

ĐỀ CƯƠNG HỌC PHẦN NGOẠI NGỮ 5

Tên học phần: Ngoại Ngữ 5

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 4
- Học phần học trước: Ngoại Ngữ 4
- Các học phần song hành: Thực hành kỹ năng y khoa, Dược lí,
- 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 Hồng Nhung	0983689019	nguyennhungdhtn@gmail.com	Tiếng Anh	BMNN

7	Ths. Đào Thị Hồng Phuong	0915210166	Phuong.daohong@tnmc.edu.vn	Tiếng Anh	BMNN
8	TS. Nguyễn Quỳnh Trang	0965525888	trangdhytn@gmail.com	Tiếng Anh	BMNN
9	Ths. Nguyễn Thị Thương Huyền	0904851928	thuonghuyen0212@gmail.com	Tiếng Anh	BMNN

3. Mô tả học phần:

Học phần Ngoại ngữ 5 cung cấp các từ vựng chuyên ngành Y thông qua việc nghiên cứu các tình huống khám chữa bệnh thực tiễn như Taking a History (Làm bệnh án), Examination and Investigation (Thăm khám và xét nghiệm), Diagnosis and Treatment (Chẩn đoán và điều trị), Administering medication (sử dụng thuốc), đồng thời giới thiệu các cấu trúc-ngữ pháp như thể bị động của thì quá khứ hoàn thành, cấu trúc câu dùng chỉ dẫn cho bệnh nhân các tư thế khám bệnh, hướng dẫn, giải thích và trấn an bệnh nhân, đưa ra chẩn đoán và điều trị, và giải thích cho bệnh nhân cách sử dụng thuốc. Thông qua các bài học và các tình huống khám chữa bệnh quen thuộc hàng ngày, 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 việc làm bệnh án, khám và xét nghiệm, chẩn đoán và điều trị, sử dụng thuốc 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. Hệ thống hóa được từ vựng tiếng Anh chuyên ngành y và vận dụng những cấu trúc câu sử dụng trong giao tiếp khám chữa bệnh để thực hành các kỹ năng Nghe, Nói, Đọc và Viết và tham khảo tài liệu chuyên ngành.

Kỹ năng

*Nghe:

2. Nghe hiểu được các cụm từ, cấu trúc quen thuộc liên quan đến việc lấy bệnh sử, khám và xét nghiệm, chẩn đoán và điều trị, sử dụng thuốc..

3. Nghe được các thông tin chính trong các đoạn hội thoại và các đoạn văn ngắn trong bối cảnh y khoa.

* Nói:

4. Giao tiếp được trong các tình huống cụ thể liên quan đến các hoạt động của bác sĩ/bệnh nhân tại bệnh viện như lấy thông tin, khai thác bệnh sử để làm bệnh án, đưa ra chỉ dẫn khám, giải thích và trấn an bệnh nhân, hướng dẫn sử dụng thuốc về đường dùng, liều dùng, cách dùng.

* Đọc:

5. Đọc hiểu được các nội dung đơn giản trong các tài liệu liên quan đến việc lấy bệnh sử, khám và xét nghiệm, chẩn đoán và điều trị, sử dụng thuốc.

* Viết:

6. Làm được bệnh án ở mức độ đơn giản, miêu tả được kết quả xét nghiệm sinh hóa và huyết học ở dạng câu đơn giản, viết được email thông báo-hẹn bệnh nhân đến điều trị bệnh, viết được báo cáo về sự cố y khoa.

Thái độ

7. Nhận thức được tầm quan trọng của tiếng Anh chuyên ngành Y trong chương trình học và 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>Unit 5: Taking a history</p> <p>I. Getting started: Talk about these questions</p> <p>II. Reading</p> <p>Reading 1. Guide to Take a History</p> <p>1. Read the passage “Guide to Take a History”. Then, complete the table using</p>	(6 tiết)

STT	Nội dung	Số tiết
	<p>information from the passage.</p> <p>2. Match the words (1-6) with the definitions (A-F).</p> <p>3. Read the sentence pair. Choose where the words best fit the blanks.</p> <p>Reading 2:</p> <p>1. In pairs, answer the following questions.</p> <p>2. Read the text and answer the questions.</p> <p>3. Which part or information from the text above is useful for you? How can you apply this information in your professional practice? Discuss with your friends.</p> <p>III. Language Focus: Past perfect passive</p> <p>1. Decide if the underlined verbs in the following sentences are in active voice or passive voice. Fill them in the appropriate column.</p> <p>2. Fill active voice or passive voice to the statements below.</p> <p>3. Complete these sentences by putting the verbs in the past perfect passives.</p> <p>4. Change the following sentences from active to passive voice. Use the past perfect tense.</p> <p>5. Use the given ideas. Complete the sentences with the past perfect passives.</p> <p>IV. Listening: A case history</p> <p>1. Work in pairs. What do you think each patient in pictures a – h might be complaining of?</p> <p>2. Listen and match each picture in 5.1 with a conversation.</p> <p>3. Listen to the conversation between Mr. Bloomfield, a 28 year-old civil servant, and a local general practitioner, Dr. Dickson and complete the notes below.</p> <p>4. Work in pairs. Take turns role-playing the conversation between Dr. Dickson and Mr. Bloomfield. Use the notes from the exercise to guide you</p> <p>5. With a partner, discuss why the past medical history, family history, personal and social history, and drugs and allergy history are important</p> <p>V. Speaking: Taking history</p> <p>1. Place the information (1-6) to each group of questions below.</p> <p>2. Please indicate the questions above as Open (O) or Close (C).</p> <p>3. Indicate the question used in the conversation (1-3) as Open or Close.</p> <p>4. Match the titles (1-9) to the information (a-i).</p> <p>5. Study this extract from a case history. What questions might a doctor ask a patient to obtain the underlined content in the case history? Use the questions studied in 1</p>	

