

**MINISTRY OF HEALTH OF UKRAINE
BUKOVINIAN STATE MEDICAL UNIVERSITY
Department of Foreign Languages**

Approved by
Head of the Admission Board,
Acting Rector
Prof. Vitaliy Maksymyuk
« _____ » _____ 2021 .

CURRICULUM

**Entrance Examination
on English as a Foreign Language
to apply for the educational level of Master**

Field of knowledge: **22 “Health Care”**

Specialties: **222 “Medicine”, 221 “Dentistry”, 226 “Pharmacy”**

Chernivtsi, 2021

EXPLANATORY NOTE

Rules for admitting foreign citizens to study at Bukovinian State Medical University (hereinafter - the University) is carried out in accordance with the Laws of Ukraine "On Higher Education", "On the Legal Status of Foreigners and Stateless Persons", "On Foreign Ukrainians", "On refugees and persons in need of additional or temporary protection ", by the Decrees of the Cabinet of Ministers of Ukraine on February 26, 1993 No136 "On studying of foreign citizens in Ukraine", dated September 11, 2013 No. 684 "Some issues for recruiting foreigners and stateless persons" Order of the Ministry of Education and Science of Ukraine dated November 1, 2013 No1541 "Some Issues of the Organization of the Recruitment and Training (Internship) of Foreigners and Stateless Persons" registered by the Ministry of Justice of Ukraine on November 25, 2013, № 2004/24536.

Foreign citizens and stateless persons entering the University must have B1 (intermediate level) in English, according to the language of teaching at the chosen educational program (specialty).

Applicants, foreign citizens, who apply for the educational level of Master to Bukovinian State Medical University in Chernivtsi must pass English as an entrance examination.

The aim of the entrance examination is to find out whether the applicant's level of English is proficient enough to be enrolled for study at the University (not lower than B1 level). English level B1 is the third level of English in the Common European Framework of Reference (CEFR), a definition of different language levels written by the Council of Europe. In everyday speech, this level would be called "intermediate", and indeed, that is the official level descriptor in the CEFR. At this level, students are beyond the basics but they are still not able to work or study exclusively in English.

A B1 level of English would be sufficient for interactions with English speakers on familiar topics. In the workplace, people at a B1 level of English are able to read simple reports on familiar topics and write simple e-mails on subjects in their field. However, a B1 level is not adequate to function fully in the workplace in English.

According to the official CEFR guidelines, someone at the B1 level in English:

1. Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
2. Can deal with most situations likely to arise whilst travelling
3. Can produce simple connected text on topics which are familiar or of personal interest.
4. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

The Curriculum of the entrance examination is determined according to the program of English as a foreign language considering the Common European Framework of Reference (CEFR).

The Curriculum consists of:

- Requirements to the language, speech and communicative skills of the applicants. These requirements include the following types of competence: 1) communicative and speaking abilities which include situations and oral topics, requirements to the skills in listening, reading, writing and speaking; 2) language competence (some knowledge of pronunciation, spelling, vocabulary, grammar);
- Contents and structure of the entrance examination;
- Samples of tasks;
- Evaluation criteria;
- References.

An applicant who passes the admission examination successfully can be recommended for enrollment to Bukovinian State Medical University.

I. Requirements to the language, speech and communicative skills of applicants

1.1. Contents of communicative and speech competence

1.1.1. General requirements

While completing some communicative tasks an applicant should meet the following requirements:

- Understand the main ideas of a text on both specific and abstract topics including discussions in their field of specialization (medicine, dentistry or pharmacy).
- Interact with a certain degree of fluency with the members of the Admission Subject Board.
- Speak clearly on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Be able to submit arguments/contra-arguments in discussion.

