

**ĐỀ CƯƠNG HỌC PHẦN NGOẠI NGỮ 3**

**Tên học phần: Ngoại Ngữ 3**

**Mã học phần: ENG123**

**Ngành đào tạo: Y khoa**

**1. Thông tin chung về học phần**

- Số tín chỉ: 02
- Loại học phần: *bắt buộc*
- Các học phần tiên quyết: Ngoại ngữ 2
- Học phần học trước: Ngoại Ngữ 2
- Các học phần song hành: Module hệ tạo máu, hệ tim mạch, hệ hô hấp, Dinh dưỡng – An toàn thực phẩm, Thực hành y khoa 1
- Các yêu cầu đối với học phần (nếu có): Không
- Bộ môn (Khoa) phụ trách học phần: Bộ môn Ngoại Ngữ, Khoa KHCB
- Số tiết quy định đối với các hoạt động:
  - + Giảng lý thuyết: 24 tiết
  - + Thảo luận : 12 tiết
  - + Tự học : 60 giờ

**2. Thông tin chung về các giảng viên**

| STT | Học hàm, học vị, họ tên   | Số điện thoại | Email                     | Chuyên ngành đào tạo | Đơn vị công tác |
|-----|---------------------------|---------------|---------------------------|----------------------|-----------------|
| 1   | TS. Nguyễn Thị Thanh Hồng | 0912898282    | thanhongmf@gmail.com      | Tiếng Anh            | BMNN            |
| 2   | Ths. Trần Thị Quỳnh Anh   | 0977837838    | quynhanhdhyk.tn@gmail.com | Tiếng Anh            | BMNN            |
| 3   | Ths. Vũ Thị Hào           | 0915852716    | vuthihaodhktcn@gmail.com  | Tiếng Anh            | BMNN            |
| 4   | Ths. Nguyễn Thị Khánh Ly  | 0982186984    | khanhlydhyd@gmail.com     | Tiếng Anh            | BMNN            |
| 5   | Ths. Triệu Thành Nam      | 0978390195    | tr.thanhnam@gmail.com     | Tiếng Anh            | BMNN            |
| 6   | TS. Nguyễn Thị            | 0983689019    | nguyennhungdhtn@gmail.com | Tiếng Anh            | BMNN            |

|   |                             |            |  |           |      |
|---|-----------------------------|------------|--|-----------|------|
|   | Hồng Nhung                  |            |  |           |      |
| 7 | Ths. Đào Thị Hồng<br>Phuong | 0915210166 | Phuong.daohong@tnmc.edu.vn                                     | Tiếng Anh | BMNN |
| 8 | TS. Nguyễn Quỳnh<br>Trang   | 0965525888 | <a href="mailto:trangdhytn@gmail.com">trangdhytn@gmail.com</a> | Tiếng Anh | BMNN |

### 3. Mô tả học phần:

Học phần Ngoại ngữ 3 cung cấp các thuật ngữ chuyên ngành Y liên quan đến các hệ cơ quan và các chủ đề y tế, cụ thể là *Hệ tạo máu và miễn dịch, hệ tim mạch, hô hấp, dinh dưỡng và an toàn thực phẩm*, cùng với việc giới thiệu các cấu trúc-ngữ pháp như *câu điều kiện loại 0 và 1, mệnh đề quan hệ, cấu trúc với can/ could và should/ must, các cụm động động từ chỉ mục đích của hành động*. Thông qua các bài học và các tình huống giao tiếp cụ thể trong học phần, sinh viên được thực hành các kỹ năng Nghe, Nói, Đọc, Viết mang tính thực tiễn trong hoạt động nghề nghiệp.

### 4. Mục tiêu học phần:

#### 4.1. Mục tiêu chung

Sau khi học xong học phần này, sinh viên vận dụng được kiến thức về cấu trúc ngữ pháp và từ vựng liên quan đến *hệ tạo máu và miễn dịch, hệ tim mạch, hô hấp, dinh dưỡng và an toàn thực phẩm* để thực hành các kỹ năng ngôn ngữ trong bối cảnh y khoa.

#### 4.2. Mục tiêu cụ thể

Sau khi học xong học phần này sinh viên có khả năng:

#### **Kiến thức**

1. *Vận dụng được kiến thức về câu điều kiện loại 0 và 1, mệnh đề quan hệ, cấu trúc với can/ could và should/ must, các cụm động động từ chỉ mục đích của hành động để thực hành các kỹ năng Nghe, Nói, Đọc và Viết.*

2. *Vận dụng được các từ vựng và thuật ngữ Y học liên quan đến hệ tạo máu và miễn dịch, tim mạch, hô hấp, dinh dưỡng và an toàn vệ sinh thực phẩm trong thực hành kỹ năng nghe, nói, đọc, viết.*

#### **Kỹ năng**

\*Nghe:

3. *Hiểu được các cụm từ đơn giản quen thuộc liên quan đến hệ tạo máu và miễn dịch, hệ tim mạch, hô hấp, dinh dưỡng và an toàn thực phẩm*

4. *Nghe được các thông tin chính trong các đoạn hội thoại ngắn trong bối cảnh bệnh viện.*

\* Nói:

5. Giao tiếp được trong các tình huống cụ thể liên quan đến các hoạt động của bác sĩ /điều dưỡng, bác sĩ/bệnh nhân tại bệnh viện.

