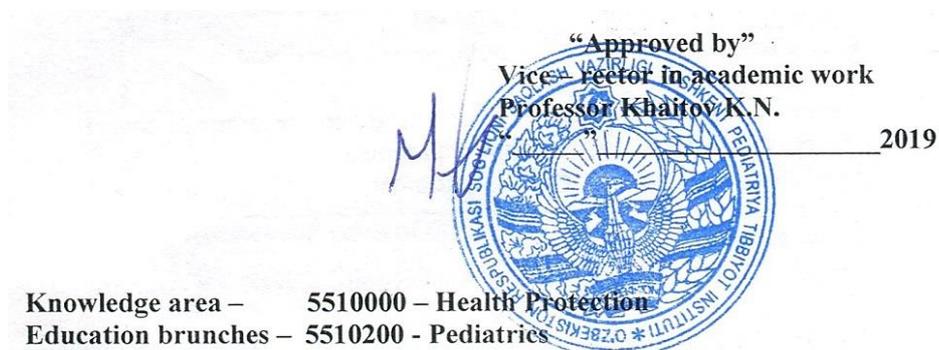


Ministry of Health Republic of Uzbekistan

**Tashkent Pediatric Medical Institute
Foreign Languages Department**



Knowledge area – 5510000 – Health Protection
Education brunches – 5510200 - Pediatrics
5511000 – Professional education (5510100 Therapy)

**METHODOLOGICAL TRAINING SET FOR BACHELOR
STUDENTS COURSE IN THE SUBJECT OF**

ENGLISH IN MEDICINE

III course

Total academic hours – 26

Among them:

Practical classes – 18

Self-study work – 8

Tashkent 2019

The methodological training set on the subject “English in Medicine” was composed on the base of working curriculum and syllabus according to **5510200 – Pediatrics, 5511000 – Professional education, 5510100 -Therapy** that approved by State Education Standard -2018 (Ministry of Healthcare of the Republic of Uzbekistan 2018.30.08 №544)

Compilers:

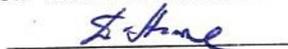
Buranova D.D. – The head of Foreign languages department, docent
Tolipova SH.SH. – teacher of the department
Djalilova N.D – teacher of the department

Reviewers:

Turdieva K.Sh. – The head of the Russian, Uzbek and Latin languages department.
Berezovskaya R.A. – Senior teacher of Uzbek, Russian and Latin languages department.

The curriculum in subject was discussed and considered at CMC of TashPMI Minutes №10 from “_19_” __June_ 2019

Chairman of Academic Council of the 1-Pediatric faculty



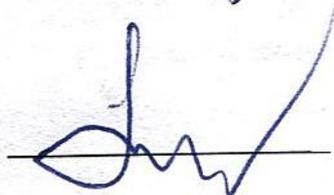
Agzamhodjayev T.S.

The Head of Foreign Languages Department, docent



Buranova D.D.

The head of Methodical Department, docent



Agzamova N.N.

**Syllabus for English classes
III course V term**

№	Themes	Hours
1	Oral health and diet nutrition	2
2	Pain	2
3	Systems of the body	2
4	Joints	2
5	Bones	2
6	Arteries and veins of the trunk	2
7	War against smoking	2
8	Instant blood test	2
9	Cough and cold	2

CHRONOMAP OF PRACTICAL LESSON

1	Roll call. Getting acquaintance with the aim and tasks of the lesson	5 minutes
2	Checking covered material	25 minutes
3	Introduction of new topic	25 minutes
4	Watching video material on the new topic	10 minutes
5	Checking of students comprehension	10 minutes
6	Giving feedback and homework	5 minutes

Lesson 1: Oral health and diet nutrition

Aim and objectives of the lesson

To develop personal and professional activity by lexical tools

By the end of class, students should know how to:

1. The pronunciation of new words relating to the topic
2. Translation of new words relating to the topic
3. Name the parts of the nutrition's

By the end of class, students will be able to:

