**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»**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |

|  |
| --- |
| **Academic presentation of the course**  |

|  |  |  |
| --- | --- | --- |
| **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 eventsID 1.2 understand the key information, detect main idea, identify supporting ideas, exemplificationID 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 presentationID 3.2 use information to support and justify opinionID 3.3 expand the topic and summarize informationID 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 textID 4.2 skim a text to understand its main idea, style, and purposeID 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 topicsID 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 20092. Raymond Murphy *English Grammar in Use. A self-study reference and practice book for Intermediate learners of English.* 5th edition (2019): Cambridge University Press3. Glendinning Eric H., Howard Ron. Professional English in Use. Medicine4. 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.
 |

|  |  |
| --- | --- |
| **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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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:**

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

|  |
| --- |
| Module **1**  |
| 1 | **L.1** **Unit 1 Presenting complaints**Dr Gillian Henderson -cardiologistUnderstanding culture: interpreting bodylanguageListening: Personal details Presenting complaints | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Video lecture in MS TeamsZOOM |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
| 1 | **PT 1 futurelearn.com** Lesson 1 1.1, 1.2, 1.3What you'll learn this week VIDEO (00:59)1.5 Illustration of a hospitalVisiting the hospitalBefore we jump into learning about the hospital, how much do you know already?1.7 Hospital roles quiz QUIZ1.8 Have you ever visited a hospital as a patient or a visitor? DISCUSSIONThe vocabulary of the hospital | LО 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 1 | 5 | MOOC distance Coursesfuturelearn.comIT | 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 complaintsWriting: A case reportLanguage spot: Asking short and gentle questionsTenses in the presenting complaintVocabulary: Describing painPronunciation: Medical terms: word stress | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Video lecture in MS TeamsZOOM |
| 2 | **P2 futurelearn.com** 1.10 Registering at the hospitalWhen 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 brainReflectionWe'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 listeningListening: a patient describes his symptomsIn 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 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 1 | 5 | AnalysisTK | 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 historyUnderstanding culture: Research into general practice in the UKListening: Description of a GP’s job A case historyShort questions in the general history | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Video lecture in MS TeamsZOOM |
| 3 | **PT 3**  **futurelearn.com** 2.2 Zaheer describes his health to a nurse ARTICLEIllustration of question mark inside speech bubbleGrammar: asking questionsThe wh- questions start with words like who, what, and why. Illustration of an ear to represent listeningListening: giving adviceHealthcare 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 bubbleGrammar focus: imperatives2.14 Illustration of paper with writing on itReading: medication information leaflet2.18 Tell a patient about healthier lifestyles DISCUSSIONIllustration of paper with writing on itReading: a reflective journal | LО 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 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. |  |  |  | Webinarin MS TeamsZOOM |
| 3 | **IWS 1.** **How the world sees the covid-19 pandemic?** **Learnings from the healthcare response to the pandemic in India** | LО 2LO 5 | ID 2.2.ID 5.1ID 5.2 |  | 30 | CWLogic task |  |
| **Module П** |
| 4 | **L.4 Unit 2 Working in general practice**Reading: Social factors in general practiceSpeaking: GP statistics Case history role-play Writing: A referral letterLanguage spot: Present Perfect and Past SimpleVocabulary: Medical jobs Signs and symptomsNon-technical languagePronunciation: Medical jobs:main stress Questions: rising and falling intonation | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Video lecture in MS TeamsZOOM |
| 4 | **PT 4 futurelearn.com** Introduction to Week 3Welcome to Week 3. Let's listen to Michael introducing what you'll learn this week.3.1 Illustration of an ear to represent listeningListening: new healthcare vocabularyIn 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 ARTICLE3.3 Match the definition to the pictures QUIZ3.4 Match the definitions to the nouns QUIZ | LО 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 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 qualifieddoctorPreparation for carrying out a procedureListening: Preparing for the first ward roundGiving instructions | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 |  | TK | Video lecture in MS TeamsZOOM |
