

**MINISTRY OF HEALTH OF UKRAINE
NATIONAL PIROGOV MEMORIAL MEDICAL
UNIVERSITY, VINNYTSYA**



Approved

Head of Admission Commission of VNMU,
Rector

 Viktoriia PETRUSHENKO

« 28 » березня 2025

**PROGRAM FOR
ENGLISH LANGUAGE ENTRANCE EXAMINATION**

VINNYTSYA - 2025

PROGRAM

for entrance exam for foreigners in English 2025

The main purpose of the English language entrance exam is to objectively and impartially assess the level of knowledge of persons, who have graduated from a comprehensive educational institution and wish to be admitted to National Pirogov Memorial Medical University, Vinnytsya.

The entrance exam program is developed on the basis of the program of external independent foreign language assessment and on the basis of the State Standard of Basic and Comprehensive General Education, approved by Resolution No. 1392 of the Cabinet of Ministers of Ukraine dated November 23, 2011, and the All-European Recommendations on Language Education.

All applicants, who would like to be admitted to National Pirogov Memorial Medical University, Vinnytsya must demonstrate that they can use English to study effectively.

For this purpose, they must possess the necessary level of communicative language competence. Communicative language competence can be considered as including several competences: linguistic, sociolinguistic and pragmatic. It is believed that each of these competencies should contain, in particular, knowledge, skills and abilities.

Linguistic competence includes lexical, phonological, syntactic knowledge and skills and other measurements of language as a system, regardless of the sociolinguistic value of its variations and the pragmatic functions of its implementation.

Sociolinguistic competence refers to the sociocultural conditions of language use (rules of politeness, norms, regulating relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in community functioning).

Pragmatic competence refers to the functional use of language resources (production of language functions, speech acts), based on options or scenarios of interactive exchanges.

The formation of the appropriate level of communicative language competence necessary for study in English is checked through the possession of lexical, grammatical and semantic knowledge and skills.

Lexical awareness, knowledge and ability to use the language vocabulary consist of lexical and grammatical elements. Lexical elements include fixed expressions, sentence formulas, proverbs, phrasal idioms, user/student competence enhancers, fixed frames, fixed collocations, etc. Grammatical elements belong to closed classes of words, e.g. (in English): articles, plurals, demonstrative, personal pronouns, interrogatives, relative, possessive pronouns, adverbs, auxiliary verbs, conjunctions, particles.

Formally, the grammar of the language can be considered as a set of principles that regulate the combination of elements into meaningful lines (sentences). Knowledge of grammar is the ability to understand and express meaning through the production and recognition of phrases and sentences formed according to these principles (as opposed to memorizing and reproducing them in the form of fixed formulas).

Knowledge of semantics includes understanding and the ability to control in reproduction of meaning. Lexical semantics examines the issue of word meaning. Grammatical semantics deals with the meaning of grammatical elements, categories,

structures and processes. The formation of orthography involves the meaning and ability to perceive and create symbols that make up written texts.

The criteria for assessing applicants required level of communicative language competence were compiled on the basis of the scale of the Ukrainian Center for Educational Quality Assessment (UCEQA).

The overall assessment of the applicant's level of English language knowledge is defined as "Sufficient level" or "Insufficient level".

"Sufficient level" is determined when the applicant receives 100 - 200 points on the UCEQA scale.

"Insufficient level" is defined when the applicant receives less than 100 points on the UCEQA scale.

EVALUATION CRITERIA for entrance exam in English

Each exam task consists of 20 questions of different difficulty level:
10 questions of the first level and 10 questions of the second level. Applicants' knowledge is assessed on a 100-point scale.

Evaluation criteria for test tasks 1 – 10 (first level of difficulty)

4 points - the correct answer to the question

0 points - the answer is incorrect or absent

Evaluation criteria for test tasks 11 - 20 (second level of difficulty)

6 points – the correct answer to the question

0 points - the answer is incorrect or absent

Table of conversion of test points, received by applicants in English language entrance exam into a rating grade (on 100-200 points scale)

Test point	Rating grade 100-200	Test point	Rating grade 100-200
0	didn't pass	51	138,75
2	didn't pass	52	140,00
3	didn't pass	53	141,25
4	didn't pass	54	142,50
5	didn't pass	55	143,75
6	didn't pass	56	145,00
7	didn't pass	57	146,25
8	didn't pass	58	147,50
9	didn't pass	59	148,75
10	didn't pass	60	150,00
11	didn't pass	61	151,25
12	didn't pass	62	152,50
13	didn't pass	63	153,75
14	didn't pass	64	155,00
15	didn't pass	65	156,25
16	didn't pass	66	157,50
17	didn't pass	67	158,75
18	didn't pass	68	160,00
19	didn't pass	69	161,25
20	100,00	70	162,50
21	101,25	71	163,75
22	102,50	72	165,00
23	103,75	73	166,25
24	105,00	74	167,50
25	106,25	75	168,75
26	107,50	76	170,00
27	108,75	77	171,25
28	110,00	78	172,50
29	111,25	79	173,75
30	112,50	80	175,00
31	113,75	81	176,25

32	115,00	82	177,50
33	116,25	83	178,75
34	117,50	84	180,00
35	118,75	85	181,25
36	120,00	86	182,50
37	121,25	87	183,75
38	122,50	88	185,00
39	123,75	89	186,25
40	125,00	90	187,50
41	126,25	91	188,75
42	127,50	92	190,00
43	128,75	93	191,25
44	130,00	94	192,50
45	131,25	95	193,75
46	132,50	96	195,00
47	133,75	97	196,25
48	135,00	98	197,50
49	136,25	99	198,75
50	137,50	100	200