STT	Nội dung	Số tiết
	<p>and 5.2. You may ask more than one question for each piece of information.</p> <p>6. Read the case information and fill in the doctor's note below.</p> <p>7. Work in pairs. Student B should start.</p> <p>8. Discussion</p> <p>VI. Writing: A case history</p> <p>1. Answer the following questions.</p> <p>2. Study the structure of a case history below.</p> <p>3. Study the case history and find the information about the patient</p> <p>4. Study the case history again and underline the following parts</p> <p>5. Study the case history again and answer the questions</p> <p>6. Make up the introduction below, using the given words.</p> <p>7. Complete the extract from the case report written by Dr. Martin after the consultation with Mr. Wood. Insert the verbs in the correct form into the appropriate blank space.</p> <p>8. Use the notes below to write out a case history. Then, compare your writing with your partner.</p> <p>VII. Further reading and listening:</p> <p>1. Further reading 1. Diagnostic Medicine</p> <p>2. Further reading 2. Routine Checkups</p> <p>3. Further listening 1. An interview between a doctor and a patient</p> <p><i>Thảo luận</i></p> <p><i>Discussion 1: What are the functions of open and closed questions in taking a history? Which do you find easy to ask? What are your difficulties in taking a patient history? How should the difficulties be solved, in your opinion?</i></p> <p><i>Discussion 2: What is the procedure of taking a patient history? Why does a doctor need to take past medical history, family history, personal and social history, and drug and allergy history?</i></p> <p><i>Discussion 3: To what extent do you understand the concept "Patient Confidentiality"? How have you practiced this concept in keeping patient information private? What do you think you should do or change to practice the concept well later in your profession?</i></p>	(3 tiết)
2	<p>Unit 6 : Examination & Investigations</p> <p>I. Getting started : talk about these questions</p> <p>II. Reading :</p>	(6 tiết)

STT	Nội dung	Số tiết
	<p>Reading 1 : <i>Physical examinations</i></p> <ol style="list-style-type: none"> 1. Before you read the passage, discuss these questions: 2. Read the two passages below. Then, choose the correct answers. 3. Write a word that have the similar meaning to the underlined part. <p>Reading 2 : <i>Taking blood</i></p> <ol style="list-style-type: none"> 1. Label the picture below using the given words: 2. Read the instructions a doctor gives to a patient having a blood test. Then, answer the questions: 3. Match the instructions 1-8 with the reasons for the instructions A-H. <p>Reading 3 : <i>Investigations – Common blood tests</i></p> <ol style="list-style-type: none"> 1. Read the following text and answer the questions below: 2. Match the questions 1-5 with the correct answers A-E <p>Reading 4 : <i>Some useful information about gastroscopy</i></p> <ol style="list-style-type: none"> 1. Read the given headings of the leaflet about gastroscopy and decide what information each part of the text contains. 2. Find words or phrases in the text with the same meaning as: 3 Use the words in the text to help you make the questions. Then answer them. <p>III. Language Focus:</p> <p>Language Focus 1: <i>Giving instructions</i></p> <ol style="list-style-type: none"> 1. Work in pairs. Decide which of these instructions are inappropriate to use with a patient. 2. You want to examine a patient. Match the examinations in the first column with the instructions in the second column. 3. Practise with a partner what you would say to a patient when carrying out these examinations using the information in the above exercise. <p>Language focus 2: <i>Phrasal verbs connected with the body</i></p> <ol style="list-style-type: none"> 1. Answer these questions using one of the phrasal verbs on the table above. 2. Rewrite each sentence using the verb in brackets in an appropriate form. <p>IV. Listening</p> <p>Listening 1 - <i>Giving instructions</i></p> <ol style="list-style-type: none"> 1 Listen to the instructions from a neurologist and put these drawings in the correct order. 2. Listen to the instructions again and fill in the blanks. Then practise speaking by 	