1.1.2. Introduction

In communication an applicant should be able to initiate a conversation using the following introductory words and phrases:

- to start communications, to introduce yourself to somebody and to introduce another person, to say hello/goodbye, to thank someone, to apologize, to appropriately answer questions and apologies, to congratulate, to lead and to finish a conversation;
- to welcome and invite, to ask questions, to tell the time, to inform about facts, events, quantity and quality and place;
- to talk about intentions, requests, wishes, to give advice, to invite, to agree/disagree, to allow/forbid;
- to express his/her attitude/emotions.

1.1.3. Communicative situations

Applicants should be able to understand and realize his/her communicative intentions in the following situations:

- discuss your personal and professional hopes and dreams for the future.
- arrange a job interview and interview for a job in your area of expertise.
- talk about your television viewing habits and favorite programs.

- describe your education and your plans for future training.
- talk about your favorite music and music trends and plan a night out to listen to live music.
- talk about maintaining a healthy lifestyle and give and get advice about healthy habits.
- talk about relationships and dating, including meeting people through social media.
- go to a restaurant, order food, engage in polite dinner conversation and pay for your food.
- participate in negotiations in your area of expertise, if you have help understanding some points.
- discuss workplace safety issues, report an injury and explain rules and regulations.
- discuss polite behavior and respond appropriately to impolite behavior.

1.1.4. **Oral topics suggested:**

Applicants should be able to speak about:

1. The importance of the first aid in medical education.
2. Daily routine.
3. Libraries, books and readers.
4. What careers are possible if you speak foreign language?
5. Advantages and disadvantages of being a doctor.
8. The Power of Information in the modern world.
9. Medical ethics.
10. International relations of your native country.
11. The importance of learning foreign languages.
12. Advantages and disadvantages of study in Ukraine.
13. Pros and cons of using gadgets in modern life.
14. Proper diet for a good mood.
15. Advantages and disadvantages of living in a house/flat.
16. Pros and cons of wasting and saving money.
17. The role of stereotypes in modern world.

18. Importance of having good manners in modern world.

19. Charity can change our life.

20. How to prevent violence.

1.2. Requirements to communicative skills

1.2.1. Listening

Listening to a text

Applicants should be able to understand the main idea of the text and be ready to make the after-listening tasks.

Types of texts:

- Extracts from radio programmes in English
- Selected clips from TV series and films
- Lectures and talks about general topics
- Unscripted authentic speech when speakers are interviewed in a studio and in the street

The size of a text: 600-700 words.

Unknown words: up to 3%.

The speed of the speech: 230 syllables per minute.

1.2.2. Reading

Applicants should be able to:

- to use different kinds of reading depending on the required goals;
- to understand the main idea of the text;
- to understand the meaning of the text;
- to interpret the text, the outcomes and evaluations.

Types of texts:

- Articles about current affairs
- Opinion articles

- Extracts from easy no-adapted novels

The size of a text: up to 900-1000 words.

Unknown words: up to 5-7 %.

The speed of reading: 100-120 words per minute.

1.2.3. Writing

Applicants should be able to write a fragment on a required topic. It should consist of 25-30 sentences. Applicants should be familiar with the following types of writing:

- Informal letter
- A short story
- Agree/disagree
- Article on a certain subject/issue
- Describing a photo
- Expressing your opinion
- A report on a certain subject/issue

1.2.4. Speaking

Monologue

Applicants should be able to make up a text (story or descriptive text) on required topics.

The size of monologue should be no less than 20 sentences/phrases.

Dialogue

Applicants should be able to understand the speaker; to start, lead and finish a dialogue. They should also be able to describe a chart or an informative picture.