\* Đọc:

6. Đọc hiểu được các đoạn văn ngắn và đơn giản trong các tài liệu liên quan đến hệ tạo máu và miễn dịch, tim mạch, hô hấp, dinh dưỡng và an toàn vệ sinh thực phẩm

\* Viết:

7. Viết được những bài mô tả, điền vào mẫu đơn thuốc, viết những email ngắn gọn (25-35 từ) đưa ra lời yêu cầu, lời khuyên của bác sĩ và bệnh nhân. Làm được bài tập viết lại câu với những cấu trúc câu đã học.

**Thái độ**

8. Nhận thức được tầm quan trọng của tiếng Anh chuyên ngành Y trong hoạt động nghề nghiệp.

### 5. Nhiệm vụ của sinh viên

- Dự lớp  $\geq 80\%$  tổng số thời lượng của học phần.
- Chuẩn bị bài và tham gia thảo luận trên lớp.
- Hoàn thành các bài tập được giao trong sách bài tập.

### 6. Phương pháp kiểm tra đánh giá sinh viên và thang điểm

| Bài lượng giá             | Thời điểm         | Hình thức            | Thời lượng | Trọng số | Nội dung lượng giá |
|---------------------------|-------------------|----------------------|------------|----------|--------------------|
| Bài thường xuyên          | Tuần 16           | Vấn đáp              | 10 phút    | 0.2      | Bài 5-6            |
| Bài thi giữa học phần     | Tuần 12           | Tự luận              | 45 phút    | 0.4      | Bài 5-7            |
| Bài thi kết thúc học phần | Theo lịch Đào tạo | Trắc nghiệm trên máy | 45 phút    | 0.4      | Bài 5-8            |

**Công thức tính điểm học phần/module:**

Điểm học phần = (Điểm KTTX x 0.2) + (Điểm GHP x 0.4) + (Điểm KTHP x 0.4)

### 7. Nội dung chi tiết học phần

| STT | Nội dung  | Số tiết  |
|-----|---|----------|
| 1   | <p><b>Unit 1: Blood and body defense ;</b></p> <p><b>I. Getting started:</b> Talk about these questions</p> <p><b>II. Reading</b></p> <p><b>Reading 1: A donor information letter</b></p> <p>2.1 Read the donor information letter. Then, mark the following statements as true (T) or false (F)</p> <p>2.2 Fill in the blanks with the correct words and phrases from the word bank.</p> <p><b>Reading 2: Blood</b></p> <p>2.3 Circle the best answers for the following questions</p> | (6 tiết) |

| STT | Nội dung  | Số tiết  |
|-----|---|----------|
|     | <p>2.4 Work with a partner to label each statement true (T) or false (F). If the statement is false, correct it so that it is true.</p> <p><b>Reading 3: Body defense</b></p> <p>2.5 Read the text and answer the questions</p> <p><b>III. Word parts and terms:</b></p> <p>3.1 Suffixes for blood</p> <p>3.2 Roots for blood and immunity</p> <p>3.3 Match the following terms and write the appropriate letter to the left of each number:</p> <p>3.4. Word building. Write a word for each of the following definitions:</p> <p><b>IV. Language Focus:</b></p> <p>Language focus 1: Relative clause</p> <p>Language focus 2: Zero conditional sentence – Type 0</p> <p>4.1. Complete the following sentences with an appropriate relative pronoun.</p> <p>4.2. Make up sentences with the given prompts below.</p> <p><b>V. Listening</b></p> <p><b>Listening 1- Blood types</b></p> <p>5.1. Listen and number the parts you hear in order from 1 to 4</p> <p>5.2. Listen again and choose the best answer for each sentence below.</p> <p>5.3. Listen again and fill in the gaps below.</p> <p><b>Listening 2: A conversation between a nurse and a blood donor</b></p> <p>5.4. Listen a conversation between a nurse and a blood donor. Choose the correct answers.</p> <p>5.5. Listen again and complete the conversation.</p> <p><b>VI. Speaking:</b></p> <p>6.1. Look at the pictures of blood cells. Work in pairs using the suggested information and questions below to talk about blood cells</p> <p>6.2. With a partner, act out the roles below based on Listening task</p> <p><b>VII. Writing:</b></p> <p>7.1 Combine two sentences with a relative pronoun</p> <p>7.2 Use the conversation from part 6.2 to complete the donor profile.</p> <p><b>VIII. Further reading: World Blood Donor Day</b></p> <p><i>Thảo luận</i></p> <p><i>Discussion 1: Blood donation</i></p> | (3 tiết) |

