

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД
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КАФЕДРА ГРОМАДСЬКОГО ЗДОРОВ'Я І ГУМАНІТАРНИХ ДИСЦИПЛІН

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АНГЛІЙСЬКА МОВА ДЛЯ МЕДИЧНИХ ЦІЛЕЙ: ІНТЕРАКТИВНІ ВПРАВИ ДЛЯ СТУДЕНТІВ-МЕДИКІВ

(розвиток продуктивних навичок)

НАВЧАЛЬНО-МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
із дисципліни «ІНОЗЕМНА МОВА
(ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)»
для англomовних іноземних студентів
медичних спеціальностей ЗВО

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
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«UZHHOROD NATIONAL UNIVERSITY»
MEDICAL FACULTY №2
DEPARTMENT OF PUBLIC HEALTH AND HUMANITARIAN DISCIPLINES

Kateryna NAD

**ENGLISH FOR MEDICAL PURPOSES:
INTERACTIVE ACTIVITIES FOR MEDICAL STUDENTS**

(Developing Productive Skills)

TEACHING-LEARNING RECOMMENTATIONS

for the discipline «ELECTIVE COURSE
OF THE FOREIGN LANGUAGE (English)
FOR MEDICAL PURPOSES»

for International English-Speaking Students of Medical Specialties
at Higher Educational Institutions

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Англійська мова для медичних цілей: Інтерактивні завдання для студентів-медиків (розвиток продуктивних навичок) : навчально-методичні рекомендації з дисципліни “Елективний курс з іноземної мови (англійська) для медичних цілей” для англомовних іноземних студентів медичних спеціальностей ЗВО / Автор. : К. О. Надь. – Ужгород : Поліграфцентр “Ліра” , 2022. – 76 с.

Навчально-методичні рекомендації “Англійська мова для медичних цілей: Інтерактивні завдання для студентів-медиків (розвиток продуктивних навичок)” містить інтерактивні завдання до 11 тем професійного характеру. Кожне завдання складається з робочого плану, адаптованого до організації і виконання впрями під час звичайної та дистанційної форм навчання, безпосередньо інтерактивного завдання (настільна гра, картки для рольової гри, картки для роботи в парах тощо), відповідей до розроблених завдань.

Пропоноване видання рекомендовано для іноземних студентів медичних спеціальностей ЗВО, які здобувають освіту англійською мовою.

Навчально-методичні рекомендації призначені для аудиторної роботи іноземних студентів-медиків під час практичних занять.

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PREFACE

The teaching-learning recommendations are created for foreign English-speaking students of medical specialties, as all activities promote developing productive skills such as speaking and writing.

The aim of this learning guide is to present teachers with a possible way of teaching and practising productive skills as well as the target language. Furthermore, it will give future doctors the opportunity to practise using medical/scientific jargon while having a conversation with colleagues; to use lay language while having a conversation with patients; to feel where both types of language (medical terms and their informal equivalents) might be appropriate.

The teaching-learning recommendations have been structured in full compliance with the requirements on the syllabus for the discipline “Elective Course of the Foreign Language (English) for Medical Purposes” at the Department of Public Health and Humanitarian Disciplines of the Medical Faculty №2 at State Higher Education Institution “Uzhhorod National University” and consists of 7 topics, which represent 11 interactive activities for offline and online classes. Detailed plans for interactive activities include the following topics: “Human Body its Structure”, “Presenting Complaints”, “Skeletal System”, “Muscular System”, “Types of Injuries”, “Respiratory System”, “ Digestive System”.

Each activity contains the following parts:

- A plan of the activity (offline way of studying) for teachers, presented by materials needed for each activity, level of English, the focus of the class, aim of the activity, interaction, timing, lead-in stage, setting up the activity stage and also feedback stage;
- A plan of the activity (online way of studying) for teachers;
- An activity worksheet for students (a printable worksheet);
- Additional visual aids for the lead-in stage, consisting of pictures, links to online flashcards;
- Answer keys for teachers and students, demonstration of online variants of the activity.

The teaching-learning materials are intended for classroom work and revision.

It can be used by English for Academic and Professional Purposes teachers to work with medical students of specialized secondary and higher educational institutions for the discipline “English for Medical Purposes”, “Medical English” and “English for Professional Purposes”.



CONTENTS

PREFACE	3
LIST OF ABBREVIATIONS.	8
TOPIC: HUMAN BODY AND ITS STRUCTURE. TABOO GAME	9
TOPIC: TYPES OF PAIN. BOARD GAME	13
TOPIC: SYMPTOMS ANS SIGNS. CASE REPORT	19
TOPIC: SKELETAL SYSTEM. MEMORY GAME	25
TOPIC: MUSCULAR SYSTEM. GALLERY WALK	36
TOPIC: TYPES OF FRACTURES. HOT SEAT	44
TOPIC: FIRST AID. INJURIES. ROLE-PLAY	49
TOPIC: DIGESTIVE SYSTEM. DESCRIBING PICTURES	56
TOPIC: DISEASES OF THE RESPIRATORY SYSTEM. ASKING ABOUT SYMPTOMS.	61
TOPIC: MEDICAL PHRASAL VERBS. ALL ABOUT YOU	65
REFERENCES	72



LIST OF ABBREVIATIONS

S – student

Ss – students

FB – feedback

ICQs – instruction checking questions

Smth – something



Topic: Human body and its structure. Taboo game

OFFLINE		
Materials: one copy of worksheet A and B per pair of students.		
Level: B1-C1 (English level)	Time: 20-30 min	Focus: parts of the body (formal, informal; anatomical terms, common words); body regions
Aim: to use the target language in the description; task for the listener. The objective of the game is to refresh synonyms and antonyms, anatomical terms as well as common words that describe the human body; to develop speaking skills.		
Lead-in:	Ask some questions to engage Ss: “Do doctors use the same words for naming parts of the body in a conversation with other healthcare professionals and with their patients? (No) Why (not)? (Medical terminology is used in order to make a diagnosis, discuss cases with colleagues, but rarely in a conversation with ill patients, who might not be aware of the meanings of the terms, that is why informal equivalents are to be used.”	
Instructions:	Arrange Ss in pairs, divide them into As and Bs. Describe the activity pointing to the worksheet in your hands: “You are going to work in pairs, you will have different terms, please take turns. Student A, describe the term in bold to your partner, but you cannot use any of the words in italics in your description. Student B, listen to the description and try to guess the term. A student, who guesses more terms, wins the taboo game.	
Demonstration, instruction checking questions:	<p>Give an example on the board: e.g. earlobe <i>soft</i> <i>head</i> <i>ear</i></p> <p>“<u>It is a rounded fleshy part hanging from the lower margin of the organ of hearing and balance. It is situated in the otic and cephalic region.</u>”</p> <p>ICQs: Can you use all the words from the card? (No) Which words are banned to use? (In italics) Will you say the answers aloud? (Yes)</p> <p>Demonstrate the activity with a confident student or a pair of students.</p> <p>Distribute the worksheets to the Ss.</p>	

Feedback:	<p>While Ss are working, go around and help where necessary, in addition, collect accurate and inaccurate language for analyzing it after finishing the activity.</p> <p>Feedback on content: elicit some descriptions, ask whether it was easy or difficult to explain and guess, and also which term was the most difficult to guess/explain.</p> <p>Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent.</p>
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ONLINE		
Materials: PDF of worksheet A and B per pair of students, a laptop, a photo of worksheet A, B, a chat with Ss.		
Level: B1-C1 (English level)	Time: 30-40 min	Focus: parts of the body (formal, informal; anatomical terms, common words); body regions
Aim: to use the target language in the description; task for the listener. The objective of the game is to refresh synonyms and antonyms, anatomical terms as well as common words that describe the human body; to develop speaking skills.		
Lead-in:	<p>Ask some questions to engage Ss: “Do doctors use the same words for naming parts of the body in a conversation with other healthcare professionals and with their patients? (No) Why (not)? (Medical terminology is used in order to make a diagnosis, discuss cases with colleagues, but rarely in a conversation with patients, who might not be aware of the meanings of the terms, that is why informal equivalents are to be used.”</p>	
Instructions:	<p>Divide them into As and Bs. Describe the activity pointing to the example on the screen. Send the photos of the worksheet to As, Bs. “Open the photos. Students A, describe a term in bold to Ss B but you cannot use any of the words in italics in your description. Students B, listen and try to guess the term. Please type your guesses into the chat box. Then Students B start describing their terms one by one, Ss A type their guesses into the chat.</p>	



<p>Demonstration, instruction checking questions:</p>	<p>Give an example on the board: e.g. earlobe <i>soft</i> <i>head</i> <i>ear</i></p> <p><u>“It is a rounded fleshy part hanging from the lower margin of the organ of hearing and balance. It is situated in the otic and cephalic region.”</u></p> <p>ICQs: Can you use all the words from the card? (No) Which words are banned to use? (In italics) Will you say the answers aloud? (No) Where will you type the answers? (Into the chat box)</p> <p>Demonstrate the activity with a confident student or a pair of students.</p>
<p>Feedback:</p>	<p>While Ss are working, observe\listen to them and help where necessary, in addition, collect accurate and inaccurate language for analyzing it after finishing the activity.</p> <p>Feedback on content: elicit some descriptions, ask whether it was easy or difficult to explain and guess and also which term was the most difficult to guess/explain.</p> <p>Feedback on accuracy: delayed error correction on the digital board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent.</p>

Topic 1: Human body and its structure. Taboo game

Worksheet A

Describe each medical term to your partner but do not use the words in italics. Your partner will listen and guess the term.

<p><u>scalp</u> skin cover skull</p>	<p><u>temple</u> side forehead ear</p>	<p><u>cornea</u> colour eye face</p>	<p><u>nare</u> nose breathe face</p>
<p><u>gum</u> upper jaw lower jaw mouth</p>	<p><u>nape</u> neck head back</p>	<p><u>trunkal</u> trunk belly breast</p>	<p><u>thoracic</u> chest thorax bones</p>
<p><u>umbilicus</u> belly navel bellybutton</p>	<p><u>loin</u> back hip bones small of the back</p>	<p><u>armpitted</u> arm shoulder limb</p>	<p><u>cubital</u> forearm upper arm elbow</p>

Worksheet B

Describe each medical term to your partner but do not use the words in italics. Your partner will listen and guess the term.

