

**PRIVATE HIGHER EDUCATIONAL ESTABLISHMENT
"KYIV MEDICAL UNIVERSITY"**



«APPROVED»

Head of Admission Committee

of PHEE "Kyiv Medical University"

Rector

B. IVNYEV

2024



THE PROGRAMME

of the English Language Entrance Examination
(Writing Test) for foreign citizens and stateless individuals
holders of secondary education certificate
seeking to obtain the master's degree
in the fields of science 22 "Health care"
in the following specialties
222 «Medicine», 221 «Dentistry»,
226 "Pharmacy, Industrial Pharmacy"

Kyiv 2024

INTRODUCTION

The programme of the English Language Entrance Examination (writing test) for foreign citizens and stateless individuals intending to pursue further studies at the Private Higher Educational Institution "Kyiv Medical University", with the aim of attaining a master's degree in the field of science 22 "Healthcare", encompassing majors 221 Dentistry, 222 Medicine, and 226 Pharmacy, including industrial pharmacy, has been developed in accordance with the content and breadth of the fundamental curricula and requirements for graduates at the level of general secondary education.

Proficiency in English is essential for future professionals in understanding medical terminology and ensuring literacy within the medical community on an international scale. English serves as the primary catalyst for the evolution and enhancement of terminological frameworks across various disciplines, including pharmacy, dentistry, and medicine.

The proposed programme for the English language entrance examination has been formulated in accordance with the principal criteria outlined in the State Standard for comprehensive secondary education and conforms to European recommendations regarding foreign language proficiency (level B1).

The program is designed for PHEE «Kyiv Medical University» applicants who have completed their general secondary education.

The program of entrance exam (writing test), the structure of tests, assessment criteria, the procedure of assessing the readiness, knowledge and skills for applicants had been elaborated and approved at the meeting of the Admissions Committee of PHEE «Kyiv Medical University» from 03.04.2024, Protocol № 12.

PROGRAMME CONTENT

The programme has been developed in accordance with the aims and objectives that delineate the competencies expected of foreign applicants across varying stages of proficiency in the English language for subsequent education. It aims to assess the level of knowledge, practical skills, and abilities necessary for effective first-year training, with a particular focus on evaluating foreign language communicative competence.

The programme of the English Language Entrance Examination (writing test) for foreign citizens and stateless individuals encompasses the following sections:

1. Objectives and aims of the examination
2. General requirements for applicants
3. Language proficiency criteria
4. Test structure
5. Assessment criteria
6. Recommended reading materials

1. OBJECTIVES AND AIMS OF THE EXAMINATION

The aim of assessing English language proficiency is to evaluate the level of readiness of international applicants in English for the purpose of competitive selection for admission to PHEE "Kyiv Medical University".

The primary objective of the programme is to attain an impartial and justified appraisal of the English language competence of prospective candidates seeking admission to PHEE "Kyiv Medical University".

Applicants are expected to demonstrate:

- 1) Proficiency in carrying out academic tasks and communicating in educational, professional, and socio-cultural contexts;
- 2) Practical proficiency in the language to study in English-language media aligned with the medical-biological focus of the curriculum;
- 3) Competence in written communication for both everyday interactions and general scientific subjects;
- 4) Readiness to comprehend information in the chosen language of instruction, both conceptually and factually.
- 5) Demonstrating practical proficiency in spoken and scientific language, while also discerning their clear distinctions, showcases the linguistic competence of the applicant and their mastery of English as the language of further study at the medical university.

The assessment entails:

1. Evaluating the applicant's grasp of the fundamentals of lexical, grammatical, syntactic, and word-forming systems of Scientific English;
2. Testing the ability to search for and process information, particularly of a professional nature;
3. Assessing the applicant's readiness for tasks of varying levels of complexity in English;
4. Appraising the quantity and quality of work completed within a given timeframe using predefined criteria;
5. Offering a reasoned evaluation of the foreign applicant's readiness for further study.

2. GENERAL REQUIREMENTS FOR CANDIDATES

The entrance examination is designed to evaluate proficiency in English as a system, encompassing phonetics, grammar, vocabulary, and spelling.

During the English language entrance examination, candidates should be able to:

- Demonstrate basic speaking skills acquired through education and effectively utilize them in various communication scenarios presented;
- Comprehend original English texts of diverse genres and styles;

- Appropriately employ vocabulary and grammar of contemporary English in accordance with the given context and appropriate style;
- Express their own opinions, attitudes, and personal sentiments, and draw conclusions in English;
- Present clear, understandable, and coherent oral speech with a well-structured logical flow;
- Utilize idiomatic expressions and phrasal verbs, accurately conveying different connotations and employing a wide range of speech patterns;
- Familiarize themselves with English equivalents of medical and clinical terminology and anatomical vocabulary, facilitating comprehension and usage of English vocabulary during studies.