| STT | Nội dung   | Số tiết  |
|-----|--|----------|
|     | <p><i>Discussion 2: Everything you need to know about blood types</i></p> <p><i>Discussion 3: What to know about high blood pressure</i></p>   |          |
| 2   | <p><b>Unit 2 : The Cardiovascular system</b></p> <p><b>I. Getting started : talk about these questions</b></p> <p><b>II. Reading :</b></p> <p><b>Reading 1 : The circulatory system</b></p> <p>2.1. Read the poster on the circulatory system. Then, mark the following statements as true (T) or false (F).</p> <p>2.2. Match the words with the definitions</p> <p>2.3. Fill in the blanks with the correct words and phrases from the word bank.</p> <p>2.4. Choose a word from the word pool for each blank</p> <p>2.5. Listen and read the poster on the circulatory system again</p> <p><b>Reading 2 : How your circulatory system works ?</b></p> <p>2.6. Using the information at the start of this handout and Figure 2.2 , answer the following questions</p> <p>2.7. Write a 'T' or an 'F' beside each statement.</p> <p><b>Reading 3 : The blood vessels</b></p> <p>2.8. Match each of the following words with its phonetic spelling.</p> <p>2.9. What is the function of the different blood vessels? Work with a partner, put a check mark (√) in the box under each vessel's function.</p> <p>2.10. Complete the sentences using the words in the box. Take turns reading the correct sentences aloud with a partner.</p> <p>2.11. Examine the parts of Figure 3.7, then answer the questions below</p> <p>2.12. Match each term in Column A with its description in Column B. Write the correct letter in the space provided.</p> <p><b>III. Word parts for the cardiovascular system</b></p> <p>3.1 Roots for the heart</p> <p>3.2 Roots for the blood vessels</p> <p>3.3 Write a word for each of the following definitions</p> <p>3.4. Write the definition for the following medical terms</p> <p><b>IV. Language Focus: First conditional clause, Unless</b></p> <p>4.1. Match a sentence in colum A with a sentence in colum B to make a complete</p> | (6 tiết) |

| STT | Nội dung   | Số tiết  |
|-----|--|----------|
|     | <p>sentence</p> <p>4.2. Rewrite the following sentences without changing the meaning</p> <p><b>V. Listening</b></p> <p><b>Listening 1 - The cardiovascular system</b></p> <p>5. 1 Listen and number the words your hear</p> <p>5. 2. You will hear some recorded information about the cardiovascular system.<br/>For each question, fill in the missing information in the numbered space.</p> <p>5.3. You will hear some recorded information about the cardiovascular system.<br/>For each question, choose the best answer.</p> <p><b>Listening 2- A conversation between a doctor and a patient</b></p> <p>5.4 Choose the correct answers</p> <p>5.5. Listen again and complete the conversation</p> <p><b>VI. Speaking :</b></p> <p>6.1 With a partner, act out the roles below based on Listening task 2. Then, switch roles</p> <p>6.2. Write the name of each numbered part on the corresponding line of the answer sheet.</p> <p>6.3. Look at the diagram of the Cardiovascular System, work in pairs and describe it again. You can talk about the position, the function and how they work.</p> <p><b>VII. Writing :</b></p> <p>7.1. Use the conversation from listening part 5.5 to fill out the heart attack information pamphlet</p> <p><b>VIII. Further reading : Heart disease</b></p> <p><i>Discussion 1</i></p> <p><i>Discussion about heart diseases 1</i></p> <p><i>Discussion 2</i></p> <p><i>Discussion about heart diseases 2</i></p> <p><i>Discussion 3</i></p> <p><i>How to prevent heart disease?</i></p> | (3 tiết) |
| 3   | <p><b>Unit 3: The Respiratory System</b></p> <p><b>I. Getting started: talk about these questions</b></p> <p><b>II. Reading</b></p> <p><b>Reading 1 – The respiratory system</b></p>   | (6 tiết) |

| STT | Nội dung   | Số tiết |
|-----|--|---------|
|     | <p>2. 1. Answer the following questions</p> <p>2.2. Fill in the blanks with the correct words or phrases from the word bank</p> <p><b>Reading 2 – The lungs</b></p> <p>2.3. Read the statements. Write T (true) or F (false)</p> <p>2.4. Read the phrases. Then number them in the order of the pathway of a breath.<br/>The first one is already done for you</p> <p>2.5. Complete the sentences using the words below. Take turns reading the correct sentences aloud with a partner.</p> <p><b>III. Word parts for the respiratory</b></p> <p>3.1 Roots for the respiratory passageways</p> <p>3.2 Roots for lungs and breathing</p> <p>3.3 Put the terms in the blanks that correspond to the numbers on the figure</p> <p>3.4. Write a word for each of the following definitions</p> <p>3.5. Match the following terms and write the appropriate letter to the left of each number</p> <p><b>IV. Language focus: Passive voice – Simple present</b></p> <p>4.1. Write down all sentences used passive voice in Reading 1 and Reading 2</p> <p>4.2. Use the suggested words to make present simple passive sentences</p> <p><b>V. Listening</b></p> <p><b>Listening 1 – The respiratory system</b></p> <p>5.1 Listen and number the words you hear in order from 1 to 12.</p> <p>5.2 Listen to the tape again and choose the best answer for each question</p> <p>5.3 Listen and fill in the missing words in the numbered space.</p> <p><b>Listening 2- A conversation between a doctor and a nurse</b></p> <p>5.4 Listen to a conversation between a doctor and a patient. Mark the following statements as true (T) or false (F)..</p> <p>5.5. Listen again and complete the conversation</p> <p><b>VI. Speaking</b></p> <p>6.1. Match the respiratory organs with its functions. Then compare your answers with your partner</p> <p>6.2. Work in pairs, discuss with your partner the name of each numbered part of the respiratory system and then write them down on the corresponding line</p> <p>6.3. Look at the Figure 3.1 of the respiratory system, work in pairs and describe it</p> |         |

