**Facultad de Ciencias Médicas de Sagua la Grande**

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**3er año Lic. Enfermería** .**Primer Período (Inglés V).**

**Estudiantes**: En este material encontrarán instrucciones para el estudio y desarrollo de habilidades en las unidades correspondientes al **primer período** del tercer año medicina. Al final de cada unidad se realizarán actividades escritas como trabajo independiente y al concluir la unidad 5 se aplicará un examen parcial oral y escrito. La evaluación final incluye los resultados de la prueba parcial y el recorrido del estudiante en su evaluación sistemática. Se evaluará el desempeño del estudiante en la práctica oral, la escritura, la lectura y la comprensión auditiva.

**First period: English V**

**Unit 1: Nice to meet you**

**Aims**:1. To ask for and give personal information about yourself and others.

1. To talk and write about the students ‘hometown, the university and the career.
2. To develop oral, writing, reading and listening skills using the present, past, present perfect and future tenses.

**Grammar:** Present simple, Present continuous, Present perfect and future tenses.

* **Possessive adjectives.**
* **Exercise 1**: Walk around the classroom, introduce yourself and find out about your new classmate. Then, report to your teacher what you’ve learned about him/her. Include personal information, routines, past time activities and plans for the future.

Remember that when you are giving information about someone you must change the action verb if you are talking in present. Example: He says he lives in… He works at.., He doesn’t speak English.

* **Exercise 2**: Work in trios: Introduce your friend, giving some little information about him/her.

**Writing**

* **Exercise 3**: How much of your town do you know? Write an information for the tourists coming to your town.

**Reading**

1. Read about Rajiv’s family on page 18 of your book. Do the exercises to check your reading comprehension of the text. Be ready to report your teacher what you remember about him.

2. The following text describes Bernard’s family. Read it and

a. Say if these are true (T), False (F), or if you don’t know (?).

1. \_\_\_\_ Ann’s husband name is Bernard.

2. \_\_\_\_Bernard has two daughters.

3.\_\_\_\_ Michel is Alan’s brother.

4.\_\_\_\_\_ Michel is a bit overweight.

5. \_\_\_\_Alison is Ellen’s daughter.

6.\_\_\_\_\_ Beatrice is Michel’s wife.

7.\_\_\_\_\_Ellen’s daughters-in-law are beautiful.

8.\_\_\_\_\_ Kissing has White and brown hair.

Let me introduce you to my family. My name is Bernard and my wife’s name is Ann. She is thin and she has blond hair. We have two sons. One is called Michel; the other’s name is Alan. But they are very different. Michel is tall and has blond hair, like my wife. Alan’s hair is dark and he is short and a little overweight. Michel married Ellen. They have a baby girl called Alison. Alan is single but he has a girlfriend. Her name is Beatrice. My children’s partners are excellent people and they are beautiful women. Alison has a dog, which is like a family member. Its name is kissing. Kissing has white and black hair. Its favorite activity is to play with a ball.

We are a very happy family. And you?

b. Draw Bernard’s family tree.

**Speaking:** a.Tell all you know about your family.

* **Work in pairs**: b. Ask each other about the students’ hall of residence.

**Homework**: Write an information in no less than 120 words about your school and the hall of residence. Refer to the good and the bad things happening there.

**Listening: **Copy the text you hear and them try to report to your teacher

**Unit 2: Jobs and professions.**

**Aims: 1.** To talk about the university hospital, its jobs and professions, work places, patients’ complaints.

2. To read and write about different topics related to the university hospital and the career he students chose.

3. To check the students’ listening comprehension after listening to a recorded information or a text read by the professor in class.

**Speaking**

* **Exercise 1**: Talk about your priorities when you choose a job or a work place.

**Take into consideration the following aspects:**

1. Salary and working hours.

2. Job satisfaction: Own office or department, friendly colleagues, a good boss, on- the- job training, lunch or snack at work, sick pay, holiday pay, job security, workplace nearly located, etc.

