist Language spot: Asking short and gentle questions Listening: Personal details Presenting complaints Pronunciation: Medical terms: word stress	3	5
2	<b>L.2 Unit 1 Presenting complaints</b> Speaking: Diagnosing presenting complaints Understanding culture: interpreting body language Tenses in the presenting complaint Vocabulary: Describing pain Writing: A case report	3	5
<b>IWST 1 Consultation on IWS 1. Theme: Culture Project</b>			
3	<b>L.3 Unit 2 Working in general practice</b> Short questions in the general history Understanding culture: Research into general practice in the UK Listening: Description of a GP's job A case history Short questions in the general history	3	5
3	<b>IWS 1. Theme: Culture Project</b>		20
4	<b>L.4 Unit 2 Working in general practice</b> 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	3	5
5	<b>L.5 Unit 3 Instructions and procedures</b> Dr Franco Carulli - newly qualified doctor Preparation for carrying out a procedure Listening: Preparing for the first ward round Giving instructions	3	5
5	<b>IWST 2. Colloquium</b>		
6	<b>L.6 Unit 3 Instructions and procedures</b> Reading: Direct Observation of Procedural Skills Speaking: Explaining a process(hand washing) Explaining a procedure Case presentation Language spot: Giving instructions Explaining procedures Making polite requests Vocabulary: Instructions for a procedure Writing: Case notes	3	5

6	<b>IWS 2.</b> Topic: Sustainable Development Goal 5: <b>Achieve gender equality and empower all women and girls</b>		20
7	<b>L.7 Unit 4 Explaining and reassuring</b> Research into complications Listening: Patient care Explaining a gastroscopy Emphasis Discussing complications Reading: Gastroscopy Speaking: Explaining procedures Acknowledging visual cues	3	5
7	<b>Midterm Test 1 Grammar and Vocabulary</b>		25
<b>Midterm 1</b>			<b>100</b>
8	<b>L.8 Unit 4 Explaining and reassuring</b> 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	3	5
8	<b>IWST 3.</b> Grammar and vocabulary revision		
9	<b>L. 9 Unit 5 Dealing with medication p.36</b> Joyce Carne - nurse practitioner Prescribing drugs in hospital. Research into clinical incident reporting. Listening: A drug chart Benefits and side effects	3	5
9	<b>IWST 4.</b> Consultation on IWS 3. Health problems		
10	<b>L.10 Unit 5 Dealing with medication p.36</b> Reading: Concordance Speaking: A drug chart. Explaining medications. Writing: Clinical incident reporting Language spot: Phrasal verbs. Explaining side effects: can! may Vocabulary: Abbreviations	3	5
10	<b>IWS 3:</b> Health problems <b>Online course English for Healthcare</b> <a href="https://www.futurelearn.com/courses/english-for-healthcare">https://www.futurelearn.com/courses/english-for-healthcare</a> <b>Week 1</b> Visiting the hospital Hospital roles quiz The vocabulary of the hospital Registering at the hospital Illustration of a brain reflection Gibbs's reflective cycle VIDEO (01:35) Listening: A patient describes his symptoms		20
11	<b>L.11 Unit 6 Lifestyle p.44</b> Sympathy and empathy Research in medicine Listening: Family history and social history. Being sympathetic. Reading: Overweight and obesity	3	5
11	<b>Online course English for Healthcare</b> <a href="https://www.futurelearn.com/courses/english-for-healthcare">https://www.futurelearn.com/courses/english-for-healthcare</a> <b>Week 2</b> Zaheer describes his health to a nurse ARTICLE Grammar: wh- questions Reading: Medication information leaflet Reading: A reflective journal		
12	<b>L. 12 Unit 6 Lifestyle p.50</b> Speaking: Making changes. Stress. Exam practice Writing: An email about dealing with stress Language spot: Encouraging patients and making suggestions Vocabulary: Language for exercise Pronunciation: Word stress in noun phrases	3	5

	Grammar: can and could, ought to and should Reviewing a patient's medical condition at home ARTICLE A patient with heat stroke		
12	<b>IWST 5:</b> Consultation on IWS 4.		
13	<b>L.13 Unit 7 Parents and young children</b> p.66 Understanding why patients can appear vague. Asking and responding to open questions. Information web search: TWEAK Listening: Acknowledging verbal cues Appropriate responses	3	5
13	<b>IWS 4</b> <b>Online course English for Healthcare</b> <a href="https://www.futurelearn.com/courses/english-for-healthcare">https://www.futurelearn.com/courses/english-for-healthcare</a> <b>Week 4</b> Healthcare roles in the community What causes community healthcare problems and what can be done to solve them? Identifying key healthcare problems ARTICLE Evaluating solutions QUIZ Introduction to writing to persuade Introducing conditional clauses Educating the community: your turn to help DISCUSSION Review the grammar we use in this course Glossary of healthcare words used in this course		20
14	<b>L.14 Unit 7 Parents and young children</b> 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	3	5
14	<b>IWST 6.</b> Grammar and vocabulary revision		
15	<b>L.15 Unit 9 Working in psychiatry</b> Reading: Dr Tom Turner - psychiatrist Speaking: Asking about self-harm Describing patients Eliciting the history Mini-mental state examination Writing: Extract from a mental state examination	3	5
15	<b>IWST 7.</b> Consultation on Midterm 2		
15	<b>Midterm Test 2 Grammar and Vocabulary</b>		20
16	<b>Attestation</b>		
	<b>Midterm 2</b>		100
	<b>Final Exam</b>		100
	<b>Final Grade for the Course</b>		100

