

**Private Institution of Higher Education  
“Kharkiv International Medical University”**

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**Entry program in English  
for foreign citizens and stateless persons**

Kharkiv

## **Introduction**

English is an important instrument of intercultural communication. Graduates of secondary schools who wish to study in the medium of English should be able to maintain social contacts with representatives of other linguistic cultures in the most typical situations of speech interaction, including those related to the process of studying at a university. Achievement of this level of language skills and abilities is provided by interrelated communicative, cognitive and socio-cultural development.

The proposed syllabus for entrance examination in English was created with the main provisions of the State Standard of basic and complete secondary education, Common European Framework of References for Languages (level B1).

The content of the tasks to control the quality of English communicative competence has been unified according to the types and forms of tasks and takes into account the peculiarities of the English language.

The objects of control are reading interaction as type of speech activity, as well as lexical and grammatical aspects of English-language communication (language use).

The content of the assignments is based on the authentic literary British English, and corresponds to the spheres and topics of communication identified in the school syllabus.

The tasks determining the level of the English language competence in reading are based on its different strategies: with understanding of basic information, complete information and the search for individual facts. The sources of the texts are information and reference, advertising, newspaper and magazine materials, excerpts from fiction, the content of which is consistent with the Syllabus. The texts may contain unfamiliar words (up to 5%) the meanings of which can be inferred from the context, by word-building elements, in consonance with the native language (cognates). The total volume of the texts does not exceed 1500 words.

Writing is made in form of essay regarding the personal life of the applicant (topics specified in the Syllabus).

Lexical and grammatical competence (use of language) is controlled by determining the level of formation of the linguistic skills: the ability to independently pick up and form lexical units and grammatical phenomena in accordance with the communicative needs within the framework of the tasks.

### **Examination participants**

The entrance English language examination is designated for graduates of secondary schools (foreign citizens and persons without citizenship) who wish to study at KhIMU in the medium of English.

### **The purpose of the entrance examination**

The purpose is to identify the level of development of the English language communicative competence of the applicants according to the State Standard of basic and complete secondary education, Common European Framework of references for languages (level B1) which allows the applicants to study at KhIMU in the medium of the English language.

### **General characteristics of the main components of the entrance examination**

### *Part I. Reading*

The purpose is to determine the level of the abilities of the applicants to read and understand authentic texts within a certain period of time. The tests measure the level of comprehension of the text, the ability to summarize the content, to distinguish the keywords and determine the meaning of unfamiliar words by context or word-building elements. The texts for reading are selected in accordance with the topics of communication outlined in the English language syllabus. The main criteria for choosing texts are their authenticity, transparency, scope and relevance to the interests of the youth. The tasks consist in the choice of the correct answer; selection of the title of the text from the proposed. The types of texts include articles from periodicals; letters (personal, business, etc.); advertisements; schedules (lessons, train, etc.); menu, recipes; programs (television, radio, etc.); personal notes, messages; excerpts of fiction. The applicants should be able to distinguish general information from the documents used in everyday communication (short messages for friends, announcements, prospectuses, menus, etc.); find general and detailed information in the documents used in everyday life (announcements, prospectuses, menus, train timetables, etc.); to provide detailed information about individuals, facts, events, etc.; distinguish factual information and impressions; provide accurate and detailed information in the texts relating to everyday life, written in spoken literary language; to perceive authors' points of view on concrete and abstract themes; understand versatile texts, including excerpts of fiction and works of journalistic style; understand the structure of the text and recognize the links between its parts.

### *Part II. Use of language*

The purpose is to determine the level of lexical and grammar proficiency, which allows to communicate freely. The tests measure the level of knowledge of the lexical and grammatical material of the applicants. An applicant must be able to analyze and compare information, to select synonyms, phrasal verbs according to the context, understands the logical connections in the text. The tasks consist in the choice of one correct answer of the four suggested. The applicant's task is to choose one correct answer from the four suggested answer options. The tasks are related to the situations of communication in accordance with the current syllabus. The applicants should be able to identify and select the correct wording for the use of lexical units and grammatical constructions in the written communication process. The tests use the samples of written English. The abilities of the applicants are tested with the help of multiple-choice test questions (with the choice of one correct answer).

### *Part III. Writing*

The purpose is to determine the level the skills of the applicants to structure and express his/her thoughts on a specific topic. The essay evaluates the level of understanding of general concepts, the ability to structure, express and generalize the opinion on the problem, to explain the arguments, to describe different views on the problem, to express the attitude to the problem. The topics and questions for verifying the applicant's writing skills has been selected in accordance with the topics outlined in the English Language Syllabus. The main criteria for selecting themes and tasks are their transparency, clarity for carriers of different cultures, and the correspondence to the interests of the youth. The

tasks include topics on personal life, for which the student must give complete extended answers, and description of the problem, situation with argumentation, demonstration of different views on the problem, expression of the applicant's attitude, generalization of the opinion or description of the picture covering the event, its setting, participants, their emotional state, experiences, relationships, with demonstration of the applicant's attitude to the event and generalization of the thought, argumentation.

