

## Information sheet for the course English Language II.

<b>University:</b> <i>Alexander Dubček University of Trenčín</i>	
<b>Faculty:</b> <i>Faculty of Health Care</i>	
<b>Course unit code:</b> <i>ANJ2/e</i>	<b>Course unit title:</b> <i>English Language II.</i>
<b>Type of course unit:</b> <i>compulsory</i>	
<b>Planned types, learning activities and teaching methods:</b> <i>Seminar: 2 hours weekly/26 hours per semester of study; full-time</i>	
<b>Number of credits:</b> <i>2</i>	
<b>Recommended semester:</b> <i>2<sup>nd</sup> semester in the 1<sup>st</sup> year (part-time)</i>	
<b>Degree of study:</b> <i>I (bachelor)</i>	
<b>Course prerequisites:</b> <i>none</i>	
<b>Assessment methods:</b> <p><i>To obtain credit for the course in the group BEGINNERS (38 – 65), a student must:</i></p> <ul style="list-style-type: none"> <li>- <i>Write a seminar paper – theme from the course-book Move (the score of 25 points),</i></li> <li>- <i>Pass the written test (the score of 40 points),</i></li> <li>- <i>Be actively present in the course – students are allowed two (2) free unexcused absences.</i></li> <li>- <i>To obtain A, a student must score 59 - 65, to obtain B a student must score 52 – 58.5, to obtain C, a student must score 49 – 51.5 and more, to obtain D, a student must score 44 – 48.5, and to obtain E, a student must score 38 – 43.5. The credits are not granted to the students whose grade point average is 37.5 or lower.</i></li> </ul> <p><i>To obtain credit for the course in the group PRE-INTERMEDIATE (42 – 70), a student must:</i></p> <ul style="list-style-type: none"> <li>- <i>Write a seminar paper – theme from the course-book Nursing (the score of 25 points),</i></li> <li>- <i>Pass the written test (the score of 45 points),</i></li> <li>- <i>Be actively present in the course – students are allowed two (2) free unexcused absences.</i></li> <li>- <i>To obtain A, a student must score 63 – 70, to obtain B a student must score 56 – 62.5, to obtain C, a student must score 52.5 – 55.5 and more, to obtain D, a student must score 47.5 – 52, and to obtain E, a student must score 42 – 47. The credits are not granted to the students whose grade point average is 41.5 or lower.</i></li> </ul> <p><i>To obtain credit for the course in the group INTERMEDIATE (81 – 90), a student must:</i></p> <ul style="list-style-type: none"> <li>- <i>Write a seminar paper – theme from the course-book Nursing (the score of 25 points),</i></li> <li>- <i>Pass the written test (the score of 65 points),</i></li> <li>- <i>Be actively present in the course – students are allowed two (2) free unexcused absences.</i></li> </ul> <p><i>To obtain A, a student must score 81 – 90, to obtain B a student must score 72 – 80.5, to obtain C, a student must score 67.5 – 80 and more, to obtain D, a student must score 61.5 – 67, and to obtain E, a student must score 54 – 61. The credits are not granted to the students whose grade point average is 53.5 or lower.</i></p>	
<b>Learning outcomes of the course unit:</b> <p><i>A student in the group BEGINNERS becomes familiar with the basics of English language, its pronunciation, builds the basic daily vocabulary and trains several social phrases and English expressions. The emphasis is laid on acquisition of elementary English language competences and to increase the knowledge about the culture of English-speaking countries and realities.</i></p> <p><i>A student in the group PRE-INTERMEDIATE expands the knowledge acquired from the 1<sup>st</sup> semester, particularly from lexical and syntactic aspect. The communication is aimed at the situations from hospital environment. In the exercises focused on “speaking” and “writing” a student develops his or her language skills in the field of health care. A student builds the grammar, especially the usage of grammar structures and enlarges his or her colloquial vocabulary. The aim of the course is to develop the skills necessary for speaking, reading, writing and listening focused on the health care practice.</i></p>	

*A student in the group INTERMEDIATE student will establish and enlarge the knowledge acquired from the first semester from lexical and syntactic aspect. The communication is focused on the further model situations from hospital environment, but also on themes about physical and mental health, and on the development of the four language skills. The acquisition of collocations and consolidation of language habits are the focus of the work during seminars. A student trains the selected grammar phenomena based on the work with the texts and is trained to acquire professional nursing lexis, establishes usage of grammar structures, enlarges his or her professional and colloquial vocabulary and terminology, improves communicative competences. Equally develops the skills vital not only for speaking, but also for efficient reading, writing and listening, with the respect to his or her further studies and professional health care practice. Greater emphasis is put on oral and written communication, but also on reading literature from the field of health care in English language.*