1. To master vocabulary on the topic
2. Define what is Oral health, diet, and nutrition

3. Improve reading skills

Time	Mode of interaction	Content	Material
8.30-9.00	Roll call. Checking covered material Brainstorm, picture game, word matching	Tell your students that they are going to talk about lung disease. To check your students background knowledge in medicine ask some questions; do it as a quiz - give the score to each question.	Flashcards Poster, Picture, visuals
9.00-9.25	Practice stage. Role game, Graphic organizers	Give students additional material: interesting facts about oral health. Let them read and translate orally” Reading and discussion the given text Fill in the gaps in the sentences New glossary words Control comprehension of the topic “Oral health”	Handouts Professional English in Use . Medicine. Eric H. Glendinning
9.25-9.35	Watching video material on the new topic	Students watch video on the topic “Oral health”	Computer, LCD projector
9.35-9.45	Production stage. Pair and team work. Debates.	To give home work and conclusion of the practical lesson by estimation of the rating scores. Short generalization of new theme: 1. Teacher asks control questions, checks acquisition of new theme 2. To make conclusions, assess each students, make comments 3. To give homework for the next lesson	White board, marker, Board, flipchart
9.45-	Assessment	Teacher assesses students according to their	

9.50	nt	participation during the lesson	
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Assessment criteria

Point	Mark	Criteria of practical lesson estimation
86-100	excellent	A student reads with good pronunciation and translates text correctly without difficulty, answers the questions on the text. He takes active part during the lesson doing all the tasks without mistakes, responses to all questions concerning the theme of the lesson and answers the easily and correctly.
71-85	Good	While reading the text the student has small mistakes in pronunciation, recognizes vocabulary. But he cannot gather it in logic chain quickly, has several mistakes in grammar structure of the sentence. He answers actively oral, questions, but at writing he has mistakes.
55-70	Satisfactory	Reading is slow, the pronunciation of many words is wrong. Translation is often wrong. There are many mistakes in writing and speech. Not active at the lesson.
54	unsatisfactory	A student doesn't know the translation. He cannot read at all. He doesn't answer the questions. He is passive at interactive task. The homework task is not able done, or with a lot mistakes.

Lesson 2 : Pain

Aim and objectives of the lesson

Acquire basic language skills (listening, speaking, reading and writing) through given topic

By the end of the lesson, learners should know:

- The pronunciation of new words relating to the topic
- Translation of new words relating to the topic
- Name the tips of pain.

By the end of the lesson learners will be able to:

- Tell about structure and process pain formation
- Tell about localizations of pain and types
- Make reports on the topic

Time	Mode of interaction	Content	Materials
8.30-9.00	Rollcall. Checking covered material. The Brain Storm technology	The teacher declares a theme “Pain”, calls a problem, proves a way of search of its decision and criteria of an assessment. Acquaints with conditions of collective work and rules. Divides participants into 3-4 groups. Groups take seats so that members of group could work together.	White board Marker Board
9.00-9.25	Introduction of new topic Reading a text.	<ul style="list-style-type: none"> ➤ Invite your students to read a text about pain and localizations of pain in the human body. Tell them to compare the information in the presentation and in the text. What new thing your students have known from the text? 	computer LCD projector
9.25-9.35	Watching presentation	While watching the presentation let students make notes on ea1 slide- definition to “pain”	Professional

Time	Mode of interaction	Content	Materials
		2 slide- causes of pain 3 slide- process of formation of pain 4 slide- nociceptors – pain assistants ➤ slide- localizations of pain ➤	English in Use . Medicine. Eric H. Glendinning
9.35-9.45	Checking of students comprehension .Practice stage. group work	Have your students to do vocabulary work to consolidate the speaking skills. Lets students to read and translate words: to evoke,cornea, to threaten ,vital ,conscious excessive	Handouts
9.45-9.50	Giving feedback and homework	To check the mastering of the material ask student the following questions. Giving homework.	Board Handouts Marker

Assessment criteria

Point	Mark	Criteria of practical lesson estimation
86-100	excellent	A student reads with good pronunciation and translates text correctly without difficulty, answers the questions on the text. He takes active part during the lesson doing all the tasks without mistakes, responses to all questions concerning the theme of the lesson and answers the easily and correctly.

71-85	Good	While reading the text the student has small mistakes in pronunciation, recognizes vocabulary. But he cannot gather it in logic chain quickly, has several mistakes in grammar structure of the sentence. He answers actively oral, questions, but at writing he has mistakes.
55-70	Satisfactory	Reading is slow, the pronunciation of many words is wrong. Translation is often wrong. There are many mistakes in writing and speech. Not active at the lesson.
54	unsatisfactory	A student doesn't know the translation. He cannot read at all. He doesn't answer the questions. He is passive at interactive task. The homework task is not able done, or with a lot mistakes.