<p><u>digit</u> finger toe hand</p>	<p><u>knuckle</u> bone hand foot</p>	<p><u>patellar</u> patella leg thigh</p>	<p><u>sole</u> foot leg the bottom surface</p>
<p><u>tarsal</u> foot ankle toes</p>	<p><u>skinless</u> skin covering layer</p>	<p><u>arch of foot</u> foot outer internal</p>	<p><u>ball of foot</u> foot toes ankle</p>
<p><u>periumbilical</u> abdomen belly button trunk</p>	<p><u>inguinal</u> abdomen thigh side</p>	<p><u>lump</u> body illness injury</p>	<p><u>node</u> small growth body</p>



Topic: Types of pain. Board game

OFFLINE		
Materials: the worksheet, dice, coloured counters for all Ss.		
Level: B1-C1 (English level)	Time: 20-30 min	Focus: Speaking (Vocabulary: types of pain)
Aim: students practise speaking on types of pain, symptoms and injuries for 30 seconds, revision of vocabulary and tenses.		
Lead-in:	Ask some questions about pain. "What do patients complain the most frequently of? What kind of pain have you experienced? What injuries caused that pain?"	
Instructions:	Arrange Ss into small groups of three or four and give each group a worksheet of the board game and a dice and coloured counters. Explain the rules of the game. Ss throw the dice and move round the board. Everyone starts on the START square. When a S lands on the square, he/she must talk for a minute about the type of pain and injuries/situations that cause it. Then each of the other Ss in the group must ask him/her a question about the topic. Tell Ss they can have time to think about what they are going to say. Someone in the group times the minute. The game finishes when someone reaches the FINISH square.	
Demonstration, instruction checking questions:	<p>Elicit an example. <i>E.g. acute pain – it is sharp in quality, comes on suddenly and is caused by something specific. Causes of acute pain include: surgery, broken bones, dental work, burns or cuts, labour and childbirth. Acute pain is opposite to chronic pain. Acute pain is of short duration but it gradually resolves as the injured tissues heal, for instance, falling off a bike.</i></p> <p>Ask Ss to include the definition, causes of the pain and a real life situation in which a person feels the pain.</p> <p>ICQs: "How long are you going to speak about a type of pain? (About a minute, minimum 30 seconds) Are your peers going to ask additional questions? (Yes) What do you think, why are these additional questions going to be asked? (To help the speaker speak for more than 30 seconds)"</p>	


Feedback:	<p>While Ss are working, go around and help where necessary, in addition, collect accurate and inaccurate language for analyzing it after finishing the activity.</p> <p>Feedback on content: ask if Ss found/made up real life situations for all types of pain.</p> <p>Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent.</p>
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ONLINE		
Materials: the worksheet, dice, coloured counters for all Ss.		
Level: B1-C1 (English level)	Time: 20-30 min	Focus: Speaking (Vocabulary: types of pain)
Aim: students practice speaking on types of pain, symptoms and injuries for 30 seconds, revision of vocabulary and tenses.		
Lead-in:	Ask some questions about pain. "What do patients complain the most frequently of? What kind of pain have you experienced? What injuries caused that pain?"	
Instructions:	<p>Arrange Ss into small groups of three or four and share the jamboard link of the board game and link of a dice. Each S has to create a sticker with his/her name. Explain the rules of the game. S1 is responsible for rolling the online dice, then Ss move round the board. Everyone starts on the START square. When a S lands on the square, he/she must talk for a minute about the type of pain and injuries/situations that cause it. Then each of the other Ss in the group must ask him/her a question about the topic. Tell Ss they can have time to think about what they are going to say. Someone in the group times the minute. The game finishes when someone reaches the FINISH square.</p>	



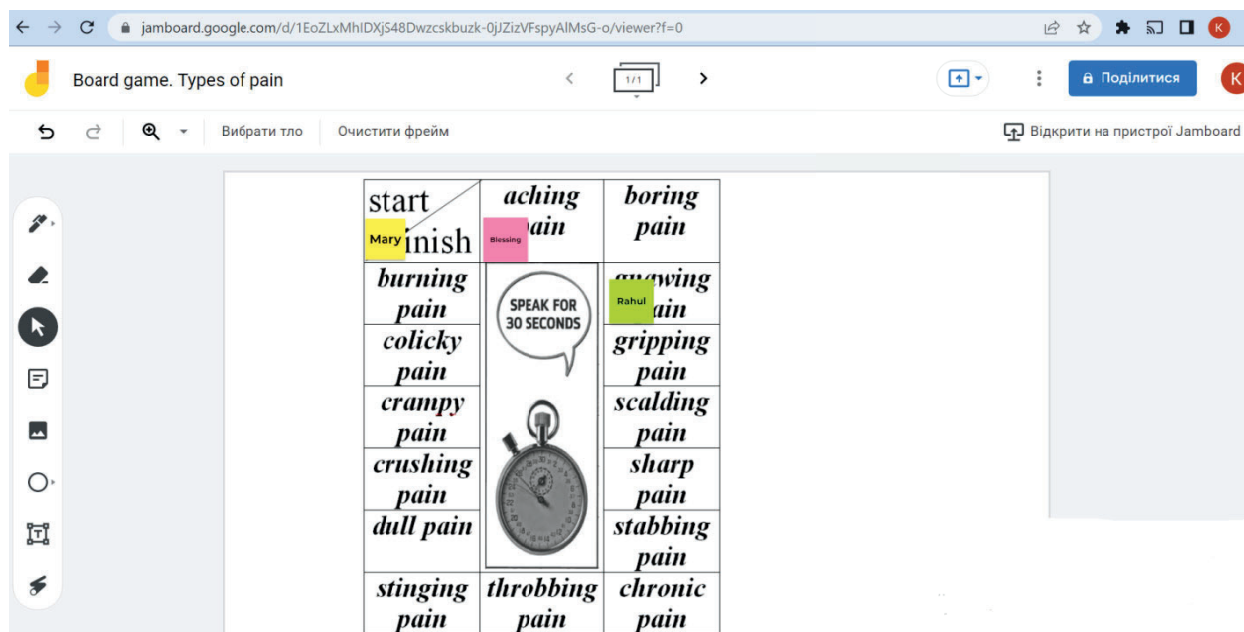
<p>Demonstration, instruction checking questions:</p>	<p>Elicit an example. <i>E.g. acute pain – it is sharp in quality, comes on suddenly and is caused by something specific. Causes of acute pain include: surgery, broken bones, dental work, burns or cuts, labour and childbirth. Acute pain is opposite to chronic pain. Acute pain is of short duration but it gradually resolves as the injured tissues heal, for instance, falling off a bike.</i></p> <p>Ask Ss to include the definition, causes of the pain and a real life situation in which a person feels the pain.</p> <p>ICQs: “How long are you going to speak about a type of pain? (About a minute, minimum 30 seconds) Are your peers going to ask additional questions? (Yes) What do you think, why are these additional questions going to be asked? (To help the speaker speak for more than 30 seconds)”</p>
<p>Feedback:</p>	<p>While Ss are working, help where necessary, in addition, collect accurate and inaccurate language for analyzing it after finishing the activity.</p> <p>Feedback on content: ask if Ss found/made up real life situations for all types of pain.</p> <p>Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent.</p>

Topic: Types of pain. Board game

start finish	<i>aching pain</i>	<i>boring pain</i>
<i>burning pain</i>	<div data-bbox="624 600 963 994" style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin-bottom: 20px;"> <p>SPEAK FOR 30 SECONDS</p> </div> <div data-bbox="620 1072 954 1615" style="text-align: center;">  </div>	<i>gnawing pain</i>
<i>colicky pain</i>		<i>gripping pain</i>
<i>crampy pain</i>		<i>scalding pain</i>
<i>crushing pain</i>		<i>sharp pain</i>
<i>dull pain</i>		<i>stabbing pain</i>
<i>stinging pain</i>	<i>throbbing pain</i>	<i>chronic pain</i>



Playing online:



1) The jamboard link: <https://jamboard.google.com/d/1EoZLxMhIDxjS48Dwzcskbuzk-0jJzizVFspyAIMsG-o/viewer?f=0>

2) The online dice link: <https://www.eslkidsgames.com/classroom-dice>

Types of pain:

1. **Aching pain** – occurs continuously in a localized area, but at mild or moderate levels. You may describe similar sensations as heavy or sore. E.g. a painful knee while running. Reasons: stress, lack of sleep.

2. **Boring pain** -a sensation as of being pierced with a long, slender, twisting object. E.g. cluster headaches that begin quickly and without warning. The pain is very severe and is often described as a sharp, burning or piercing sensation on one side of the head. It's often felt around the eye, temple and sometimes face. It tends to affect the same side for each attack.

3. **Gnawing pain** – hunger pangs, or hunger pains, are a natural reaction to an empty stomach. They cause a gnawing feeling or an empty sensation in the abdomen. But hunger pangs can happen even if the body does not need food. Several other situations and conditions can lead to hunger pangs, including: sleep deprivation, dehydration, eating the wrong foods.

4. **Gripping pain** – a sudden, sharp pain in your stomach or bowels, a feeling of tightness.

5. **Scalding pain.** Hot water scalding can cause pain and damage to the skin from moist heat or vapors. This type of burn can be dangerous because it destroys affected tissues and cells. Your body may even go into shock from the heat. In more serious cases, these burns can be life-threatening.

6. **Sharp pain** – is harsher and may make you suck in your breath when it occurs. It's generally more localized in a specific place. Examples of sharp pain include: paper cuts, ankle sprains, tweaks in your back, muscle tears.

7. **Stabbing pain** – like sharp pain, stabbing pain occurs suddenly and intensely. However, stabbing pain may fade and reoccur many times. Stabbing pain is similar to drilling and boring pain. Like a knife.

8. **Chronic pain** – is a feeling of discomfort that lasts for a long time. It can be caused by severe and lasting problems: back pain, neck pain, cancer pain near a tumor, a headache, migraines.

9. **Throbbing pain** – consists of recurring achy pains. Pain can have a throbbing quality, especially when it is severe and disabling. It is widely held that this throbbing quality is a primary sensation of one's own arterial pulsations, arising directly from the activation of localized pain-sensory neurons by closely apposed blood vessels. It occurs if you hit your elbow, stub your toe, twist your ankle, or fall and scrape up your knee.

10. **Stinging pain** – sharp, burning, like an insect sting. For example, a bee jab, a barbed stinger into the skin.

11. **Dull pain** – is usually used to describe chronic or persistent pain. This is a deep ache felt in an area, but typically doesn't stop you from daily activities. Examples of dull pain may be a slight headache, a sore muscle, a bruised bone.

12. **Crushing pain** – a feeling of pressure e.g. crushing chest pain is a sense of discomfort or distress that is squeezing or excessively compressing.

13. **Crumpy pain** – cramp, painful, involuntary, and sustained contraction of muscle, most common in the limbs but also affecting certain internal organs. Examples of cramping include menstrual cramps and spasms of the circular muscles of the bowel (irritable colon), blood vessels (vasospasm), and pylorus of the stomach (pylorospasm; the pylorus is the opening from the stomach to the intestine).

14. **Colicky pain** – an intermittent pain which varies in intensity, comes and goes in waves. For instance, intestinal colic is a cramp-like pain that originates in the small or large intestine. It's caused by a blockage that keeps food and liquid from passing through the body. In addition to abdominal pain, symptoms include: the inability to have a bowel movement or pass gas, vomiting, loss of appetite, abdominal distension.

15. **Burning pain**. A burning sensation is a type of pain that's distinct from dull, stabbing, or aching pain. A burning pain can be related to nerve problems. A burning sensation can affect almost any part of the body. It may feel like pins and needles, heat, or a sharp, prickly pain. It is important to seek medical advice and receive the correct diagnosis. For example, a feeling of burning in the muscles may be the result of an injury, while a burning sensation affecting the skin is likely the result of having come into contact with an allergen or an irritant and also feeling pain or a burning sensation while urinating.



Topic: Symptoms and signs. Case Report

OFFLINE

Materials: copy and cut up one sheet per group (groups of 3).

Level: B1-C1 (English level)

Time: 20-30 min

Focus: Writing (Case report). Freer practice for using terms that denote symptoms

Aim: to practice using terms that denote symptoms, develop Ss' writing skills.

Lead-in:

Ask Ss what a case report is and why/when it has to be written, also what information has to be included.

Ask Ss to read the example and complete the task.

Read the patient's description of her symptoms then complete the case report.

I was well until a few months ago. In the beginning, I just felt off-colour and a bit tired. But lately I've been feeling completely worn out at the end of the day. I'm not eating any more than usual but I've put on nine kilos in the last year. My motions are hard and my hair has started to fall out.

Case 13

A 50-year-old housewife, who had been well until four months previously,

- (1) of tiredness and
 (2) She had (3)
 9 kg in weight in the year before she
 (4) to her GP although she
 denied eating more than usual. She was
 (5) and she noticed that her
 hair had started to fall out.

The exercise is taken from Professional English in Use, p. 37 ex. 14.4

Keys:

Case 13

A 50-year-old housewife, who had been well until four months previously,

- (1) **complained** of tiredness and
 (2) **malaise**..... . She had (3) **gained**.....
 9 kg in weight in the year before she
 (4) **presented**.. to her GP although she
 denied eating more than usual. She was
 (5) **constipated** and she noticed that her
 hair had started to fall out.