| STT | Nội dung   | Số tiết  |
|-----|--|----------|
|     | <p>again. You should talk about the position, the function and how they work</p> <p><b>VII. Writing:</b></p> <p>7. 1: Look at the highlighted expressions in the emails. Which are greetings?<br/>Which are goodbyes?</p> <p>7.2. Add the words in the box to 1, 2, or 3 to complete the sentences</p> <p>7.3. Write an email to your doctor</p> <ul style="list-style-type: none"> <li>- Give information about you self</li> <li>- Make a request for an appointment (specify time and date)</li> <li>- Give the reasons for the appointment</li> </ul> <p><b>VIII. Further reading: Lung cancer</b></p> <p><b>Thảo luận</b></p> <p><i>Discussion 1: Discussion about smoking habits and lung diseases</i></p> <p><i>Discussion 2: Common respiratory diseases in children</i></p> <p><i>Discussion 3: Risk Factors for Acute Respiratory Tract Infections in Under-five Children</i></p>  | (3 tiết) |
| 4   | <p><b>Unit 4: Nutitrition and Food Safety</b></p> <p><b>I. Getting started:</b></p> <p>1.1. Work with a partner. How many of these foods can you name? Can you find them in the lists below?</p> <p>1.2. Look at the lists, and answer the questions</p> <p>1.3. Match each sentence with the correct picture and fill in blank with a suitable word.</p> <p><b>II. Reading</b></p> <p><b>Reading 1- Nutrition</b></p> <p>2.1. Complete the descriptions of vitamins, minerals, and oils with the words below. Some words are used more than once.</p> <p><b>Reading 2- What is food hygiene</b></p> <p>2. 2. Answer the questions about the reading.</p> <p>2.3. Read the text then mark the following statements as true(T) or false(F)</p> <p><b>Reading 3 - Food poisoning</b></p> <p>2.4. Answer the following questions about the text.</p> <p>2.5. Mark the following statements as true (T) or false (F).</p> <p><b>III. Word Study:</b></p> | 6 tiết   |



| STT | Nội dung  | Số tiết |
|-----|---|---------|
|     | <p>3.1 Suffixes for nouns</p> <p>3.2 Suffixes for adjectives</p> <p>3.3 Choose the best noun from the charts for each sentence.</p> <p>3.4. Suffixes for adjectives</p> <p><b>IV. Language focus:</b> Modal verbs (can/must/have to/should)</p> <p>4.1. Complete these sentences using should or shouldn't + verb</p> <p>4.2. Fill in the spaces with words from the box so that the second sentence means the same as the first.</p> <p><b>V. Listening :</b></p> <p>5.1. Discuss with a partner what you know about diabetes</p> <p>5.2. Match these words with their definitions</p> <p>5.3. Listen to a student nurse discussing a patient with a hospital nutritionist, and answer the questions</p> <p>5.4. Try to complete the missing verbs. Then listen again to check</p> <p>5.5. Eating too much is not the only eating disorder. What other kinds do you know?</p> <p>5.6. Listen to a staff nurse pass on information about a new patient at a shift handover. Answer the questions about the patient</p> <p>5.7. Complete these symptoms that the staff nurse mentions</p> <p><b>VI. Speaking</b></p> <p>6.1. Complete the questions with given prompts, then ask and answer with your partner..</p> <p>6.2. Talk about your favourite food in daily meals</p> <p>6.3. Foods that our body need.</p> <p><b>VII. Writing:</b></p> <p>7.1. A close friend has written you an email asking for advice. She is worried about her eating habits. Complete the email with the words below</p> <p>7.2. Discuss with a partner what advice to give Hesta to help her lose weight successfully and in a healthy way. Think about these topics</p> <p><b>VIII. Further reading:</b> Chocolate</p> <p>8.1. Read the text quickly. Who is this information for?</p> <p>8.2. Read the text again and complete it using words from below.</p> <p>8.3. Match these words from the text with the correct definitions</p> <p><i>Discussion 1</i></p> |         |

| STT | Nội dung   | Số tiết        |
|-----|--|----------------|
|     | <i>Discussion about eating habits and healthy food</i><br><i>Discussion 2</i><br><i>Discussion about different diets in the world</i><br><i>Discussion 3</i><br><i>Discussion about procedure of preserve food</i> | (3 tiết)       |
|     | <b>Tổng số tiết</b>  | <b>30 tiết</b> |

### 8. Lịch học:

| Tuần<br>-Buổi | Nội dung   | Hình thức dạy/học |              |              |            | PP<br>dạy/<br>học                | Tài<br>liệu<br>học<br>tập/TL<br>TK | Giảng viên |
|---------------|--|-------------------|--------------|--------------|------------|----------------------------------|------------------------------------|------------|
|               |  | Lý<br>thuyết      | Thực<br>hành | Thảo<br>luận | Tổng<br>số |                                  |                                    |            |
| 1-1           | <b>Unit 1: Blood and body defense</b><br>I. Getting started: Talk about these questions<br>II. Reading<br>Reading 1: A donor information letter<br>2.1 Read the donor information letter. Then, mark the following statements as true (T) or false (F)<br>2.2 Fill in the blanks with the correct words and phrases from the word bank.<br>Reading 2: Blood<br>2.3 Circle the best answers for the following questions<br>2.4 Work with a partner to label each statement true (T) or false (F). If the statement is false, correct it so that it is true.<br>Reading 3: Body defense<br>2.5 Read the text and | 2                 | 0            | 0            | 2          | Thuyết trình thảo luận cặp, nhóm | 1/1-3                              | TS. Hồng   |