STT	Nội dung	Số tiết
	<p>role play.</p> <p>3. Complete the sentences with these words</p> <p>Listening 2- Blood Test: Immunoglobulin A (IgA)</p> <p>1. Listen to the man talk about immunoglobulin A and fill in the gaps below:</p> <p>2. Listen again and complete the conversation</p> <p>Listening 3: Explaining gastroscopy</p> <p>1. Listen to Dr. John explaining the endoscopy to a patient, Mr. James. Complete the sentences choosing a word from either the noun or verb list. You will have to change the form of the verbs you use.</p> <p>V. Speaking :</p> <p>Speaking 1: Giving instructions</p> <p>1. Give instructions to a patient to carry out the lumbar puncture basing on the given pictures and these clues. Then practise speaking.</p> <p>2.The case notes record the doctor’s findings on examination. Work in pairs to complete the conversation below using the given words. Then play a role.</p> <p>3. Some useful expressions for explaining and reassuring the patient about the Investigation</p> <p>4. Here is part of a doctor’s explanation during a sternal marrow investigation. The explanation has been put in the wrong order. Rearrange it.</p> <p>5. Work in pairs. Practise preparing a patient for the following investigations. Explain, instruct, reassure using the clues.</p> <p>VI. Writing :</p> <p>1. Kevin Hall’s GP phones the hospital to arrange for his admission. Fill in the gaps in using the information from the haematology lab, the clinical chemistry results below.</p> <p>2. Terms used to describe lab results.</p> <p>3. Complete the sentences describing the results of the biochemistry and haematology lab report. Using the terms above.</p> <p>4. Write full descriptions of the following results from a case history. Look at part 2 and 3 above to help</p> <p>VII. Further reading : Doctor</p> <p><i>Discussion 1 : Techniques of physical assessment</i></p> <p><i>Discussion 2: Different types of lab tests</i></p>	<p>(3 tiết)</p>

STT	Nội dung	Số tiết
	<i>Discussion 3 : Different types of diagnostic imaging tests</i>	
3	<p>Unit 7: Diagnosis & Treatment</p> <p>I. Getting started:</p> <p>1. What do you think each patient in pictures a-h might have? Discuss with your partners in group.</p> <p>2. What should they do with their problems? Discuss with your partner.</p> <p>II. Reading</p> <p>Reading 1 :</p> <p>1. Answer the following questions</p> <p>2. Underline the following words in the text and then put them into the correct column.</p> <p>3. Discuss the following questions in groups.</p> <p>Reading 2 :</p> <p>1. The following suffixes for diagnosis pertain to procedures or investigations. Match each of the suffixes with its meaning.</p> <p>2. The following terms are investigations. Match them with parts of the body to be done on.</p> <p>3. Read the article about diagnostic process as quickly as possible. Underline all the techniques that doctors do to make a diagnosis</p> <p>4. Read the text again. Decide if the following statement true (T) or false (F).</p> <p>5. Discuss the following questions with your partners.</p> <p>Reading 3: Read the following advice sheet which is given to patients before an operation</p> <p>1. Match each of the terms with its meaning.</p> <p>2. Match the risk factors 1-4 with the possible results a-d.</p> <p>III. Language focus:</p> <p>Language focus 1: <i>Expressions used between doctors in discussing a diagnosis</i></p> <p>Language focus 2: <i>Giving advice about treatment</i></p> <p>IV. Listening</p> <p>Listening 1 – <i>Explaining a diagnosis</i></p> <p>1. When explaining a diagnosis, a patient would expect you to answer the following points:</p> <p>2. You will hear the doctor explaining the diagnosis to the patient. As you listen,</p>	(6 tiết)

STT	Nội dung	Số tiết
	<p>note the points and the order in which they are dealt with.</p> <p>3. When explaining a diagnosis, you can make sure your explanations are easily by avoiding medical where possible and defining the terms you use in a simple way. Write simple explanations for patients of these terms:</p> <p>4. Practice explaining the terms in exercise 3 in pairs.</p> <p>Listening 2:</p> <p>1. Mr. Jameson was diagnosed with prolapsed intervertebral disc. Discuss your treatment for the patient with your partner. Think about the following questions:</p> <p>2. Listen to the conversation between the doctor and Mr. Jameson and complete the management section. Compare with your ideas.</p> <p>3. Listen again and complete part of the conversation with the words you hear.</p> <p>4. Work in pair. One is Mr. Jameson and the other is the doctor. Practice explaining the diagnosis.</p> <p>Listening 3:</p> <p>1. Look at the diagrams below. Practice giving instructions for the movement in each diagram.</p> <p>2. Listen carefully to the instructions that the physiotherapist gave Mr. Jameson for his spinal extension exercises. Put these diagrams in the correct order using the instructions. Number them 1 to 5.</p> <p>3. Try to remember all the movements. Practice giving the instructions for the exercises in pair.</p> <p>4. Complete these instructions to Mr. Jameson using appropriate language.</p> <p>IV. Speaking</p> <p>Speaking 1: <i>Explaining a diagnosis</i></p> <p>1. Look at the following cases. Check the meaning of the medical terms in each case. Think about how you would like to explain them. Complete the notes with your own words to be used in your explanations.</p> <p>2. Work in pairs. Student A should start:</p> <p>3. Listen the recording to compare your explanations.</p> <p>Speaking 2: <i>Advising about treatment</i></p> <p>1. Look at the following cases. Check the meaning of the medical terms in each case.</p> <p>2. Work in pair A and B.</p> <p>3. Listen to the recording and compare with your advice for each patient.</p>	(3 tiết)

