


**STATE UNIVERSITY  
"UZHHOROD NATIONAL UNIVERSITY"  
MEDICAL FACULTY 2  
Department of Public Health and Humanitarian Disciplines**

**"APPROVED"**  
Dean of the Medical Faculty 2  
Vasyl KALIY  
"20" June 2024

**SYLLABUS**

**CC 1. ENGLISH FOR PROFESSIONAL PURPOSES**

Educational level	<b>Second (Master)</b>
Subject area	<b>22 "Health"</b>
Specialty	<b>222 "Medicine"</b>
Educational program	<b>"General Medicine"</b>
Discipline status	<b>Compulsory</b>
The language of instruction	<b>English</b>

**Uzhhorod 2024**

**"English for Professional Purposes"** syllabus for higher education seekers of the subject area 22 "Health", specialty 222 "Medicine", educational program "General Medicine".

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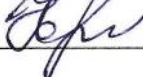
The syllabus was discussed and approved at the meeting of the Department of Public Health and Humanitarian Disciplines

Minutes № 11 of "10" June 2024

Head of the Department  /Renata POHORILIAK/

Approved by the Scientific-Methodical Commission of the Medical Faculty 2

Minutes № 10 of "20" June 2024

Head of the Scientific-Methodical Commission  /Nataliia MALETS/

## 1. DESCRIPTION OF THE EDUCATIONAL SUBJECT

Names of indicators	Distribution of academic hours according to the curriculum	
	Full-time study	Extramural form of study
ECTS credits – 4	Year of training:	
Total number of hours – 120	<b>1<sup>st</sup></b>	–
Number of modules – 1	Semester:	
Weekly academic hours for full-time study:  class-room academic hours – 3,5  student’s self-study hours – 2,5	<b>I</b>	–
	Lectures:	
	–	–
	Practical classes (seminars):	
	–	–
Type of final control: credit	Laboratory classes:	
	<b>70</b>	–
Form of final control: oral	Self-study:	
	<b>50</b>	–

## 2. PURPOSE OF THE EDUCATIONAL SUBJECT

**The purpose** of studying the discipline “**English for Professional Purposes**” is the formation of English professionally oriented competence of students majoring in Medicine, i.e., mastering the level of knowledge, skills and abilities that will provide the necessary professional communication skills both in oral and written forms.

**The task** of the discipline is to study, improve and further develop knowledge, skills and abilities in English in various types of professionally oriented speech activities of future medical professionals. The leading task of the discipline is achieved by solving the following step-by-step tasks:

- to communicate within the areas, topics and situations defined by the current syllabus;
- to aurally understand the content of authentic professional texts and oral speech of communication partners;
- to read and understand authentic medical texts of different genres and types;
- to carry out professional communication in writing in accordance with the given tasks;
- to adequately use the experience gained in the study of the native language and other subjects, considering it as a means of conscious mastery of English for medical purposes;
- to use, if necessary, non-verbal means of communication in case of a shortage of available language means;
- to critically evaluate information and use it for various professionally oriented needs;
- to express one’s thoughts, feelings and attitudes;
- to effectively interact with other communication participants orally, in writing and through electronic means of communication;
- to choose and apply appropriate communication strategies in accordance with different needs and professionally oriented situations;
- to effectively use educational strategies for the independent study of a foreign language (for professional purposes).

**Listening.** The purpose of listening training is to establish a mechanism for the perception of oral English-speaking professionally oriented information, to form the ability to understand dialogical and monological professional statements and as a result – to master the skills of English communication within professional topics.

**Speaking.** The student must have the skills of dialogical and monological speech necessary to participate in a conversation of a problematic nature related to professional activities.

