

**MINISTRY OF HEALTHCARE OF UKRAINE  
NATIONAL UNIVERSITY OF PHARMACY**

**APPROVED**



**Vice Chair of the Admissions Committee**

**prof. Inna VLADYMYROVA**

**«25» квітня 2025**

**PROGRAM**

**of the entrance test in the English language when entering the study  
according to the educational programs**

**«PHARMACY»,  
«CLINICAL PHARMACY»,  
«TECHNOLOGIES OF PHARMACEUTICALS»**

**(for foreign citizens and stateless persons,  
who have completed general secondary education)**

<b>Speciality</b>	<b>I8 «Pharmacy, Industrial Pharmacy»</b>
<b>Field of knowledge</b>	<b>22 «Healthcare»</b>
<b>Level of higher education</b>	<b>the second (Master's)</b>
<b>Educational degree</b>	<b>Master's degree</b>

**Kharkiv, 2025**



## EXPLANATORY NOTE

The program of the entrance test in English is designed for people who have completed general secondary education and enter the study for a Master's degree in the educational program "Pharmacy", speciality – I8 «Pharmacy, Industrial Pharmacy», the field of knowledge – 22 "Health care".

The content and format of the exam includes written and oral testing of entrants, in order to determine the level of mastery of linguistic competencies: lexical, grammatical, semantic, phonological, spelling, orthoepic; sociolinguistic competencies: linguistic markers of social relations, rules of politeness, expressions of folk wisdom, dialect and accent; pragmatic competences: discursive and functional; the determination of formation of the skills and abilities of using foreign language and levels B 1 – B2 in everyday life. And academic spheres, determined by the regulations of the State standard of the basic and complete general secondary education, levels of educational achievements, defined in foreign language curriculums for educational institutions of the higher education, that comply with the Pan - European. language education recommendations.

The objects of control are defined as reading, grammar, writing, speaking, listening as types of speech activity and use of language.

The content of test tasks is based on authentic and original samples of speech, reading, listening and corresponds to the areas and topics of situational communication specified in the Curriculum of secondary schools in foreign languages.

The task to determine the level of competences in reading is focused on understanding the text read, the ability to summarize the content of reading and highlight keywords, to determine the meaning of unfamiliar words in context, to analyze the necessary information. The task for determining the level of formation of grammar competencies involves determining the level of mastery of skills in the use of grammatical structures and grammatical constructions in the context of the situation.

The task to determine the level of competences in written speech is focused on the implementation of communicative and creative activities, namely: writing a letter on a topic related to the interests and communicative problems of entrants, which tests the ability to express their own opinions, describe events, justify their point view.

The tasks to determine the level of competence in speaking involve monologue and dialogic statements of entrants on a particular topic of speech, check the level of mastery of lexical and grammatical units, mastery of language etiquette, expression of one's own opinion in accordance with communicative tasks.

The task for determining the level of formation of listening competencies is focused on determining the level of the entrant to understand and analyze the information of native speakers.

The testing is designed for two astronomical hours.



## CONTENT

### WRITTEN PART

The written work of the entrant consists of reading the original text, listening to the English text and performing tasks to it, lexical and grammatical tasks and writing a letter on the proposed topic according to the plan.

Reading and comprehension of the original texts and information involves the entrant's knowledge of approximately 2,500 lexical items, which include idioms, phrasal and modal verbs, word-derived derivatives, polysemous words, according to the topics of situational communication provided by the Curriculum of secondary schools in foreign languages in accordance with the Pan - European Recommendations for Determining the Level of B1-B2.

The purpose of testing this type of speech activity is to assess the ability of entrants to read and understand authentic texts in a certain period of time. Determining the level of formation of the reading skills and abilities occurs when checking the tasks focused on understanding the original texts, on general, country topics, which describe various events and typical phenomena, processes. Skills such as finding and analyzing the necessary information, detailing the main information, understanding the details of the text, following the main idea, finding specific information, drawing conclusions from the context, analyzing and comparing information, understanding logical connections in the text are tested. To understand reading you need to have knowledge and skills in word formation, terminology, grammatical and lexical minimum

Various forms of closed-ended tasks such as matching tasks are used to test reading skills; tasks with the choice of one correct answer; tasks to fill in the blanks in the text. Each task begins with an instruction that explains exactly what to do. The texts for reading, placed after the instruction, are presented in the same format as in the authentic source.