| 5 | **IWSP 2 Consultation on the implementation of PCh 1** | LО 1 | ID 1.1. |  |  | IT | Webinarin MS TeamsZOOM |
| 5 | **PCh 1 Control work** | LО 2LO 5 | ID 2.2.ID 5.1ID 5.2 |  | 20 | CWLogic task |  |
| 5 |  **Make a structural and logical diagram of the read material** | LО 1 | ID 1.1. |  | 10 |  |  |
| 5 | **PCh 1** | LО 2LO 5 | ID 2.2.ID 5.1ID 5.2 |  | 100 | MT |  |
| 6 | **L.6 Unit 3 Instructions and procedures** Reading: Direct Observation of Procedural SkillsSpeaking: Explaining a process(hand washing) Explaining a procedure Case presentationWriting: Case notesLanguage spot: Giving instructions Explaining procedures Making polite requestsVocabulary: Instructions for a procedure | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 |  | Webinarin MS TeamsZOOM |
| 6 | **PT 6 futurelearn.com** 3.5 Visiting patients at home: Dr Haddad calls Mahmoud ARTICLE3.6 True or False? QUIZ3.7 How much do you know about diabetes? DISCUSSION3.8 Describing a medical condition QUIZIllustration of a pencil writing on paperGrammar focus: giving instructionsIn 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 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 1 | 5 | AnalysisTK | 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 complicationsListening: Patient care Explaining a gastroscopy Emphasis Discussing complicationsReading: GastroscopySpeaking: Explaining procedures Acknowledgingvisual cues | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Video lecture in MS TeamsZOOM |
| 7 | **PT 7** **futurelearn.com** 3.9 Introduction to grammar focus ARTICLE3.10 Grammar: can and could ARTICLE3.11 What can they do? Scrambled sentences QUIZ3.12 Grammar: ought to and should ARTICLE3.13 Grammar: ought to and should in the past ARTICLE3.14 What should they do? What ought they to do? QUIZ3.15 Grammar: stronger advice using 'had better' ARTICLE3.16 Giving advice using 'had better' QUIZ3.17 Practice expressing ability and giving advice QUIZ3.18 What advice would you give Nour about her blood sugar level? DISCUSSIONIllustration of paper with writing on itPractise your reading skillsIn this activity, you'll use the words and expressions you've learned for giving advice. | LО 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 1 | 5 | AnalysisTK | 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 complicationsLanguage spot: Explaining procedures with the Present Passive and be going to futureVocabulary: Adjectives to describe procedures Explaining complications and reassuring the patientPronunciation: Word stress:suffixes |  |  | 2 | 5 |  | Webinarin MS TeamsZOOM |
| 8 | **PT 8****futurelearn.com** 3.19 Reading: a conversation between Nour and Mahmoud ARTICLE3.20 Reviewing a patient's medical condition at home ARTICLE3.21 Advice for Nour. True or False? QUIZ3.22 How would you advise a patient with heat stroke? DISCUSSION3.23 Mahmoud tells Dr Haddad about Nour, via email ARTICLE3.24 Read again: true or false? QUIZ3.25 Read again: identifying texts and structure QUIZ3.26 Writing emails: fill the gaps QUIZ3.27 Write about yourself DISCUSSIONIllustration of a brainReflectionThis 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? ARTICLE3.29 How does your daily life affect your studies? ARTICLE | LО 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 1 | 5 | AnalysisTK | 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 | Webinarin MS TeamsZOOM |
| 8 | **IWS 2****My future profession** | LО 2LO 5 | ID 2.2.ID 5.1ID 5.2 |  | 30 | CW Logic task |  |
| 9 | **L.9 Unit 5 Dealing with medication p.36**Joyce Carne - nurse practitionerPrescribing drugs in hospital. Research into clinical incident reporting.Listening: A drug chart Benefits and side effects | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Video lecture in MS TeamsZOOM |
| 9 | **PT 9** **futurelearn.com** Healthcare roles in the communityIn this activity you're going to meet some of the people who work to promote healthcare in the community4.2 Meet some healthcare professionals who work in the community ARTICLE4.3 Healthcare roles vocabulary QUIZ | LО 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 1 | 5 | AnalysisTK | 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: ConcordanceSpeaking: A drug chart. Explaining medications.Writing: Clinical incident reportingLanguage spot: Phrasal verbs. Explaining side effects: can! mayVocabulary: Abbreviations | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Video lecture in MS TeamsZOOM |
| 10 | **PT 10** **futurelearn.com** 4.4 Healthcare in your community DISCUSSIONIllustration of a light bulbWhat 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 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 1 | 5 | AnalysisTK | 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. |  |  |  | Webinarin MS TeamsZOOM |
| 10 | **MT Test** | LО 2LO 5 | ID 2.2.ID 5.1ID 5.2 |  | 20 | CW Problem task |  |
| 10 | **IWSP 5** **Make a structural and logical diagram of the read material**  | LО 2LO 5 | ID 2.2.ID 5.1ID 5.2 |  |  |  | Webinarin MS TeamsZOOM |