**Reading.** The task is to master and develop the skills of review, informative and in-depth reading on the materials of original professional documentation, scientific literature on the specialty, professional periodicals, etc. Review reading skills should provide the ability to predict the subject of the text by keywords, summarize the obtained information and highlight the main content of the text. Informative-search reading involves the ability to find the necessary information at different levels of text structure (sentence, paragraph, whole text and microtext (newspaper page, magazine, etc.)), follow the development of the topic and highlight information that reveals and clarifies the main provisions of the text.

**Writing.** The task is to master orthographically and punctuationally correct professionally oriented writing as one of the means of communication.

According to the educational program, the study of the discipline contributes to the formation of the following competencies in higher education seekers:

### **General competencies (GC):**

- The ability to learn and master modern knowledge (GC 2).
- Knowledge and understanding of the subject area, and understanding of professional activity (GC 4).
- The ability to adapt to and act in a new situation (GC 5).
- Interpersonal skills (GC 8).
- The ability to communicate in the foreign language (GC 9).
- The ability to search, process and analyze information from various sources (GC 11).

### **Professional competencies (PC):**

- The ability to collect medical information about the patient and analyze clinical data (PC 1).
- The ability to solve medical problems in new or unfamiliar environments having incomplete or limited information, taking into account aspects of social and ethical responsibility (PC 11).
- The ability to clearly and unambiguously convey one's own knowledge, conclusions and arguments on health care issues as well as related issues to specialists and non-specialists, in particular to people who are studying (PC 21).
- The ability to develop and implement scientific and applied projects in the health care field (PC 23).

### **3. PREREQUISITES FOR STUDYING THE EDUCATIONAL SUBJECT**

The study of the educational subject «**English for Professional Purposes**» is an independent component and does not require prior study of other educational subjects.

### **4. EXPECTED LEARNING OUTCOMES**

According to the educational program of the discipline “**English for Professional Purposes**” the study of the discipline should ensure the achievement of the following program learning outcomes (PLO) by higher education seekers:

<b>Program Learning Outcomes</b>	<b>PLO code</b>
To search for necessary information in professional literature and databases, other sources, analyze, evaluate and apply this information.	PLO 21
To clearly and unambiguously convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.	PLO 25
To be highly proficient in the spoken and written state and English language in order to discuss professional activities, research and projects.	PLO 27

Expected learning outcomes (ELO) that should be achieved by students after mastering the discipline “**English for Professional Purposes**”:

<b>ELO code</b>	<b>Expected learning outcomes of the discipline</b>	<b>PLO code</b>
1.	The ability to understand and interpret medical writing, as well healthcare research and journals.	PLO 21 PLO 27
2.	The ability to follow professionally oriented lectures and presentations given in English.	PLO 21 PLO 27
3.	The ability to construct accurate grammar structures and use them in healthcare context (both in oral and written forms).	PLO 25 PLO 27
4.	The ability to express one's ideas in various professionally oriented situations clearly and accurately using international medical English grammar standards.	PLO 25 PLO 27

### **5. DIAGNOSTIC TOOLS AND EVALUATION CRITERIA OF LEARNING OUTCOMES**

Means of assessment and methods of demonstrating learning outcomes in the discipline are:

**ELO 1.** – individual questioning; group questioning; brainstorming; grammar in use tasks; reading comprehension; written assignments.

**ELO 2.** – individual questioning; group questioning; brainstorming; grammar in use tasks; listening comprehension; reading comprehension; analysis of professional (business) situations; written assignments.

**ELO 3.** – individual questioning; group questioning; brainstorming; grammar in use tasks; reading comprehension; speaking; analysis of professional (business) situations; written assignments.

**ELO 4.** – individual questioning; group questioning; brainstorming; grammar in use tasks; reading comprehension; speaking; analysis of professional (business) situations; written assignments.