Elicit which words were substituted with medical terms: e.g. *to feel off-colour – malaise...*

<p>Instructions:</p>	<p>Arrange Ss into groups of three. Give each S a card from the worksheet. Explain that Ss are going to write a case report. Ask Ss to substitute all informal words/phrases with medical terms. Set a time limit. When the time is up, tell Ss to pass their cards to the S sitting on their left. Now tell Ss to read their groupmate's case report and underline terms that are clinically accurate; circle words/phrases that you do not agree with or have doubts about. (Peer correction)</p> <p>Ss pass their case report again and do the same. Finally, Ss read their peers' corrections/suggestions and ask questions. Ask Ss to hand in their case reports for checking.</p>
<p>Demonstration, instruction checking questions:</p>	<p>Demonstrate peer correction on the board (underlining and circling).</p> <p>ICQs: "What information are you going to include? (Complaints, symptoms, (diagnoses), medical terms) Are you going to add anything to your peer's case report? (No, only underline and circle).</p>
<p>Feedback:</p>	<p>Monitor and check Ss are using terms correctly, help where necessary, in addition, collect accurate and inaccurate language for analyzing them after finishing the activity.</p> <p>Feedback on content: Peer correction (underlining, circling), self-correction (show possible answers on the board, Ss correct), Ss have to tick if they included everything into their case report.</p> <p>Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent. Give feedback after checking Ss' case reports.</p> <p>Possible answers are added.</p>



ONLINE

Materials: the worksheet

Level: B1-C1
(English level)

Time: 20-30 min

Focus: Writing (Case report). Freer practice for using terms that denote symptoms

Aim: to practice using terms that denote symptoms, develop Ss' writing skills.

Lead-in:

Ask Ss what a case report is and why/when it has to be written, also what information has to be included.

Ask Ss to read the example and complete the task.

Read the patient's description of her symptoms then complete the case report.

I was well until a few months ago. In the beginning, I just felt off-colour and a bit tired. But lately I've been feeling completely worn out at the end of the day. I'm not eating any more than usual but I've put on nine kilos in the last year. My motions are hard and my hair has started to fall out.

Case 13

A 50-year-old housewife, who had been well until four months previously,
(1) of tiredness and
(2) She had (3)
9 kg in weight in the year before she
(4) to her GP although she denied eating more than usual. She was
(5) and she noticed that her hair had started to fall out.

The exercise is taken from Professional English in Use, p. 37 ex. 14.4

Keys:

Case 13

A 50-year-old housewife, who had been well until four months previously,
(1) **complained** of tiredness and
(2) **malaise** She had (3) **gained**
9 kg in weight in the year before she
(4) **presented**.. to her GP although she denied eating more than usual. She was
(5) **constipated** and she noticed that her hair had started to fall out.

Elicit which words were substituted with medical terms: e.g. *to feel off-colour – malaise...*



<p>Instructions:</p>	<p>Send each S a card from the worksheet. Explain that Ss are going to write a case report. Ask Ss to substitute all informal words/phrases with medical terms. Set a time limit. When the time is up, S1 has to read his/her case report out and nominate S2 to give feedback, whether the case report is clinically accurate and includes all necessary components (Peer correction).</p> <p>Ask Ss to submit a photo of their case report.</p>
<p>Demonstration, instruction checking questions:</p>	<p>Demonstrate peer correction open class, elicit possible suggestions.</p> <p>ICQs: “What information are you going to include? (Complaints, symptoms, (diagnoses), medical terms) Are you going to add anything to your peer’s case report? (No, only suggest or praise).</p>
<p>Feedback:</p>	<p>Monitor and check Ss are using terms correctly, help where necessary, in addition, collect accurate and inaccurate language for analyzing them after finishing the activity.</p> <p>Feedback on content: Peer correction, self-correction (show possible answers on the board, Ss correct), Ss have to tick if they included everything into their case report.</p> <p>Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent. Give feedback after checking Ss’ case reports.</p> <p>Possible answers are added.</p>



Topic: Symptoms and signs. Case Report

Read the patients' descriptions of their symptoms then, write a short case report:

A 60-year-old man...

I haven't been myself for several months now. I feel completely worn out after doing anything. I've been off my food and lost ten kilos in weight.

A 30-year-old woman...

I've been in the sun too long. I feel thirsty all the time. Moreover, I feel dizzy and light-headed, extremely tired. My lips are constantly dry. Today I've peed only two times.

A 15-year-old boy...

My behaviour has changed that causes significant distress and problems at school and at home.

I often argue with my parents, as according to them, I go to bed too late, forget to have dinner and have really moody behavior. I try to sleep but I constantly have nightmares.

I failed some tests because I struggled learning by heart. I'm obsessed with sweets, as this is the only way to calm down in some situations and stop crying. Unfortunately, I put on some kilos. Maybe, I don't deserve to live.



Topic: Symptoms and signs. Case Report. Keys

Read the patients' descriptions of their symptoms then, write a short case report:

<p>A 60-year-old man...</p> <p><u>I haven't been myself for several months now. I feel completely worn out after doing anything. I've been off my food and lost ten kilos in weight.</u></p>	<p>Malaise, lassitude</p> <p>A 60-year-old man presented to his GP with malaise and fatigue for several months. He also complained of anorexia and weight loss of 10 kg.</p>
<p>A 30-year-old woman...</p> <p><u>I've been in the sun too long. I feel thirsty all the time. Moreover, I feel dizzy and light-headed, extremely tired. My lips are constantly dry. Today I've peed only two times.</u></p>	<p>A 30-year-old woman presented to her GP with heat-stroke, dehydration, general weakness. She also complained of urination/micturition less than usual.</p>
<p>A 15-year-old boy...</p> <p><u>My behavior has changed that causes significant distress and problems at school and at home.</u></p> <p><u>I often argue with my parents, as according to them, I go to bed too late, forget to have dinner and have really moody behavior. I try to sleep but I constantly have nightmares.</u></p> <p><u>I failed some tests because I struggled learning by heart. I'm obsessed with sweets, as this is the only way to calm down in some situations and stop crying. Unfortunately, I put on some kilos. Maybe, I don't deserve to live.</u></p>	<p>Mood swings, insomnia, uncontrollable emotions, agitation, anxiety, suicidal tendency, tearfulness, chronic fatigue, restlessness, over-eating, changes in appetite.</p>



Topic: Skeletal System. Memory Game

OFFLINE		
Materials: one copy of worksheet per a group of students, scissors, paper that is not transparent.		
Level: B1-C1 (English level)	Time: 10-15 min	Focus: Vocabulary. Anatomical and common names of bones
Aim: to memorize anatomical and common names of bones; drill the pronunciation of the target language.		
Lead-in:	Show Ss a picture of an X-ray and ask which bone/bones is/are seen there. "Imagine, you are showing the X-ray to your patient's parent, which word would you use to denote the bones? (Wrist bones) Which words would you use to denote the bones if you show the X-ray to a traumatologist or trauma surgery doctor? (Carpals)"	
Instructions:	Arrange Ss into groups of three or four. Photocopy enough copies of the worksheet for every group of three to four Ss. Cut up each of the worksheets. Explain to the Ss that in their groups they have 44 pairs of equivalents: anatomical terms and common names of bones. Demonstrate while giving instructions. "You are going to play a pelmanism/memory game. Put all anatomical terms into the first row and all common names of bones into the second row. The words are not supposed to match. Take turns to turn over the cards: take one card from the first row and one card from the second row. Say them aloud. If they match, you put them aside, if they do not match, say the words aloud, but put them back to the same place. The winner is a S, who collects more pairs of cards."	
Demonstration, instruction checking questions:	<p>Demonstrate the activity with a confident student or a pair of students.</p> <p>"Are you going to take turns? (Yes) What will you do if the cards do not match, put the stickers back or move aside? (Put the stickers back). Will you say the words aloud? (Yes)"</p> <p>Distribute the worksheets to the Ss.</p>	

Feedback:	<p>Monitor and help the groups if necessary, also correct their pronunciation of the terms immediately.</p> <p>Feedback on content: have each group read out 2 or 3 of the matched pairs, ask the whole class whether they agree or disagree with their peers' answers.</p> <p>Feedback on accuracy: elicit correct pronunciation of the terms and do pronunciation drills is necessary.</p>
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ONLINE		
Materials: jamboard (a digital board).		
Level: B1-C1 (English level)	Time: 15-20 min	Focus: Vocabulary. Anatomical and common names of bones
Aim: to memorize anatomical and common names of bones; drill the pronunciation of the target language.		
Lead-in:	<p>Show Ss a picture of an X-ray and ask which bone/bones is/are seen there. "Imagine, you are showing the X-ray to your patient's parent, which words would you use to denote the bones? (Wrist bones) Which word would you use to denote the bones if you show the X-ray to a traumatologist or trauma surgery doctor? (Carpals)"</p>	
Instructions:	<p>Share the link of the ready-made jamboard with Ss, share your screen. "I will nominate a student who has to move the sticker and say a word/term. If there is a match, a S leaves the sticker aside. If there is not a match a S has to put the sticker back. The winner is a S, who collects more pairs of cards."</p>	
Demonstration, instruction checking questions:	<p>Demonstrate the activity with a confident student or a pair of students.</p> <p>"Can you start moving cards without being nominated? (No) What will you do if there is not a match, put the stickers back or move aside? (Put the stickers back)."</p> <p>Distribute the worksheets to the Ss.</p>	
Feedback:	<p>Monitor and help if necessary, also correct their pronunciation of the terms immediately.</p> <p>Feedback on content: from time to time ask the whole class whether they agree or disagree with their peers' answers.</p> <p>Feedback on accuracy: elicit correct pronunciation of the terms and do pronunciation drills is necessary.</p>	



Memory Game



tailbone

coccyx

breastbone

sternum

**shoulder
blade**

scapula



collar bone

clavicle

wrist bones

carpals

thigh bone

femur

kneecap

patella



shinbone

tibia

skull

cranium

**lower jaw
bone**

mandible

spine

**vertebral
column**



rib

costa

hip bone

coxa

bony

osseous

rib margin

**costal
margin**



backbone

**vertebral
column**

upper jaw

maxilla

**finger or
toe bones**

phalanges

**upper arm
bone**

humerous

ulna

**medial
lower arm
bone**

spine bone

vertebra

neck bones

**cervical
vertebrae**

chest bones

**thoracic
vertebrae**



calf bone

fibula

lower back

**lumbar
vertebrae**

**triangular
bone**

sacrum

cheekbone

**zygomatic
bone**

eye socket

orbit

ankle bones

tarsals

foot bones

metatarsals

palm bones

metacarpals



heel bone

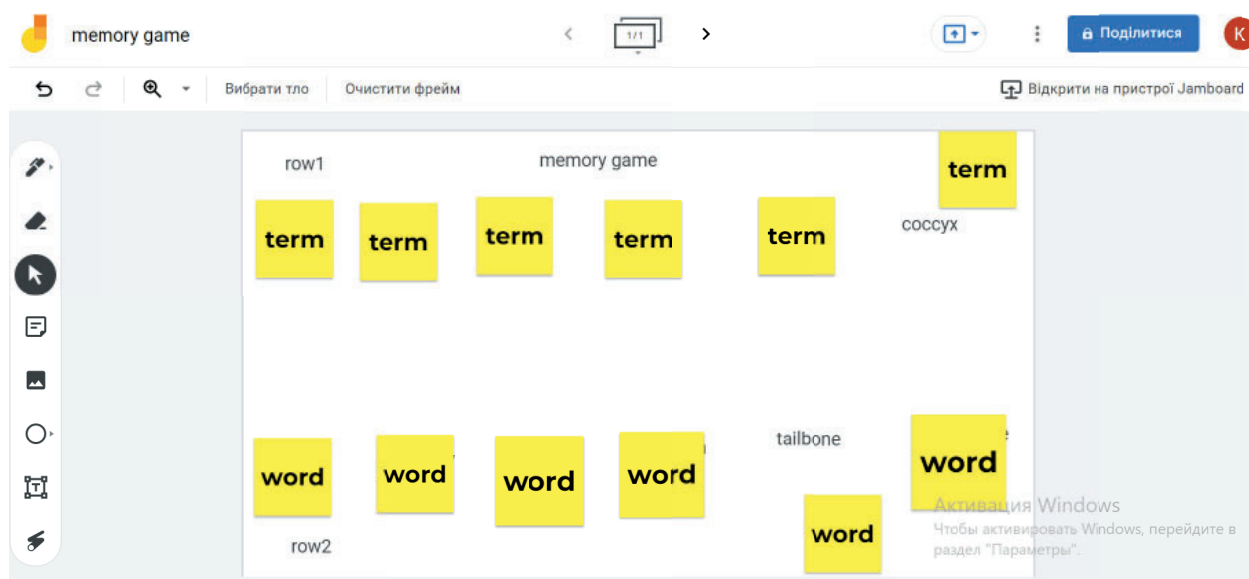
calcaneus

stirrup bone

stapes

Link of the jamboard:

<https://jamboard.google.com/d/1t1gXKLqB6CZUrUfzVnbfFiAJ05DZDJSwbU5Q3GSHs/viewer?f=0>



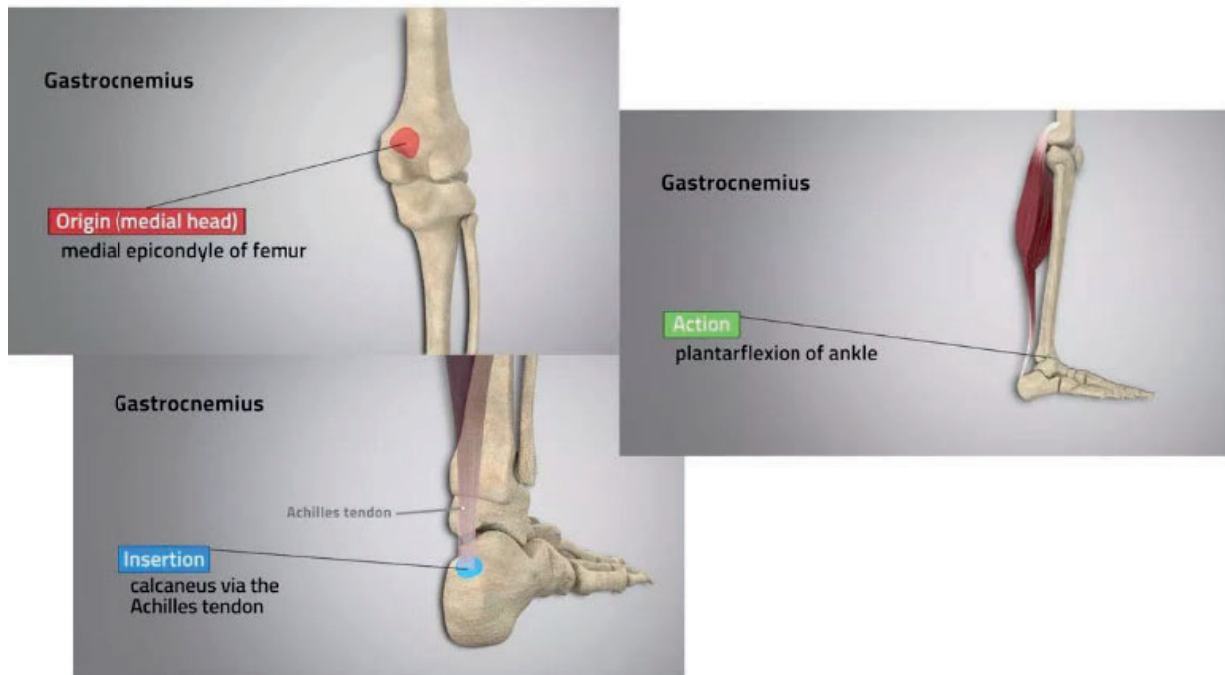
Topic: Muscular system. Gallery walk

OFFLINE		
Materials: printed pictures, printed Table 1 per pair/small group of Ss.		
Level: B1-C1 (English level)	Time: 10-20min	Focus: Freer practice activity. (Vocabulary: muscle names, muscle locations, muscle origin, muscle insertion muscle actions)
Aim: to use the target language (muscle names, muscle locations, muscle origin, muscle insertion, muscle actions) describing pictures, develop speaking skills; physical movement which can be especially engaging for kinesthetic learners.		
Lead-in:	Look at the first picture and elicit the answer to the question. The answer is given.	
Instructions:	Divide Ss into pairs or groups of three. Pictures should be displayed “gallery style” in a way that allows students to walk around the classroom, with several Ss discussing a picture hanging on the wall or put on the table. The most significant thing is that the pictures are to be spread far enough apart in order to reduce crowding. “You can see pictures on the wall/desks. In small groups/pairs, describe the pictures indentifying the following information: a name of the muscle, O (origin), I (insertion), A (action). Ss finish the activity when they complete Table 1.”	
Demonstration, instruction checking questions:	Describe the first picture together with Ss, write the example on the board. ICQs: “Are you going to sit or walk around the classroom? (Walk) Are you going to write anything? (Yes) Are you going to describe each picture? (Yes).” Demonstrate the activity with a confident student or a pair of students. Distribute the worksheets (Table 1) to the Ss.	
Feedback:	While Ss are working, go around and help where necessary; in addition, collect accurate and inaccurate language for analyzing it after finishing the activity. Feedback on content: ask Ss to share the information they collected. Provide correct answers on the board. A table with keys is provided. Feedback on accuracy: ask Ss to find and correct their mistakes on the board.	

ONLINE		
Materials: printed pictures, printed Table 1 per pair/small group of Ss.		
Level: B1-C1 (English level)	Time: 10-20min	Focus: Freer practice activity. (Vocabulary: muscle names, muscle locations, muscle origin, muscle insertion muscle actions)
Aim: to use the target language (muscle names, muscle locations, muscle origin, muscle insertion, muscle actions) describing pictures, develop speaking skills.		
Lead-in:	Look at the first picture and elicit the answer to the question. The answer is given.	
Instructions:	Share your screen. Ask Ss to describe the pictures identifying the following information: the name of the muscle, O (origin), I (insertion), A (action). Nominate Ss: Give Ss some thinking time. S1 has to say the name of the muscle; S2 has to say O; S3-I; S4-A of the same picture. To make it more interactive, Ss can nominate the next S to answer on their own.	
Demonstration, instruction checking questions:	Describe the first picture together with Ss, write the example on the digital board. ICQs: Are you going to describe each point on your own? (No). Demonstrate the activity with confident students.	
Feedback:	While Ss are answering, collect accurate and inaccurate language for analyzing it after finishing the activity. Feedback on content: provide correct answers on the board. A table with keys is provided. Feedback on accuracy: ask Ss to find and correct their mistakes on the board. Praise Ss for being accurate and fluent.	

Gallery Walk

What do the terms origin, insertion, and action mean?



Let's define origin, insertion, and action

Muscle origins and insertions describe the places where a muscle attaches on bones. Conventionally, a muscle origin describes the attachment of a muscle on the more stable bone. The insertion then, is the attachment of a muscle on the more moveable bone. The action of the muscle describes what happens when the more mobile bone is brought toward the more stable bone during a muscular contraction.



Table 1

While walking around with your partner, examine each picture and write into the table a name of the muscle, O (origin), I (insertion), A (action).

1)	7)
2)	8)
3)	9)
4)	10)
5)	11)
6)	12)

Table 2

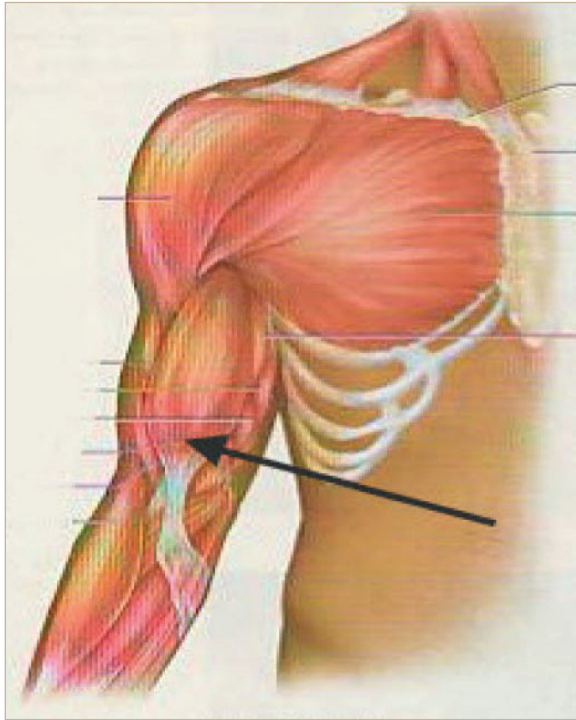
While walking around with your partner, examine each picture and write into the table a name of the muscle, O (origin), I (insertion), A (action).

1)	7)
2)	8)
3)	9)
4)	10)
5)	11)
6)	12)

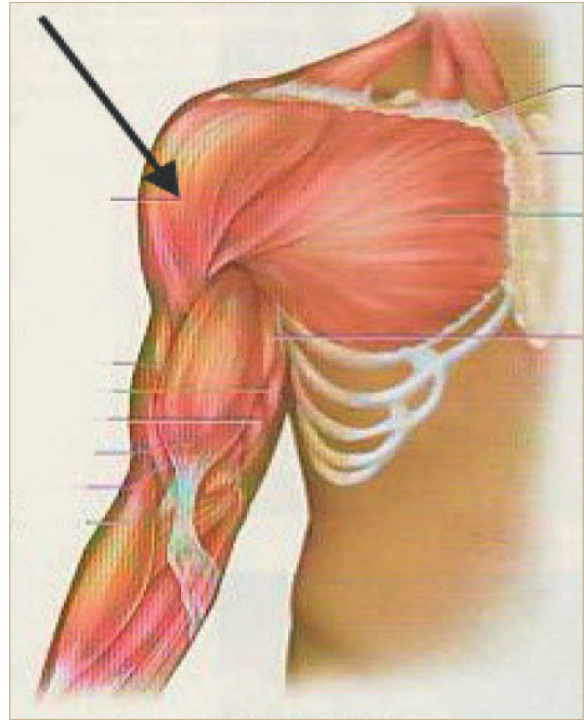


Gallery walk pictures:

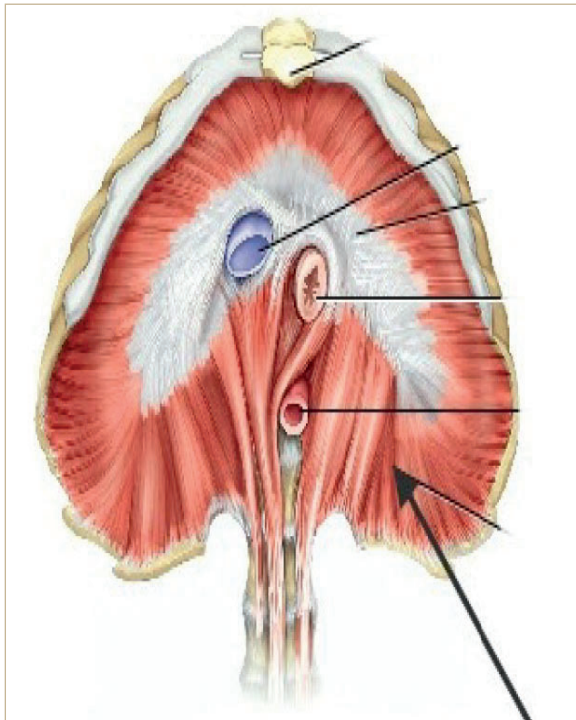
Picture 1



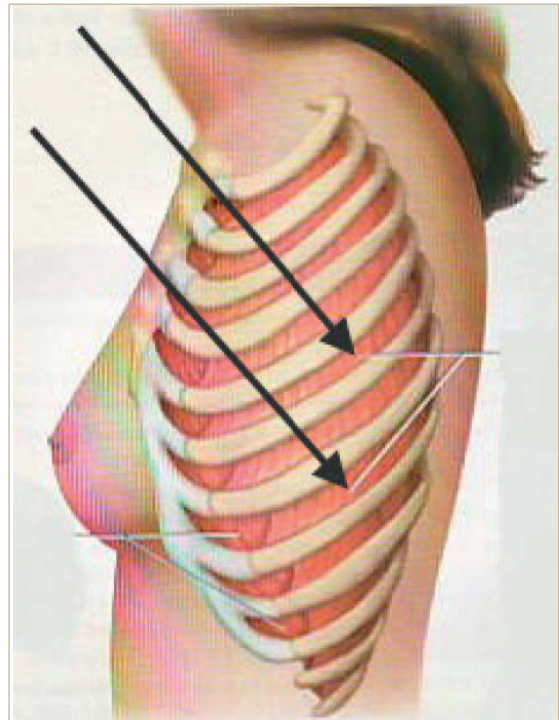
Picture 2



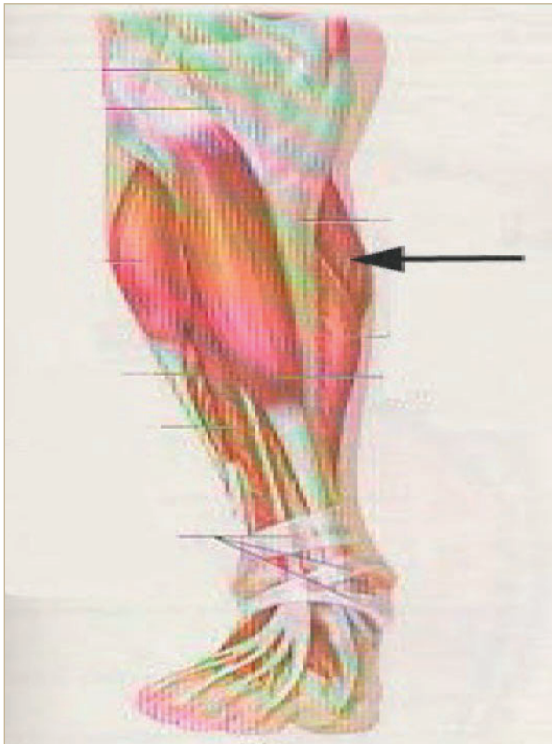
Picture 3



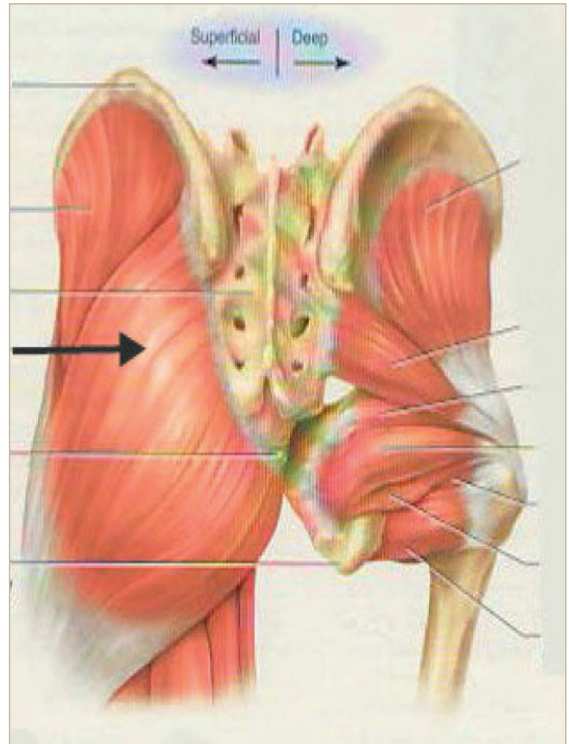
Picture 4



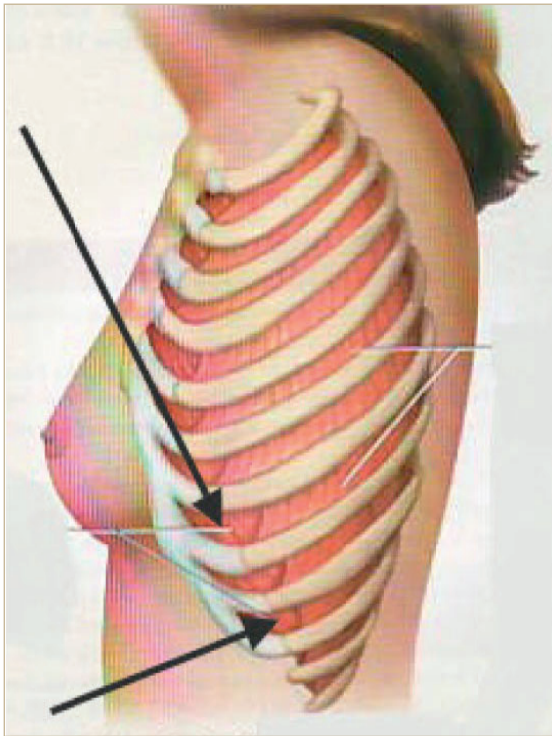
Picture 5



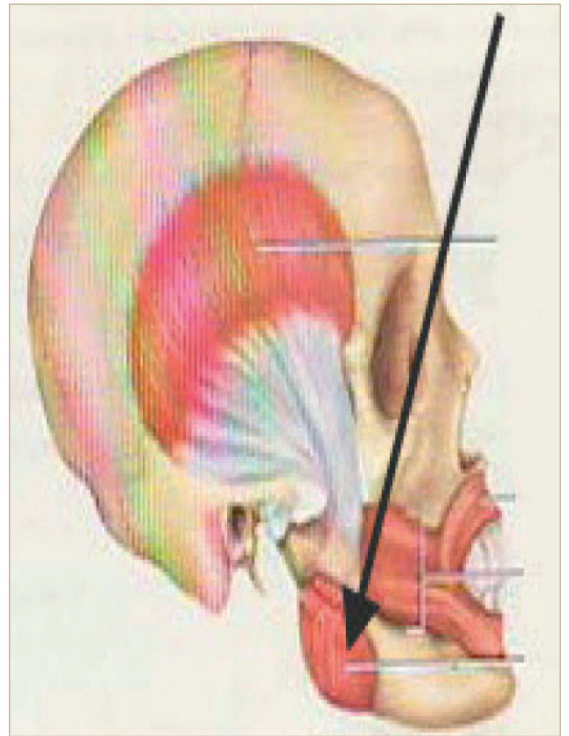
Picture 6



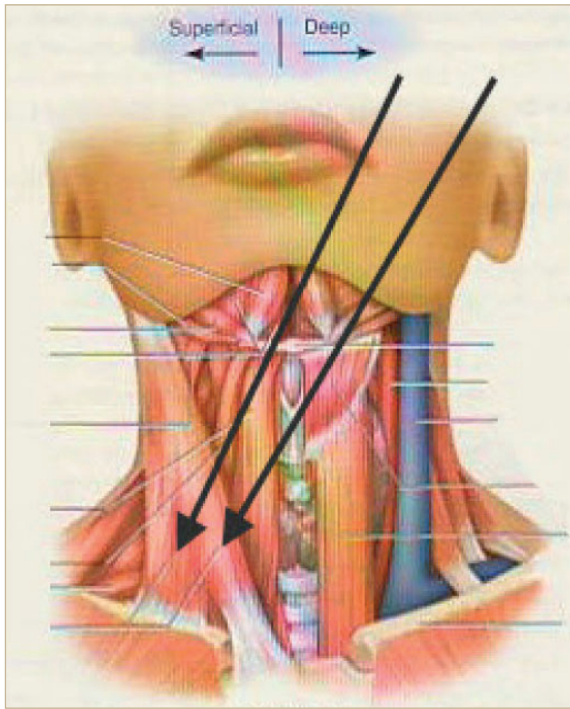
Picture 7



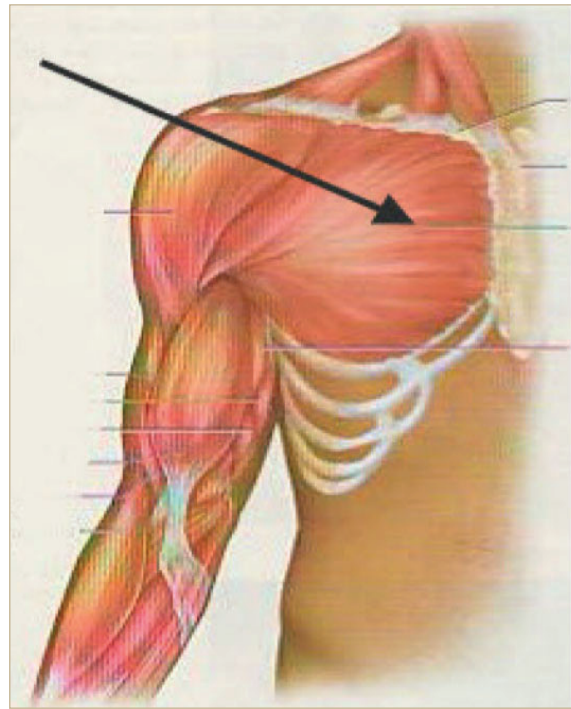
Picture 8



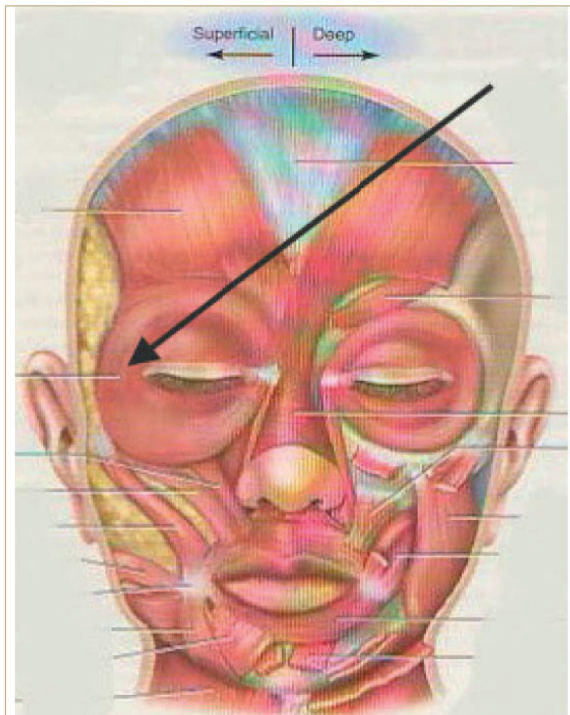
Picture 9



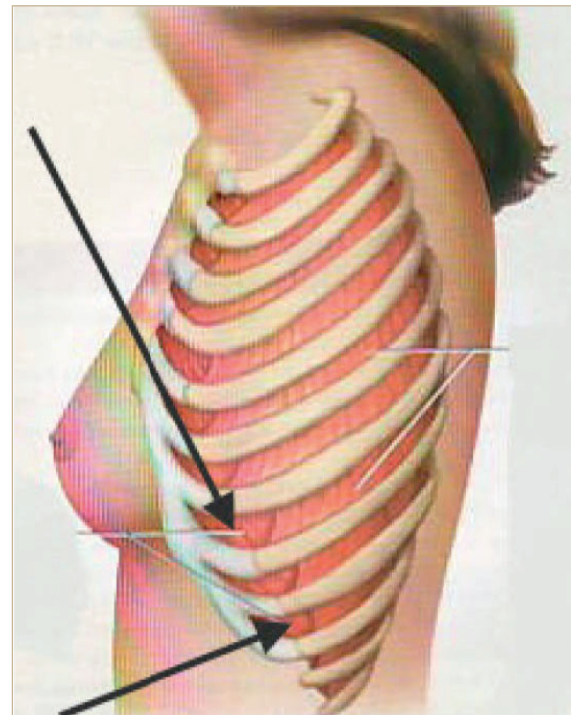
Picture 10



Picture 11



Picture 12



Gallery walk. Answer keys

MAJOR MUSCLES: ORIGINS, INSERTIONS, AND ACTIONS

<i>Muscle Name</i>	<i>Muscle Location</i>	<i>Muscle Origin</i>	<i>Muscle Insertion</i>	<i>Muscle Action</i>
Biceps brachii	anterior upper arm	scapula	radius	flexes arm at the elbow
Triceps brachii	posterior upper arm	proximal humerus & scapula	posterior ulna (proximal)	extends arm at the elbow
Orbicularis oculi	encircles eye	frontal, maxilla, and orbit	eyelid	closes eyelid
Masseter	jaw or mandible	zygomatic arch	mandible	closes jaw
Sternocleidomastoid	anterolateral neck	sternum & clavicle	mastoid process	flexes and rotates head
Pectoralis major	chest	clavicle, ribs, sternum	proximal humerus	flexes, rotates, and adducts arm
Deltoid	shoulder	clavicle & scapula	proximal humerus	abducts arm
Intercostals:	between ribs			assist in ventilation
external		inferior rib	superior rib	elevate rib cage
internal		superior rib	inferior rib	depress rib cage
Diaphragm	floor of thoracic cavity	inferior rib cage & sternum	central tendon	prime mover of inspiration
Gluteus maximus	buttocks	ilium, sacrum, & coccyx	proximal femur	extends thigh
Hamstring group	posterior portion of thigh	ischium	tibia	flexes leg at knee
Quadriceps group	anterior portion of thigh	pelvis	patella & tibia	extends leg at knee
Tibialis anterior	anterior of lower leg	proximal tibia	metatarsals	dorsiflexes foot
Gastrocnemius	main muscle of calf (posterior lower leg)	distal femur	calcaneus via calcaneal (Achilles) tendon	plantar flexes foot
Vastus lateralis	anterior thigh	femur	tibia	extends the leg; also used as site for injections

