

CONFIRMED

At the admission committee meeting
Samarkand State Medical Institute,
Ministry of Health of Uzbekistan

PROGRAM of the English Language Entrance Examination

EXPLANATORY NOTE FOR THE ENGLISH LANGUAGE ENTRANCE EXAMINATION

I. Samarkand State Medical Institute admission examination assesses the verbal and logical abilities you have acquired inside and outside the classroom. Above all, it centers on your ability to reason, rather than knowledge of actual information. This means you don't have to study for the test beforehand to pass it successfully.

The Admissions Committee interviews everybody who has been successful during the admission process. Personal interviews are held at the University offices.

The interview will allow us to get to know applicants better and assess certain qualities that are not immediately apparent from the documentation you have provided, such as your personality, your ability to defend your point of view, the way you express yourself, and other communication skills.

In future profession the English language provides doctor's literacy and international terminology understanding between experts.

So far, English is the main source of development and renovation of terminological systems of different fields, including pharmacy, dentistry and medicine. Basic knowledge of English grammar, specific vocabulary and main word-building fund provides professional terminology literacy of specialist. At the same time, this language significantly increases its general cultural level.

Candidate for higher education should be able to:

1. Suggest the way of solving situation, plan work, explain his choice, reconstruct the situation, generalize, standardize.
2. Analyze received information, its elements, express suggestion, hypothesis and make certain conclusions based on the fact analysis.
3. Report information, ideas, problems, decisions and personal experience in the field of professional activity.
4. Gather, stock, inform and analyze information from different sources
5. Know main principles of professional communication in English.

6. Know basics of grammar: syntactic and morphological features of English (practical application)
7. Use proper terms in speaking and writing
8. Show knowledge and skills in the use of medical terms.
9. Use information technologies in studying English.

At the English language entrance examination applicant should:

- have basic speech skills gained during schooling and successfully apply them in the proposed communication situations;
- understand original English texts of various genres and styles;
- adequately use vocabulary and grammar of modern English communication according to the given situation and appropriate style;
- be able to transmit his/her own point of view, attitude, personal feelings and make conclusions in English;
- have clear, understandable, legible oral speech with an effective logical structure;
- use idiomatic expressions and phrasal verbs. Correctly transmit different connotations and apply wide range of speech samples;
- know English equivalents of medical and clinical terminology and lexical material of human body, various anatomical structures, which enables to understand classes and use English vocabulary during studies.

The structure of the English language entrance examination.

The English language entrance examination is carried out in the form of interview. The interview means applicant's monologue and dialogue of proposed topics.

Sample questions for the English language entrance examination.

1. Why did you choose this profession and what do you enjoy about it?

2. Why do you want to study medicine?
3. Why did you apply to this university?
4. What can you bring to this university?
5. What skills have you gained from your school study?
6. If we asked your friends or colleagues what are your good and bad points, what do you think they would say?
7. What do you think university can offer you?
8. Why should we offer you a place?
9. What work experience have you done and what did you learn from it?
10. What career plans do you have, if any?
11. What qualities do you possess to follow your chosen career?
12. Tell me about yourself/How would you describe yourself?
13. What are you best at?
14. What are your main interests?
15. What courses have you taken, either at school or outside, and what have you gained from them?
16. How would you define your subject?
17. Why is your subject important?
18. What are the most important current developments in your subject?
19. What are you interested in reading?
20. What was the last book you read and how did you choose it?
21. What is your favourite newspaper or periodical?
22. Do you follow a particular columnist in a newspaper or periodical?
23. Have you been abroad?
24. Describe your most interesting experience abroad.
25. What are your views on the funding of universities?
26. How do you think universities should achieve a good social mix in their intake?
27. What positions of responsibility have you held and what did you learn from them?
28. What have you most enjoyed at school?
29. What do you dislike about school?

30. Are you good at working on your own?
31. What opportunities have you had for exercising leadership?
32. Describe a situation where you were put under pressure?
33. What are your strengths?
34. What are your weaknesses?
35. When you are criticized, do you take it personally?
36. Do you tend to take things personally?
37. Tell about an achievement you are proud of.
38. What has happened recently in current events that interests you?
39. Tell a bit about your family.
40. Tell about a challenge that you overcame.