\* **Exercise 2**: Give reasons why you think your university hospital is so special. Main strengths and weaknesses. Reasons why some patients complain about it and the service there.

\* **Exercise 3**: Describe the ward of the hospital, where you are located. Say what you would change if you were the principal of the hospital.

\* **Exercise 4:** Pair work: Interview one of your classmates on the reasons why he/she chose the career of medicine, and then report to your teacher.

\* **Exercise 5**: Pair work: Your patient is smoking in the ward. Talk to him/her and make a polite request. Give reasons to convince him/her why he/she is not supposed to smoke.

\* Interview someone in your family to find out why he or she chose his/her job or profession, and then, report all he/she said to your professor.

**Writing**

* Write an assay about your university hospital, its strengths and weaknesses, its staff and the ward you work in. What would you change if you were hired as a manager?

**Reading**

1. Read the text on page 12 Exercise 7(digital edition). Report what Joan says about her job. Complete the chart with the information given in the text.

**Unit 3: Healthy eating and fitness.**

**Aims:** 1. To talk, read and write about healthy food and fitness by giving advice and recommending people what to eat to keep healthy and live longer.

**Speaking:**

1. Which of the following food products do you like to eat? Give reasons. Are eating habits important to you? Why?

Broccoli – Yoghourt – Cheese - Beef – pizza- Lettuce- Taro Guava – Mutton- Cabbage- Yam- Salmon – Spaghetti – Banana- Sardines – Cassava- Ham- Apple- Chicken- Orange.

**Grammar : Modal verbs**

* **Should / shouldn’t** – For giving advice, to express a moral obligation.
* **Must / mustn’t**- to express obligation or to express a conclusion.
* **Have to / had to**- obligation
* **Can/ can’t ( present) - Could-** couldn’t ( past) – To express abilities/ capacity or permission.
* **May /may not-** to express permission.
1. **Exercise 2, page 39, digital textbook.**

**Writing**

Look for information in Google to answer the following questions:

1. Why is natural food the best?
2. Which parts of plants do we eat?
3. Why do we need vitamins?
4. What can we make with grain? Why are they important in the diet?
* Write a paragraph telling a patient about the importance of vegetables, fruits, and grains for the daily diet?
* Make a recipe of your favorite green salad. First list all the ingredients you need , and then give some instructions how to make it. Use these verbs: cut, put, peel, wash, add, serve.

**Reading**

1. Exercise 5, page 41-42 Digital textbook

**Speaking: Pair work**

1. **Exercise:**

 **A:** You are from Cuba .Act out a conversation with a friend you have in Canada about nutritious food. Your friend is too fat and he eats too much junk food. Give him/her some advice and try to convince him/her to stop consuming this kind of food.

**Use if possible this vocabulary:** Tasteful, delicious, easy access, nutritious, instant delivery, cheap-expensive, low calories, easy to make.

Write the conversation in your notebook.

**B :** You are from Canada. Act out a conversation with a friend you have in Cuba about nutritious food. You are too fat and you eat too much junk food. Accept him/her piece of advices to stop consuming this kind of food.

**Use if possible this vocabulary**: Tasteful, delicious, easy access, nutritious, instant delivery, cheap-expensive, low calories, easy to make.

**Grammar**

**Conditional sentences**: See the **language focus** on page 43 of your English4Health digital book.

* Exercise 7: pag.43 Use a conditional sentence to finish the ideas.

**Reading**

1. Read the letter to Aunt Karla on page 44, and answer it in writing. Give advice.
2. Read the text: Happy royal wedding on page 46. Answer questions from 1 to 5.

**Writing**

1. Exercise 13, page 47. Write a letter to a friend about eating healthy and the importance of keeping fit. Tell him/her what you do to keep in good shape.

**Unit 4: Team work.**

**Aims:** To talk, read and write about team work and its importance to get a goal and to be more efficient using comparative adjectives and words like so, such, too, very and enough, so as to develop the students language skills.

**Functions**: Comparing people, apologizing, negotiating a project, writing a brief profile.

**Brief information about a team and team work**

Read this information taken from Google and be prepared to discuss it in class with your classmates.