3. LANGUAGE COMPETENCE REQUIREMENTS

The language competence requirements encompass:

Morphology

- Nouns: singular and plural forms, nouns functioning as adjectives, possessive nouns
- Articles: indefinite and definite articles, and the omission of articles
- Adjectives: various types and degrees of comparison
- Pronouns: different types
- Verbs: auxiliary verbs, regular and irregular verbs, participles, tenses (simple, continuous, perfect), active and passive voice, conditional sentences, imperative mood, gerunds, modal verbs, frequently used phrasal verbs, and the structure "be going to"
- Adverbs: functions, types, derivation, and degrees of comparison
- Numerals: cardinal and ordinal numerals, fractions, decimal fractions
- Prepositions: types and usage
- Particles: usage with verbs
- Conjunctions: coordinating conjunctions, subordinating conjunctions, conjunctive adverbs

Syntax

- Principal and subordinate parts of sentences
- Types of sentences (simple, complex, compound)
- Word order in collocations and sentences
- Direct and reported speech
- Word-building
- Formation of words from known roots with suffixes and prefixes

LEXICAL MINIMUM (2500 words)

Candidates should possess a lexical minimum of at least 2500 units, aligned with the situational communication context provided by the English Language Syllabus.

4. THE TEST STRUCTURE

The examination consists of three types of tasks covering all sections of the discipline. Candidates are expected to demonstrate a profound understanding of the English language as specified in the secondary school curriculum, along with the ability to express thoughts logically and critically assess phenomena. Each task is graded based on its level of difficulty and is assigned a specific number of points. The assessment is conducted on a 200-point scale as detailed in Table 1. The examination comprises a two-part writing test assessing grammar and lexical skills, as well as an essay question evaluating candidates' profession-oriented training and motivation for further study.

Part I:

A multiple-choice grammar test of minimal difficulty. Candidates must fill in the gaps with the correct variant within a 45-minute time frame. Each of the 60 questions is worth 2 points, with only one correct answer per question.

Part II:

A comprehension task of medium difficulty. Candidates are given 20 multiple-choice questions within a 45-minute timeframe. This task evaluates candidates' ability to process and analyze text, with each correct answer awarded 4 points.

EVALUATION CRITERIA

Assessment of candidates' knowledge and proficiency is conducted using a 200-point system, with each task assigned a specific point value. The final score is determined by the total points accumulated across all tasks, as per the 200-point system.

Table 1.

Examination card structure and evaluation of each segment:

No	Format and substance of the test assignment:	Criteria scoring responses	The maximum number of points
1.	Vocabulary and grammar section: A multiple-choice task with only one correct answer. Consists of 20 questions.	6 points awarded for each accurate response. Unanswered questions are marked incorrect.	20x6 = 120
2.	Comprehension section: A multiple-choice task with only one correct answer. Includes 20 questions.	4 points awarded for each accurate response. Unanswered questions are marked incorrect.	20x4=80

The maximum amount of points - 200.

The minimum amount of points -120.

The total examination time is 1 hour and 30 minutes.

The entrance examinations are carried out on the basis of the entrance examination programs in accordance with the established schedules published on the official web-site of the University.

6. RECOMMENDED LITERATURE

1. Alexander L. G. English Grammar Practice for Intermediate Students / L. G. Alexander. – NY : Pearson Education Limited, 2002. – 301 p.
2. Craven, Miles. Cambridge English Skills Real Listening and Speaking 3 / Miles Craven. – Cambridge : CUP, 2008. – 112 pages.
3. Evans, Virginia. Upstream Intermediate B2 (Student's Book) / Virginia Evans, Jenny Dooley. – Newbury : Express Publishing, 2008. – 233 pages.
4. Evans, Virginia. Upstream Upper-Intermediate B2+ (Student's Book) / Virginia Evans, Bob Obee. – Newbury : Express Publishing, 2003. – 268 pages.
5. Falla, Tim. Solutions Upper-Intermediate (Student's book) / Tim Falla, Paul A. Davies. – Oxford : OUP, 2009. – 142p.
6. Murphy R. English Grammar in Use. A Self-Study Reference and Practice Book for Intermediate Students / Raymond Murphy. – Cambridge : CUP, 2011. – 390 p.
7. Longman Dictionary of English Language and Culture. – L.: Pearson Longman, 2005. – 1620 p.
8. Carr, Jane Comyns. Success Upper Intermediate (Students' Book) / Jane Comyns Carr, Jennifer Parsons. – Pearson Longman, 2007. – 160 pages.
9. Webster's New World Dictionary. – NY : The World Publishing Company, 2006. – 1692 p.

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