### Forms of control and criteria for learning outcomes evaluation

#### *Forms of current control:*

- individual questioning (closed questions, open questions, funnel questions, leading questions, recall and process questions, rhetorical questions, divergent questions, probing questions, evaluation questions, inference questions, comparison questions, application questions, problem-solving questions, structuring questions);
- group questioning (closed questions, open questions, funnel questions, leading questions, recall and process questions, rhetorical questions, divergent questions, probing questions, evaluation questions, inference questions, comparison questions, application questions, problem-solving questions, structuring questions);
- brainstorming;
- grammar in use tasks: multiple choice, open cloze, word building and error correction, sentence transformation;
- listening comprehension: listening to authentic or semi-authentic recordings; the typical tests include: true/false/no information, various types of matching and multiple-choice tasks and short answers to questions;
- reading comprehension: authentic or adapted texts;
- speaking: a detailed description of the pictures, speaking on a set topic, professional role plays (“doctor – doctor / healthcare practitioner(s)”, “doctor – patient / patient’s representative(s)”), round-table discussions;
- analysis of professional (business) situations (analysis of the situation given in the form of a text, graphic or oral material, video, or analysis of options for solving the problem, choosing the best option);
- written assignments (completing pieces of medical writing (e.g., laboratory results forms, specific points of case reports), etc.).

*Form of module control:* written module test.

*Form of final semester control:* credit.

### Distribution of points received by higher education seekers (module 1)

Current assessment and self-study																							Module test	Total
T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17	T18	T19	T20	T21	T22	T23		
3	3	4	3	3	4	3	4	3	4	3	3	4	3/3	4/4	4/4	4/4	4/4	3/3	3/3	3/4	4/4	4/4	80	200

T1, T2 ... – topics

### Criteria of current educational activity evaluation

The grade "*excellent*" (180-200 points) is awarded to students who actively participated in the discussion of the most complicated issues on the studied topic, gave at least 90% correct answers to

standardized test tasks, completed written tasks without errors, completed practical tasks and properly presented their results.

The grade "*good*" (148-179 points) is awarded to students who participated in the discussion of the most complicated issues on the studied topic, gave at least 74% correct answers to standardized test tasks, made some minor mistakes in answers to written tasks, completed practical tasks and properly presented their results.

The grade "*satisfactory*" (120-147 points) is awarded to students who participated in the discussion of the most complicated issues on the studied topic, gave at least 60% correct answers to standardized test tasks, made significant mistakes in answers to written tasks, completed practical tasks and properly presented their results.

The grade "*unsatisfactory*" (0-119 points) is awarded to students who did not participate in the discussion of the most complicated issues on the studied topic, gave less than 60% correct answers to standardized test tasks, made gross mistakes in answers to written tasks or did not answer them at all, did not complete practical tasks and did not properly present their results.

### **Criteria for module test evaluation**

A module test is done by completing prepared tasks (test cards) with different cards having the same difficulty level. All students are allowed to complete the module test, regardless of the current assessment's results and the presence of unfulfilled missed practical classes. The period of 1.5 hours is given to complete the entire module test. It is forbidden to use any information sources while completing the module test.

The grade "*excellent*" (180-200 points) is awarded to students who gave at least 90% correct answers to standardized test tasks and completed written tasks without errors.

The grade "*good*" (148-179 points) is awarded to students who gave at least 74% of the correct answers to standardized test tasks and made some minor mistakes in the answers to written tasks.

A student who gave at least 60% of the correct answers to standardized test tasks and made significant mistakes in the answers to written tasks receives the grade "*satisfactory*" (120-147 points).

The grade "*unsatisfactory*" (0-119 points) is awarded to students who gave less than 60% correct answers to standardized test tasks, made gross errors in answers to written tasks, or did not provide answers to the designed written tasks.