What is a team?

1. Team: Group, selection, line up, partnership, alliance, working party.
2. A group of people, who come together to achieve a common goal. All members of the team collaborate, cooperate and fraternize to the purpose.
3. A team is defined as a group of people who perform independent tasks to work toward accomplishing a common mission or specific objective.
4. A team is a group of people who do collective work and are mutually committed to a common team purpose and challenging goals related to that purpose.

A good team brings individuals together to work toward the organization’s collective goals productively and efficiently. Working in a group, sharing knowledge and ideas, and understanding how different employees perform, leads to innovation, greater efficiency, and more profit.

The purpose of a team is to determine how a unique set of people can use their skills to accomplish a goal at a specific time.

**Types of teams**

Some teams have a limited life, for example, a team made to develop a new product, or a team organized to solve a particular problem. Other teams are ongoing, such as, a department team that meets regularly to review goals, activities, and performance: For example: The department team of teachers of the medical university.

Is the Cuban baseball team organized to participate in the World Classic an ongoing team? Why?

* **Values and benefits of a team.**

**Team work offers the following benefits to the organization:**

1. Problem solving.

2. Objective analysis of problems or opportunities.

3. Promotion of cross-fuctional understanding.

4. Improved quality and productivity

5. Greater innovation.

6. Reduced operating cost.

7. Increased commitment to organizational mission.

8. More flexible response to change.

9. Increased ownership and stewardship.

10. Reduced turnover and absenteeism.

**Benefits gained from teams:**

* Enhanced problem-solving skills.
* Increased knowledge of interpersonal dynamics.
* Broader knowledge of business processes.
* New skills for future leadership roles.
* Increased quality of work life
* Feeling of satisfaction and commitment.
* A sense of being part of something greater that what one could accomplish alone.

**Some reasons why some teams fail.**

* Failure to integrate cooperative work methods into the organizational culture.
* Lack of organizational systems necessary to support the team process.
* Minimal upfront planning of how the organization plans to utilize teams.
* Failure to prepare managers for their changing roles.
* Failure to prepare team members for their new roles.
* Inadequate training.
* Inappropriate reward and compensation systems.
* Incomplete understanding of group dynamics.

**Word formation**

See pages 49-50 in your digital textbook: Adjective formation in English and vocabulary spot.

**Writing**

1. See exercise 4 on page 51. Write a brief profile of yourself. Say what your strengths and weaknesses are. And then, do exercise 5, matching the definitions with the adjectives written on the right.
2. Exercise 6: page 51-52. Complete the sentences with a word from the box.
3. Do exercises 11 and 12 on page 55. Use the language given to talk about your favorite things. Example: For me the best film I’ve seen is Titanic.

 I think the most interesting and popular sport in the world is football.

**Degrees and determiners**

**See the use of** so, such, too, enough, very on page 56.

1. Do exercises 13, 14 and 15.

**Reading**

1. Read the article on page 57, Ex.16. Answer in writing: What do classmates usually talk about at school?
2. Report to your teacher what you usually talk about at the university.

**Some hints**:

* Leisure activities.
* Girl or boyfriend
* Music hits
* Minor worries at home
* Relationships with parents or parents-in law.
* University problems

**Homework**

Online apps or gossips

**Speaking: ¨**To err is human, to forgive is divine.¨

1. See on page 59 of your digital textbook the different ways to express apologies.
2. Do Ex. 19, page 59 and Ex. 20, pages 59-60.

**Personal Profile:** See page 60

What is negotiation? See page 61. How to be a good negotiator? Study the phrases given in exercise 23, page 60-61 to negotiate a project, and then act out a conversation with your group. You are making plans to go to a camping site. Some students would like to go to La Panchita and some others would like to go to Ganuza camping site. Discuss it and get in agreement where to go and fix the time and the place you are supposed to gather. Be ready to give reasons for your choice.

**Unit 5: Going overseas**

**Aims:** 1. To talk, read and write about international health missions, trips, travelling experiences and hotel staying.