Students' answers assessment criteria

Applicants' answers are evaluated by the Subject Committee in English according to 100-point scale.

Points	Students' answers assessment criteria
76-100	<p>The applicant understands and can properly and meaningfully set the suggested task, is able to speak naturally and at length with some pauses typical of natural spoken language, shows a high level of accuracy in the use of sentence structures and patterns, displays a wide range of vocabulary when speaking about a variety of topics, is idiomatically accurate, expands on input, uses clear pronunciation with the correct intonation and stress, achieves set tasks competently, interacts with ease in a variety of situations and uses appropriate discourse markers.</p> <p>The applicant makes minor mistakes in describing the content of the suggested tasks (minus 4 points), the consistency of presentation (minus 4 points), the pronunciation of language units</p>

	(minus 6 points) and the use of grammar and syntax (minus 10 points).
50-75	<p>The applicant generally understands and can adequately reveal the contents of the suggested task, is able to speak at length with relative ease though there are some pauses for grammatical and lexical repair that do not hinder effective communication, shows consistent control over basic sentence structures and patterns, makes some mistakes in the use of complex structures, that do not, however, significantly interfere with communication, generally displays a wide range of vocabulary, generally shows a good level of idiomatic accuracy, uses clear pronunciation and generally correct intonation and stress with some mistakes that do not, however, interfere with communication, achieves set tasks relatively well.</p> <p>The applicant makes mistakes in describing the content of the proposed tasks (minus 12 points), the consistency of presentation (minus 13 points), the pronunciation of language units (minus 10 points) and the use of grammar and syntax (minus 15 points).</p>
24-49	<p>The applicant shows frequent hesitations that occasionally prevent communication, makes some basic mistakes in simple structures, uses adequate vocabulary range though strictly limited to familiar contexts, uses short responses and needs frequent prompting, pronounces common words properly but has problems with unfamiliar words, achieves set tasks at the simplest level, can produce very short, isolated utterances with frequent hesitations and a distracting use of fillers, needs continual prompting.</p> <p>The applicant makes significant mistakes in presenting content of the suggested task (minus 24 points), the consistency of presentation (minus 17 points), the pronunciation of language units (minus 15 points) and the use of grammar and syntax (minus 20).</p>

0-23	The requirements of the preceding paragraph are not met. The applicant can use only limited language in familiar contexts, commits
	frequent basic errors in simple sentence structures, displays a range of vocabulary that is limited to the most common words, responds slowly, hesitantly and inappropriately to verbal cues, makes frequent use of the native language when searching for the right words, does not achieve task.

Applicant should know the following Grammar Material.

1. Morphology

Noun. The use of nouns in singular and plural.

The use of nouns as adjectives. Possessive case.

Article. The usage of definite and indefinite articles. Zero article.

Adjective. The usage of adjectives. Degrees of comparison of adjectives.

Pronoun. Types of pronouns. The usage of pronouns.

Verb. The use of verbs. Active and Passive Voice.

Conditional sentence (0, I, II, III types). Imperative mood verbs. Correct and irregular verbs. Impersonal verb forms and their construction (Participle I, Participle II, Gerund, Infinitive). Modal verbs.

Phrases with verbs: get, be, look, keep, go, come, take, run, turn, call, break, give, put, make, clear, cut, fall, hold, let, hand.

Adverb. The usage of the comparison of adverbs. Adverbs of time and place.

Adverbial phrases.

Numeral. Quantitative and ordinal numbers.

Preposition. Types of prepositions. The usage of of prepositions.

Conjunctions. The usage of conjunctions.

2. Syntax

The structure of different types of sentences.

Simple sentence.

Impersonal sentence.

Complex sentence.

3. Direct and indirect speech.

4. Word formation.

Lexical minimum (2500 words)

Lexical minimum of applicant is at least 2,500 units, according to the themes of situational communication foreseen by the foreign languages program of secondary education (standard rate).

LIST OF 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.