Topic: Types of Fractures. Hot Seat

OFFLINE Materials: a board.		
Level: B1-C1 (English level)	Time: 20-30 min	Focus: Freer-practice activity. Brushing up vocabulary (names of bones, types of fractures) and grammar.
Aim: to practice using names of fractures, anatomical terms (names of bones); revise grammar.		
Lead-in:	Ask some questions about bones and fractures. "What is the smallest bone in the human body called? (Stapes/ stirrup bone) What synonyms to the nouns "fracture, break" do you know? (crack, disintegrate / destroy, separate)."	
Instructions:	<p>First, split your class into teams (3 students), sit two students of each team facing the board. Then, bring one empty chair to each team and put it facing the team members. The third student in each team has to sit there. These chairs are the "hot seats". S3 has his/her back to the board. Use the sentences from the worksheet. Write 1 sentence on the board at a time. The aim of the game is for the students in the teams to describe each word in the sentence (which is written on the board) using synonyms, antonyms, definitions, explanations, etc. to their team mate who is in the "hot seat" – that person cannot see the board. The S in the "hot seat" listens to his/her team mates and tries to guess each word of the sentence on the board and write it down. The first "hot seat" student to say the whole sentence wins a point for their team. The student has to raise his/her hand to show that he/she is ready. Then change the students over, with a new member of each team taking their place in their team's "hot seat". After that, write the next sentence.</p> <p>This is a lively activity and can be adapted to different class sizes. If you have too many teams, perhaps some teams will wait to play.</p> <p>More sentences can be added, but they should not be too long.</p>	

<p>Demonstration, instruction checking questions:</p>	<p>Give an example of explaining/describing the sentence. e.g. <i>A displaced fracture which is not reduced may result in malunion.</i></p> <p>A – article; displaced – removed / a verb in Past Simple; fracture – antonym to union of bones / noun; which – can be a question word; is - to be in the 3rd person singular; not- a negative particle; reduced – replaced / put back / in Past Simple; may – a modal verb that denotes possibility or permission; result – “Teachers have to announce test...”; in – preposition of place (a book is ... your bag); malunion – incomplete, incorrect union of bones.</p> <p>Demonstrate the activity with a confident group of students.</p> <p>ICQs: “Will you explain each word from the sentence separately? (Yes) Will the student, whose task is to guess the words, write down each word? (Yes) How will you show that you are ready with the task? (Raise a hand)”</p>
<p>Feedback:</p>	<p>While Ss are working, go around and help where necessary; in addition, collect accurate and inaccurate language for analyzing it after finishing the activity.</p> <p>Feedback on content: show Ss each sentence. Ask what was problematic for them to explain.</p> <p>Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent.</p>

<p>ONLINE</p>		
<p>Materials: a digital board.</p>		
<p>Level: B1-C1 (English level)</p>	<p>Time: 20-30 min</p>	<p>Focus: Freer-practice activity. Brushing up vocabulary (names of bones, types of fractures) and grammar.</p>
<p>Aim: to practice using names of fractures, anatomical terms (names of bones); revise grammar.</p>		
<p>Lead-in:</p>	<p>Ask some questions about bones and fractures. “What is the smallest bone in the human body called? (Stapes/stirrup bone) What synonyms to the nouns “fracture, break” do you know? (crack, disunite / destroy, separate).”</p>	



<p>Instructions:</p>	<p>First, say Ss that they are going to play a guessing game. S1 is going to describe each word of the sentence (which is written on the board) using synonyms, antonyms, definitions, explanations, etc. to his/her team mates. Send S1 this sentence, no one else can see the sentence. Ss have to listen to their team mate and try to guess each word of the sentence and write it down. Ask Ss to write numbers in a row for the guessed words. The first S to say the whole sentence wins a point. The student has to raise his/her hand to show that he/she is ready. After that, write the next sentence. More sentences can be added, but they should not be too long.</p>
<p>Demonstration, instruction checking questions:</p>	<p>Give an example of explaining/describing the sentence. e.g. <i>A displaced fracture which is not reduced may result in malunion.</i> A – article; displaced – removed / a verb in Past Simple; fracture – antonym to union of bones / noun; which – can be a question word; is – to be in the 3rd person singular; not- a negative particle; reduced – replaced / put back / in Past Simple; may – a modal verb that denotes possibility or permission; result – “Teachers have to announce test...”; in – preposition of place (a book is ... your bag); malunion – incomplete, incorrect union of bones. Demonstrate the activity with a stronger student. ICQs: “Will you explain each word from the sentence separately? (Yes) Will you write down each word? (Yes) How will you show that you are ready with the task? (Raise a hand)” (Google meet)</p>
<p>Feedback:</p>	<p>While Ss are working, listen and help where necessary; in addition, collect accurate and inaccurate language for analyzing them after finishing the activity. Feedback on content: show Ss each sentence on the digital board. Ask what was problematic for them to explain. Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent.</p>



Topic: Types of Fractures. Hot Seat

1. In a compound fracture the skin is punctured by the broken bone or by the impact that causes the injury.



2. In a closed fracture, the skin remains intact.



3. A comminuted fracture occurs when a bone shatters into three or more pieces.



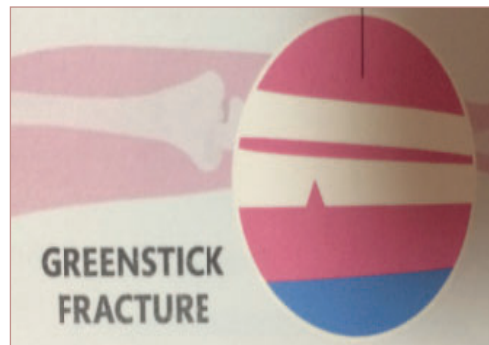
4. A compression injury may cause the fractured ends of bone to collapse into one another and shorten the bone.



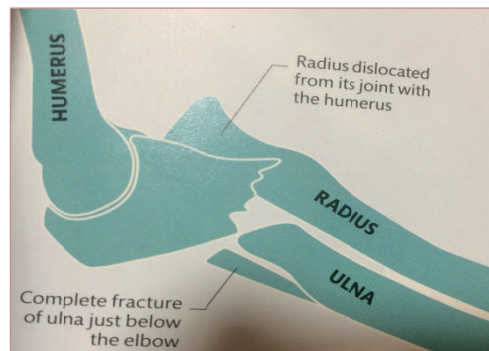
5. A spiral fracture winds around the shaft of a long bone rather than breaking across.



6. Immature bones are not fully mineralized and their bone may split on one side when bent, in a greenstick fracture.



7. Break and dislocation together are seen at the elbow when the ulna fractures, and the head of the radius is displaced.



Topic: First Aid. Injuries. Role-play

OFFLINE

Materials: printed set or role cards per pair, pictures, speakers, laptop.

Level: B1-C1
(English level)

Time: 90 minutes
and more

Focus: Speaking. Vocabulary
(Types of injuries. Giving first
aid. First aid kit.)

Aim: to develop speaking skills, develop Ss's fluency and accuracy with some focus on target language.

Lead-in:

Show pictures. "Look at the pictures. What is the people's job? Please match the pictures with the statements below."

FB: open class (1b, 2 a\c, 3 a\c, 4 d)

"What other injuries are the sportspeople in the pictures prone to? You have 30 seconds to think, I will nominate Ss to answer."

FB: answers on the board (screen)

"Listen to the dialogue and answer the question: What exactly caused the injury? (Medicine 2. Student's book; p 20, ex 1.

FB: open class

"S1, S2 read the dialogue, the teacher underlines 2 phrasal verbs, elicits their meaning, uses Cambridge on-line dictionary.

Let's clarify meanings of some verbs which cause injuries using Quizlet (online flashcards). S1 reads the definitions, Ss listen, look at the pictures and guess the verb."

FB: the card is turned over, Ss see the correct answer.

<p>Instructions:</p>	<p>A role-play. In pairs you are going to do a doctor-patient dialogue. Doctors will have to ask open questions as patients give a lot of information that doctors and nurses may find difficult to process instantly and so they may miss vital information. What questions you, as doctors, can ask patients depicted in the pictures? (pictures from the lead-in). Review possible open questions that can be asked by the doctor:</p> <p>What brought you here today? Where is the pain? What seems to be the problem? Where does it hurt? Where is it sore? Can you describe the pain? What's the pain like? What kind of pain is it? What were you doing when it happened?</p> <p>Arrange Ss into pairs, divide them into doctors and patients (or if you do not have the right number of students, have a group of three with 2 patients), they write down their partners' names and a role. Doctors work for a local secondary school, during a PE lesson a pupil comes with a number of injuries.</p> <p>"You have 4 minutes to think about the situation. Pupils (patients) will start the dialogue, include information about how the injury happened; when and where it happened; describe symptoms. Doctors ask open questions about causes and the symptoms, suggest treatment, summarize."</p>
<p>Demonstration, instruction checking questions:</p>	<p>ICQs: "Patients, will you describe one injury or several ones? (Several) Doctors, will you ask about the cause of the injuries? (Yes)."</p> <p>S3 is responsible for grammar accuracy, S4 is responsible for clinical accuracy. A task for all students (listeners), write down a case report. S5 is going to read the case report to the whole group."</p>



Feedback:	<p>Go round and help with vocabulary and ideas. “Listen to the performances and write a case report.” Monitor and check if Ss are using the language correctly.</p> <p>Feedback on content: S4 gives suggestions after each performance; S5 reads a case report.</p> <p>Feedback on accuracy: at the end of the activity S3 writes examples of language with mistakes on the board, all students try to correct them. I add some examples of good language in order to praise the Ss and also examples of made mistakes. Delayed error correction.</p>
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ONLINE		
Materials: a set or role cards, pictures, laptop.		
Level: B1-C1 (English level)	Time: 90 minutes and more	Focus: Speaking. Vocabulary (Types of injuries. Giving first aid.)
Aim: to develop speaking skills, develop Ss’s fluency and accuracy with some focus on target language.		
Lead-in:	<p>Show pictures. “Look at the pictures. What is the people’s job? Please match the pictures with the statements below”</p> <p>FB: open class (1b, 2 a\c, 3 a\c, 4 d)</p> <p>“What other injuries are the sportspeople in the pictures prone to? You have 30 seconds to think, I will nominate Ss to answer.”</p> <p>FB: answers on the board (screen)</p> <p>“Listen to the dialogue and answer the question: What exactly caused the injury? (Medicine 2. Student’s book; p 20, ex 1.</p> <p>FB: open class</p> <p>“S1, S2 read the dialogue, the teacher underlines 2 phrasal verbs, elicits their meaning, uses Cambridge online dictionary.</p> <p>Let’s clarify meanings of some verbs which cause injuries using Quizlet (online flashcards). S1 reads the definitions, Ss listen, look at the pictures and guess the verb.”</p> <p>FB: the card is turned over, Ss see the correct answer.</p>	