### **Criteria for the final semester control evaluation**

The final semester rating is calculated as the arithmetic average of two modules. According to the Regulation on the assessment of students' educational achievements according to the credit-module system, if the final module grade is at least 120 points, then with the consent of the student, it can be counted as the final (semester) grade for the academic discipline. Students who are not satisfied with the final positive grades given by the teacher based on the results of module tests, as well as those who received "*unsatisfactory*" grades and at the same time have no unfulfilled practical (laboratory) classes, have the right to take a credit (exam) in the discipline. Full-time students are admitted to the final (semester) control of a specific discipline in the form of a credit or exam if, based on the results of the module tests, they scored at least 35 per cent of the possible points. Based on the results of the answers given during the exam/credit, a grade is awarded according to a 200-point scale. Regardless of whether the student takes the exam (credit) because their final module grade is unsatisfactory (70-119 points) or to increase the positive grade, the teacher gives the student a grade based solely on the level of their knowledge, demonstrated during the exam (credit), that is, based on 200 points, but the final (semester) grade cannot be lower than the final module grade.

### **Criteria for the module final semester control evaluation**

- the grade "*excellent*" (180-200 points, A) is awarded to students who: have comprehensive, systematic, and deep knowledge of educational and syllabus material; are able to independently perform

the tasks prescribed by the syllabus, apply the acquired knowledge and skills in non-standard situations; learned the basic and familiarized themselves with the additional literature recommended by the program; mastered the interrelationship of the main concepts of the discipline and are aware of their importance for the profession they acquire; freely express their own opinions, independently evaluate various life phenomena and facts, revealing their personal position; independently determine the individual goals of their own educational activity, revealed creative abilities and used them when studying the syllabus material, as well as demonstrated interest to scientific work.

- grade "*good*" (164-179 points, B) is awarded to students who: have comprehensive, systematic, and deep knowledge of educational and syllabus material, including applying it in practice, have sufficient systematic knowledge in accordance with the syllabus material, apply it reasonably in different situations; have the ability to independently search for information, as well as to analyze, set and solve professionally oriented problems; while answering the exam/credit questions they might have some inaccuracies, with correcting those themselves. The student should also be able to choose convincing arguments to confirm the studied material;

- the grade "*good*" (148-163 points, C) is awarded to students who: completed the work in general, but during the final control make a certain number of mistakes; are able to compare, generalize, systematize information under the guidance of a teacher, in general independently apply it in practice, control their own activities; learned the curriculum material, successfully completed the tasks prescribed by the program, familiarized themselves with the basic literature recommended by the program;

- the grade "*satisfactory*" (128-147 points, D) is awarded to students who: know the basic syllabus material to the extent necessary for further study and its use in the future profession; perform tasks well, but with a significant number of errors; familiarized themselves with the basic literature recommended by the syllabus; make mistakes when completing tasks during classes or exams but find ways to correct them under the guidance of the teacher.

- the grade "*satisfactory*" (120-127 points, E) to students who: have basic knowledge of educational and syllabus material in the amount necessary for further study and its application in the future profession, and the performance of tasks meets the minimal criteria. Knowledge is reproductive in nature.

- grade "*unsatisfactory*" (70-119 points, FX) is awarded to students who: revealed significant gaps in the knowledge of the main syllabus material and made fundamental mistakes during the completion of tasks provided by the syllabus.

- grade "*unsatisfactory*" (0-69 points, F) is awarded to students who learned the educational material only at the level of elementary recognition and reproduction of individual facts or did not learn it at all; made gross errors when completing the tasks provided by the syllabus; cannot continue their studies and are not ready for professional activity after graduating from the university without re-studying this discipline.

## 6. SYLLABUS

### 6.1. The content of the discipline

#### Module 1

**Topic 1.** The Present Continuous Tense in Medical English.

This topic incorporates the following points:

- using Present Continuous in medical documentation;
- using Present Continuous in oral healthcare communication.

**Topic 2.** The Present Simple Tense in Medical English.

This topic incorporates the following points:

- using Present Simple in medical documentation;
- using Present Simple in oral healthcare communication.

