**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 № \_\_\_\_., \_\_\_\_\_\_\_2021

 **METHODICAL INSTRUCTIONS FOR PRACTICAL LESSONS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week**  | **Theme of practical lesson** | **Tasks** | **List of recommended literature** |
| **Required literature:** | **Supplementary literature:** |
| 1 | **L.1 Unit 1 Presenting complaints** | Dr Gillian Henderson -cardiologistUnderstanding culture: interpreting bodylanguageListening: Personal details Presenting complaints | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 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. | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 11 | **L.11 Unit 6 Lifestyle**  | Sympathy and empathyResearch in medicineListening: Family history and social history. Being sympathetic.Reading: Overweight and obesity | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 12 | **L.12**  **Unit 6 Terminal illness and dying** p.90 | Frances 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |
| 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС 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 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 | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС 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 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: Alcohol **Pronunciation: Stress in the sentence** | Sam McCarter Oxford English for careers Medicine 1 Student’s book 2009 | MOOС distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare |

**Objectives:**

- further improvement of students' communication skills in a foreign language;

- formation of students' practical skills in speaking and writing in English in accordance with their individual level of language acquisition;

- improving the skills of oral communication in a foreign language in monologue and dialogical forms;

- further development of skills in reading foreign literature on the appropriate

 specialties and articles of socio-political orientation with subsequent

 processing and interpretation of the extracted information;

**Expected results:** As a result of studying the discipline, the student will be able to:

**Listening:**

* predict outcomes, infer links and connections between events
* understand the key information, detect main idea, identify supporting ideas, exemplification
* take notes while listening
* initiate dialog interaction on the educational situation in the context of a specific speech strategy; respond correctly to the statements of other students;

**Speaking:**

* present your point of view on the problems of educational situations in a reasoned manner, using the factual content of the text;
* minimize grammatical and pragmatic errors in your own speech.

**Reading and writing:**

* structure and signpost a short presentation
* use information to support and justify opinion
* expand the topic and summarize information
* draft, revise and edit the essay.
* identify appropriate structure of a paragraph\essay
* predict the content of the text
* skim a text to understand its main idea, style, and purpose
* scan a text for particular information
* recognize definitions, explanations and examples
* make a presentation/project on the given topics
* deliver the presentation, prove the point of view

**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 sv.urazgaliyeva@gmail.com.

**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.

Basic and additional 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

IELTS 15 (2020). Practice tests. General and Academic.

**Level of the main educational program: bachelor's degree**

Head of the Department U.B. Adilbayeva

Protocol № 15 06.01.2021

Confirmed by Chairman of the Faculty Methodical Bureau L.V Ekshembeeva

Protocol № 6 08.01.2021