STT	Nội dung	Số tiết
	<p>V. Writing: a letter from the hospital</p> <p>1. Read the following letter from the doctor to the patient to inform on the operation she is going to have. Discuss the following questions with your partner:</p> <p>2. Complete the following sentences without looking at the email.</p> <p>VI. Further reading:</p> <p>Further Reading 1:</p> <p>Further Reading 2: <i>Talking to a patient before an anaesthetic</i></p> <p>Thảo luận</p> <p><i>Discussion 1: Modern diagnostic techniques and changes in healthcare service</i></p> <p><i>Discussion 2: New alternative therapies – new hopes.</i></p> <p><i>Discussion 3: Factors that affect doctors' making the right diagnosis</i></p>	
4	<p>Unit 8: Administering medication</p> <p>I. Getting started:</p> <p>1. Work in pairs and answer the following questions:</p> <p>2. Match the pictures with these names:</p> <p>II. Reading</p> <p>Reading 1- <i>Medical history</i></p> <p>1. Read the patient chart. Then, mark the following statements as true (T) or false (F).</p> <p>2. Match the words (1-6) with the definitions</p> <p>3. Listen and read the patient chart again. How did Ms. Gates receive medicine?</p> <p>Reading 2 - <i>A doctor's report</i></p> <p>1. Read the the following report.</p> <p>2. Now answer the following questions.</p> <p>3 Match the following symptoms in bold in the doctor's report with their definitions.</p> <p>Reading 3 - <i>Using pharmacology references</i></p> <p>1. Match the following terms with their pronunciation and definitions</p> <p>2. Using the prescribing information which follows, choose the most appropriate antibiotic for these patients.</p> <p>3. Work in pairs. Explain your choices for the above patients with your partner.</p> <p>III. Language focus:</p> <p>Language focus 1: <i>Phrasal verbs in medical context</i></p>	6 tiết

STT	Nội dung	Số tiết
	<p>1. Rewrite the underlined parts of these sentences using a phrasal verb or phrasal expression from the opposite page. Make any other necessary changes.</p> <p>2. Read the remarks about different people and then answer the questions below</p> <p>3. Read the following passage, match the words in bold with their meanings below.</p> <p>Language focus 2: <i>Instructing a patient on how to use medication</i></p> <p>1. How do you use the following items?</p> <p>2. Complete the doctor's advice using verbs from the list above. When you have completed the exercise, listen to the recording and repeat the advice.</p> <p>3. Give the patient instructions on how to use each item illustrated. Use the verbs from the box.</p> <p>4. Complete the following sentences. Use the words in the box below.</p> <p>Language focus 3: <i>Explaining how often to take medication</i></p> <p>1. Match these common prescription abbreviations with their meaning.</p> <p>2. Work in pairs. Say the meaning of these abbreviations used in administering drugs.</p> <p>3. Work in pairs. Take turns reading this chart aloud. Say the abbreviations as complete words.</p> <p>IV. Listening :</p> <p>Listening 1: <i>A conversation between a doctor and a nurse</i></p> <p>1. Listen to a conversation between a doctor and nurse. Choose the correct answers</p> <p>2. Listen again and complete the conversation.</p> <p>Listening 2: <i>Patient medication</i></p> <p>3. Listen to the nurse give information about patients' medication. Match each patient with the problem they have and with a medication type</p> <p>4. Listen again and write down the dosage for each patient.</p> <p>Listening 3: <i>A drug chart</i></p> <p>5. Study the chart below and make sure you understand the abbreviations, headings, and so on.</p> <p>6. Listen to a doctor checking the chart with a colleague and complete the missing information in the chart.</p> <p>Listening 4: <i>Benefits and side effects</i></p> <p>7. Work in pairs. In your own words, complete the blank spaces in the doctor's sentences.</p>	<p>(3 tiết)</p>

STT	Nội dung	Số tiết
	<p>8. Listen and make notes for each blank space in 7. Do not try to write down every word.</p> <p>9. Compare your notes with a partner and then write the complete sentences, then listen again and check your answer.</p> <p>10. Work in pairs. Take turns explaining the benefits and side effects of aspirin.</p> <p>11. Work in pairs. Answer the questions below about the doctor in listening task 8.</p> <p>IV. Speaking</p> <p>1. Unscramble the dialogue below. Use the prompts after the dialogue to help you.</p> <p>2. Role play. In pairs, role play the dialogue. Use the prompts below to help you. Student A, you are a doctor. Student B, you are a patient. Swap roles</p> <p>3. Work in pairs. You are going to exchange details about patient's medication. Student A look at this page. Student B go to page</p> <p>V. Writing:</p> <p>Writing 1: Clinical incident reporting</p> <p>1. Look at the sample clinical incident reporting form below. Try to remember as much information about the incident as possible.</p> <p>2. Without looking at the form in 1, expand the notes below into full sentences.</p> <p>3. Complete two clinical incident reporting forms from the notes below. In each case it was a "near miss" incident.</p> <p>4. In groups, discuss clinical incident reporting. Give examples from your experience. Discuss why the procedure is important for the patient, the hospital, and for you and/or your colleagues.</p> <p>Is it difficult to admit mistakes like this in all cultures? Give reasons and examples</p> <p>Writing 2: Abbreviation writing exercises</p> <p>5. Read the following sentences written with abbreviations and rewrite them as complete sentences.</p> <p>VI. Further reading: Completing a SOAP Note Exercise</p> <p><i>Discussion 1 : Rights of medication administration</i></p> <p><i>Discussion 2: What a patient should know about antibiotics</i></p> <p><i>Discussion 3: Discuss about medication for the patient in a case study.</i></p>	
	Tổng số tiết	30 tiết

