

TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV  
PREPARATORY DEPARTMENT



**Confirm**

Vice Rector for Science and Education

Buhrov V.A.

2018

**ENTRANCE EXAMINATION SYLLABUS  
IN ENGLISH AS A FOREIGN LANGUAGE**  
to apply for Bachelors educational level

**Approved**

Head of the Scientific and Methodological Committee  
of the Preparatory Department

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## Explanation Note

International applicants who apply for Bachelors educational level of Taras Shevchenko National University of Kyiv 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.

A program of the entrance examination is determined according to the program of English as a foreign language at the Preparatory departments for international students.

The program consists of:

- requirements to the language, speech and communicative skills of the applicants.  
These requirements reflect the following types of competencies:

1) communicative and speech competencies which include situations and oral topics, requirements to the speech skills in listening, reading, writing and speaking;

2) language competencies (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 entrance examination successfully can be recommended for enrollment to Taras Shevchenko National University of Kyiv.

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

### **1.1. Contents of communicative and speech competencies**

#### 1.1.1. General requirements

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

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Produce simple connected text on topics which are familiar or of personal interest.
- Describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

### 1.1.2. Introductions

While doing some communicative tasks an applicant should be able to initiate conversations using these 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 your attitude/emotions.

### 1.1.3. Communicative situations

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

- administrative service (in the dean's office, bank);
- in the shop, in the supermarket;
- in the city's streets;
- at the airport
- public transport;
- in hospital (pharmacy) ;
- at university;
- at a hotel;
- at a restaurant;

- at the post-office;
- phone conversation;
- at the theater (cinema).

#### 1.1.4. Oral topics

Applicants should be able to speak about:

<b>I. Biography</b>	<ol style="list-style-type: none"> <li>1. About myself</li> <li>2. Official biography</li> <li>3. About my friend</li> </ol>
<b>II. Family</b>	<ol style="list-style-type: none"> <li>1. My family</li> <li>2. Family holidays</li> <li>3. Birthday</li> </ol>
<b>III. Education and job</b>	<ol style="list-style-type: none"> <li>1. About my educational establishment</li> <li>2. My working day</li> </ol>
<b>IV. Your native country</b>	<ol style="list-style-type: none"> <li>1. Geographical position and nature</li> <li>2. The capital of your country</li> <li>3. History and culture of your country</li> </ol>
<b>V. Ukraine</b>	<ol style="list-style-type: none"> <li>1. Geographical position and nature</li> <li>2. The capital of Ukraine</li> <li>3. History and culture of Ukraine</li> </ol>
<b>VI. Your Interests</b>	<ol style="list-style-type: none"> <li>1. My free time</li> <li>2. My hobby</li> </ol>

## 1.2. Requirements to the speech skills

### 1.2.1. Listening

Listening to a text

Applicants should be able to understand the meaning of the text like the structure, the main idea etc.

Types of texts: story, description and mixed texts.

The size of a text: 500-600 words.

Unknown words: up to 3%.

The speed of the speech: 210 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 a text;
- to understand the meaning of the text;
- to interpret the text, the outcomes and evaluations.

Types of texts: story, description and mixed texts.

The size of a text: up to 800-900 words.

Unknown words: up to 5-7 %.

The speed of reading: 80-100 words per minute.

### 1.2.3. Writing

Applicants should be able to write a paragraph on a required topic. This paragraph should be written with 20-25 sentences.

### 1.2.4. Speaking

Monologue speech

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

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.

## **II. Language competencies**

Language competencies include the following *grammar syllabus*:

1. Adverbs
2. Both, either, neither
3. Broader range of intensifiers; So, such, too, enough
4. Comparatives and superlatives

5. Question tags
6. Connecting words expressing cause and effect, contrast etc.
7. Conjunctions: although, despite, in spite of, otherwise, unless
8. Embedded questions
9. Future continuous
10. Modals - must/can't deduction; might, may, will, probably; should have/might; must/have to
11. Past continuous
12. Past perfect
13. Past simple
14. Past tense responses
15. Phrasal verbs
16. Prepositions of place
17. Present perfect continuous
18. Present perfect/past simple
19. Reported speech (range of tenses)
20. Simple passive
21. Wh- questions in the past
22. Will and going to for prediction
23. First and second conditionals

Language competencies include the following ***vocabulary syllabus***:

1. Appliances
2. Buildings
3. Clothes
4. Colors
5. Education

6. Entertainment and Media
7. Environment
8. Food and Drink
9. Health, Medicine and Exercise
10. Hobbies and Leisure
11. House and Home
12. Language
13. Personal Feelings, Opinions and Experiences
14. Places: Countryside, Town and City
15. Services
16. Shopping
17. Sport
18. Technology and Communications
19. The Natural World
20. Travel and Transport
21. Weather
22. Work and Jobs

### **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.

Standards of spelling and grammar among an entire generation of English-speaking university students are now so poor that there is ‘a degree of crisis’ in their written use of the language, the publisher of a new dictionary has warned. Its research revealed that students have only a limited grasp of the most basic rules of spelling, punctuation and meaning, blamed in part on an increasing dependence on ‘automatic tools’ such as computer spellcheckers and unprecedented access to rapid communication using e-mail and the Internet. The problem is not confined to the US, but applies also to students in Australia, Canada and Britain.

Students were regularly found to be producing incomplete or rambling, poorly connected sentences, mixing metaphors ‘with gusto’ and overusing dull, devalued words such as ‘interesting’ and ‘good’. Overall they were unclear about appropriate punctuation, especially the use of commas, and failed to understand the basic rules of subject/verb agreement and the difference between ‘there’, ‘their’ and ‘they’re’.

Kathy Rooney, editor-in-chief of the dictionary, said, ‘We need to be very concerned at the extent of the problems with basic spelling and usage that our research has revealed. This has significant implications for the future, especially for young people. We thought it would be useful to get in touch with teachers and academics to find out what problems their students were having with their writing and what extra help they might need from a dictionary. The results were quite shocking. We are sure that the use of computers has played a part. People rely increasingly on automatic tools such as spellcheckers that are much more passive than going to a dictionary and looking something up. That can lull them into a false sense of security.’

Beth Marshall, an English professor, said, ‘The type of student we’re getting now is very different from what we were seeing 10 years ago and it is often worrying to find out how little students know. There are as many as 800 commonly misspelled words, particularly pairs of words that are pronounced similarly but spelled



differently and that have different meanings – for example, “faze” and “phase”, and “pray” and “prey”.’

1. ‘grasp’ (line 4) is closest in meaning to:

- a) ability                      b) use                              c) understanding      d) skill

2. We can infer from the style of the text that this article was printed in a...

- a) newspaper              b) dictionary      c) novel                      d) guidebook

3 Choose the best title for the article.

- a) Standards of spelling and grammar  
b) Dictionaries of the future  
c) Students don’t know their ‘there’ from their ‘they’re’  
d) Automatic tools

### **Are these statements true or false?**

1. According to Beth Marshall, students spell 800 words incorrectly on average today.
2. Kathy Rooney carried out research to see if academics were in touch with their students.
3. People rely increasingly on automatic tools.

## **GRAMMAR**

1. **Do the following test. Read the text. Choose the correct answer (A, B, or C).**

Last summer we went ... (1)... in the village where my grandmother was born. I ... (2)... there before, so when we ... (3)... the station I was surprised to see... (4)... small it was. As in many villages... (5)... in England , all the houses are built of ... (6)... stone. Running through the village is River Tyne. The village has a church which .... (7)... in the Middle Ages. Although the population is only .. (8)... 500 people, this village has the best cricket team in the country, and many people play rugby as well. Apart from sport, though, so .. (9)... happens there that many people

... (10)... remember the time the Queen visited the village in 1955

1. a) to stay      b) stay      c) staying
2. a) had ever been      b) had never been      c) was never
3. a) arrived in      b) arrived to      c) arrived at
4. a) what      b) that      c) how
5. a) on the north      b) on north      c) in the north
6. a) the same      b) some      c) the some
7. a) built      b) were built      c) was built
8. a) closely      b) about      c) near
9. a) least      b) little      c) less
10. a) still      b) yet      c) yet

### **WRITING**

**Write an opinion essay (100–150 words). “The advantages of studying in Ukraine” Include the following information.**

**Paragraph one** Introduction

**Paragraph two** Give 4-5 reasons

**Paragraph three** Conclusion

### **LISTENING**

Listen to a monologue, where a lecturer is talking on a general academic topic and answer the questions below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

1. Which elephants stay together all their life?
  
2. What are elephant family groups known as?
  
3. When scientists tracked groups of elephants, which feature of behaviour did they notice?

4. Which sense do elephants probably use to communicate over long distances?
5. What did American scientists do with a recording of elephant calls?
6. What did the elephants in the experiment rush to find?
7. What were scientists unable to do with the recording they had made?