Listening involves listening to information in a foreign language and understanding native speakers with tasks for general and detailed understanding of statements on familiar topics, understanding TV news, programs about current events, information of native speakers. The listening task consists of listening to the original audio text and choosing the correct answers to the True or False task to the questions after listening.

The purpose of this type of task is to identify the level of skills of understanding, analysis, generalization and detailing of information by native speakers in a certain period of time.

Tasks for testing written skills involve two tasks: lexical and grammatical tests and open-ended tasks, writing an essay in the form of a letter, which involves writing a clear and detailed text on a topic related to the interests of the individual, a report summarizing information or citation the arguments "for" or "against", a certain point of view, as well as possession of lexical and grammatical material on the studied topics.



According to the Curriculum of the secondary educational institutions, the entrants should be able to write personal and business letters, using speech etiquette formulas adopted in the countries, whose language is being studied, telling the individual facts and events of their lives, expressing their thoughts and feelings, describing the plans for the future and asking for similar information, and send messages as a note of any form. Tasks with a detailed answer are accompanied by special instructions in writing. The instruction determines what, how and what the entrants should write about

The task of writing a personal letter must be correct in content, achieve a communicative goal, have a clear structure, coherence of the text, as well as the linguistic aspect. The volume of the letter is at least 100 words and is created according to the submitted plan.

Grammar tasks contain the tasks to fill in the blanks. Test the ability to use correctly different grammatical structures, articles, words - links, phrases, prepositions, to distinguish Tenses and carry out the tasks to fill in the blanks. Before carrying out the task, the entrant carefully reads the instructions to himself, the words (word – combinations), that need to be inserted into the text instead of gaps, trying to understand them. Choosing the correct answer, the entrant analyzes the grammatical forms.

Knowledge and skills in English grammar of the entrants must correspond to the level B1-B2, mastering the knowledge and skills of the practical grammar material on topics such as : temporal verb forms, construction to be going to + Infinitive (V1), indirect speech, conditional sentences, passive state verbs, modal verbs, infinitive, gerund, adjective ; category of the genus noun, singular and plural, possessive case; indefinite and definite : the basic cases of use ; personal, possessive, inverse, reciprocal, indicative, interrogative, indefinite, negative, definite and others ; position of adjectives in a sentence; classification of adjectives; degree of comparison, the position of adverbs in a sentence, adverbs of mode of action, time and place, measure and degree, frequency, degree of comparison of adverbs; prepositions in, on, at, prepositions of place and direction; conjunction; numeral; syntax; types of sentences: affirmative, negative, interrogative, motivating, exclamatory, compound, complex, direct and indirect applications, grammatical structures: there is / there are, subject and predicate; punctuation: period, question mark, exclamation mark, comma, semicolon, colon, quotation marks, apostrophe, dash; spelling: capitalization rules; word formation; phrasal verbs; established combinations, group names; dictionary of computer terms; geographical names.

## **ORAL PART**

Mastering the aspect of speaking a foreign language involves demonstrating the skills of dialogue and monologue speech, participation in dialogue with a sufficient degree of ease and spontaneity, active participation in the interview with the presentation and argumentation of their point of view. The entrant demonstrates clear statements, gives arguments "for" and "against" on the following conversational topics:



1. About my family
2. My working day
3. My native city
4. Internet and modern life
5. Learning a foreign language
6. Leisure
7. Environment
8. Travelling
9. Healthy food
10. Future profession

The oral answer of the entrant involves the demonstration of speaking skills in the format of monologue speech (up to 20 phrases) on the proposed topic at a rate of 150 syllables / min. and dialogic speech up to 20 lines during a conversation with a teacher on thematic drawings at a pace of 150 syllables / min.