**Course contents:**

**Beginners**

1. *Are you crazy? Crazy collections. Countable and uncountable nouns: a/an, some/any. Exercises aimed at conversation.*
2. *Prepositions of place, phrasal verbs. Exercises aimed at grammar.*
3. *Men and women. It's a chore (a mother goes on strike). Present simple.*
4. *Household chores. Jobs. Talking about chores and who does them.*
5. *See the world – On the move (travel and transport). Life experiences.*
6. *The present perfect simple. Holiday activities. Grammar and syntax – related to travel.*
7. *Market place. Well-known companies and their names. Reading comprehension.*
8. *Comparing things: comparative and superlative adjectives. Adjectives to describe a product.*
9. *Outdoor life. What's the weather like? Present tenses and future plans.*
10. *Seminary work – the theme of students' own choice from the course-book Move and its oral presentation.*
11. *Advances. Famous and least famous inventions. Expressing future intentions "going to".*
12. *Into the future. Phrasal verbs. Reading comprehension.*
13. *Final written test and the presentation of the projects of students' own choice.*

*Pre-Intermediate*

1. *Pain. Areas of referred pain. Pain chart.*
2. *Comparisons. Pain relief.*
3. *Pain – reading comprehension. Kidney problems. A pain report.*
4. *Areas of referred pain. Describing pain.*
5. *Symptoms. This is my job – a helpline nurse. Night coughing.*
6. *Asking questions on a helpline. Filling a pain chart – describing pain.*
7. *Mystery syndromes. Tongue diagnosis. Syndromes – reading comprehension.*
8. *Caring for the elderly. A care home.*
9. *Old age and brain: Alzheimer's disease. Reading comprehension.*
10. *Seminary work on the theme of students' own choice (Public Health) and its oral presentation.*
11. *Problems and aids. Transfer to a care home.*
12. *The effects of ageing. Reading comprehension.*
13. *Final written test (U 4 – 7) and oral presentation of the project – students' own choice.*

**Intermediate**

1. *Nutrition. Research: substances. Diabetes mellitus. A diabetic patient. Eat yourself to death. Should/Shouldn't.*
2. *Blood. A blood test. Describing blood cells. Blood pattern analysis. Heart. Zero and First conditional. Car accident.*
3. *Death and dying. The body after death. The Hope Children's hospice "Hope". Expressing possibility. Euthanasia - discussion.*
4. *Hygiene. A hygiene report. Talking about obligation. A hygiene inspection.*

5. *Symptoms and signs of MRSA. Test results. Ask the nurse – bacteria. Poster.*
6. *Mental health nursing. Mental illness. Present perfect vs. past simple. Famous people suffering from mental illness.*
7. *Seminary work according to the students' own choice (Public Health) and its oral presentation.*
8. *Mental health. Schizophrenia – the facts. E-mail: job application. Tourette syndrome.*
9. *Monitoring the patient. A coma patient. Hypothermia. The Passive.*
10. *Monitoring the patient. General anaesthetic. Anaesthetic procedure. Vital signs.*
11. *Medication. Types and forms of medication. “Be going to“ in present continuous.*
12. *Patient medication. Pandemics and Tamiflu. Writing up an experiment. Drugs which have changed history (mini project).*
13. *Final written test (U 8 – 12).*

**Recommended of required reading:**

**Key reading:**

**Intermediate:** GRICE, T. *Nursing*, Oxford University Press 2007;

HOGELOVÁ, H. *Angličtina pro fyzioterapeutu*. Praha: Grada Publishing, a.s. 2011. ISBN 978-80-247-3531-3

CITA, S. *English for nursing and paramedical professions, part 1, part 2*. Karolinum. Praha: UK. 2009.

**Beginners:** BOWLER, B., PARMINTER, S. *Move elementary*. Oxford: Macmillan Education. 2007.

**Recommended reading:**

**Intermediate:** EVANS, Virginia: *Round-up. Making grammar practice fun. New and updated. Level 4 - 6*. Pearson: Longman. 2011.

MURPHY, R. *English grammar in use - intermediate*, CUP, 2004.

**Beginners:** EVANS, Virginia: *Round-up. Making grammar practice fun. New and updated. Level 1 - 2*. Pearson: Longman. 2011.

DOSTÁLOVÁ, I., ZELENKOVÁ, Š, BRANAM, J. 2009. *Angličtina pre samoukov*. Eastone Books: Bratislava.

**Language:** *English and Slovak*

**Remarks:** *Students are enlisted to intermediate or pre-intermediate groups based on the results of their entrance test.*

**Evaluation history:** *Number of evaluated students: 302*

A	B	C	D	E	FX
18.54%	27.48%	11.26%	13.91%	17.88%	10.93%

**Lectures:** *PaedDr. Eva Králová, Ph.D.*

**Last modification:** *22.4.2014*

**Supervisor:** *doc. MUDr. Juraj Čelko, PhD.*