Lesson 3 : Systems of the body

Aim and objectives of the lesson

Acquire basic language skills (listening, speaking, reading and writing) through given topic

By the end of the lesson, learners should know:

- Name the systems of the body
- Explain the functions of each system of the body

By the end of the lesson learners will be able to:

- Know the systems of the body
- Use the words and word combinations related on the topic

Time	Mode of interaction	Content	Materials
8.30-9.00	Rollcall. Checking covered material. Brainstorming the topic	After rollcall the teacher checks covered material. Have students tell about systems of the body.	White board Marker Board
9.00-9.25	Introduction of new topic Role game, Graphic organizers	Ask students to read the text, identify the meaning of the new words and word combinations Suggest students to read the text Systems of the body.	Professional Medicine in Use . Medicine. Eric H. Glendinning
9.25-9.35	Watching video	<ul style="list-style-type: none"> ➤ Use the video to introduce general idea about systems of the body. ➤ Ask students to look through the new words and word combinations, then ask them try to find the meaning of the words. (through the context) 	computer LCD projector
9.35-9.45	Practice stage. group work. Role play.	<ul style="list-style-type: none"> ➤ Ask students to name all the organ systems that they would use for walking from the front of the institute to their first period class. Then describe why they are using each of those systems. Students work in pair. ➤ Check students' sentences with the whole group. ➤ Invite students to participate in an interactive activity. In this activity, distribute cards with the diagrams of body system. Students will be divided into several teams; each team should identify each part by writing its name on the line provided. They may add their own words 	Handouts

		too. The team, which finishes first and correctly – is considered a winner. Give them a limited time: 5 minutes. Do copies for each team.	
9.45-9.50	Giving feedback	Teacher asks control questions, checks acquisition of new theme 2.To make conclusions, assess each students, make comments 3.To give homework for the next lesson.	Handouts

Assessment criteria

Point	Mark	Criteria of practical lesson estimation
86-100	excellent	A student reads with good pronunciation and translates text correctly without difficulty, answers the questions on the text. He takes active part during the lesson doing all the tasks without mistakes, responses to all questions concerning the theme of the lesson and answers the easily and correctly.
71-85	Good	While reading the text the student has small mistakes in pronunciation, recognizes vocabulary. But he cannot gather it in logic chain quickly, has several mistakes in grammar structure of the sentence. He answers actively oral, questions, but at writing he has mistakes.
55-70	Satisfactory	Reading is slow, the pronunciation of many words is wrong. Translation is often wrong. There are many mistakes in writing and speech. Not

		active at the lesson.
54	unsatisfactory	A student doesn't know the translation. He cannot read at all. He doesn't answer the questions. He is passive at interactive task. The homework task is not able done, or with a lot mistakes.

Lesson 4 : Joints

Aim and objectives of the lesson

Acquire basic language skills (listening, speaking, reading and writing) through given topic

By the end of the lesson, learners should know:

- to explain what are the joints and be able to identify them.
- A joint is a function between two bones which are not solidly fused together.

By the end of the lesson, learners should know:

- How to work with new vocabulary, reading
- Explain anatomy of the joints

Time	Mode of interaction	Content	Materials
8.30-9.00	Rollcall. Checking covered material. Brainstorming.	The Brain Storm technology Who knows, what the joints are? 2. Look at the picture and describe what do you see. Try to make at least 4-5 sentences	White board Marker Board
9.00-9.25	Practice stage Reading text, making up questions according to it	Have students read the text. Ask students to read the text and make-up 2 questions according to it. 1. Divide the text into semantic parts; entitle each part, using for this offer from the text. 2. Find in the text of the offer on a structure	Professional English in Use . Medicine. Eric H. Glendinning

		of bones.	
9.25-9.35	Watching video	Students watch video on the theme Ask students questions according to the video.	computer LCD projector Handouts
9.35-9.45	Produce stage Interactive. Role-play.	Role-Game (doctor-patient) The students are divided into pairs (doctor and patient), they have to make a dialog using new vocabulary. Patient says what and where hurts and doctor finds out the problem and writes prescription.	Board Handouts Marker
9,45-9.50	Assessment	Teacher gives homework and assesses students according their participations during the lesson	

Assessment criteria

Point	Mark	Criteria of practical lesson estimation
86-100	excellent	A student reads with good pronunciation and translates text correctly without difficulty, answers the questions on the text. He takes active part during the lesson doing all the tasks without mistakes, responses to all questions concerning the theme of the lesson and answers the easily and correctly.