8. Lịch học:

Tuần -Buổi	Nội dung	Hình thức dạy/học				PP dạy/ học	Tài liệu học tập/TL TK	Giảng viên
		Lý thuyết	Thực hành	Thảo luận	Tổng số			
1-1	<p>Unit 5: Taking a history</p> <p>I. Getting started: Talk about these questions</p> <p>II. Reading</p> <p><i>Reading 1. Guide to Take a History</i></p> <p>1. Read the passage “Guide to Take a History”. Then, complete the table using information from the passage.</p> <p>2. Match the words (1-6) with the definitions (A-F).</p> <p>3. Read the sentence pair. Choose where the words best fit the blanks.</p> <p><i>Reading 2:</i></p> <p>1. In pairs, answer the following questions.</p> <p>2. Read the text and answer the questions.</p> <p>3. Which part or information from the text above is useful for you? How can you apply this information in your professional practice? Discuss with your friends.</p>	2	0	0	2	Thuyết trình thảo luận cặp, nhóm	1/1-3	TS. Hồng
1-2	<p>Unit 5: Taking a history</p>	2	0	0	2	Thuyết	1/1-3	Ts Trang

<p>III. Language Focus: <i>Past perfect passive</i> 1. Decide if the underlined verbs in the following sentences are in active voice or passive voice. Fill them in the appropriate column. 2. Fill active voice or passive voice to the statements below. 3. Complete these sentences by putting the verbs in the past perfect passives. 4. Change the following sentences from active to passive voice. Use the past perfect tense. 5. Use the given ideas. Complete the sentences with the past perfect passives.</p> <p>IV. Listening: <i>A case history</i> 1. Work in pairs. What do you think each patient in pictures a – h might be complaining of? 2. Listen and match each picture in 5.1 with a conversation. 3. Listen to the conversation between Mr.</p>					trình thảo luận cặp, nhóm		
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	<p>Bloomfield, a 28 year-old civil servant, and a local general practitioner, Dr. Dickson and complete the notes below.</p> <p>4. Work in pairs. Take turns role-playing the conversation between Dr. Dickson and Mr. Bloomfield. Use the notes from the exercise to guide you</p> <p>5. With a partner, discuss why the past medical history, family history, personal and social history, and drugs and allergy history are important</p>							
2-3	<p>Unit 5: Taking a history</p> <p>V. Speaking: <i>Taking history</i></p> <p>1. Place the information (1-6) to each group of questions below.</p> <p>2. Please indicate the questions above as Open (O) or Close (C).</p> <p>3. Indicate the question used in the conversation (1-3) as Open or Close.</p> <p>4. Match the titles (1-9) to the information (a-i).</p> <p>5. Study this extract from a</p>	2	0	0	2	Thuyết trình thảo luận cặp, nhóm	1/1-3	Ths. Nam

<p>case history. What questions might a doctor ask a patient to obtain the underlined content in the case history? Use the questions studied in 1 and 5.2. You may ask more than one question for each piece of information.</p> <p>6. Read the case information and fill in the doctor's note below.</p> <p>7. Work in pairs. Student B should start.</p> <p>8. Discussion</p> <p>VI. Writing: A case history</p> <p>1. Answer the following questions.</p> <p>2. Study the structure of a case history below.</p> <p>3. Study the case history and find the information about the patient</p> <p>4. Study the case history again and underline the following parts</p> <p>5. Study the case history again and answer the questions</p> <p>6. Make up the introduction below, using the given words.</p> <p>7. Complete the extract from the case report</p>							
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<p>written by Dr. Martin after the consultation with Mr. Wood. Insert the verbs in the correct form into the appropriate blank space.</p> <p>8. Use the notes below to write out a case history. Then, compare your writing with your partner.</p> <p>VII. Further reading and listening:</p> <p>1. Further reading 1. Diagnostic Medicine</p> <p>2. Further reading 2. Routine Checkups</p> <p>3. Further listening 1. An interview between a doctor and a patient</p>							
<p>Thảo luận</p> <p><i>Discussion 1: What are the functions of open and closed questions in taking a history? Which do you find easy to ask? What are your difficulties in taking a patient history? How should the difficulties be solved, in your opinion?</i></p>			1	1			Ths Nam
<p><i>Discussion 2: What is the procedure of taking a patient history? Why does a doctor need to take past medical history, family history, personal and</i></p>							Ths Hào

	<i>social history, and drug and allergy history?</i>							
	<i>Discussion 3: To what extent do you understand the concept "Patient Confidentiality"? How have you practiced this concept in keeping patient information private? What do you think you should do or change to practice the concept well later in your profession?</i>							Ths Huyền
2-4	<p>Unit 6 : Examination & Investigations</p> <p>I. Getting started : talk about these questions</p> <p>II. Reading :</p> <p>Reading 1 : <i>Physical examinations</i></p> <p>1. Before you read the passage, discuss these questions:</p> <p>2. Read the two passages below. Then, choose the correct answers.</p> <p>3. Write a word that have the similar meaning to the underlined part.</p> <p>Reading 2 : <i>Taking blood</i></p> <p>1. Label the picture below using the given words:</p> <p>2. Read the instructions a doctor gives to a patient</p>	2	0	0	2	Thuyết trình thảo luận cặp, nhóm	1/1-3	TS Nhung

