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**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
RUDN University**

Institute of Medicine

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

**ENGLISH LANGUAGE: BASIC TERMINOLOGY FOR MEDICAL
STUDENTS**

course title

Recommended by the Didactic Council for the Education Field of:

31.05.01 General Medicine

field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of
higher education:**

General Medicine

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The goal of the course “English Language: Basic Terminology for Medical Students” is to form students' understanding of the system of the studied language, the ability to use this system in the process of speech activity; knowledge of the basics of terminological competence of a medical specialist who is able to consciously and competently use medical terminology in the study of medical disciplines, as well as in his practical and scientific activities.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Upon the completion of the course “**English Language: Basic Terminology for Medical Students**” the following Generic Competences (GCs) are acquired: GC-4.

Table 2.1. List of competences that students acquire through the course study

Code	Descriptor of generic competence	Competence level indicator
GC-4	Ability to apply modern communication technologies, including those in foreign language(s), for academic and professional interaction	GC-4.1 Students are able to establish and develop professional contacts in accordance with the needs of joint activities, including the exchange of information and the development of a unified interaction strategy; GC-4.2 Students are able to compile, translate from a foreign language into the state language of the Russian Federation and from the state language of the Russian Federation into a foreign language, and also edit various academic texts (abstracts, essays, reviews, articles, etc.), including those in a foreign language; GC-4.3 Students are able to present the results of academic and professional activities at various public events, including international, choosing the most appropriate format.
GC-5	Ability to analyze and take into account cultural diversity in the process of intercultural interaction	GC-5.2 Students are able to conduct business correspondence in a foreign language; GC-5.3 Students are able to build social professional interaction taking into account domestic and international legislation in the field of healthcare and the specifics of intercultural interaction.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective* component of (FTD) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-4	Ability to apply modern communication technologies, including those in foreign language(s), for academic and professional interaction		Russian as a Foreign Language; <i>Rhetoric</i> **; Russian Language for Foreign Students; Bases of Translation; Methods of Teaching Russian Language as Foreign;
GC-5	Ability to analyze and take into account cultural diversity in the process of intercultural interaction		<i>Bioethics</i> **; History of Medicine; <i>Rhetoric</i> **; Russian Language for Foreign Students; Methods of Teaching Russian Language as Foreign; Bases of Translation; <i>Psychology of Ethnic Conflict</i> **; Public Health and Healthcare, Healthcare Economics; Socially Significant Projects in Medicine; <i>Basics of Professional Ethics</i> **;

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course “**English Language: Basic Terminology for Medical Students**” is 3 credits (108 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)**

Type of academic activities	Total academic hours	Semesters/training modules			
		1			
<i>Contact academic hours</i>	68	68			
including:					
Lectures (LC)					
Lab work (LW)					
Seminar (workshops/tutorials) (S)	68	68			
<i>Self-studies</i>	37	37			
<i>Evaluation and assessment (exam/passing/failing)</i>	3	3			

Type of academic activities		Total academic hours	Semesters/training modules			
			1			
<i>grade)</i>						
Course workload	academic hours	108	108			
	credits	3	3			

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1 Medical terminology	Topic 1.1. Hospital departments Vocabulary. Overview of key hospital departments	S
	Topic 1.2. Hospital staff Vocabulary. Roles and responsibilities of medical and support staff	S
	Topic 1.3. Hospital equipment Vocabulary. Common diagnostic and therapeutic equipment	S
	Topic 1.4. Parts of the body Vocabulary. Basic anatomical terminology	S
	Topic 1.5. Respiratory system Vocabulary. Structure and basic function of the respiratory system	S
	Topic 1.6. Circulatory system Vocabulary. Components and role of the circulatory system	S
	Topic 1.7. Digestive system Vocabulary. Organs of the digestive tract and accessory organs	S
	Topic 1.8. First aid Vocabulary. Basic care provided for common emergencies	S
	Topic 1.9. Common abbreviations Vocabulary. Frequently used medical abbreviations	S
	Topic 1.10. Measurements Vocabulary. Standard clinical measurements including temperature, blood pressure, heart rate, respiratory rate, height, weight, and body mass index (BMI)	S
	Topic 1.11. Maintaining hygiene Vocabulary. Principles of personal and hospital hygiene	S
	Topic 1.12. Health and illness. Basics	S

Course module title	Course module contents (topics)	Academic activities types
	Vocabulary. Core concepts of health, disease, signs and symptoms, the general course of illness	
	Topic 1.13. Medical and paramedical personnel and places	S
	Vocabulary. Distinction between medical and paramedical staff	
	Topic 1.14. Medical education and training	S
	Vocabulary. Stages of medical career development	
	Topic 1.15. Systems, diseases and symptoms	S
	Vocabulary. Linking major body systems to common diseases	
	Topic 1.16. Epidemiology	S
	Vocabulary. Basic principles of disease distribution, transmission, outbreaks, and prevention	
	Topic 1.17. Ethics	S
	Vocabulary. Foundational medical ethical principles	

* - to be filled in only for **full**-time training; *LC* - lectures; *LW* - lab work; *S* - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture.	Classrooms for conducting classes, group and individual consultations, current and mid-term assessment, equipped with specialised furniture (tables, chairs, board). Classrooms equipped with technical means of multimedia presentations (personal computer, projector, screen).
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	Co-working zone for self-studies equipped with a set of specialised furniture and access to Wi-Fi, electronic information and educational environment.