#### Matrix of language competencies of the entrant

№	Competence	Knowledge	Skills	Communication	Autonomy and responsibility
1	integral	vocabulary and grammatical constructions at above average level	<ul style="list-style-type: none"> <li>- To form judgments</li> <li>- to make clear conclusions,</li> <li>- to substantiate them</li> </ul>	- can clearly express their views on a particular phenomenon or information and comment on it	using the results of independent search analysis and synthesis of information from various sources to solve questions
2	general				
2.1	communicative competence:	<ul style="list-style-type: none"> <li>- stable phrases, phraseology of grammatical elements, categories, classes, structures, processes,</li> </ul>	<ul style="list-style-type: none"> <li>- To master vocabulary on the most general topics and topics related to his field of activity</li> <li>- to be aware and control the organization of content</li> <li>- to pronounce words and intonation clearly</li> <li>- to put</li> </ul>	<ul style="list-style-type: none"> <li>- can clearly express his point of view, argue it without the need to limit what he wants to say</li> <li>- can state his / her point of view in writing clearly, meaningfully, voluminously.</li> <li>- spelling, punctuation are correct.</li> </ul>	<ul style="list-style-type: none"> <li>experience of independent subject activity</li> <li>- educational cognitive, analytical, synthetic, etc.</li> </ul>
2.2	linguistic	<ul style="list-style-type: none"> <li>- morphology</li> <li>- connection of the word with the general context</li> <li>- synonyms, antonyms,</li> <li>- logical connections</li> <li>- perception and production of</li> </ul>			



		<p>sound units.</p> <ul style="list-style-type: none"> <li>- perception and production of symbols, that make up written texts,</li> <li>- writing rules</li> <li>- conditional indications</li> </ul>	<p>marks correctly, using them correctly .</p> <ul style="list-style-type: none"> <li>- to pronounce what is written</li> <li>- to use the dictionary</li> </ul>		
2.3	sociolinguistic	<ul style="list-style-type: none"> <li>- rules of politeness.</li> <li>- expressions of folk wisdom.</li> <li>- social relations.</li> </ul>	<ul style="list-style-type: none"> <li>- To use and choose greetings, forms of address, exchange of interests</li> </ul>	<ul style="list-style-type: none"> <li>- To speak confidently, clearly and politely in formal and informal registers, adequately to the situation and personality of the interlocutor.</li> </ul>	ability to control, self-control of speech results.
2.4	pragmatic	<ul style="list-style-type: none"> <li>- principles according to which statements are organized and concluded.</li> <li>- provision and request of factual information.</li> </ul>	<ul style="list-style-type: none"> <li>- to control the logical composition of sentences from the point of view of the topic.</li> <li>- to build and manage speech</li> <li>- expression and expression of attitude to facts, emotions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- can bring the content and form of your own statement according to the situation.</li> <li>- can be expressed spontaneously.</li> <li>- expression of opinions.</li> </ul>	<ul style="list-style-type: none"> <li>- experience of personal responsibility for one's own communicative behavior.</li> <li>- requirements to one's speech.</li> </ul>
2.5	Common and Pan – European standards and learning of English	<ul style="list-style-type: none"> <li>- declarative knowledge, knowledge of the</li> </ul>	<ul style="list-style-type: none"> <li>- heuristic skills</li> <li>- abilities to learn.</li> <li>- general phonetic abilities and skills</li> <li>- linguistic and communicative consciousness</li> <li>- "competence of existence", I</li> <li>- practical skills and abilities</li> </ul>	<ul style="list-style-type: none"> <li>- can use the knowledge by which the language is organized .</li> <li>- can observe and participate in new experiences - joining new knowledge to existing</li> <li>- leading to a common denominator of</li> </ul>	use of knowledge, skills and abilities for self-education and self - assessment work



		world acquired through educational experience or informational sources, - sociocultural knowledge: everyday life, living conditions, interpersonal relationships, values, ideals, norms of behavior, social rules of conduct; ability to learn.	- intercultural awareness - intercultural abilities and skills	native and foreign culture.	
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### References:

#### Basic:

1. Murphy Raymond. English grammar in use / reference and self-study book Raymond Murphy. Cambridge : Oxford University Press, 2020. 350p.
2. Soars Liz and John. Upper-Intermediate Student's book / Liz and John Soars. Cambridge : Oxford University Press, 2019. 159 p.
3. Soars Liz and John. Upper-Intermediate Work book / Liz and John Soars. Cambridge : Oxford University Press, 2012. 96 p
4. Myasoedova SV English language. Typical test tasks / S.V. Myasoedova. Kyiv : Lit era LTD, 2019. 128p. - (External Independent Evaluation Series)

#### Auxiliary:

1. Helen Naylor.e Essential Grammar in Use. Cambridge : Cambridge University, 2014.
2. Malcolm Mann Laser Workbook B2. Cambridge : Cambridge University. 2015.
3. Malcolm Mann Laser. Teacher's book B2. Cambridge :Cambridge University. 2016.
4. Malcolm Mann. Laser Work book B1+. Cambridge : Cambridge University. 2017.