	<p>having a blood test. Then, answer the questions:</p> <p>3. Match the instructions 1-8 with the reasons for the instructions A-H.</p> <p>Reading 3 : <i>Investigations – Common blood tests</i></p> <p>1. Read the following text and answer the questions below:</p> <p>2. Match the questions 1-5 with the correct answers A-E</p> <p>Reading 4 : Some useful information about gastroscopy</p> <p>1. Read the given headings of the leaflet about gastroscopy and decide what information each part of the text contains.</p> <p>2. Find words or phrases in the text with the same meaning as:</p> <p>3 Use the words in the text to help you make the questions. Then answer them.</p>							
3-5	<p>Unit 6 : Examination & Investigations</p> <p>III. Language Focus:</p> <p>Language Focus 1:</p> <p><i>Giving instructions</i></p>	2	0	2	2	Thuyết trình thảo luận cặp,	1/1-3	Ths. QA

<p>1. Work in pairs. Decide which of these instructions are inappropriate to use with a patient.</p> <p>2. You want to examine a patient. Match the examinations in the first column with the instructions in the second column.</p> <p>3. Practise with a partner what you would say to a patient when carrying out these examinations using the information in the above exercise.</p> <p>Language focus 2: <i>Phrasal verbs connected with the body</i></p> <p>1. Answer these questions using one of the phrasal verbs on the table above.</p> <p>2. Rewrite each sentence using the verb in brackets in an appropriate form.</p> <p>IV. Listening Listening 1 - Giving instructions</p> <p>1 Listen to the instructions from a neurologist and put these drawings in the correct order.</p> <p>2. Listen to the instructions again and fill</p>					nhóm		
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	<p>in the blanks. Then practise speaking by role play.</p> <p>3. Complete the sentences with these words</p> <p>Listening 2- Blood Test: Immunoglobulin A (IgA)</p> <p>1. Listen to the man talk about immunoglobulin A and fill in the gaps below:</p> <p>2. Listen again and complete the conversation</p> <p>Listening 3: Explaining gastroscopy</p> <p>1. Listen to Dr. John explaining the endoscopy to a patient, Mr. James. Complete the sentences choosing a word from either the noun or verb list. You will have to change the form of the verbs you use.</p>							
3-6	<p>Unit 6 : Examination & Investigations</p> <p>V. Speaking :</p> <p>Speaking 1: Giving instructions</p> <p>1. Give instructions to a patient to carry out the lumbar puncture basing on the given pictures and these clues. Then practise</p>	2	0	0	2	Thuyết trình thảo luận cặp, nhóm	1/1-3	Ths Hào

<p>speaking.</p> <p>2. The case notes record the doctor's findings on examination. Work in pairs to complete the conversation below using the given words. Then play a role.</p> <p>3. Some useful expressions for explaining and reassuring the patient about the</p> <p style="padding-left: 40px;">Investigation</p> <p>4. Here is part of a doctor's explanation during a sternal marrow investigation. The</p> <p style="padding-left: 40px;">explanation has been put in the wrong order. Rearrange it.</p> <p>5. Work in pairs. Practise preparing a patient for the following investigations. Explain, instruct, reassure using the clues.</p> <p>VI. Writing :</p> <p>1. Kevin Hall's GP phones the hospital to arrange for his admission. Fill in the gaps in using the information from the haematology lab, the clinical chemistry results below.</p>							
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	<p>2. Terms used to describe lab results.</p> <p>3. Complete the sentences describing the results of the biochemistry and haematology lab report. Using the terms above.</p> <p>4. Write full descriptions of the following results from a case history. Look at part 2 and 3 above to help</p> <p>VII. Further reading : <i>Doctor</i></p>							
4-7	<i>Discussion 1 : Techniques of physical assessment</i>	0	0	1	1			Ts Trang
4-8	<i>Discussion 2: Different types of lab tests</i>	0	0	1	1			Ts Nhung
5-9	<i>Discussion 3 : Different types of diagnostic imaging tests</i>	0	0	1	1			Ths Q Anh
5-10	<p>Unit 7: Diagnosis & Treatment</p> <p>I. Getting started:</p> <p>1. What do you think each patient in pictures a-h might have? Discuss with your partners in group.</p> <p>2. What should they do with their problems? Discuss with your partner.</p> <p>II. Reading</p> <p>Reading 1 :</p> <p>1. Answer the following</p>	2	0	0	1	Thuyết trình thảo luận cặp, nhóm	1/1-3	Ths Ly