II. Language competence

Language competence includes the following *grammar rules*:

1. Asking various types of questions
2. Modal verbs and their equivalents
3. Plural of nouns

4. Comparatives and superlatives
5. Sequence of Tenses
6. Adverbs and adverbial phrases
7. Conditionals and future time clauses
8. Unreal conditionals, structures after wish
9. Passive voice
10. Used to, be used to, get used to
11. Gerunds and Infinitives
12. Past modals, “would rather, had better”
13. Reported speech (range of tenses)
14. Complex Subject
15. Complex Object

Communicative abilities include the following *vocabulary*:

1. Surroundings
2. Illnesses and treatment
3. Clothes and fashion
4. Air travel
5. The weather
6. Environment
7. Personal Feelings, Opinions and Experiences
8. The body
9. Music
10. The media
11. Medical science
12. Business and advertising
13. Interests, hobbies

III. Contents and structure of an entrance examination

The entrance examination consists of a written and an oral part:

1. A multiple-choice grammar test.
2. Writing (completing tasks and writing a paragraph).
3. Reading and comprehension.
4. Listening and comprehension.
5. Speaking within one of the communicative situations given.

IV. Samples of tasks

READING

1. Read the texts and do the tests.

Arthritis and rheumatism are general names for approximately 100 diseases that produce inflammation or degeneration of connective tissue. Some of these diseases are infectious and primarily affect younger people. Rheumatic fever, for example, is a bacterial infection that occurs mostly in children or teenagers. Rheumatoid arthritis predominantly strikes women between 20 and 60. However, the most common rheumatic disease is a noninfectious, noninflammatory degenerative joint disease – osteoarthritis. To some degree, it affects nearly all older adults, causing swelling, pain, and stiffness in joints. Treatment may include heat, exercises, and drugs that reduce pain and inflammation.

Besides osteoarthritis, many other noninfectious diseases can limit the activities of the elderly. Osteoporosis (a condition in which bone loss exceeds bone replacement so that the bones become less dense, more porous, and more brittle) often leads to fractures, especially of the hipbone. Many conditions conspire to decrease the sensory perception of the elderly. Cataracts are created when the lens of the eye – or a portion of it – becomes opaque and sometimes swells or shrinks and interferes with vision. Deterioration of nerves in the inner ear causes the characteristic old-age hearing loss, most severe in the high-pitched tones. The senses of taste and smell also deteriorate in old age.

Task 1. Say whether the following is True or False:

1. Rheumatic fever is a viral infection.
2. Osteoporosis is the most common arthritic disease.

Task 2. Complete the following sentences by choosing the most proper term (s):

1. Osteoarthritis is an example of a/an _____ disease a) infectious
b) incurable
c) noninfectious
2. A condition in which bone loss exceeds bone replacement is called _____
a) rheumatoid arthritis
b) osteoporosis
c) rheumatism

GRAMMAR

Read the text below. For (1-10) choose the correct answer A, B, C or D).

Choosing a Career

There are as many kinds of careers as there are people. They vary greatly in the type of work involved and in the ways they influence a (1) ... life.

The kind of career you have can affect your life in many ways. For example, it can determine where you live and the friends you make. It can reflect how (2) ... education you have and can determine the amount of money you earn. Your career can also affect the way you feel about yourself and the way other people act toward you. By making r decisions concerning your career, you can help yourself build the life you want.

(3)... wise career decisions and plans, you need as much information as possible. The more you know about yourself and career opportunities, the better able you (4) ... to choose a satisfying career.

Learning about oneself. People differ in what they want from a career. Many people desire a high income. Some hope for (5)... fame. Others want adventure. Still others want to serve people and make the world a (6)... place.

Before you begin to explore career fields, you (7)... your values; your interests; and your aptitudes (abilities). Most people are (8) ... in jobs that fit their values, interests, and aptitudes.

Each person has many values, which vary in strength. For example, money (9) ...the strongest value for some people — that is, wealth is more important to them than anything else. As a result, they focus their thoughts, behavior, and emotions on the goal of earning a high income. Other values include devotion to religion, taking risks, spending time with family, and helping others. People should understand their values prior (10) ... a career decision.

1. A) person's B) persons' C) person D) persons
2. A) most B) many C) more D) much
3. A) making B) to make C) having made D) make
4. A) will be B) would be C) should be D) will have been
5. A) a B) — C) the D) an
6. A) good B) best C) better D) well
7. A) shall be determined B) will be determined C) would determine D) should determine
8. A) happy B) happier C) happiest D) more happier
9. A) are B) were C) will be D) is
10. A) to make B) to making C) to have made D) to will be making

WRITING

Write about a film you enjoyed and a must-see. It could be a recent film or a film that you watched a long time ago (**130–150 words**).