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Dictionaries

- 1 <http://www.multitran.ru>
- 2 <https://www.lingvolive.com/ru-ru>
- 3 <https://ru.forvo.com/languages/en/>
- 4 <https://dictionary.cambridge.org/ru/>
- 5 <https://www.collinsdictionary.com/dictionary/english>
- 6 <https://www.ldoceonline.com/>
- 7 <https://www.thefreedictionary.com/>
- 8 <https://ozdic.com>
- 9 <https://www.onelook.com/>

Main readings:

- 1 T. Yu. Drozdova, V. G. Mailova, A. I. Berestova. English Grammar: Reference and Practice. Version 2.0. / English grammar. Textbook: St. Petersburg: Anthology, 2013. - 192 p.
- 2 T. Yu. Drozdova, V. G. Mailova. New Student's Grammar Guide / A guide to English grammar in tables. Textbook: St. Petersburg: Anthology, 2012. - 424 p.
- 3 John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Student's book. Oxford University Press, 2019. – 106 p.
- 4 Soars John, Soars Liz, Jo McCaul. New Headway Pre-Intermediate. The 5th edition. Workbook. Oxford University Press, 2019. – 93 p.
- 5 John and Liz Soars, Hancock P. New Headway Intermediate. The 5th edition. Student's book. Oxford University Press, 2019. – 161 p.
- 6 Soars John, Soars Liz, Jo McCaul. New Headway Intermediate. The 5th edition. Workbook. Oxford University Press, 2019. – 92 p.

Additional readings

1. R. Murphy. Essential English Grammar. A self-study reference and practice book for Intermediate students of English, Pearson Longman, 2015, - 379 p.
2. N. L. Utevsckaya. English grammar book. / Grammar of the English language, version 2.0., textbook: St. Petersburg: Anthology, 2017. - 480 p.
3. Malcolm Mann, Steve Taylore-Knowles Destination B1: Grammar & Vocabulary: Level B1. Macmillan ELT, 2008. - 216 p.
4. John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Teacher's Guide. - 2019, 240 p.
5. Soars John, Soars Liz, Jo McCaul. New Headway Pre-Intermediate. The 5th edition. Culture and Literature Companion. Oxford University Press, 2019. – 20 p.
6. John and Liz Soars. New Headway Intermediate. The 5th edition. Teacher's Guide. - 2019, 240 p.
7. Soars John, Soars Liz, Jo McCaul. New Headway Intermediate. The 5th edition. Culture and Literature Companion. Oxford University Press, 2019. – 20 p.
8. Bill Bowler, Peter Moor, Sarah Cunningham, Sue Parminter. New Headway Pronunciation Pre-Intermediate. Course Practice Book and Audio CD Pack. Oxford University Press, 2006.
9. Bill Bowler, Peter Moor, Sarah Cunningham, Sue Parminter. New Headway Pronunciation Intermediate. Course Practice Book and Audio CD Pack. Oxford University Press, 2006.
10. Mark Hancock. Pronunciation Games (Cambridge Copy Collection) 1st Edition. Cambridge: CUP, 1995.
11. Mark Hancock. English Pronunciation in Use Intermediate. Book with Answers and Downloadable Audio. 2nd Edition. Cambridge: CUP, 2017.

12. Jones, Peter Roach, Jane Setter, John Esling. Cambridge English Pronouncing Dictionary 18th Edition. Cambridge: CUP, 2015.
13. O'Connor J.D. Better English Pronunciation. Cambridge: CUP, 2013.

Audio/video materials

- 1 John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Class Audio. Oxford University Press, 2019.
- 2 John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Workbook audio. Oxford University Press, 2019.
- 3 John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Student's book Video. Oxford University Press, 2019.
- 4 John and Liz Soars. New Headway Pre-Intermediate. The 5th edition. Culture and Literature Companion audio. Oxford University Press, 2019.
- 5 Oxford University Press, audio and video resources to help study better with Headway Pre-Intermediate.
<https://elt.oup.com/student/headway/preint4/download?cc=ru&selLanguage=ru>
- 6 Oxford University Press, resources to help study better with Headway Pre-Intermediate. Grammar. Vocabulary. Everyday English. Test builder.
<https://elt.oup.com/student/headway/preint4/?cc=ru&selLanguage=ru>
- 7 John and Liz Soars. New Headway Intermediate. The 5th edition. Class Audio. Oxford University Press, 2019.
- 8 John and Liz Soars. New Headway Intermediate. The 5th edition. Workbook audio. Oxford University Press, 2019.

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System (RUDN ELS)

<http://lib.rudn.ru/MegaPro/Web>

- EL "University Library Online" <http://www.biblioclub.ru>
- EL "Yurayt" <http://www.biblio-online.ru>
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" <http://e.lanbook.com/>
- EL "Trinity Bridge"

2. <https://learnenglish.britishcouncil.org/>
3. <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate>
4. <https://learningenglish.voanews.com/>
5. <https://www.onestopenglish.com/>
6. <https://am-en.ru/english-pronunciation/171-phonetics.html>
7. https://english03.ru/soderzhanie_murphy
8. <http://a4esl.org/>
9. <http://usefulenglish.ru/>
10. <http://www.langinfo.ru/>
11. <https://engblog.ru/>
12. <https://learn-english-today.com/>
13. <https://www.ted.com/>
14. <https://www.elllo.org/>
15. <https://ororo.tv/ru>
16. <https://www.eslpod.com/index.html>
17. <https://www.real-english.com/new-lessons.htm>

18. <https://www.esolcourses.com/topics/learn-english-with-songs.html>
 19. <https://www.occupationalenglishtest.org/>
 20. <https://www2.units.it/brancalone/internet%20resources%20for%20Medical%20English.htm>
 21. <https://www.medicalenglish.com/>
 22. <https://specialistlanguagecourses.com/medical-english/>
 23. <https://www.medscape.com/>
 24. <https://pubmed.ncbi.nlm.nih.gov/>
 25. Databases and search engines:
 - electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
 - Yandex search engine <https://www.yandex.ru/>
 - Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>
- * - The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (GC-4) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

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