|     |   |   |   |   |   |                                  |       |          |
|-----|---|---|---|---|---|----------------------------------|-------|----------|
|     | answer the questions  |   |   |   |   |                                  |       |          |
| 1-2 | <b>Unit 1: Blood and body defense</b><br>III. Word parts and terms:<br>3.1 Suffixes for blood<br>3.2 Roots for blood and immunity<br>3.3 Match the following terms and write the appropriate letter to the left of each number:<br>3.4. Word building. Write a word for each of the following definitions:<br>IV. Language Focus:<br>Language focus 1:<br>Relative clause<br>Language focus 2: Zero conditional sentence – Type 0<br>4.1. Complete the following sentences with an appropriate relative pronoun.<br>4.2. Make up sentences with the given prompts below.<br>V. Listening<br>Listening 1- Blood types<br>5.1. Listen and number the parts you hear in order<br>5.2. Listen again and choose the best answer for each sentence below.<br>5.3. Listen again and fill in the gaps below.<br>. | 2 | 0 | 0 | 2 | Thuyết trình thảo luận cặp, nhóm | 1/1-3 | Ths. Hào |
| 2-3 | <b>Unit 1: Blood and body defense</b><br>Listening 2: A conversation between a nurse and a blood donor<br>5.4. Listen a conversation between a nurse and a  | 2 | 0 | 0 | 2 | Thuyết trình thảo luận cặp, nhóm | 1/1-3 | Ths. Nam |

|     |  |   |   |   |   |                                  |       |          |
|-----|--|---|---|---|---|----------------------------------|-------|----------|
|     | <p>blood donor. Choose the correct answers.</p> <p>5.5. Listen again and complete the conversation</p> <p>VI. Speaking:</p> <p>6.1. Look at the pictures of blood cells. Work in pairs using the suggested information and questions below to talk about blood cells</p> <p>6.2. With a partner, act out the roles below based on Listening task</p> <p>VII. Writing:</p> <p>7.1 Combine two sentences with a relative pronoun</p> <p>7.2 Use the conversation from part 6.2 to complete the donor profile.</p> <p>VIII. Further reading:</p> <p>World Blood Donor Day</p> |   |   |   |   |                                  |       |          |
|     | <p><b>Thảo luận</b></p> <p><b><i>Discussion 1: Blood donation</i></b></p>  |   |   | 1 | 1 |                                  |       |          |
|     | <p><b><i>Discussion 2: Everything you need to know about blood types</i></b></p>   |   |   |   |   |                                  |       |          |
|     | <p><b><i>Discussion 3: What to know about high blood pressure</i></b></p>  |   |   |   |   |                                  |       |          |
| 2-4 | <p><b>Unit 2 : The Cardiovascular system</b></p> <p>I. Getting started : talk about these questions</p> <p>II. Reading :</p> <p>Reading 1 : The circulatory system</p> <p>2.1. Read the poster on the circulatory system.</p>  | 2 | 0 | 0 | 2 | Thuyết trình thảo luận cặp, nhóm | 1/1-3 | TS Nhung |

|     |   |   |   |   |   |                                  |       |         |
|-----|---|---|---|---|---|----------------------------------|-------|---------|
|     | <p>Then, mark the following statements as true (T) or false (F).</p> <p>2.2. Match the words with the definitions</p> <p>2.3. Fill in the blanks with the correct words and phrases from the word bank.</p> <p>2.4. Choose a word from the word pool for each blank</p> <p>2.5. Listen and read the poster on the circulatory system again</p>  |   |   |   |   |                                  |       |         |
| 3-5 | <p><b>Unit 2 : The Cardiovascular system</b></p> <p>Reading 2 : How your circulatory system works ?</p> <p>2.6. Using the information at the start of this handout and Figure 2.2 , answer the following questions</p> <p>2.7. Write a 'T' or an 'F' beside each statement.</p> <p>Reading 3 : The blood vessels</p> <p>2.8. Match each of the following words with its phonetic spelling.</p> <p>2.9. What is the function of the different blood vessels? Work with a partner, put a check mark (✓) in the box under each vessel's function.</p> <p>2.10. Complete the sentences using the words in the box. Take turns reading the correct sentences aloud with a partner.</p> | 2 | 0 | 2 | 2 | Thuyết trình thảo luận cặp, nhóm | 1/1-3 | Ths. QA |

|     |  |   |   |   |   |                                  |       |         |
|-----|--|---|---|---|---|----------------------------------|-------|---------|
|     | <p>2.11. Examine the parts of Figure 3.7, then answer the questions below</p> <p>2.12. Match each term in Column A with its description in Column B. Write the correct letter in the space provided.</p> <p>III. Word parts for the cardiovascular system</p> <p>3.1 Roots for the heart</p> <p>3.2 Roots for the blood vessels</p> <p>3.3 Write a word for each of the following definitions</p> <p>3.4. Write the definition for the following medical terms</p> <p>IV. Language Focus: First conditional clause, Unless</p> <p>4.1. Match a sentence in column A with a sentence in column B to make a complete sentence</p> <p>4.2. Rewrite the following sentences without changing the meaning</p> |   |   |   |   |                                  |       |         |
| 3-6 | <p><b>Unit 2 : The Cardiovascular system</b></p> <p>V. Listening</p> <p>Listening 1 - The cardiovascular system</p> <p>5. 1 Listen and number the words you hear</p> <p>5. 2. You will hear some recorded information about the cardiovascular system. For each question, fill in the missing information in the numbered space.</p> <p>5.3. You will hear some recorded information</p>   | 2 | 0 | 0 | 2 | Thuyết trình thảo luận cặp, nhóm | 1/1-3 | TS Hồng |