<p>questions</p> <p>2. Underline the following words in the text and then put them into the correct column.</p> <p>3. Discuss the following questions in groups.</p> <p>Reading 2 :</p> <p>1.The following suffixes for diagnosis pertain to procedures or investigations. Match each of the suffixes with its meaning.</p> <p>2. The following terms are investigations. Match them with parts of the body to be done on.</p> <p>3. Read the article about diagnostic process as quickly as possible. Underline all the techniques that doctors do to make a diagnosis</p> <p>4. Read the text again. Decide if the following statement true (T) or false (F).</p> <p>5. Discuss the following questions with your partners.</p> <p>Reading 3: Read the following advice sheet which is given to patients</p>							
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	<p>before an operation</p> <p>1. Match each of the terms with its meaning.</p> <p>2. Match the risk factors 1-4 with the possible results a-d.</p>							
Kiểm tra giữa học phần (bài 5-7)								
6-11	<p>Unit 7: Diagnosis & Treatment</p> <p>III. Language focus:</p> <p>Language focus 1:</p> <p><i>Expressions used between doctors in discussing a diagnosis</i></p> <p>Language focus 2: Giving advice about treatment</p> <p>IV. Listening</p> <p>Listening 1 – Explaining a diagnosis</p> <p>1. When explaining a diagnosis, a patient would expect you to answer the following points:</p> <p>2. You will hear the doctor explaining the diagnosis to the patient. As you listen, note the points and the order in which they are dealt with.</p> <p>3. When explaining a diagnosis, you can make sure your explanations are easily by avoiding medical where possible and</p>	2	0	0	2	Thuyết trình thảo luận cặp, nhóm	1/1-3	Ths Huyền

<p>defining the terms you use in a simple way. Write simple explanations for patients of these terms:</p> <p>4. Practice explaining the terms in exercise 3 in pairs.</p> <p>Listening 2:</p> <p>1. Mr. Jameson was diagnosed with prolapsed intervertebral disc. Discuss your treatment for the patient with your partner. Think about the following questions:</p> <p>2. Listen to the conversation between the doctor and Mr. Jameson and complete the management section. Compare with your ideas.</p> <p>3. Listen again and complete part of the conversation with the words you hear.</p> <p>4. Work in pair. One is Mr. Jameson and the other is the doctor. Practice explaining the diagnosis.</p> <p>Listening 3:</p> <p>1. Look at the diagrams below. Practice giving instructions for the movement in each</p>							
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	<p>diagram.</p> <p>2. Listen carefully to the instructions that the physiotherapist gave Mr. Jameson for his spinal extension exercises. Put these diagrams in the correct order using the instructions. Number them 1 to 5.</p> <p>3. Try to remember all the movements. Practice giving the instructions for the exercises in pair.</p> <p>4. Complete these instructions to Mr. Jameson using appropriate language</p>							
6-12	<p>Unit 7: Diagnosis & Treatment</p> <p>IV. Speaking</p> <p>Speaking 1: <i>Explaining a diagnosis</i></p> <p>1. Look at the following cases. Check the meaning of the medical terms in each case. Think about how you would like to explain them. Complete the notes with your own words to be used in your explanations.</p> <p>2. Work in pairs. Student A should start:</p>	2	0	0	2	Thuyết trình thảo luận cặp, nhóm	1/1-3	Ths Nam

<p>3. Listen the recording to compare your explanations.</p> <p>Speaking 2: Advising about treatment</p> <p>1. Look at the following cases. Check the meaning of the medical terms in each case.</p> <p>2. Work in pair A and B.</p> <p>3. Listen to the recording and compare with your advice for each patient.</p> <p>V. Writing: a letter from the hospital</p> <p>1. Read the following letter from the doctor to the patient to inform on the operation she is going to have. Discuss the following questions with your partner:</p> <p>2. Complete the following sentences without looking at the email.</p> <p>VI. Further reading:</p> <p>Further Reading 1:</p> <p>Further Reading 2:</p> <p>Talking to a patient before an anaesthetic</p>							
<p><i>Discussion 1: Modern diagnostic techniques and changes in healthcare service</i></p>			1	1			Ths Hào
			1	1			

	<p><i>Discussion 2: New alternative therapies -new hopes.</i></p> <p><i>Discussion 3: Factors that affect doctors' making the right diagnosis</i></p>			1	1			Ths Q Anh
								Ths Nam
7-13	<p>Unit 8: Administering medication</p> <p>I. Getting started:</p> <p>1. Work in pairs and answer the following questions:</p> <p>2. Match the pictures with these names:</p> <p>II. Reading</p> <p>Reading 1- Medical history</p> <p>1. Read the patient chart. Then, mark the following statements as true (T) or false (F).</p> <p>2. Match the words (1-6) with the definitions</p> <p>3. Listen and read the patient chart again. How did Ms. Gates receive medicine?</p> <p>Reading 2 - A doctor's report</p> <p>1. Read the the following report.</p> <p>2. Now answer the following questions.</p> <p>3 Match the following</p>	2	0	0	2	Thuyết trình thảo luận cặp, nhóm	1/1-3	Ts Hồng

	<p>symptoms in bold in the doctor's report with their definitions.</p> <p>Reading 3 - Using pharmacology references</p> <p>1. Match the following terms with their pronunciation and definitions</p> <p>2. Using the prescribing information which follows, choose the most appropriate antibiotic for these patients.</p> <p>3. Work in pairs. Explain your choices for the above patients with your partner.</p>						
7-14	<p>Unit 8: Administering medication</p> <p>III. Language focus:</p> <p>Language focus 1:</p> <p><i>Phrasal verbs in medical context</i></p> <p>1. Rewrite the underlined parts of these sentences using a phrasal verb or phrasal expression from the opposite page. Make any other necessary changes.</p> <p>2. Read the remarks about different people and then answer the questions below</p>	2	0	0	2		Ths QA