| 10 | **МТ (Midterm Exam)** | LО 1 | ID 1.1. |  | 100 | IT MT |  |
| 11 | **L.11 Unit 6 Lifestyle** Sympathy and empathyResearch in medicineListening: Family history and social history. Being sympathetic.Reading: Overweight and obesity | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Video lecture in MS TeamsZOOM |
| 11 | **PT 11** **futurelearn.com** 4.5 Identifying key healthcare problems ARTICLE4.6 Healthcare problems and how they are caused DISCUSSION4.7 Talking about problems and causes ARTICLE4.8 Talk about your community DISCUSSION4.9 Can you think of solutions? DISCUSSION4.10 Talking to a community worker ARTICLE4.11 What did Dr Haddad and the community worker discuss? QUIZ4.12 Evaluating solutions QUIZ | LО 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 2 | 5 | AnalysisTK | MOOC distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 12 | **L.** **12 Terminal illness and dying** p.90Frances MacGregor-M arie Curie nurseCare in the communityListening: Recognizing and dealing with patients'emotions. Informing a relative about a deathReading: Breaking bad news Speaking: Breaking bad newsA debate about donor cards. Coping mechanismsWriting: Preferred coping mechanismsLanguage spot: Expressing likes, dislikes, and preferences Vocabulary: Reactions to bad news Words and phrases related to death | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Video lecture in MS TeamsWebinarin MS TeamsZOOM |
| 12 | **PT 12** **futurelearn.com** 4.13 What do you think about the solutions they discussed? DISCUSSION4.14 Healthcare in communities around the world ARTICLEIllustration of question mark inside speech bubbleTalking about causes and effectsWe'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 ARTICLE4.16 What did the email say? QUIZ4.17 Introducing conditional clauses ARTICLE4.18 Zero conditional sentences ARTICLE4.19 First conditional sentences ARTICLE4.20 Using other modals instead of will ARTICLE4.21 Use this week's learning points in other contexts DISCUSSIONIllustration of educational booksYour turn to educate the communityThis 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 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 1 | 5 | AnalysisTK | 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 | Webinarin MS TeamsZOOM |
| 12 | **IWS 3 Health problems** | LО 1 | ID 1.1. |  | 30 | CWProblem task |  |
| 13 | **L.13 Unit 7 Parents and young children** p.66Understanding why patients can appear vague. Asking and responding to open questions. Information web search: TWEAKListening: Acknowledging verbal cues Appropriate responses | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Webinarin MS TeamsZOOM |
| 13 | **PT 13** **futurelearn.com** 4.22 Educating the community: your turn to help DISCUSSION4.23 How else could you help educate your community? DISCUSSIONIllustration of a brainReflecting on your learning so farYou'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 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 1 | 5 | AnalysisTK | 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.66Reading: Barriers to preventionSpeaking: Considering what the patient thinks. Dealing with a defensive patientWriting: Writing accurately for training or work applicationsLanguage spot: Open and closed questionsVocabulary: AlcoholPronunciation: Stress in the sentence | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 1 | 5 | TK | Video lecture in MS TeamsWebinarin MS TeamsZOOM |
| 14 | **PT 14** **futurelearn.com** 4.25Reflection DISCUSSIONReference booksReview the grammar and vocabulary we use in this courseHere you will find pages giving summaries of the main grammar points in this course and a list of important healthcare vocabulary with definitions. | LО 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 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.74Understanding why patients can appear vague. Asking and responding to open questions. Information web search: TWEAK Listening: Acknowledging verbal cues Appropriate responsesReading: Barriers to preventionSpeaking: Considering what the patient thinks. Dealing with a defensive patientWriting: Writing accurately for training or work applicationsLanguage spot: Open and closed questionsVocabulary: AlcoholPronunciation: Stress in the sentence | LО 1LO 2LO 3 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2 | 2 | 5 | TK | Webinarin MS TeamsZOOM |
|  | **PT 15** **futurelearn.com** 4.26 Using the glossary and grammar focus ARTICLE4.27 Review the grammar we use in this course ARTICLE4.28 Glossary of healthcare words used in this course ARTICLE | LО 1LO 2LO 3LO 4 | ID 1.2ID 1.3.ID 2.1ID 2.3ID 3.2ID 3.3ID 4.2ID 4.3 | 1 | 5 | AnalysisTK | 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. |  |  |  | Webinarin MS TeamsWebinarin MS TeamsZOOM |
|  | **Progress test**  | LО 2LO 5 | ID 2.2.ID 5.1ID 5.2 |  | 20 | AnalysisCW |  |
|  | **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.]

**Dean B.O Dzholdasbekova**

**Chairman of the Faculty Methodical Bureau L.V Ekshembeeva**

**Head of the Department U.B. Adilbayeva**

**Lecturer Sh.S. Duisenbayeva**