|     |   |   |   |   |   |  |  |  |
|-----|---|---|---|---|---|--|--|--|
|     | <p>about the cardiovascular system. For each question, choose the best answer.</p> <p>Listening 2- A<br/>conversation between a doctor and a patient</p> <p>5.4 Choose the correct answers</p> <p>5.5. Listen again and complete the conversation</p> <p>VI. Speaking :</p> <p>6.1 With a partner, act out the roles below based on Listening task 2. Then, switch roles</p> <p>6.2. Write the name of each numbered part on the corresponding line of the answer sheet.</p> <p>6.3. Look at the diagram of the Cardiovascular System, work in pairs and describe it again. You can talk about the position, the function and how they work.</p> <p>VII. Writing :</p> <p>7.1. Use the conversation from listening part 5.5 to fill out the heart attack information pamphlet</p> <p>VIII. Further reading :<br/>Heart disease.</p> |   |   |   |   |  |  |  |
| 4-7 | <b>Discussion 1</b><br>Discussion about heart diseases 1  | 0 | 0 | 1 | 1 |  |  |  |
| 4-8 | <b>Discussion 2</b><br>Discussion about heart diseases 2  | 0 | 0 | 1 | 1 |  |  |  |
| 5-9 | <b>Discussion 3</b><br>How to prevent heart   | 0 | 0 | 1 | 1 |  |  |  |

|   |   |   |   |   |   |                                  |       |         |
|---|---|---|---|---|---|----------------------------------|-------|---------|
|   | disease?  |   |   |   |   |                                  |       |         |
| 5-10                                    | <b>Unit 3: The Respiratory System</b><br>I. Getting started: talk about these questions<br>II. Reading<br>Reading 1 – The respiratory system<br>2. 1. Answer the following questions<br>2.2. Fill in the blanks with the correct words or phrases from the word bank<br>Reading 2 – The lungs<br>2.3. Read the statements. Write T (true) or F (false)<br>2.4. Read the phrases. Then number them in the order of the pathway of a breath. The first one is already done for you<br>2.5. Complete the sentences using the words below. Take turns reading the correct sentences aloud with a partner. | 2 | 0 | 0 | 1 | Thuyết trình thảo luận cặp, nhóm | 1/1-3 | Ths Ly  |
| <b>Kiểm tra giữa học phần (bài 1-3)</b> |   |   |   |   |   |                                  |       |         |
| 6-11                                    | <b>Unit 3: The Respiratory System</b><br>III. Word parts for the respiratory<br>3.1 Roots for the respiratory passageways<br>3.2 Roots for lungs and breathing<br>3.3 Put the terms in the blanks that correspond to the numbers on the figure<br>3.4. Write a word for each of the following definitions<br>3.5. Match the following   | 2 | 0 | 0 | 2 | Thuyết trình thảo luận cặp, nhóm | 1/1-3 | Ths Hào |



|             |  |   |   |   |   |                                  |       |         |
|-------------|--|---|---|---|---|----------------------------------|-------|---------|
|             | <p>terms and write the appropriate letter to the left of each number</p> <p>IV. Language focus:<br/>Passive voice – Simple present</p> <p>4.1. Write down all sentences used passive voice in Reading 1 and Reading 2</p> <p>4.2. Use the suggested words to make present simple passive sentences</p> <p>V. Listening<br/>Listening 1 – The respiratory system</p> <p>5.1 Listen and number the words you hear in order from 1 to 12.</p> <p>5.2 Listen to the tape again and choose the best answer for each question</p> <p>5.3. Listen and fill in the missing words in the numbered space.</p> <p>Listening 2- A conversation between a doctor and a nurse</p> <p>5.4. Listen to a conversation between a doctor and a patient. Mark the following statements as true (T) or false (F)..</p> <p>5.5. Listen again and complete the conversation</p> |   |   |   |   |                                  |       |         |
| <b>6-12</b> | <p><b>Unit 3:</b></p> <p>V. Listening<br/>Listening 1 – The respiratory system</p> <p>5.1 Listen and number the words you hear in order from 1 to 12.</p> <p>5.2 Listen to the tape again and choose the best</p>  | 2 | 0 | 0 | 2 | Thuyết trình thảo luận cặp, nhóm | 1/1-3 | Ths Nam |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| <p>answer for each question</p> <p>5. 3. Listen and fill in the missing words in the numbered space.</p> <p>Listening 2- A conversation between a doctor and a nurse</p> <p>5. 4. Listen to a conversation between a doctor and a patient. Mark the following statements as true (T) or false (F)..</p> <p>5.5. Listen again and complete the conversation</p> <p>VI. Speaking</p> <p>6.1. Match the respiratory organs with its functions. Then compare your answers with your partner</p> <p>6.2. Work in pairs, discuss with your partner the name of each numbered part of the respiratory system and then write them down on the corresponding line</p> <p>6.3. Look at the Figure 3.1 of the respiratory system, work in pairs and describe it again. You should talk about the position, the function and how they work</p> <p>VII. Writing:</p> <p>7. 1: Look at the highlighted expressions in the emails. Which are greetings? Which are goodbyes?</p> <p>7.2. Add the words in the box to 1, 2, or 3 to complete the sentences</p> <p>7.3. Write an email to your doctor</p> <p>- Give information about you self</p> |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