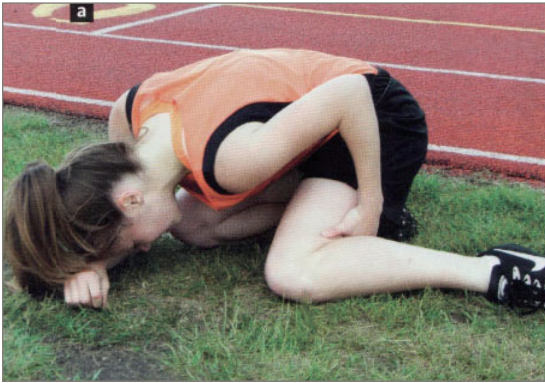


<p>Instructions:</p>	<p>A role-play. In pairs you are going to do a doctor-patient dialogue. Doctors will have to ask open questions as patients give a lot of information that doctors and nurses may find difficult to process instantly and so they may miss vital information. What questions you, as doctors, can ask patients depicted in the pictures? (pictures from the lead-in). Review possible open questions that can be asked by the doctor:</p> <p>What brought you here today? Where is the pain? What seems to be the problem? Where does it hurt? Where is it sore? Can you describe the pain? What's the pain like? What kind of pain is it? What were you doing when it happened?</p> <p>Divide ss into doctors and patients, they write down their partners' names and a role. Doctors work for a local secondary school, during a PE lesson a pupil comes with a number of injuries.</p> <p>"You have 4 minutes to think about the situation. Pupils (patients) will start the dialogue, include information about how the injury happened; when and where it happened; describe symptoms. Doctors ask open questions about causes and the symptoms, suggest treatment, summarize."</p>
<p>Demonstration, instruction checking questions:</p>	<p>ICQs: "Patients, will you describe one injury or several ones? (Several) Doctors, will you ask about the cause of the injuries? (Yes)."</p> <p>S3 is responsible for grammar accuracy, S4 is responsible for clinical accuracy. A task for all students (listeners), write down a case report. S5 is going to read the case report for the whole group."</p>
<p>Feedback:</p>	<p>"Listen to the performances and write a case report."</p> <p>Feedback on content: S4 gives suggestions after each performance; S5 reads a case report.</p> <p>Feedback on accuracy: at the end of the activity S3 writes examples of language with mistakes on the board, all students try to correct them. I add some examples of good language in order to praise the Ss and also examples of made mistakes. Delayed error correction.</p>



Role-play. Sport Injuries

Picture A



Picture B



Picture C



Picture D



Common Sports Injuries



Doctor-patient Dialogue (Audioscript)

Conversation B

D So what has happened to you, Mrs Skinner?

P Well, I've hurt my hand.

D Tell me a bit more about it.

P I've had it since the week before last here on the heel of my hand, and I'm finding it difficult to work and also to go to the gym. I've tried painkillers and that, but they haven't worked. When the tablets wear off, it's still there. I don't have a touch of arthritis, do you think?

D At this stage it's difficult to say. It's something we have to try and rule out. But can I just ask you what you think caused it?

P I don't really know. It may be the work.

D Can you tell me when it is worst?

P Mmm. When I'm at the gym, when I'm typing, and when the boss is around!

D Yes, I can imagine the boss making it worse. You mentioned the gym.

P Yes.

D Do you go a lot?

P Yes, I do.

D I'd just like you to put your arm ...

Link of online flashcards:

<https://quizlet.com/686376759/injury-verbs-flash-cards/>



Topic: First Aid. Injuries. Role-play cards

Role card 1 (Patient)

Work in pairs and create a history of a schoolchild, who presents with some minor injuries. A school doctor has to provide first aid. *During a PE lesson you have hurt some parts of your body. Present of a number of injuries.*

You have some minutes to make up the following points:

-when and where it happened (what kind of sport/activity was being played);

-how the injury happened (use verbs for causing injury);

-describe your symptoms and condition.

Patients will start the dialogue.

Role card 2 (Doctor)

Work in pairs and create a history of a schoolchild, who presents with some minor injuries. *A school doctor has to provide first aid. During a PE lesson a pupil comes with a number of injuries.*

You have some minutes to prepare.

Doctors ask open questions about:

-causes and the symptoms of the injuries;

-suggest treatment;

-summarize and describe your patient's injuries and condition using medical terms only (care report).

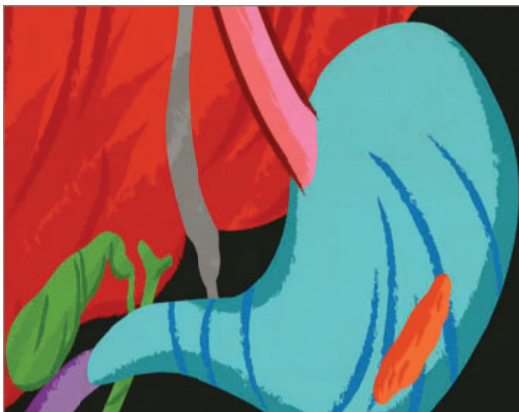
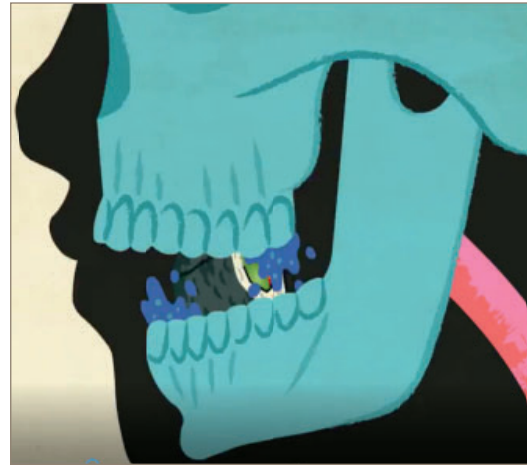


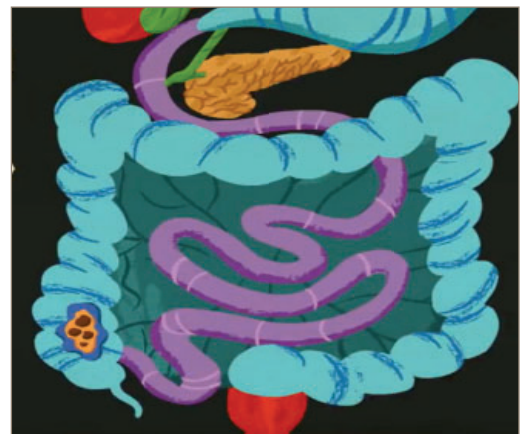
Topic: Digestive System. Describing pictures

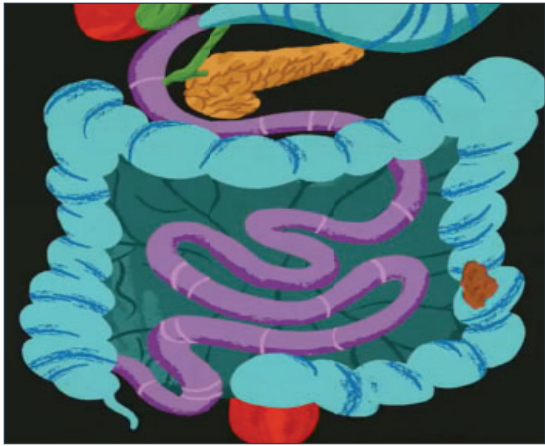
OFFLINE		
Materials: a set of pictures per pair of students. (pairs)		
Level: B1-C1 (English level)	Time: 20-30 min	Focus: Free-practice activity for using verbs, nouns (Digestive system)
Aim: to practice using target language in a chain description.		
Lead-in:	Ask Ss to recollect some facts about the digestive system. Divide Ss into pairs and ask S1 to share with their partners, but one sentence has to be false. S2 has to listen and guess whether it is true or false. FB: peer-correction.	
Instructions:	Give each pair a set of pictures, elicit which system it is. Ask Ss to put the pictures in the correct order. The pictures describe the process of digestion. Set a time limit. With the group quickly go through the sequence to elicit medical terms from the Ss. Focus on -s for the third person singular. Then, ask Ss to take turns and describe each picture in details.	
Demonstration, instruction checking questions:	Elicit the description of the first picture, remind Ss that they have to use medical terms, names of processes, liquids, organs, etc. Write the elicited description on the board. Say Ss that they can help each other. ICQs: "Are you going to make one sentence or describe in details? (As detailed as possible) Can you add anything to your partner's description? (Yes)"	
Feedback:	While Ss are working, go around and help where necessary, in addition, collect accurate and inaccurate language for analyzing it after finishing the activity. Feedback on content: elicit some descriptions, and ask which picture can only be described in a short way. Watch the video and compare your description with the speaker's one: https://www.youtube.com/watch?v=Og5xAdC8EUI Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent.	

ONLINE		
Materials: the pictures.		
Level: B1-C1 (English level)	Time: 20-30 min	Focus: Free-practice activity for using verbs, nouns (Digestive system)
Aim: to practice using target language in a chain description.		
Lead-in:	Ask Ss to recollect some facts about the digestive system. Ask some Ss to share their sentences with the group, but one sentence has to be false. Ss have to listen and guess whether it is true or false, type answers into the chat box. FB: peer-correction.	
Instructions:	Show the pictures which are in the random order. Elicit which system it is. Ask Ss to put the pictures in the correct order. The pictures describe the process of digestion. Set a time limit. With the group quickly go through the sequence to elicit medical terms from the Ss. Focus on -s for the third person singular. Then ask Ss to take turns and describe each picture in details. Nominate the first S to answer, do the same for each picture. Ss have to listen attentively in order to continue this chain description.	
Demonstration, instruction checking questions:	Elicit the description of the first picture, remind Ss that they have to use medical terms, names of processes, liquids, organs, ect. Write the elicited description on the board. ICQs: “Are you going to make one sentence or describe in details? (As detailed as possible) Do you have to listen to your peers’ description? (Yes)”	
Feedback:	While Ss are working, help where necessary; in addition, collect accurate and inaccurate language for analyzing it after finishing the activity. Feedback on content: elicit some descriptions, and ask which picture can only be described in a short way. Watch the video and compare your description with the speaker’s one: https://www.youtube.com/watch?v=Og5xAdC8EUl Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent.	