**Topic 3.** Present Continuous vs Present Simple in Medical English.

This topic incorporates the following points:

- using Present Continuous and Present Simple in medical documentation: a comparative aspect;
- using Present Continuous and Present Simple in oral healthcare communication: a comparative aspect.

**Topic 4.** The Past Continuous Tense in Medical English.

This topic incorporates the following points:

- using Past Continuous in medical documentation;
- using Past Continuous in oral healthcare communication.

**Topic 5.** The Past Simple Tense in Medical English.

This topic incorporates the following points:

- using Past Simple in medical documentation;
- using Past Simple in oral healthcare communication.

**Topic 6.** Past Continuous vs Past Simple in Medical English.

This topic incorporates the following points:

- using Past Continuous and Past Simple in medical documentation: a comparative aspect;
- using Past Continuous and Past Simple in oral healthcare communication: a comparative aspect.

**Topic 7.** The Present Perfect Tense in Medical English.

This topic incorporates the following points:

- using Present Perfect in medical documentation;
- using Present Perfect in oral healthcare communication.

**Topic 8.** Past Simple vs Present Perfect in Medical English.

This topic incorporates the following points:

- using Past Simple and Present Perfect in medical documentation: a comparative aspect;
- using Past Simple and Present Perfect in oral healthcare communication: a comparative aspect.

**Topic 9.** The Present Perfect Continuous Tense in Medical English.

This topic incorporates the following points:

- using Present Perfect Continuous in medical documentation;
- using Present Perfect Continuous in oral healthcare communication.

**Topic 10.** Present Perfect vs Present Perfect Continuous in Medical English.

This topic incorporates the following points:

- using Present Perfect and Present Perfect Continuous in medical documentation: a comparative aspect;
- using Present Perfect and Present Perfect Continuous in oral healthcare communication: a comparative aspect.

**Topic 11.** The Past Perfect Tense in Medical English.

This topic incorporates the following points:

- using Past Perfect in medical documentation;
- using Past Perfect in oral healthcare communication.

**Topic 12.** The Past Perfect Continuous Tense in Medical English.

This topic incorporates the following points:

- using Past Perfect Continuous in medical documentation;
- using Past Perfect Continuous in oral healthcare communication.

**Topic 13.** Past Perfect vs Past Perfect Continuous in Medical English.

This topic incorporates the following points:

- using Past Perfect and Past Perfect Continuous in medical documentation: a comparative aspect;
- using Past Perfect and Past Perfect Continuous in oral healthcare communication: a comparative aspect.

**Topic 14.** Ways of Expressing Future in Medical English.

This topic incorporates the following points:

- using Future Forms in medical documentation;
- using Future Forms in oral healthcare communication.

**Topic 15.** Conditional Sentences in Medical English.

This topic incorporates the following points:

- using Conditionals in medical documentation;

- using Conditionals in oral healthcare communication.

**Topic 16.** Passive Voice in Medical English.

This topic incorporates the following points:

- using Passive Voice in medical documentation;
- using Passive Voice in oral healthcare communication.

**Topic 17.** Reported Speech in Medical English.

This topic incorporates the following points:

- using Reported Speech in medical documentation;
- using Reported Speech in oral healthcare communication.

**Topic 18.** Modal Verbs in Medical English.

This topic incorporates the following points:

- using Modal Verbs in medical documentation;
- using Modal Verbs in oral healthcare communication.

**Topic 19.** Nouns in Medical English.

This topic incorporates the following points:

- types of countable nouns in Medical English;
- types of uncountable nouns in Medical English;
- types of two-way nouns in Medical English;
- plural forms of nouns in Medical English: pluralization of Latin-based medical nouns.

**Topic 20.** Adjectives and Adverbs in Medical English.

This topic incorporates the following points:

- using adjectives in oral and written healthcare communication; using adjectives in medical documentation;
- using adverbs in oral and written healthcare communication; using adverbs in medical documentation;
- using adjectives and adverbs in oral and written healthcare communication; using adjectives and adverbs in medical documentation: a comparative aspect.