<p>3. Read the following passage, match the words in bold with their meanings below.</p> <p>Language focus 2:</p> <p><i>Instructing a patient on how to use medication</i></p> <p>1. How do you use the following items?</p> <p>2. Complete the doctor's advice using verbs from the list above. When you have completed the exercise, listen to the recording and repeat the advice.</p> <p>3. Give the patient instructions on how to use each item illustrated. Use the verbs from the box.</p> <p>4. Complete the following sentences. Use the words in the box below.</p> <p>Language focus 3:</p> <p><i>Explaining how often to take medication</i></p> <p>1. Match these common prescription abbreviations with their meaning.</p> <p>2. Work in pairs. Say the meaning of these abbreviations used in administering drugs.</p> <p>3. Work in pairs. Take</p>							
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<p>turns reading this chart aloud. Say the abbreviations as complete words.</p> <p>IV. Listening :</p> <p>Listening 1: <i>A conversation between a doctor and a nurse</i></p> <p>1. Listen to a conversation between a doctor and nurse. Choose the correct answers</p> <p>2. Listen again and complete the conversation.</p> <p>Listening 2: <i>Patient medication</i></p> <p>3. Listen to the nurse give information about patients' medication. Match each patient with the problem they have and with a medication type</p> <p>4. Listen again and write down the dosage for each patient.</p> <p>Listening 3: <i>A drug chart</i></p> <p>5. Study the chart below and make sure you understand the abbreviations, headings, and so on.</p> <p>6. Listen to a doctor checking the chart with a colleague and complete the</p>							
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<p>missing information in the chart.</p> <p>Listening 4: <i>Benefits and side effects</i></p> <p>7. Work in pairs. In your own words, complete the blank spaces in the doctor's sentences.</p> <p>8. Listen and make notes for each blank space in 7. Do not try to write down every word.</p> <p>9. Compare your notes with a partner and then write the complete sentences, then listen again and check your answer.</p> <p>10. Work in pairs. Take turns explaining the benefits and side effects of aspirin.</p> <p>11. Work in pairs. Answer the questions below about the doctor in listening task 8.</p> <p>IV. Speaking</p> <p>1. Unscramble the dialogue below. Use the prompts after the dialogue to help you.</p> <p>2. Role play. In pairs, role play the dialogue. Use the prompts below to help you. Student A, you are a</p>							
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	<p>doctor. Student B, you are a patient. Swap roles</p> <p>3. Work in pairs. You are going to exchange details about patient's medication. Student A look at this page. Student B go to page</p>						
8-15	<p>Unit 8: Administering medication</p> <p>IV. Speaking</p> <p>1. Unscramble the dialogue below. Use the prompts after the dialogue to help you.</p> <p>2. Role play. In pairs, role play the dialogue. Use the prompts below to help you. Student A, you are a doctor. Student B, you are a patient. Swap roles</p> <p>3. Work in pairs. You are going to exchange details about patient's medication. Student A look at this page. Student B go to page</p> <p>V. Writing:</p> <p>Writing 1: <i>Clinical incident reporting</i></p> <p>1. Look at the sample clinical incident reporting form below. Try to remember as much</p>	2	0	0	2		TS. Hồng

	<p>information about the incident as possible.</p> <p>2. Without looking at the form in 1, expand the notes below into full sentences.</p> <p>3. Complete two clinical incident reporting forms from the notes below. In each case it was a “near miss” incident.</p> <p>4. In groups, discuss clinical incident reporting. Give examples from your experience. Discuss why the procedure is important for the patient, the hospital, and for you and/or your colleagues. Is it difficult to admit mistakes like this in all cultures? Give reasons and examples</p> <p>Writing 2: Abbreviation writing exercises</p> <p>5. Read the following sentences written with abbreviations and rewrite them as complete sentences.</p> <p>VI. Further reading: Completing a SOAP Note</p>							
8-16	<i>Discussion 1 : Rights of medication administration</i>	0	0	1	1			Ths Nam

Kiểm tra thường xuyên – vấn đáp (bài 5-8)								
9-17	<i>Discussion 2: What a patient should know about antibiotics</i>	0	0	1	1			Ths.Ly
9-18	<i>Discussion 3: Discuss about medication for the patient in a case study.</i>	0	0	1	1			Ths. QAnh
					36			
Thi kết thúc học phần (Bài 5-8)								

9. Danh mục học liệu:

9.1. Tài liệu học tập:

Bộ môn Ngoại Ngữ. Bài giảng *English in Medicine 4*. 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.
5. Maria Gyorffy. *English for Doctors*.(2014). Second Edition. Published by Frugeo Geography Research Initiative Shrewsbury.

TRƯỞNG BỘ MÔN
(Ký và ghi rõ họ tên)

TS. Nguyễn Thị Thanh Hồng

CHỦ TỊCH HĐ THẨM ĐỊNH
(Ký và ghi rõ họ tên)

PGS.TS. Bùi Xuân Bằng

HIỆU TRƯỞNG
(Ký và ghi rõ họ tên)



PHÓ HIỆU TRƯỞNG
PGS.TS. Nguyễn Tiến Dũng