***Areas of communication***

***The topics for testing the writing skills***

1. Autobiography.
2. About myself.
3. My family.
4. Description of a person's appearance.
5. My friend.
6. My native country.
7. The weather in my country.
8. The capital city of my country.
9. Interesting places in my country.
10. Excursion around my native city.
11. Holidays in my country.
12. Customs and traditions in my country.
13. My favorite holiday.
14. Gifts. How do I choose gifts?
15. Travelling. Why do people travel?
16. The journey of my dream.
17. What do I know about Ukraine?
18. My hometown.
19. Famous people of my native country.
20. Famous writers of my native country.
21. My school years.
22. Seasons and Weather.
23. Sports. Popular kinds of sports.
24. My favourite sport.
25. My favourite sportsman.
26. The films I like to watch.
27. My favourite actor (actress).
28. The music that I love.
29. My favourite book.
30. The Internet in Modern Life.
31. Television in Modern Life.
32. Professions. My future profession.
33. Why have I chosen Medicine?
34. My plans for the future.
35. My hobby.
36. Free time and leisure activities.

37. My house.
38. The house of my dream.
39. What does it mean “to be happy”?
40. The happiest day of my life.
41. The brightest memories of my childhood.
42. My lifestyle.
43. Socializing with friends.
44. Problems of a modern world.
45. Life in the countryside: advantages and disadvantages.
46. Life in the city: advantages and disadvantages.
47. Ecology and environment.
48. Healthy diet and proper nutrition.
49. Healthy way of life.
50. The most valuable things in my life.
51. The profession of a doctor: advantages and disadvantages.
52. My working day.
53. Eating out.
54. My weekends.
55. The way I celebrate my birthday.
56. The most popular means of transport.
57. My summer holidays.
58. My meals during the day.
59. What cannot be bought with money?
60. We are not doing enough to protect our world.

## **LANGUAGE COMPETENCE REQUIREMENTS**

### *Morphology*

Noun. Use of nouns in singular and plural. Use of nouns in the role of adjectives.

Possessive case.

Article. The main cases of the use of the definite and indefinite articles. Zero article.

Adjective. Use of adjectives. Degrees of comparison of adjectives.

Pronoun. Types of pronouns. Use of pronouns.

Verb. Verb tenses in the active and passive. Conditionals 0, I, II, III. Imperative. Regular and irregular verbs. Impersonal forms of verbs. Gerund. Modals. Participle I, Participle II. Phrasal verbs with: get, be, look, keep, go, come, take, run, turn, call, break, give, put, make, clear, cut, fall, hold, let, hand. To be going to do smth.

Adverb. Use of the degrees of comparison of adverbs. Adverbs of place and time.

Quantifiers / Intensifiers (quite, a bit, etc.)

Numeral. Cardinal and ordinal numerals.

Preposition. Types of prepositions. Use of prepositions.

Particle. Its use with verbs.

Conjunctions. Coordinate and subordinate conjunctions.

### *Syntax*

Structure of various types of sentences. Simple sentences. Impersonal sentences. Compound Sentences (coordinated and subordinated clauses). Direct and reported speech. Sequence of tenses in reported speech.

### *Word-building*

Words from the known roots with the suffixes of nouns, adjectives and verbs; prefixes of adjectives and verbs.

### **LEXICAL MINIMUM (2500 words)**

The lexical minimum of an applicant should consist of at least 2500 units, in accordance with the subject of situational communication provided by English Language Syllabus.

### **Literature**

1. Linda Carnevale M.A. Reading, and Writing Workbook, 3-rd edition. – ACT English, 2018
2. Melony Jacobs English Grammar Rules 101: 10 Essential Rules to Improving Your Writing, Speaking and Literature Skills for Students and Beginners. – CB Press, 2020
3. Murphy R. English Grammar in use: fifth edition. – Cambridge University Press, 2019
4. Murphy R. Essential Grammar in Use. / A self-study reference and practice book for elementary students of English. With Answers. Cambridge University Press, 2017
5. Noora's & Fahd's Grammar and Vocabulary Review Workbook of Levels. – Tip Top Education, 2019
6. William Strunk Jr., Michele Poff The Elements of Style Workbook. – SChand & Co Ltd, 2018