Acting Dean \_\_\_\_\_

B.O. Zholdasbekova

Chairman of the Academic Committee  
on Quality in Learning and Teaching \_\_\_\_\_

Zh.A.Sarsenbay

Acting Head of the Department \_\_\_\_\_

D.Zh.Dosmagambetova

Lecturer \_\_\_\_\_

U.T.Tursynbekova



**SUMMATIVE ASSESSMENT RUBRICATOR  
CRITERIA FOR ASSESSING LEARNING RESULTS**

**Oral presentations (30% of 100% Midterm) – IWS 1: “What I can tell you about myself” (20 points, 20% of Midterm 1, Week 3), IWS 3: Household Chores (20 points, 20% of Midterm 2, Week 10)**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
<b>Phonetics</b>	Speech is easily perceived, no phonetic errors	Speech is quite clear, but there are 5-6 phonetic errors that do not distort the meaning of statements	Speech is perceived with some difficulty, 7-10 phonetic errors	Speech is perceived with great difficulty due to numerous phonetic errors
<b>Vocabulary</b>	Maximum use of the covered lexical material in the correct speech context.	Uses most of the vocabulary covered, sometimes makes minor errors in the speech use of words covered that do not affect the understanding of statements.	The covered lexical material is not fully utilized. The covered words do not always correspond to the topic of the speech, which makes it difficult to understand.	Minimal use of the covered vocabulary. Frequent repetitions of the same words. There is no logic in the use of the covered words.
<b>Compliance with grammar rules</b>	Completely observes the grammatical order of words when constructing different types of sentences. No grammatical errors.	Makes minor grammar errors that do not affect the meaning of the statement, while maintaining the grammatical order of words.	Makes serious grammatical errors that make it difficult to understand, does not always put sentences in a foreign language correctly.	Does not follow the grammatical order of words, which significantly complicates understanding.
<b>Fluency</b>	The rate of speech is slightly above average. While speaking, he makes small pauses.	The pace of speech is slow. While speaking, makes medium-length pauses to search for words and grammatical structures.	The pace of speech is a little slow. Makes significant pauses.	The rate of speech is very slow. Makes long pauses. The speech is very limited in time.
<b>Performance quality</b>	The speaker does not look at the screen or his notes.	The speaker sometimes (two or three times) looks at the screen or at his notes.	The speaker looks at the screen or at his/her notes more than 7-10 times	The speaker constantly looks at the screen or at his notes.

**Written assignment for IWS (essay) (25% of 100% Midterm)**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
<b>Introduction</b>	The introduction fully discloses the topic of the essay	The introduction does not fully disclose the topic of the essay	The introduction is not related to the topic of the essay	The introductory part of the essay is missing
<b>Thesis statement</b>	The thesis is fully related to the topic, formulated clearly and distinctly	The thesis is related to the topic, but is formulated unclearly, vaguely.	The thesis is not related to the topic	The thesis of the essay is missing
<b>Argumentation</b>	Availability of arguments from other sources that correspond to the thesis and confirm the author's position	The presence of arguments that do not correspond to the thesis	Absence of arguments from other sources that confirm the author's position	Complete lack of arguments
<b>Compositional integrity and logic</b>	Originality (interesting connections, unexpected turns, presentation of material)	Compositional integrity, logic, consistency.	Lack of originality	Lack of originality, logic and consistency
<b>Conclusion</b>	The conclusion is clearly formulated and related to the thesis	The conclusion is formulated unclearly	The conclusion is not related to the thesis	Conclusion is missing
<b>Speech culture</b>	Use of artistic and visual means and stylistic figures, rich vocabulary	Emotionality, liveliness of speech	Expressive linguistic means are absent	Poor vocabulary
<b>Spelling</b>	No errors, 1 minor error is allowed (grammatical or spelling)	1-3 errors (grammatical or spelling)	4 errors	More mistakes
<b>Punctuation</b>	No errors, 1 minor error is allowed	1-3 errors	4 errors	More mistakes
<b>Speech errors</b>	No speech errors	There are 1-2 speech errors	There are 3-5 speech errors	More mistakes

<https://itest.kz/ru/attestation/esse-4156/rekomendacii/lecture/kriterii-ocenivaniya-esse>

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
Speaking	Full disclosure of the topic of presentation; use of extensive vocabulary in the specialty; no grammatical and phonetic errors, sentences are constructed logically and clearly.	Average vocabulary in the specialty; uses basic grammatical structures with a small number of errors; fairly logical presentation; some pronunciation errors that sometimes affect understanding.	Limited vocabulary in the specialty; a large number of errors in basic grammatical structures, which interferes with understanding, cannot express thoughts logically; many pronunciation errors, low speech rate.	Very small vocabulary in the specialty, grammatical structures with a large number of errors, there was no logic and coherence in the presentation; many phonetic errors that hinder understanding; low speech rate.
Writing	Full disclosure of the essay topic, conciseness and clarity of presentation, absence of grammatical and spelling errors, correct selection of lexical units. Strictly follows the APA style.	2-3 minor errors that do not change the meaning of the work; good knowledge of the vocabulary on the topic and grammar, demonstrates logic and clarity in writing. Mainly follows the APA style.	The topic is not fully disclosed or the work does not correspond to the topic; insufficiently good knowledge of grammar and average vocabulary; the text contains some semantic inaccuracies, the presentation of the text is not entirely clear. There are errors in following the APA style.	The topic is not disclosed or does not correspond to the material, small vocabulary, use of the same words, many spelling and grammar errors, the text lacks logic and consistency, which makes it difficult to understand. Many errors in following the APA style.

**Evaluation criteria for IWS (essay and presentation) for students**