Paragraph one Introduction

Paragraph two Give 4-5 reasons

Paragraph three Conclusion

LISTENING

You are going to hear people talking about the link between food and crime. Complete the gaps 1-10 with one word.

THE LINK BETWEEN FOOD AND VIOLENT CRIME

TV commercials encourage people to 1. _____ the wrong kind of 2. _____.

The kinds of food shown in adverts include fizzy drinks, chocolate, 3. _____, biscuits, sweets, 4. _____ and chicken nuggets.

There are no TV adverts for 5. _____ or 6. _____

The proportion of obese children has almost doubled in 7. _____ years. Children who don't have a balanced diet are more 8. _____.

In the experiment, the number of violent incidents are caused by the teenagers who changed their diet 9. _____ by 10. _____.

Transcript

Narrator: Tonight on Channel 9 in a hard-hitting documentary we investigate the link between food and violent crime. Teacher and parent, George Thomas...

George: A lot of people think that TV causes crime... You know, that people copy the violence they see in the programs... But it isn't the programmes that cause violence... it's the TV commercials which encourage people to eat the wrong kind of food.

Narrator: Celebrity chef, Mary Rowe...

Mary: Logically, children who watch more television see more adverts. And what kinds of food are in those adverts? Junk foods: fizzy drinks, chocolate, crisps, biscuits, sweets, burgers and chicken nuggets! You never see adverts for bananas or apples... Only for foods that are bad for you and that make you fat.

Narrator: Journalist, Kirk Broadfoot...

Kirk: A government survey published last month shows that the proportion of children in secondary schools who are far too fat, I mean clinically obese, has almost doubled in 10 years. It's a huge problem.

Narrator: Social worker, Naomi Bell...

Naomi: In my experience, kids who see lots of adverts for junk food on TV eat less healthy food than other kids. The problem is that the diet encouraged by TV adverts is very very bad for you. Kids who don't eat a balanced diet with plenty of fruit and vegetables, do less well at school and are more aggressive. Basically, bad food makes you violent.

Narrator: Food scientist, Katy Smith...

Katy: In one experiment, we took some adolescents aged between 13 and 17, kids who had been in trouble with the police, and we gave them healthier diets. The number of violent incidents caused by those offenders who changed their diet fell by 80%. But for the others who kept on eating junk food with too much sure, carbohydrates and caffeine there was no reduction.

Narrator: Tonight. Channel 9. 10 pm. Food and Crime.

SPEAKING

1. The role of stereotypes in modern world.
2. Look at the chart and tell what data you can get from it.

VI. References

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V. Evaluation criteria

According to the requirements of the curriculum English as a foreign language the assessment of the entrance examination in English for foreign citizens who apply for the educational level of Master is recommended to be held in the following way:

Written work - 100 points.

Oral work - 100 points.

During the writing test, an applicant is offered 10 tasks of varying complexity for all types of speech activity.

Section **Reading** consists of two equivalents in complexity tasks. An applicant is supposed to get 10 correct answers for each of them for understanding of the text and evaluated by 1 point for every correct answer. The maximum possible number of points per section is 20.

In section **Writing** an applicant should be able to write a paragraph on a required topic. This paragraph should be written with 20-25 sentences.

Point Value 2 points 1points 0.5 points 0 points				
Topic Sentence	Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea.	Clearly stated topic sentence presents one main idea.	Acceptable topic sentence presents one idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing.
Supporting Details	Interesting, concrete and descriptive examples and details with explanations that relate to the topic.	Examples and details relate to the topic and some explanation is included.	Sufficient number of examples and details that relate to the topic.	Insufficient, vague, or undeveloped examples.
Organization and Transitions	Thoughtful, logical progression of supporting examples; Mature thinking	Details are arranged in a logical progression; appropriate vocabulary	Acceptable arrangement of examples.	No discernible pattern of organization; Unrelated details.