Topic: Digestive System. Describing pictures







Topic: Diseases of the Respiratory System. Asking about symptoms

OFFLINE		
Materials: one worksheet per group of 4 (a group activity).		
Level: B1-C1 (English level)	Time: 15-20 min	Focus: a group writing activity. Vocabulary connected to the diseases of the respiratory system.
Aim: to revise vocabulary connected to diseases of the respiratory system, to practice making questions, to develop writing skills.		
Lead in:	Ask questions about the reason of auscultation, what triggers coughing and what an ill patient can cough up.	
Instructions:	<p>Copy and cut up one worksheet per group. Put Ss into groups of 4. Give each group a set of cards, face down. Explain that Ss have to imagine that they are examining a patient. Ss are going to write some questions. Tell each student in a group to take a card. Set a time limit, e.g. one minute for Ss to write one question that will help them to find out more about the presented symptom on the card. When the time is up, say 'Stop' and tell Ss to pass their card to the student on their left. Now tell Ss to read the first question and add the second question. Repeat for the third question. When the time is up, and the Ss passed on their questions, tell Ss that now they have to write the fourth question. Get Ss to read out their questions in their groups and decide for which symptom the questions were written the most clinically and grammatically accurately.</p> <p>If time allows, get Ss to repeat with the remaining four cards.</p>	

<p>Demonstration, instruction checking questions:</p>	<p>Give examples of questions” e.g. post-nasal drip</p> <ol style="list-style-type: none"> 1) <i>Do you feel any nasal discharge in the back of your throat?</i> 2) <i>Do you have to clear your throat at night?</i> 3) <i>For how long have you been experiencing it?</i> 4) <i>Is it worse at certain times than at others?</i> <p>Demonstrate the activity with a group of students.</p> <p>ICQs: “How many questions are you going to write per time? (1) Do you have to read previous questions? (Yes)”</p>
<p>Feedback:</p>	<p>Monitor and check whether Ss are making questions correctly. While Ss are working, go around and help where necessary, in addition, collect accurate and inaccurate language for analyzing it after finishing the activity.</p> <p>Feedback on content: get each group to read their best questions to the class. You could have a class vote on the most clinically accurate questions.</p> <p>Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent.</p>

<p>ONLINE</p>		
<p>Materials: one worksheet per group of 4.</p>		
<p>Level: B1-C1 (English level)</p>	<p>Time: 15-20 min</p>	<p>Focus: a group writing activity. Vocabulary connected to the diseases of the respiratory system.</p>
<p>Aim: to revise vocabulary connected to diseases of the respiratory system, to practice making questions, to develop writing skills.</p>		
<p>Lead-in:</p>	<p>Ask questions about the reason of auscultation, what triggers coughing and what an ill patient can cough up.</p>	



<p>Instructions:</p>	<p>Show the worksheet. Ask Ss to choose a card. Explain that Ss have to imagine that they are examining a patient. Ss are going to write some questions. Tell each student in a group to take a card. Write 4 questions that will help Ss to find out more about the presented symptom on the card. Get S to read out their questions to the class. Ss listen to the questions and guess which symptom it is about. Ask Ss to type their guesses to the chat box.</p>
<p>Demonstration, instruction checking questions:</p>	<p>Give examples of questions” e.g. post-nasal drip</p> <ol style="list-style-type: none"> 1) <i>Do you feel any nasal discharge in the back of your throat?</i> 2) <i>Do you have to clear your throat at night?</i> 3) <i>For how long have you been experiencing it?</i> 4) <i>Is it worse at certain times than at others?</i> <p>Demonstrate the activity with a group of students.</p> <p>ICQs: “How many questions are you going to write? (4) Do you have to read the symptom out? (No) Listeners, where are you going to write your options/guesses? (Chat box)”</p>
<p>Feedback:</p>	<p>Monitor and check whether Ss are making questions correctly. While Ss are working, go around and help where necessary; in addition, collect accurate and inaccurate language for analyzing it after finishing the activity.</p> <p>Feedback on content: S has to confirm the correct answer.</p> <p>Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Use a dictionary to clarify the meaning of a term, look up synonyms/antonyms. Praise Ss for being accurate and fluent.</p>

Topic: Diseases of the Respiratory System. Asking about Symptoms

A patient's presenting symptom is...

sputum

- 1) _____
- 2) _____
- 3) _____
- 4) _____

cough

- 1) _____
- 2) _____
- 3) _____
- 4) _____

inspiratory crackles

- 1) _____
- 2) _____
- 3) _____
- 4) _____

expiratory wheezes

- 1) _____
- 2) _____
- 3) _____
- 4) _____

pleural rub

- 1) _____
- 2) _____
- 3) _____
- 4) _____

increased vocal resonance

- 1) _____
- 2) _____
- 3) _____
- 4) _____

decreased vocal resonance

- 1) _____
- 2) _____
- 3) _____
- 4) _____

breathlessness

- 1) _____
- 2) _____
- 3) _____
- 4) _____



Topic: Medical Phrasal Verbs. All about You

OFFLINE		
Materials: one copy of the worksheet per student.		
Level: B1-C1 (English level)	Time: 20-30 min	Focus: phrasal verbs
Aim: practice using medical phrasal verbs, personalize the task.		
Lead-in:	Ask students if they prefer studying individually or in groups/pairs. Why?	
Instructions:	<p>Distribute worksheets and ask Ss to read the questions individually and add the missing prepositions. When they finish, let them compare their answers in pairs and provide the open class feedback.</p> <p>Keys:</p> <ol style="list-style-type: none"> 1. Have you ever broken out into rash after eating unusual food? What was that? 2. Which subject wears you out the most? 3. Do you know a person who has pulled through a serious illness? 4. Do you suffer from any allergies? If yes, does your allergy flare up in humid weather or under other circumstances? 5. What insects can cause puffing up all around their bite? 6. What diseases might cause coughing up blood? 7. Do you tend to throw up on long car journeys? 8. What are you prone to doing to fight off the urge to sleep when you need to study? 9. Which symptom shows you that you are coming down with a cold? 10. What, in your opinion, does a patient feel when he/she suddenly comes to? <p>Use a dictionary to clarify meanings of the phrasal verbs, look up synonyms/antonyms.</p> <p>Ask Ss to write their own answers for the questions in <i>my answer</i> column. When they have finished, Ss mingle and ask additional questions to find other Ss with the same answers. They write the name of the person with the matching answer next to the relevant question, in the <i>name</i> column. Monitor carefully and encourage Ss to ask follow-up questions.</p> <p>Do not forget to announce how much time the Ss have to mingle. (e.g. 10 min)</p>	

Demonstration, instruction checking questions:	Demonstrate the mingling activity. ICQs: “Are you going to work individually or with other Ss? (With other Ss) Whose name are you going to write down? (Students’ whose answers are the same) Will you ask additional questions to find out more about your peers? (Yes)”
Feedback:	While Ss are working, go around and help where necessary, in addition, collect accurate and inaccurate language for analyzing it after finishing the activity. Feedback on content: elicit any interesting answers for feedback. Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Praise Ss for being accurate and fluent.

ONLINE		
Materials: a digital board.		
Level: B1-C1 (English level)	Time: 20-30 min	Focus: phrasal verbs
Aim: practice using medical phrasal verbs, personalize the task.		
Lead-in:	Ask students if they prefer studying individually or in groups/pairs. Why?	
Instructions:	<p>Show the worksheet and ask Ss to read the questions individually and add the missing prepositions. When they finish, provide the open class feedback.</p> <p>Keys:</p> <ol style="list-style-type: none"> 1. Have you ever broken out into rash after eating unusual food? What was that? 2. Which subject wears you out the most? 3. Do you know a person who has pulled through a serious illness? 4. Do you suffer from any allergies? If yes, does your allergy flare up in humid weather or under other circumstances? 5. What insects can cause puffing up all around their bite? 6 What diseases might cause coughing up blood? 7. Do you tend to throw up on long car journeys? 8. What are you prone to doing to fight off the urge to sleep when you need to study? 9. Which symptom shows you that you are coming down with a cold? 	



	<p>10. <i>What, in your opinion, does a patient feel when he/she suddenly comes to?</i></p> <p>Use a dictionary to clarify meanings of the phrasal verbs, look up synonyms/antonyms.</p> <p>Ask Ss to write their own answers for the questions in <i>my answer</i> column. When they have finished, each S has to choose 1 question and ask 3 random Ss from the group to find something in common. They write the name of the person with the matching answer next to the relevant question, in the <i>name</i> column.</p> <p>Monitor carefully and encourage Ss to ask follow-up questions.</p>
<p>Demonstration, instruction checking questions:</p>	<p>Demonstrate the mingling activity.</p> <p>ICQs: “Whose name are you going to write down? (Students’ whose answers are the same) Will you ask additional questions to find out more about your peers? (Yes)”</p>
<p>Feedback:</p>	<p>While Ss are working, help where necessary; in addition, collect accurate and inaccurate language for analyzing them after finishing the activity.</p> <p>Feedback on content: ask whether the Ss have found anything in common.</p> <p>Feedback on accuracy: delayed error correction on the board. Ask Ss to find and correct their mistakes on the board. Praise Ss for being accurate and fluent.</p>

All about You

	my answer	name
1. Have you ever broken _____ into rash after eating unusual food? What was that?		
2. Which subject wears you _____ the most?		
3. Do you know a person who has pulled _____ a serious illness?		
4. Do you suffer from any allergies? If yes, does your allergy flare _____ in humid weather or under other circumstances?		
5. What insects can cause puffing _____ all around their bite?		
6. What diseases might cause coughing _____ blood?		
7. Do you tend to throw _____ on long car journeys?		
8. What are you prone to doing to fight _____ the urge to sleep when you need to study?		
9. Which symptom shows you that you are coming _____ with a cold?		
10. What, in your opinion, does a patient feel when he/she suddenly comes _____?		



Phrasal verbs that help to describe common symptoms and medical conditions

Phrasal verb	Meaning	Example
1. break out (in smth)	to suddenly begin to have a rash	<i>Detergents make my hands break out in a rash.</i>
2. wear (some-one) out	to make someone extremely tired	<i>Preparing for exams really wears me out.</i>
3. pull through (smth)	to become well again after a serious illness, especially when you might have died	<i>They said the operation had been successful and they expected his wife to pull through.</i>
4. flare up	a sudden increase in or occasion of smth such as an illness, becomes painful again	<i>My allergies tend to flare up in humid weather.</i>
5. puff up	to become bigger because it is infected or injured	<i>My leg puffed up all around the insect bite.</i>
6. cough up (smth)	to force liquid out of your lungs	<i>Doctors were worried when she started to cough up blood.</i>
7. throw (smth) up	to vomit	<i>She always throws up on long car journeys.</i>
8. fight (smth) off	to free yourself from an illness	<i>Her body couldn't fight the infection off.</i>
9. pass out	to become unconscious for a short time, for example when ill, badly hurt or drunk	<i>I was hit on the head and passed out.</i>
10. run (some-one or smth) over	a vehicle hits or drives over someone/smth	<i>I think I've just run a rabbit over.</i>
11. come to	to become conscious again after an accident or operation	<i>She sat at the child's bedside until he came to.</i>
12. come down with smth	to start to suffer from an illness, especially one that is not serious	<i>I think I'm coming down with flu.</i>



Phrasal verbs

1. Match the sentences and the pictures.

___ I think I'm **coming down with** flu.

___ Preparing for exams really **wears me out**.

___ They said the operation had been successful and they expected his wife to **pull through**.

___ My allergies tend to **flare up** in humid weather.

___ My leg **puffed up** all around the insect bite.

___ Doctors were worried when she started to **cough up** blood.

___ He always **throws up** on long car journeys.

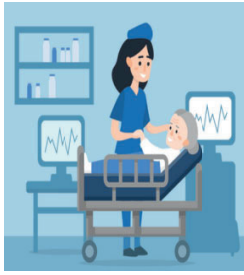

___ His body couldn't **fight** the infection **off**.

___ He was hit on the head and **passed out**.

___ The car has just **run** the pedestrian **over**.

___ The nurse set at the woman's bedside until she **came to**.

___ Detergents make my hands **break out in a rash**.

<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 	<p>7</p> 	<p>8</p> 
<p>9</p> 	<p>10</p> 	<p>11</p> 	<p>12</p> 

Green = no object. The verb and the particle (to, up, etc.) are **never separated**.

*She set at the child's bedside until he **came to**.*

Blue = + object. The verb and the particle (to, up, etc.) are **never separated**.

*I think I'm **coming down with** flu. NOT I think I'm **coming down** flu **with**.*

Red = + object. The verb and the particle (to, up, etc.) are **can be separated**.

*His body couldn't **fight** the infection **off**. OR His body couldn't **fight off** the infection.*

Answer Keys:

Phrasal verbs

2. Match the sentences and the pictures.

- 5 I think I'm **coming down with** flu.
- 11 Preparing for exams really **wears** me **out**.
- 8 They said the operation had been successful and they expected his wife to **pull through**.
- 12 My allergies tend to **flare up** in humid weather.
- 7 My leg **puffed up** all around the insect bite.
- 3 Doctors were worried when she started to **cough up** blood.
- 10 He always **throws up** on long car journeys.
- 4 His body couldn't **fight** the infection **off**.
- 6 He was hit on the head and **passed out**.
- 9 The car has just **run** the pedestrian **over**.
- 2 The nurse set at the woman's bedside until she **came to**.
- 1 Detergents make my hands **break out in** a rash.

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Надь Катерина

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Пропоноване видання рекомендовано для іноземних студентів медичних спеціальностей ЗВО, які здобувають освіту англійською мовою.

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