**Topic 21.** Articles in Medical English.

This topic incorporates the following points:

- using indefinite articles in oral and written healthcare communication; using indefinite articles in medical documentation;
- using definite articles in oral and written healthcare communication; using definite articles in medical documentation;
- using zero articles in oral and written healthcare communication; using zero articles in medical documentation.

**Topic 22.** Gerund vs Infinitive in Medical English.

This topic incorporates the following points:

- using Gerund and Infinitive in medical documentation: a comparative aspect;
- using Gerund and Infinitive in oral healthcare communication: a comparative aspect.

**Topic 23.** Participles in Medical English.

This topic incorporates the following points:

- using Participles in medical documentation;
- using Participles in oral healthcare communication.

## 6.2. The structure of the discipline

Titles of content modules and topics	Number of hours					
	Form of study:					
	Total	у тому числі				
		lectures	practical classes (seminars)	laboratory classes	individual work	self-study
1 <sup>st</sup> semester						
<b>Module 1</b>						
<b>Topic 1.</b> The Present Continuous Tense in Medical English.	4			2		2
<b>Topic 2.</b> The Present Simple Tense in Medical English.	4			2		2
<b>Topic 3.</b> Present Continuous vs Present Simple in Medical English.	4			2		2
<b>Topic 4.</b> The Past Continuous Tense in Medical English.	4			2		2
<b>Topic 5.</b> The Past Simple Tense in Medical English.	4			2		2
<b>Topic 6.</b> Past Continuous vs Past Simple in Medical English.	4			2		2
<b>Topic 7.</b> The Present Perfect Tense in Medical English.	4			2		2
<b>Topic 8.</b> Past Simple vs Present Perfect in Medical English.	4			2		2
<b>Topic 9.</b> The Present Perfect Continuous Tense in Medical English.	4			2		2
<b>Topic 10.</b> Present Perfect vs Present Perfect Continuous in Medical English.	4			2		2
<b>Topic 11.</b> The Past Perfect Tense in Medical English.	4			2		2
<b>Topic 12.</b> The Past Perfect Continuous Tense in Medical English.	4			2		2
<b>Topic 13.</b> Past Perfect vs Past Perfect Continuous in Medical English.	4			2		2
<b>Topic 14.</b> Ways of Expressing Future in Medical English.	8			4		4
<b>Topic 15.</b> Conditional Sentences in Medical English.	6			4		2
<b>Topic 16.</b> Passive Voice in Medical English.	6			4		2
<b>Topic 17.</b> Reported Speech in Medical English.	6			4		2
<b>Topic 18.</b> Modal Verbs in Medical English.	6			4		2
<b>Topic 19.</b> Nouns in Medical English.	10			6		4
<b>Topic 20.</b> Adjectives and Adverbs in Medical English.	6			4		2
<b>Topic 21.</b> Articles in Medical English.	8			4		2
<b>Topic 22.</b> Gerund vs Infinitive in Medical English.	6			4		2
<b>Topic 23.</b> Participles in Medical English.	6			4		2
<i>Module test</i>	2			2		–
Total for the module	120			70		50
<b>Total for the semester</b>	<b>120</b>	<b>-</b>	<b>-</b>	<b>70</b>	<b>-</b>	<b>50</b>