1. To talk about past events and experiences using the different past tenses.

**Speaking:**

Tell your professor about your travel experiences, the way you usually travel and the reasons you prefer one or the other.

Look for information in Google about different natural disasters happening in the world nowadays and their consequences for people (A hurricane, an earthquake, a fire, a plane crash, a ship wreck, a flood, a tsunami, etc.) Then report to your professor orally.

**Writing**

* **Exercise 1**: A friend has just come back from a mission in Qatar. Write as many questions as you can to find out about his/her experience. Find out about the place he lived in, the people, the job, the time he/she stayed there, the weather, the good and bad thing of living in a foreign country, etc. Be ready to report your professor what you learned from the interview.
* **Exercise 2:** Write a letter to a friend telling about your last stay in a hotel at Varadero Beach. Refer to your experiences, the weather, the things you liked and disliked, the food, the prices, etc. Say what has changed comparing to the last time you were here.
* **Exercise 3**: You just returned from a mission in Qatar where you were for 5 years and you see that many things have changed in your country and especially in your town. Write a letter to a friend of yours and tell him/her about it.

**Reading**

Look for information in your book about Henri Reeve Brigade (page 76) and write a letter to a friend who lives in Turkiye and suffered a recent earthquake, telling him/her about this brigade, and offer him/her your collaboration as a member of this brigade.

**Grammar**

* The past continuous: See the language focus on page 67.
* Do exercise 10, page 68. Match the information about important discoveries with the information in the box.

 **Writing**

1. Write an essay about one of your trips. Tell about some of your good and bad experiences, refer to the transportation, the hotel facilities, the prices, the weather, the service, etc.

**Unit 6: Technology trends.**

**Aims: 1.** To talk about future actions and predictions related to technology trends.

1. To express predictions by using adverbs like possibly, probably, likely, unlikely, perhaps and expressions like I think, I hope, I expect, I suppose, I guess + will.

**Answer these questions**

* What do you think about the importance of ICT (Information and Communication Technologies?)
* Are they important for he future development of your country? Why?
* Do you consider high tech important to establish an accurate diagnosis?

(Consider these points important: Medical imaging, internal organs, organ functions, blood vessel abnormalities, blood flow)

What can you usually do with your PC?

Look for information on the web, communicate with other people by chatting, sending emails, or writing messages, sending pictures, etc. Load down or up load information, pictures, songs, games or news, browse the web looking for something specific.

**Reading**

1. **Read the text:** The future is not what it is used to be, on page 79(English4Health).

What do you think it is about?

Summarize the text with the main ideas.

**Speaking**

**Predictions:** What would happen in the future by using the last technology trends?

* See the use of **Would** for predictions in exercise 4 page 81 (English4Health)

**Example**: Computers would write their own software.

* The use of will and likely to make predictions
1. Virtual reality will allow will allow doctors to practice on simulated patients.
2. Be+likely+infinitive, to express predictions: I am likely to be very busy tomorrow: I’ll probably be busy tomorrow.

Are you likely to be home this evening?

He is unlikely to pass the text.

* **Exercise 7: page 82.** Make predictions about things: Use will, likely or unlikely.
1. People and technologies.
2. The number of PC in use.
3. The capacity of storage devices.
4. Robots and housework.
5. The use of computer in medicine.
6. The size of computers.
7. Computers and cars.
8. Gender discrimination.
9. Weather changes.
10. Life in other planets.
11. Car accidents.

**Writing**

1. Write an essay about the use of new technologies in your university hospital.

-Tell about the problems with the tech equipment.

2. Do exercise 20 on page 87. Write about what life will be like in the year 2050. Refer to:

* People’s lifestyle.
* Scientific advances.
* Films, TV and internet.
* Schools and education.
* Families.
* The environment.

**Reading.**

Read the text in exercise 21, page 87-88: Reasons to be excited about the future of technology.

**Writing**

Write a paragraph summarizing the reasons to be excited about the future technology.