### Questions 8-10

What does the lecturer say about each type of elephant call? Choose your answers from the box, and write the letters **A–H** next to questions **8–10**.

- |   |  |
|---|--|
| <b>A</b> cannot be heard by humans at all         | <b>D</b> is usually accompanied by a nod of the head |
| <b>B</b> is usually accompanied by a leg movement | <b>E</b> continuously increases in pitch             |
| <b>C</b> begins and ends at the same pitch        | <b>F</b> is repeated over a long period              |
| <b>G</b> continually fluctuates in volume         |  |

8. Greeting \_\_\_\_\_
9. Contact call \_\_\_\_\_
10. Summons to move on \_\_\_\_\_

### Transcript

**Lecturer:** In today's lecture I'm going to continue the theme of animal communication, and I'm going to describe some of the latest research into the largest of all land animals. And that is the elephant, of course.

Let me begin by briefly outlining the structure of elephant society. Elephants live in layered societies. The basic family unit is formed of small groups of adult females, who are related to each other, and their young of both sexes. Now the females remain in their families for life, they're highly social, but male elephants leave their families at about fourteen years of age. They travel alone or congregate in small, loose groups with other males, occasionally joining a family on a temporary basis. When males are ready to mate they wander widely, searching for receptive females.

The family unit, on the other hand, often contains three generations, and it can remain stable for decades, or

even centuries. Then ... each family associates with between one and five other families, probably consisting of their more distant relatives. Scientists call these groups of families 'bond groups', and bond groups belong, in turn, to even larger groups, called clans.

So elephants have a complex social structure. And like other social animals they have to be able to communicate. But what baffled early naturalists was their ability to communicate over long distances. So they set about researching this question.

In one experiment, scientists fitted groups of elephants with radio-tracking collars. And what they observed about their behaviour really intrigued them. Because they found that there was some sort of co-ordination between families. For example, two separate family groups might move in parallel to each other, miles apart, and then change direction simultaneously, either turning or moving towards each other. Now elephants have a keen sense of smell which they use whenever they can. But smell alone couldn't account for these synchronized movements, because the wind often carries odours in the wrong direction. So, the scientists concluded that the elephants were using their hearing instead, and attention then turned to the nature of elephant calls.

In another experiment, scientists from Cornell University in America went to Etosha National Park in Namibia, and they produced a recording of calls made by a female elephant to potential mates. Then they broadcast it. And they did this from a van which was parked more than half a mile from a water hole where several bull elephants were drinking. And two of these looked up, spread their ears wide, and then crunched through the bush towards the loudspeakers. As you can imagine, the scientists may have been alarmed at this point, but the elephants marched straight on, past them and their van, in search of a female elephant. But the striking aspect of this experiment was that, when they replayed their recording, neither the two scientists nor the rest of their team, who were filming from a nearby tower, could hear it. And that's because the sounds that they had replayed were below the lower threshold of human hearing. In scientific terminology, the sounds are infrasonic.

Elephants can make these extremely low-pitched sounds because although they have a larynx, or voice box, that is similar to those of all other mammals, it's much larger. But what do the sounds 'mean'? Scientists from Pittsburgh Zoo in the USA have classified certain infrasonic calls, based on when these occur and how other elephants react to them. They found, for example, that when individual family members re-unite after separation, they greet each other very enthusiastically, and the excitement increases with the length of time that they've been separated. They trumpet and scream and touch each other. They also use a greeting rumble. This starts at a low 18 Hertz – Hertz is a measurement of sound pitch – crests at 25 Hertz, which is a level just high enough to be audible to humans, and then falls back to 18 Hertz again. In another example, an elephant attempting to locate its family uses the contact call. This call has a relatively quiet, low tone, with a strong overtone which is clearly audible to humans. Immediately after contact calling, the elephant will lift and spread its ears, and rotate its head, as if listening for the response. The contact answer is louder and more abrupt than the greeting call, and it trails off at the end. Contact calls and answers can last for hours, until the elephant successfully rejoins her family. A third type of call seems to represent a summons to move on. At the end of a meal, one member of a family moves to the edge of the group, typically lifts one leg and flaps

her ears. At the same time she emits a 'let's go' rumble, which arouses the family, and they start to move on. Finally, mating activity is associated with yet another group of calls.