### 6.3. Topics of laboratory classes

№	Topic title	Number of hours	
		Full-time study	Extramural form of study
1.	<b>Topic 1.</b> The Present Continuous Tense in Medical English.	2	–
2.	<b>Topic 2.</b> The Present Simple Tense in Medical English.	2	–
3.	<b>Topic 3.</b> Present Continuous vs Present Simple in Medical English.	2	–
4.	<b>Topic 4.</b> The Past Continuous Tense in Medical English.	2	–
5.	<b>Topic 5.</b> The Past Simple Tense in Medical English.	2	–
6.	<b>Topic 6.</b> Past Continuous vs Past Simple in Medical English.	2	–
7.	<b>Topic 7.</b> The Present Perfect Tense in Medical English.	2	–
8.	<b>Topic 8.</b> Past Simple vs Present Perfect in Medical English.	2	–
9.	<b>Topic 9.</b> The Present Perfect Continuous Tense in Medical English.	2	–
10.	<b>Topic 10.</b> Present Perfect vs Present Perfect Continuous in Medical English.	2	–
11.	<b>Topic 11.</b> The Past Perfect Tense in Medical English.	2	–
12.	<b>Topic 12.</b> The Past Perfect Continuous Tense in Medical English.	2	–
13.	<b>Topic 13.</b> Past Perfect vs Past Perfect Continuous in Medical English.	2	–
14.	<b>Topic 14.</b> Ways of Expressing Future in Medical English.	4	–
15.	<b>Topic 15.</b> Conditional Sentences in Medical English.	4	–
16.	<b>Topic 16.</b> Passive Voice in Medical English.	4	–
17.	<b>Topic 17.</b> Reported Speech in Medical English.	4	–
18.	<b>Topic 18.</b> Modal Verbs in Medical English.	4	–
19.	<b>Topic 19.</b> Nouns in Medical English.	6	–
20.	<b>Topic 20.</b> Adjectives and Adverbs in Medical English.	4	–
21.	<b>Тема 21.</b> Articles in Medical English.	4	–
22.	<b>Topic 22.</b> Gerund vs Infinitive in Medical English.	4	–
23.	<b>Topic 23.</b> Participles in Medical English.	4	–
	<i>Module test</i>	2	–
	<b>Total</b>	<b>70</b>	–

### 6.4. Self-study

№	Topic title	Number of hours	
		Full-time study	Extramural form of study
1.	<b>Topic 1.</b> The Present Continuous Tense in Medical English.	2	–
2.	<b>Topic 2.</b> The Present Simple Tense in Medical English.	2	–
3.	<b>Topic 3.</b> Present Continuous vs Present Simple in Medical English.	2	–
4.	<b>Topic 4.</b> The Past Continuous Tense in Medical English.	2	–
5.	<b>Topic 5.</b> The Past Simple Tense in Medical English.	2	–
6.	<b>Topic 6.</b> Past Continuous vs Past Simple in Medical English.	2	–
7.	<b>Topic 7.</b> The Present Perfect Tense in Medical English.	2	–
8.	<b>Topic 8.</b> Past Simple vs Present Perfect in Medical English.	2	–
9.	<b>Topic 9.</b> The Present Perfect Continuous Tense in Medical	2	–

	English.		
10.	<b>Topic 10.</b> Present Perfect vs Present Perfect Continuous in Medical English.	2	–
11.	<b>Topic 11.</b> The Past Perfect Tense in Medical English.	2	–
12.	<b>Topic 12.</b> The Past Perfect Continuous Tense in Medical English.	2	–
13.	<b>Topic 13.</b> Past Perfect vs Past Perfect Continuous in Medical English.	2	–
14.	<b>Topic 14.</b> Ways of Expressing Future in Medical English.	4	–
15.	<b>Topic 15.</b> Conditional Sentences in Medical English.	2	–
16.	<b>Topic 16.</b> Passive Voice in Medical English.	2	–
17.	<b>Topic 17.</b> Reported Speech in Medical English.	2	–
18.	<b>Topic 18.</b> Modal Verbs in Medical English.	2	–
19.	<b>Topic 19.</b> Nouns in Medical English.	4	–
20.	<b>Topic 20.</b> Adjectives and Adverbs in Medical English.	2	–
21.	<b>Topic 21.</b> Articles in Medical English.	2	–
22.	<b>Topic 22.</b> Gerund vs Infinitive in Medical English.	2	–
23.	<b>Topic 23.</b> Participles in Medical English.	2	–
<b>Total</b>		<b>50</b>	<b>–</b>

### 6.5. Individual tasks

Not provided by the program.