|      |  |   |   |   |   |                                  |       |           |
|------|--|---|---|---|---|----------------------------------|-------|-----------|
|      | <p>- Make a request for an appointment (specify time and date)</p> <p>- Give the reasons for the appointment</p> <p>VIII. Further reading:</p> <p>Lung cancer</p>  |   |   |   |   |                                  |       |           |
|      | <p><b>Thảo luận</b></p> <p>Discussion 1: Discussion about smoking habits and lung diseases</p> <p>Discussion 2: Common respiratory diseases in children</p> <p>Discussion 3: Risk Factors for Acute Respiratory Tract Infections in Under-five Children</p>  |   |   | 1 | 1 |                                  |       |           |
|      |  |   |   | 1 | 1 |                                  |       |           |
|      |  |   |   | 1 | 1 |                                  |       |           |
| 7-13 | <p><b>Unit 4: Nutrition and Food Safety</b></p> <p><b>I. Getting started:</b></p> <p>1.1. Work with a partner. How many of these foods can you name? Can you find them in the lists below?</p> <p>1.2. Look at the lists, and answer the questions</p> <p>1.3. Match each sentence with the correct picture and fill in blank with a suitable word.</p> <p><b>II. Reading</b></p> <p>Reading 1- Nutrition</p> <p>2.1. Complete the descriptions of vitamins, minerals, and oils with the words below. Some words are used more than once.</p> <p>Reading 2- What is food hygiene</p> <p>2.2. Answer the questions about the reading.</p> | 2 | 0 | 0 | 2 | Thuyết trình thảo luận cặp, nhóm | 1/1-3 | Ths Nhung |

|      |   |   |   |   |   |  |        |
|------|---|---|---|---|---|--|--------|
|      | <p>2.3. Read the text then mark the following statements as true(T) or false(F)<br/>Reading 3 - Food poisoning</p> <p>2.4. Answer the following questions about the text.</p> <p>2.5. Mark the following statements as true (T) or false (F).</p> <p>III. Word Study:</p> <p>3.1 Suffixes for nouns</p> <p>3.2 Suffixes for adjectives</p> <p>3.3 Choose the best noun from the charts for each sentence.</p> <p>3.4. Suffixes for adjectives</p>   |   |   |   |   |  |        |
| 7-14 | <p><b>Unit 4: Nutritrition and Food Safety</b></p> <p>IV. Language focus:<br/>Modal verbs<br/>(can/must/have to/should)</p> <p>4.1. Complete these sentences using should or shouldn't + verb</p> <p>4.2. Fill in the spaces with words from the box so that the second sentence means the same as the first.</p> <p>V. Listening :</p> <p>5.1. Discuss with a partner what you know about diabetes</p> <p>5.2. Match these words with their definitions</p> <p>5.3. Listen to a student nurse discussing a patient with a hospital nutritionist, and answer the questions</p> <p>5.4. Try to complete the missing verbs. Then listen again to check</p> <p>5.5. Eating too much is not the only eating disorder.</p> | 2 | 0 | 0 | 2 |  | Ths QA |

|      |  |   |   |   |   |  |          |
|------|--|---|---|---|---|--|----------|
|      | <p>What other kinds do you know?</p> <p>5.6. Listen to a staff nurse pass on information about a new patient at a shift handover. Answer the questions about the patient</p> <p>5.7. Complete these symptoms that the staff nurse mentions</p>   |   |   |   |   |  |          |
| 8-15 | <p><b>Unit 4: Nutrition and Food Safety</b></p> <p>VI. Speaking</p> <p>6.1. Complete the questions with given prompts, then ask and answer with your partner..</p> <p>6.2. Talk about your favourite food in daily meals</p> <p>6.3. Foods that our body need.</p> <p>VII. Writing:</p> <p>7.1. A close friend has written you an email asking for advice. She is worried about her eating habits. Complete the email with the words below</p> <p>7.2. Discuss with a partner what advice to give Hesta to help her lose weight successfully and in a healthy way. Think about these topics</p> <p>VIII. Further reading:</p> <p>Chocolate</p> <p>8.1. Read the text quickly. Who is this information for?</p> <p>8.2. Read the text again and complete it using words from below.</p> <p>8.3. Match these words</p> | 2 | 0 | 0 | 2 |  | TS. Hồng |

|  |  |   |   |   |           |  |  |           |
|--|--|---|---|---|-----------|--|--|-----------|
|  | from the text with the correct definitions                             |   |   |   |           |  |  |           |
| 8-16   | <b>Discussion 1</b><br>Discussion about eating habits and healthy food | 0 | 0 | 1 | 1         |  |  | Ths Nam   |
| <b>Kiểm tra thường xuyên – vấn đáp (bài 1-4)</b> |  |   |   |   |           |  |  |           |
| 9-17   | <b>Discussion 2</b><br>Discussion about different diets in the world   | 0 | 0 | 1 | 1         |  |  | Ths.Ly    |
| 9-18   | <b>Discussion 3</b><br>Discussion about procedure of preserve food     | 0 | 0 | 1 | 1         |  |  | Ths. QAnh |
|  |  |   |   |   | <b>36</b> |  |  |           |
| <b>Thi kết thúc học phần ( Bài 1-4)</b>          |  |   |   |   |           |  |  |           |