71-85	Good	While reading the text the student has small mistakes in pronunciation, recognizes vocabulary. But he cannot gather it in logic chain quickly, has several mistakes in grammar structure of the sentence. He answers actively oral, questions, but at writing he has mistakes.
55-70	Satisfactory	Reading is slow, the pronunciation of many words is wrong. Translation is often wrong. There are many mistakes in writing and speech. Not active at the lesson.
54	unsatisfactory	A student doesn't know the translation. He cannot read at all. He doesn't answer the questions. He is passive at interactive task. The homework task is not able done, or with a lot mistakes.

Lesson 5. Bones

Aim and objectives of the lesson

Acquire basic language skills (listening, speaking, reading and writing) through given topic

By the end of class, students will be able to:

- Tell about anatomy of bones
- Tell about structure and composition of bones

By the end of class, Learners should:

- Tell about bone's types
- Make reports on the topic

Time	Mode of interaction	Content	Materials
8.30-9.00	Rollcall. Checking covered material. Tic tac toe.	Teacher checks covered material by tic-tac-toe method. Teacher asks students what information they now about bones in the human body	White board Marker Board
9.00-9.10	Presentation	Showing a presentation with basic information about Bones according to the business game “Snowball”. Carrying out of pedagogical technology «Snowball»	computer LCD projector
9.10-9.35	Practice stage Group work	<p>Invite your students to read a text about bones and types of bones in the human body. Tell them to compare the information in the presentation and in the text. What new thing your students have known from the text?</p> <p>Have your students to do vocabulary work to consolidate the speaking skills. Read and translate the following words: arch, ascending part, transverse part, midline, incline</p>	<p>Professional English in Use . Medicine. Eric H. Glendinning</p> <p>Handouts</p>
9.35-9.45	Produce stage Pair work Cluster	<p>Have your students to do vocabulary work to consolidate the speaking skills. Lets students to read and guess the localization of the given types of bones: Long bone, Short bone, Irregular bone, Flat bone</p> <p>Making Cluster.</p>	Board Handouts Marker
9.45-9.50	Assessment	Teacher as sesses students according their participation in the class.	

Assessment criteria

Point	Mark	Criteria of practical lesson estimation
86-100	excellent	A student reads with good pronunciation and translates text correctly without difficulty, answers the questions on the text. He takes active part during the lesson doing all the tasks without mistakes, responses to all questions concerning the theme of the lesson and answers the easily and correctly.
71-85	Good	While reading the text the student has small mistakes in pronunciation, recognizes vocabulary. But he cannot gather it in logic chain quickly, has several mistakes in grammar structure of the sentence. He answers actively oral, questions, but at writing he has mistakes.
55-70	Satisfactory	Reading is slow, the pronunciation of many words is wrong. Translation is often wrong. There are many mistakes in writing and speech. Not active at the lesson.
54	unsatisfactory	A student doesn't know the translation. He cannot read at all. He doesn't answer the questions. He is passive at interactive task. The homework task is not able done, or with a lot mistakes.

Lesson 6. Arteries and veins of the trunk

Aim and objectives of the lesson

Acquire basic language skills (listening, speaking, reading and writing) through given topic

By the end of class learners should :

- Give definition to arteries and veins of the human body
- Give definition of main artery – aorta

By the end of class, students will be able to:

- Give definition of portal vein
- Make reports on the topic

Time	Mode of interaction	Content	Materials
8.30-9.00	Rollcall. Checking covered material.tic-tac toe	Teacher checks covered material by tic-tac-toe method. Teacher asks students what artery and veins they know in the human body.	White board Marker Board
9.00-9.10	Showing presentation	<ul style="list-style-type: none"> ➤ Tell your students that you are going to tell them some basic information about arteries and veins of the trunk. While watching the presentation or video let students make notes on each slide: <p>1 slide- definition of “human blood system” 2 slide- definition of “arteries” 3 slide- definition of ‘veins’ 4 slide- definition of “aorta” 5 slide- definition of “portal vein”</p>	computer LCD projector
9.10-9.35	Checking of students comprehension .practice stage.	Invite your students to read a text about arteries and veins of the trunk. Tell them to compare the information in the presentation and in the text. What new thing your students have known from the text Arteries and veins	Professional English in Use .