## 7. TOOLS, EQUIPMENT AND SOFTWARE THE USE OF WHICH IS PROVIDED FOR THE EDUCATIONAL SUBJECT

- 1) educational and professional program “General Medicine”;
- 2) syllabus;
- 3) Technical equipment / tools:
  - laptop “Acer Aspire 3 A315-51”;
  - laptop “Lenovo V15-ADA”;
  - desktop computer: system unit based on an Intel Core i5 processor + monitor “TFT LG 24M38A-B”.
  - projector “Epson EB-X05”.
- 4) E-learning website: <https://e-learn.uzhnu.edu.ua/>
- 5) methodological materials;
- 6) audio and video materials.

## 7. RECOMMENDED SOURCES OF INFORMATION

### Basic sources

1. Avrachova, L. Y. English for medical students / L. Y. Avrachova, I. O. Palamarenko, T. V. Yakhno. – Kyiv: AUS Medicine Publishing, 2015. – 448 p.
2. McCarter, S. Oxford English for Careers: Medicine 1. Student’s Book / Sam McCarter. – Oxford University Press, 2013. – 144 p.
3. McCarter, S. Oxford English for Careers: Medicine 2. Student’s Book / Sam McCarter. – Oxford University Press, 2016. – 144 p.

### **Additional sources**

4. Dankiv, A. Medical English Textbook (building up vocabulary competence). Learning materials for medical students: Learner's Guide for the discipline "ENGLISH FOR PROFESSIONAL PURPOSES" for International English-Speaking Students of Medical Specialties at Higher Educational Establishments / Alina Dankiv, Yulianna Shtoltzel, Kateryna Nad. – Uzhhorod: Poligraphcenter "Lira", 2022. – 116 p.
5. Glendinning, E. H. English in Medicine. Third Edition / E. H. Glendinning, Beverly A. S. Holmstöm. – Cambridge: Cambridge University Press, 2008. – 150 p.
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### **Information resources on the Internet**

16. <https://dictionary.cambridge.org/> (Cambridge Dictionary)
17. <https://www.merriam-webster.com/medical> (Merriam-Webster Medical Dictionary)
18. <https://medical-dictionary.thefreedictionary.com/> (TheFreeDictionary's Medical)
19. <https://theicingonyourenglish.com/tag/medical-english-grammar/> (Medical English Grammar Archives - The Icing on your English)

Results of the further review of the syllabus

The syllabus was re-approved on 20<sup>25</sup>/<sub>26</sub> academic year unchanged; with changes (Appendix \_\_\_).

(underline the correct variant)

Minutes № 10/1 of " 13 " June 20 25 Head of the Department  Renata Bhorilova

(Signature) (Surname, initials)

The syllabus was re-approved on 20\_\_\_ / 20\_\_\_ academic year unchanged; with changes (Appendix \_\_\_).

(underline the correct variant)

Minutes № \_\_\_ of " \_\_\_ " \_\_\_\_\_ 20 \_\_\_ Head of the Department \_\_\_\_\_

(Signature) (Surname, initials)

The syllabus was re-approved on 20\_\_\_ / 20\_\_\_ academic year unchanged; with changes (Appendix \_\_\_).

(underline the correct variant)

Minutes № \_\_\_ of " \_\_\_ " \_\_\_\_\_ 20 \_\_\_ Head of the Department \_\_\_\_\_

(Signature) (Surname, initials)

The syllabus was re-approved on 20\_\_\_ / 20\_\_\_ academic year unchanged; with changes (Appendix \_\_\_).

(underline the correct variant)

Minutes № \_\_\_ of " \_\_\_ " \_\_\_\_\_ 20 \_\_\_ Head of the Department \_\_\_\_\_

(Signature) (Surname, initials)