## 9. Danh mục học liệu:

### 9.1. Tài liệu học tập:

Bộ môn Ngoại Ngữ. Bài giảng *English in Medicine* 2. Tài liệu lưu hành nội bộ

### 9.2. Tài liệu tham khảo:

1. Eric H. Glendinning, Ron Howard. *Professional English in use – Medicine*. ( 2010). Cambridge University Press
2. Sam McCarter. *Medicine 1*. (2010). Oxford University Press.
3. Virginia Evans, Kori Salcido. *Career paths Nursing*. (2011). Express Publishing.

## 10. Tài liệu tham khảo: (tài liệu tham khảo cho xây dựng đề cương học phần/module)

1. Bộ môn ngoại ngữ -ĐH Y Dược HCM. *Medical English 1. Student 1*.
2. Bộ môn ngoại ngữ -ĐH Y Dược HCM. *Medical English. Terminology*
3. Sam McCarter. *Medicine 1*. (2010). Oxford University Press.
4. Sam McCarter. *Medicine 1*. (2010). Oxford University Press.

**CHỦ TỊCH HỘI ĐỒNG NGHIỆM THU**

(Ký và ghi rõ họ tên)

**TRƯỞNG BỘ MÔN/MODULE**

(Ký và ghi rõ họ tên)

*PGS.TS. Trịnh Xuân Tráng*

|      |  |   |   |   |   |  |          |
|------|--|---|---|---|---|--|----------|
|      | <p>What other kinds do you know?</p> <p>5.6. Listen to a staff nurse pass on information about a new patient at a shift handover. Answer the questions about the patient</p> <p>5.7. Complete these symptoms that the staff nurse mentions</p>   |   |   |   |   |  |          |
| 8-15 | <p><b>Unit 4: Nutrition and Food Safety</b></p> <p>VI. Speaking</p> <p>6.1. Complete the questions with given prompts, then ask and answer with your partner..</p> <p>6.2. Talk about your favourite food in daily meals</p> <p>6.3. Foods that our body need.</p> <p>VII. Writing:</p> <p>7.1. A close friend has written you an email asking for advice. She is worried about her eating habits. Complete the email with the words below</p> <p>7.2. Discuss with a partner what advice to give Hesta to help her lose weight successfully and in a healthy way. Think about these topics</p> <p>VIII. Further reading:</p> <p>Chocolate</p> <p>8.1. Read the text quickly. Who is this information for?</p> <p>8.2. Read the text again and complete it using words from below.</p> <p>8.3. Match these words</p> | 2 | 0 | 0 | 2 |  | TS. Hồng |



|  |  |   |   |   |           |  |  |           |
|--|--|---|---|---|-----------|--|--|-----------|
|  | from the text with the correct definitions                             |   |   |   |           |  |  |           |
| 8-16   | <b>Discussion 1</b><br>Discussion about eating habits and healthy food | 0 | 0 | 1 | 1         |  |  | Ths Nam   |
| <b>Kiểm tra thường xuyên – vấn đáp (bài 1-4)</b> |  |   |   |   |           |  |  |           |
| 9-17   | <b>Discussion 2</b><br>Discussion about different diets in the world   | 0 | 0 | 1 | 1         |  |  | Ths.Ly    |
| 9-18   | <b>Discussion 3</b><br>Discussion about procedure of preserve food     | 0 | 0 | 1 | 1         |  |  | Ths. QAnh |
|  |  |   |   |   | <b>36</b> |  |  |           |
| <b>Thi kết thúc học phần ( Bài 1-4)</b>          |  |   |   |   |           |  |  |           |

## 9. Danh mục học liệu:

### 9.1. Tài liệu học tập:

Bộ môn Ngoại Ngữ. Bài giảng *English in Medicine 2*. Tài liệu lưu hành nội bộ

### 9.2. Tài liệu tham khảo:

1. Eric H. Glendinning, Ron Howard. *Professional English in use – Medicine*. (2010). Cambridge University Press
2. Sam McCarter. *Medicine 1*. (2010). Oxford University Press.
3. Virginia Evans, Kori Salcido. *Career paths Nursing*. (2011). Express Publishing.

## 10. Tài liệu tham khảo: (tài liệu tham khảo cho xây dựng đề cương học phần/module)

1. Bộ môn ngoại ngữ -ĐH Y Dược HCM. *Medical English 1. Student 1*.
2. Bộ môn ngoại ngữ -ĐH Y Dược HCM. *Medical English. Terminology*
3. Sam McCarter. *Medicine 1*. (2010). Oxford University Press.
4. Sam McCarter. *Medicine 1*. (2010). Oxford University Press.

**Kr HIỆU TRƯỞNG**

(Ký và ghi rõ họ tên)



**PHÓ HIỆU TRƯỞNG**  
**PGS.TS. Trịnh Xuân Tráng**

**TRƯỞNG BỘ MÔN/MODULE**

(Ký và ghi rõ họ tên)

*Nguyễn Thị Thanh Hồng*