### EVALUATION CRITERIA

Foreign entrants, who enter the 1st year of the "Master's" curriculum at the National University of Pharmacy, take an entrance test in English. The purpose of testing is to determine the level of training in the discipline "English", sufficient for enrollment and further study. Testing in English corresponds to the Curriculum in English as a Foreign Language for Foreign Students of Preparatory Departments and provides for the determination of applicants' language, speech and communication skills (writing,



reading, listening and speaking). An entrant who has successfully passed the test may be recommended for admission to the University.

***Content and structure of entrance testing in English***  
***Entrance testing consists of written and oral parts.***

**1. Listening.** Listening to the text and performing tasks, that allow you to check the comprehension of the text (reading rate - 210 syllables per minute, the volume of the text - 500-600 words, the text is read by the teacher 1 time).

**2. Reading.** Reading authentic text and performing tasks that allow you to check your reading comprehension.

**3. Use of English:** Performing grammar tasks and writing an essay in the form of a letter.

**4. Speaking.** Conversation within the proposed communicative situation.

Assessment in the process of entrance testing in English for admission to the 1st year of foreign students is recommended as follows:

- *paperwork*
- *oral response*

Chapter «**Listening**». estimated at 10 points. For each correct (according to the content of the proposed text) sentence - 2 points

The maximum possible number of points per chapter «**Listening**» - **20 points**.

Chapter «**Reading**» consists of tasks that provide 5 correct answers for each, the comprehension of the read text and is evaluated by 2 points for each correct answer.

The maximum possible number of points for the chapter "Reading" - **20 points**.

Chapter «**Use of English**» consists of subdivisions:

**Grammar** – grammar tests, each of which is evaluated by 2 p. The maximum number of points for taking the tests is **40 points**.

**Writing** – writing an essay in the form of a letter. The maximum number of points - **40 points** for the correct writing and design of the work, which is evaluated by the following criteria:

1) the content is fully processed –5 p;  
2) the text is arranged logically and consistently, and the connecting elements provide a connection between the parts of the text at the level of semantic paragraphs, used conjunctions of concordance and subordination, words-connections - 5p;

3) sufficient vocabulary is demonstrated (various lexical units are used) to solve a given communicative situation –5 p;

4) the work does not contain grammatical errors or there are errors that do not interfere with the understanding of what is written, except for gross errors on: the use of numbers and persons in verb tense-species forms - 5p.

Chapter «**Speaking**» consists of monologue and dialogic speech and is estimated at a maximum of 80 p. Monologic speech on the proposed topic involves a rate of 150 syllables / min. and is estimated at a maximum of 40 p:



to 4 phrases – 0 p; 4 phrases – 8 p;  
8 phrases – 16 p; 12 phrases – 24 p;  
16 phrases – 32 p; 20 phrases – 40 p.

The dialogic speech based on thematic drawings provides a rate of 150 syllables / min. and is estimated at a maximum of 40 p:

to 4 replicas – 0 p; 4 replicas – 8 p;  
8 replicas – 16 p; 12 replicas – 24 p;  
16 replicas – 32 p; 20 replicas – 40 p.

The maximum possible number of points for oral testing – **80 points**.

The maximum possible number of points for completing all the tasks of the entrance test is **200 points**.

The final result is considered as the sum of points received by the entrant for the performance of written and oral tasks in all types of speech activity.

Entrants who received **150** points or more according to the results of the entrance exam are allowed to participate in the competition.

The program is considered and approved at the meeting of the Admissions Committee  
Protocol № 8 of April, 25, 2025

**Chair of the Subject Commission,  
Ph.D., associate professor**



**Alla BERESTOVA**

**Executive secretary  
of Admissions Committee,  
associate professor**



**Oleg KRYSKIV**