Style	Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices.	Appropriate tone; Clear sentences with varied structures;	Acceptable tone; some variety in sentence structures; Adequate diction and word choices.	Inconsistent or Inappropriate tone; Awkward, unclear, or incomplete sentences; Bland diction, poor word choice.
Technique	Consistent standard English usage, spelling, and punctuation. No errors.	Some errors, but none major, in usage, spelling, or punctuation. (1-2)	A few errors in usage, spelling, or punctuation (3-4)	Distracting errors in usage, spelling, or punctuation

If an applicant fulfills less than 60% of the volume indicated, the work is evaluated at 0 points. If a sentence has no content component, is not completed or the phrase is not a sentence in structure, it is not taken into account. The maximum possible score for the section Writing is 100 points.

Grammar consists of 6 equivalent in complexity tasks (10 sentences) and is estimated at 0.5 points for every correct answer. The maximum possible number of points for the section Grammar is 30 points.

A **Listening** section is rated at 10 points, 2 points for each correct (in the content of the proposed text) sentence. The maximum possible number of points for the section Listening is 20 points.

During a **Speaking** section applicants should demonstrate speaking skills in:

Monologue speech (up to 20 phrases): applicants should be able to perform a text (story or descriptive text) on required topics.

Up to 4 phrases - 0 points

Up to 8 phrases - 5 points

Up to 14 phrases - 8 points

Up to 20 phrases - 12 points

The size of this text should be no less than 20 sentences/phrases.

Dialogue speech: applicants should be able to understand the speaker; to start, lead and finish a dialogue.

Up to 4 phrases - 0 points

Up to 8 phrases - 5 points

Up to 14 phrases - 8 points

Up to 20 phrases - 12 points

The maximum number of points for Speaking is 50 points.

Evaluation of Speaking

	Point Value Meets expectations	Meets expectations Slightly under	Does not meet expectations	
	3 points	2 points	1 points	0 points
Pronunciation	Accurate pronunciation and intonation in most instances.	Some inaccuracy in pronunciation and intonation. Problems with voiced/voiceless consonants, for example.	Frequent inaccuracy in pronunciation and intonation. Mother tongue interference apparent.	Comprehension is difficult.
Vocabulary	Has a very good command of vocabulary.	Has an adequate vocabulary to express himself/herself on matters connected to his/her field.	Limited professional vocabulary.	Basic vocabulary only.
Accuracy	Can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot. Correct use of idiomatic expressions and collocations.	Can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstanding.	Communication generally successful. Some unresolved misunderstanding.	Communication limited at best.

Communication	Student is thoroughly familiar with the	Evidence of a standard three part structure and some	Some structural weaknesses and only limited	Lacks the features of an acceptable
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Interaction	Can present ideas articulately and persuasively in a complex discussion. Has no difficulty in understanding idiomatic language use.	Keeps up with the discussion and can justify an opinion. Responds and interacts adequately with other speakers.	Has marked difficulty in keeping up with the discussion and contributes only occasionally.	Severe difficulty in following the discussion and no active involvement.
Fluency	Can express himself/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Wide vocabulary evident.	Can produce stretches of language with a fairly even tempo. Although can be hesitant as he/she searches for expressions, there are few noticeably long pauses.	Frequent hesitations and pauses, can produce only short stretches of language at best	Cannot produce complex sentences or link phrases coherently.

The final result is obtained by simply adding points received by an applicant for written and oral tests. The minimum score is 105 points, maximum – 200 points).

*Approved:
at the meeting of the Admission Board
on March 18, 2021, Records № 3.*

Head, Admission Board,
Acting Rector, Professor

Vitaliy MAKSYMUK

Secretary, Admission Board

Volodymyr GLUBOCHENKO