

Diagnostic Test of English

Medical University of Plovdiv Department of Languages and Specialised Training

The Diagnostic English Language Test is designed to assess English language proficiency in alignment with the Common European Framework of Reference for Languages (CEFR).

The test is to be taken by lecturers and candidate lecturers at the Medical University of Plovdiv who would like to teach their subject in English.

To qualify, educators must demonstrate a minimum proficiency level of B2.

The total **duration** of the test is **100 minutes per candidate** and consists of **5 parts**. The maximum score is 120 points, distributed as follows:

Part 1. Listening Comprehension (Questions 1-10) (20 p.)

Timing: 10 min. (*including intervals*)

Source: The listening comprehension section includes one recording selected from audio sources in the area of health and other relevant fields.

Task Focus: This section assesses the test takers' ability to understand and extract specific information when listening to a native speaker.

The **tasks** consist of 10 gapped sentences, which test takers must complete after hearing the recording twice. Each correct answer is awarded 2 points. Test takers have a 2-minute interval between the two listenings.

Part 2. Reading Comprehension (Questions 11-20) (20 p.)

Timing: 20 min.

Source: The text is selected from sources in the area of health and other relevant fields.

The tasks are 10 statements of the multiple-choice type with four possible answers, only one of which is correct. Each correct answer is granted 2 points.

Task Focus: Test takers demonstrate the degree to which they can apply their lexical and grammatical knowledge of English to read and understand medicine-related texts. Test takers are required to demonstrate their skills in skimming and scanning a text to extract relevant information, draw conclusions, distinguish nuances in the meaning of words and phrases, extract detailed information, and understand opinions and facts that may be directly stated or implied by the context.

Text Length: approx. 3000 characters.

Part 3. Use of English

Timing: 40 min.

1. Multiple Choice Questions (Questions 21-50) (30 p.):

The tasks consist of 30 sentences with missing words or phrases and four options, out of which only one is correct. Each correct answer is awarded 1 point.

Task Focus: Test takers are required to demonstrate a command of core grammatical and lexical knowledge of English. A portion of the sentences tests knowledge of collocations and set phrases characteristic of everyday speech, while others test knowledge of grammatical rules, such as those used in forming verb tenses and questions.

2. Multiple Choice Cloze (Questions 51- 60) (10 p.)

Source: The text is selected from popular science sources in the area of health and other relevant fields.

Tasks: A contextualised cloze passage containing 10 gaps (plus one completed example), with four multiple-choice options per gap, where only one is correct. Each correct answer is awarded 1 point.

Task Focus: This task evaluates the ability to comprehend a gapped text using contextual lexical and grammatical knowledge. Emphasis is placed on differentiating shades of meaning between synonyms, phrasal verbs, correct prepositional usage, and appropriate verb tenses.

Text Length: approx. 1500 characters

Part 4. Writing (20 p.)

Timing: 20 min.

Task: Test takers are required to compose a descriptive or narrative text on a topic specified in the test.

Task Focus: This part of the test assesses the test takers' ability to express themselves in writing—for instance, by providing detailed information, describing events and incidents, and expressing their own and others' opinions appropriately using proper language and style. Evaluation criteria include relevant content, appropriate style, the use of natural collocations and set phrases, and the correct application of grammatical, lexical, and spelling rules. Particular attention is paid to the logical sequence of sentences, as well as to the organization and cohesion of the text as a whole.

Expected Text Length: 120 - 150 words

Part 5. Speaking (20 p.)

Timing: 10 min.

Task: This part includes guiding questions from the interlocutor to allow test takers to provide detailed information about themselves, their interests, academic background, leisure activities, etc. Test takers are required to demonstrate their ability to express and defend an opinion, take a standpoint, sustain an argument, and understand other people's arguments.

Task Focus: The focus is on correct pronunciation, appropriate vocabulary use, command of both simple and complex grammatical forms, correct sentence structure, a clear and logical flow of thoughts, adequate responses to questions, and the ability to conduct a fluent conversation.

The following levels are determined according to the number of points granted:

A1 level	0-24 points
A2 level	25-48 points
B1 level	49-72 points
B2 level	73-95 points
C1 level	96-120 points

European Framework of Reference for Languages

Common Reference Levels

(Note: Global descriptive scales provided below are for information purposes only.)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.