

Listening

- ◆ <https://www.bbc.co.uk/programmes/p002vsyw/episodes/downloads>

(weekly interviews about the latest health news)

- ◆ <https://podcasts.apple.com/us/podcast/nejm-interviews/id207118381?mt=2>

(quite academic)

- ◆ <https://inquiring.show/>

(more informal dialogues, although not all episodes deal with medical topics)

Reading

- ◆ *The New England Journal of Medicine* (available free for students via Biblioteka Medyczna UJ CM)

- ◆ <https://www.onip.ca/reading-and-understanding-medical-texts-4/>

(find mistakes in a medical text)

Use of English

- ◆ **English for Medical Sciences**

(Anna Lipińska, Zuzanna Szczepankiewicz, Sylwia Wiśniewska-Leśków. MedPharm Polska)

word formation	transformations
<ul style="list-style-type: none">• task 5 p. 33• task 5 p. 75• task 5 p. 123• task 5 p. 171• task 5 p. 219• task 5 p. 261	<ul style="list-style-type: none">• task 6 p. 33• task 6 p. 76• task 6 pp. 123-124• task 6 pp. 171-172• task 7 p. 221

- ◆ **Language Practice for Advanced** (Michael Vince. Macmillan)
- ◆ **My Grammar Lab Advanced** (Mark Foley and Diane Hall. Pearson)
- ◆ [CAE Practice Tests \(www.flo-joe.co.uk\)](http://www.flo-joe.co.uk)

Writing tips – Task 1: graph summary

◆ **When describing a graph make sure to include this information:**

1. What exactly the chart shows.
2. What are the axes/columns and what are the units.
3. What is the number/proportion of the most important items shown in the graph. State which items have the biggest and which have the smallest number/proportion.

◆ **If the graph shows a change or provides comparison:**

1. Describe the most important change(s) first. Give exact numbers/proportions if possible.
2. You may then compare individual items.
3. Mention exceptions to the changes you describe (if any).

◆ **You may also consider these points:**

4. How do the items included in the graph compare (differences and similarities)?
5. Is it possible to group the items described?

Writing tips – Task 2: mini essay

◆ **Contents**

- Answer all parts of the question.
- Provide examples and explanations.
- **Don't** include irrelevant information or over-generalise.
- **Don't** tell the examiner what you are going to say and what you have said.

◆ **Organization**

- Order your ideas clearly. Start with an introduction and moving through to a conclusion.
- Use one paragraph for each idea or topic area. But **don't** use one-sentence paragraphs.
- Use a separate paragraph for the introduction and the conclusion.
- Use linking words and phrases, but **don't** overuse them.
- **Don't** start every sentence with a linking device.
- You can use the acronym “PEEL” when writing your essay:

Point – introduce your topic or topic sentence

Example – an example that supports your point

Explain – why this evidence supports your point

Link – transition to the next topic or paragraph

◆ Vocabulary

- Use language that we use in everyday speech, but related to the topic.
- Use some less common vocabulary and spell it correctly.
- Use precise word choices. **Don't** use imprecise words like 'stuff/thing'.
- Use collocation and phrasal verbs.
- Use words that you understand. **Don't** use a word if you don't understand it or cannot spell it.
- **Don't** mix up American and British spelling
- **Don't** use slang like 'gonna'.
- **Don't** overuse synonyms, one is enough.
- **Don't** use idioms/clichés.
- **Don't** use contractions, numbers, symbols or abbreviations (can't, doesn't, 1, 2, etc, &, +).

◆ Language

- Use a mix of complex and simple sentences. But remember, your complex sentences should not be too long and complicated.
- Your punctuation needs to be accurate, using capitalisation, commas and full stops correctly.

Based on: <https://ielts.idp.com/prepare/article-ielts-writing-task-2-8-steps-to-band-8>

Oral Exam

Using the textbooks listed below is not mandatory, but they may be helpful when preparing for the oral part of the exam.

For **general medical topics**, we recommend ***English for Medical Sciences***, which is suitable for all fields of study.

For **medical topics specific to your specialty**, we suggest selecting one textbook that aligns with your particular field:

- ◆ **Medicine** → *English for Medical Sciences*. Anna Lipińska, Zuzanna Szczepankiewicz, Sylwia Wiśniewska-Leśków. MedPharm Polska
- ◆ **Dentistry** → *English in Dentistry*. Ewa Donesch-Jeżo. Wydawnictwo Przegląd Lekarski
- ◆ **Dietetics** → *English for Dietetics*. Barbara Gorbacz-Gancarz, Lucyna Ostrowska, Ewa Stefańska. PZWL
- ◆ **Electroradiology** → *English for Radiographers*. Urszula Swoboda-Rydz. MediPage
- ◆ **Physiotherapy** → *English for Physiotherapy*. Joanna Ciecierska. PZWL
- ◆ **Nursing** → *The Heart of Nursing: English for Compassionate Care*. Judyta Dębakowska, Katarzyna Małajowicz. MedPharm Polska
- ◆ **Midwifery** → *English for Midwives*. Marzena Czubak, Essie Hansen. MediPage
- ◆ **Medical Rescue** → *English for Paramedics*. Zofia Patoka, Iwona Okulicz. PZWL
- ◆ **Medical Analytics** → *English for Laboratory Diagnosticians*. Anna Kierczak. PZWL
- ◆ **Pharmacy / Drug Discovery and Development** → *English for Students of Pharmacy and Pharmacists*. Ewa Donesch-Jeżo. Wydawnictwo Przegląd Lekarski
- ◆ **Cosmetology** → *English for Beauty Therapists*. Tamara Gotowicka, Zofia Patoka. PZWL