	Working with vocabulary	of the trunk ? Have your students to do vocabulary work to consolidate the speaking skills. Read and translate the following words: arch, ascending part, transverse part, midline, incline	Medicine. Eric H. Glendinning Handouts
9.35-9.45	Produce stage Pair work	At this stage ask students to do exercises using these words and their definitions given in handouts. Exercise 1. Make a brief outline of the text. Exercise 2. Find the text of the proposal on the aorta. Exercise 3. Tell us about the portal vein.	Board Handouts Marker
9.45-9.50	Assessment	Teacher summarizes the given material and assesses the students.	

Assessment criteria

Point	Mark	Criteria of practical lesson estimation
86-100	excellent	A student reads with good pronunciation and translates text correctly without difficulty, answers the questions on the text. He takes active part during the lesson doing all the tasks without mistakes, responses to all questions concerning the theme of the lesson and answers the easily and correctly.

71-85	Good	While reading the text the student has small mistakes in pronunciation, recognizes vocabulary. But he cannot gather it in logic chain quickly, has several mistakes in grammar structure of the sentence. He answers actively oral, questions, but at writing he has mistakes.
55-70	Satisfactory	Reading is slow, the pronunciation of many words is wrong. Translation is often wrong. There are many mistakes in writing and speech. Not active at the lesson.
54	unsatisfactory	A student doesn't know the translation. He cannot read at all. He doesn't answer the questions. He is passive at interactive task. The homework task is not able done, or with a lot mistakes.

Lesson 7: War against smoking

Aim and objectives of the lesson

To develop personal and professional activity by lexical tools

By the end of class, students should know how to:

1. The pronunciation of new words relating to the topic
2. Translation of new words relating to the topic

By the end of class, students will be able to:

1. Make up sentences using Perfect Tenses
2. Describe the work of the human heart in TL
3. Explain the functions of the vascular system in TL
- 4.

Time	Mode of interaction	Content	Material
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8.30-9.00	Roll call. Checking covered material Brainstorm, picture game, word matching	Activity “KWL” Tell ss to compose the table KWL. In this table ss should fill the tables (What do I know, What do I want to know, What did I learn) on the theme Lobular pneumonia. They can use also about Treatment of Lobular pneumonia. Each student is to work individually.	Flashcards, Poster, Picture, visuals
9.00-9.25	Practice stage. Role game, Graphic organizers	Ask students to make up sentences using the following words and word combinations. (try to make up sentences relating to smoking) read and translate the new text “ War against smoking”	M.S.Muraveyskaya, L.K.Orlov аАнглийский язык для медиков”
9.25-9.35	Watching video material on the new topic	Ask students to watch a video material. Students watch a video twice. Then students will be given a handout and they should do the following activities	Computer ,LCD projector
9.35-9.45	Production stage. Pair and team work. Debates.	You can do several things at this stage to check your students’ skills in this lesson: Ask students to make up sentences using new words and word combinations. Students work in pair. Ask students to answer the following questions. Then, explain your students that they are going to fill in Health Journal. Give them a limited time: 10 minutes. Let students use the card in interactive activity. Do copies for each team.	White board, marker, Board, flipchart
9.45-9.50	Assessment	Teacher assesses students according to their participation during the lesson	

Assessment criteria

Point	Mark	Criteria of practical lesson
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		estimation
86-100	excellent	A student reads with good pronunciation and translates text correctly without difficulty, answers the questions on the text. He takes active part during the lesson doing all the tasks without mistakes, responses to all questions concerning the theme of the lesson and answers the easily and correctly.
71-85	Good	While reading the text the student has small mistakes in pronunciation, recognizes vocabulary. But he cannot gather it in logic chain quickly, has several mistakes in grammar structure of the sentence. He answers actively oral, questions, but at writing he has mistakes.
55-70	Satisfactory	Reading is slow, the pronunciation of many words is wrong. Translation is often wrong. There are many mistakes in writing and speech. Not active at the lesson.
54	unsatisfactory	A student doesn't know the translation. He cannot read at all. He doesn't answer the questions. He is passive at interactive task. The homework task is not able done, or with a lot mistakes.