So, our understanding of elephant communication has increased considerably in recent years. However, even with the use of radio tracking collars it's technically difficult to document the functions of long-range communication. So although scientists are aware that elephants may know the whereabouts, and possibly the activities of other elephants that are several miles away, there may be a lot of subtle, long-range interactions which are still not evident.

## **SPEAKING**

1. Talk about advantages and disadvantages of on-line shopping.
2. Look at the chart and tell what data you can get from it.

### **V. Evaluation criteria**

According to the requirements of the curriculum English as a foreign language approved by the Head of the Scientific and Methodological Committee of the educational and methodical center for organization of educational process at Taras Shevchenko National University of Kyiv and the Standards of the Ministry of Education and Science of Ukraine, the assessment of the entrance examination in English for foreign citizens who apply for Bachelors educational level is recommended to be held in the following way:

Written work - 60 points.

Oral work - 40 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 equivalent in complexity tasks. It is expected an applicant to get 10 correct answers for each of them for understanding of the text and evaluated by 0.5 points for every correct answer. The maximum possible number of points per section is 10 points.

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.

### **Rubric for Evaluation of the Paragraph**

A rubric is a grading tool that describes the criteria, or "what counts," for the assignment. It also describes each of the criteria according to gradations of quality, with descriptions of strong, middling, and problematic student work. The criteria are listed in the column on the left. The numbers in the top row indicate quality, with 3 being the best. The number 0 is something everyone

wants to avoid. Students may use the rubric as a check list to determine if the writing meets the criteria of the assignment.

Point Value	2 points	1points	0.5 points	0 points
<b>Topic Sentence</b>	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.
<b>Supporting Details</b>	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.
<b>Organization and Transitions</b>	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Details are arranged in a logical progression; appropriate transitions.	Acceptable arrangement of examples; transitions may be weak.	No discernible pattern of organization; Unrelated details; no transitions.
<b>Style</b>	Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices.	Appropriate tone; Clear sentences with varied structures; Effective diction.	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.
<b>Mechanics</b>	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 10 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 10 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 - 4 points

Up to 14 phrases - 6 points

Up to 20 phrases - 8 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 - 4 points

Up to 14 phrases - 6 points

Up to 20 phrases - 8 points

The maximum number of points for Speaking is 36 points.

### **Rubric for Evaluation of Speaking**

<b>Point Value</b>	<b>Meets expectations high</b> <b>3 points</b>	<b>Meets expectations low</b> <b>2 points</b>	<b>Slightly under-performs</b> <b>1 points</b>	<b>Does not meet expectations</b> <b>0 points</b>
<b>Pronunciation</b>	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.

<b>Vocabulary</b>	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.
<b>Accuracy</b>	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.
<b>Communication</b>	Student is thoroughly familiar with the topic and can respond confidently and spontaneously to complex questions. Presentation is well structured, uses transitional elements. Good eye contact, no reading from his/her paper.	Evidence of a standard three part structure and some use of transitional elements. Level is appropriate, but the listener is not totally convinced that the presenter knows his/her topic well.	Some structural weaknesses and only limited transitional elements. Basic level of acquaintance with the topic.	Lacks the features of an acceptable presentation.
<b>Interaction</b>	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.
<b>Fluency</b>	Can express himself/herself fluently and spontaneously, almost	Can produce stretches of language with a fairly even tempo. Although can be	Frequent hesitations and pauses, can produce only short stretches of	Cannot produce complex sentences or link phrases coherently.



	effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Wide vocabulary evident.	hesitant as he/she searches for expressions, there are few noticeably long pauses.	language at best	
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### A sample for evaluation of Speaking

Student's Name \_\_\_\_\_

Group \_\_\_\_\_

Point Value	Meets expectations high	Meets expectations low	Slightly under-performs	Does not meet expectations
<b>Pronunciation</b>				
<b>Vocabulary</b>				
<b>Accuracy</b>				
<b>Communication</b>				
<b>Interaction</b>				
<b>Fluency</b>				

The end result is obtained by simply adding points received by an applicant for writing and oral tests. According to the entrance examination, two possible marks are offered: "recommend to enroll" (not less than 60 points) or "do not recommend to enroll" (less than 60 points).

### VI. References

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5. Clandfield Lindsay, Robb Benne Rebecca. Global Intermediate Teacher's Resource Pack. TESTS, <https://www.twirpx.com/file/1031738/>
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