Lesson 8: Instant blood test

Aim and objectives of the lesson

To develop personal and professional activity by lexical tools

By the end of class, students should know how to:

1. The pronunciation of new words relating to the topic
2. Translation of new words relating to the topic

2. By the end of class, students will be able to:

1. Say basic notions about blood.
2. take part in the discussion about blood test and its importance
3. use modals while speaking

Time	Mode of interaction	Content	Material
8.30-9.00	Roll call. Checking covered material Music box	Activity “Music box” Check students awareness of previous lesson topic	Flashcards, Poster, Picture, visuals
9.00-9.25	Practice Reading Whole group	Ask the students to read the text “instant blood”. Pay attention to their pronunciation . Then let them do exercise in written form related to the text.	M.S.Muraveyskaya, L.K.Orlova АНГЛИЙСКИЙ ЯЗЫК ДЛЯ МЕДИКОВ”
9.25-9.35	Watching video material on the new topic	Ask students to watch a video material. Students watch a video twice. Then students will be given a handout and they should do the following activities	Computer,L CD projector
9.35-9.45	Production stage. Pair and team work. Debates.	Divide your class into 4 small groups and distribute the points in your plan given above. Give time students to prepare small reports according to the points in the plan. Then ask all class to listen to 4 speakers to get total information on the topic.	White board, marker, Board, flipchart
9.45-	Assessment	Teacher assesses students according to their participation during the lesson	

9.50			
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Assessment criteria

Point	Mark	Criteria of practical lesson estimation
86-100	excellent	A student reads with good pronunciation and translates text correctly without difficulty, answers the questions on the text. He takes active part during the lesson doing all the tasks without mistakes, responses to all questions concerning the theme of the lesson and answers the easily and correctly.
71-85	Good	While reading the text the student has small mistakes in pronunciation, recognizes vocabulary. But he cannot gather it in logic chain quickly, has several mistakes in grammar structure of the sentence. He answers actively oral, questions, but at writing he has mistakes.
55-70	Satisfactory	Reading is slow, the pronunciation of many words is wrong. Translation is often wrong. There are many mistakes in writing and speech. Not active at the lesson.
54	unsatisfactory	A student doesn't know the translation. He cannot read at all. He doesn't answer the questions. He is passive at interactive task. The homework task is not able done, or with a lot mistakes.

Lesson 9: Cough and cold

Aim and objectives of the lesson

To develop personal and professional activity by lexical tools

By the end of class, students should know how to:

1. The pronunciation of new words relating to the topic
2. Translation of new words relating to the topic

By the end of class, students will be able to:

1. Give a full information about cold
2. Count a number of over-the-counter drugs that can relieve the symptoms
3. Talk about different types of the coughs

Time	Mode of interaction	Content	Material
8.30-9.00	Roll call. Checking covered material	Teacher checks covered material. activity “Cluster”	Flashcards, Poster, Picture, visuals
9.00-9.25	Practice stage. Role game, Graphic organizers	Reading and discussion the given text Fill in the gaps in the sentences New glossary words Control comprehension of the topic “cough and cold” Ask students to read the text, identify the meaning of the new words and word combinations	Handouts
9.25-9.35	Watching video material on the new topic	Ask students to watch a video material. Students watch a video twice. After watching the video ask students to do the following activity.	Computer,L CD projector
9.35-9.45	Production stage. Pair and team work. Debates.	To give home work and conclusion of the practical lesson by estimation of the rating scores. Short generalization of new theme:1.Teacher asks control questions, checks acquisition of new theme 2.To make	White board, marker, Board, flipchart

		conclusions, assess each students, make comments 3.To give homework for the next lesson	
9.45-9.50	Assessment	Teacher assesses students according to their participation during the lesson	

Assessment criteria

Point	Mark	Criteria of practical lesson estimation
86-100	excellent	A student reads with good pronunciation and translates text correctly without difficulty, answers the questions on the text. He takes active part during the lesson doing all the tasks without mistakes, responses to all questions concerning the theme of the lesson and answers the easily and correctly.
71-85	Good	While reading the text the student has small mistakes in pronunciation, recognizes vocabulary. But he cannot gather it in logic chain quickly, has several mistakes in grammar structure of the sentence. He answers actively oral, questions, but at writing he has mistakes.
55-70	Satisfactory	Reading is slow, the pronunciation of many words is wrong. Translation is often wrong. There are many mistakes in writing and speech. Not active at the lesson.
54	unsatisfactory	A student doesn't know the translation. He cannot read at all. He doesn't answer the questions. He is passive at interactive task. The homework task is not able done, or with a lot mistakes.

