

**TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV
PREPARATORY DEPARTMENT**



Confirm
Vice-Rector for Science and Education
Buhrov V.A.
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**ADMISSION EXAMINATION SYLLABUS
OF ENGLISH AS A FOREIGN LANGUAGE**
to apply for Masters educational level

Approved
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Explanation Note

International applicants who apply for Masters educational level of Taras Shevchenko National University of Kyiv pass English as an admission examination.

The aim of the admission 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 admission 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 admission 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 ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- 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.

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:

1. The importance of the first aid in medical education.
2. Globalization, integration and daily life.
3. Libraries, books and readers.
4. What careers are possible if you speak foreign language?
5. Advantages and disadvantages of being a surgeon.
6. The Constitution as Supreme Law of my country.
7. Language situation in Ukraine.
8. The Power of Information in the modern world.
9. Ethics and etiquette for doctors.
10. International relations of my country.
11. The importance of learning foreign languages.
12. Advantages and disadvantages of study in Ukraine.
13. Pros and cons of using gadgets in modern life.
14. The right menu for a good mood.
15. Advantages and disadvantages of living in a house and flat.
16. Pros and cons of spending and saving money.
17. The role of stereotypes in modern world.
18. Importance of having good manners in modern world.

19. How working for charity can change our life.

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:

- Extracts from radio programmes in standard English
- Selected clips from TV series and films
- Lectures and talks about general topics
- Unscripted authentic speech when speakers are interviewed in a studio and in the street

The size of a text: 600-700 words.

Unknown words: up to 3%.

The speed of the speech: 230 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:

- Articles about current affairs
- Opinion articles
- Extracts from easy no-adapted novels

The size of a text: up to 900-1000 words.

Unknown words: up to 5-7 %.

The speed of reading: 100-120 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 25-30 sentences. Applicants should be familiar with the following types of writing:

- Informal letter
- A short story
- For and against
- Article
- Describing a photo
- Expressing your opinion
- A report

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. They should also be able to describe a chart or an informative picture.

II. Language competencies

Language competencies include the following *grammar syllabus*:

1. Question formation
2. Auxiliary verbs
3. Using adjectives as nouns, adjective order
4. Comparatives and superlatives

5. Narrative tenses, past perfect continuous
6. So and such... that
7. Adverbs and adverbial phrases
8. Conditionals and future time clauses
9. Future continuous and future perfect
10. Unreal conditionals, structures after wish
11. Verbs of the senses
12. Passive (all forms), it is said that... he is thought to... etc
13. Clauses of contrast and purpose
14. Used to, be used to, get used to
15. Gerunds and Infinitives
16. Past modals, “would rather, had better”
17. Present perfect continuous
18. Present perfect/past simple
19. Reported speech (range of tenses)
20. Uncountable and plural nouns
21. Qualifiers: all/ every/ etc.

Language competencies include the following *vocabulary syllabus*:

1. Compound adjectives, Modifiers
2. Illnesses and treatment
3. Clothes and fashion
4. Air travel
5. Adverbs and adverbial phrases
6. The weather
7. Environment

8. Personal Feelings, Opinions and Experiences

9. Verbs often confused

10. The body

11. Music

12. The media

13. Collocation: word pairs

14. Science

15. –ed/-ing adjectives and related verbs

16. Expressions with go

17. Business and advertising

18. Word building: prefixes and suffixes

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.

Arthritis and rheumatism are general names for approximately 100 diseases that produce inflammation or degeneration of connective tissue. Some of these diseases are infectious and primarily affect younger people. Rheumatic fever, for example, is a bacterial infection that occurs mostly in children or teenagers. Rheumatoid arthritis predominantly strikes women between 20 and 60. However, the

most common rheumatic disease is a noninfectious, noninflammatory degenerative joint disease – osteoarthritis. To some degree, it affects nearly all older adults, causing swelling, pain, and stiffness in joints. Treatment may include heat, exercises, and drugs that reduce pain and inflammation.

Besides osteoarthritis, many other noninfectious diseases can limit the activities of the elderly. Osteoporosis (a condition in which bone loss exceeds bone replacement so that the bones become less dense, more porous, and more brittle) often leads to fractures, especially of the hipbone. Many conditions conspire to decrease the sensory perception of the elderly. Cataracts are created when the lens of the eye – or a portion of it – becomes opaque and sometimes swells or shrinks and interferes with vision. Deterioration of nerves in the inner ear causes the characteristic old-age hearing loss, most severe in the high-pitched tones. The senses of taste and smell also deteriorate in old age.

Task 1. Answer True or False to the following statements:

1. Rheumatic fever is a viral infection.
2. Osteoporosis is the most common arthritic disease.

Task 2. Please complete the following sentences by choosing the most correct term (s):

1. Osteoarthritis is an example of a/an _____ disease
 - a) infectious
 - b) incurable
 - c) noninfectious
2. A condition in which bone loss exceeds bone replacement is called _____
 - a) rheumatoid arthritis
 - b) osteoporosis
 - c) rheumatism

GRAMMAR

Read the text below. For (1-10) choose the correct answer A, B, C or D).

Choosing a Career

There are as many kinds of careers as there are people. They vary greatly in the type of work involved and in the ways they influence a (1) ... life.

The kind of career you have can affect your life in many ways. For example, it can determine where you live and the friends you make. It can reflect how (2) ... education you have and can determine the amount of money you earn. Your career can also affect the way you feel about yourself and the way other people act toward you. By making r decisions concerning your career, you can help yourself build the life you want.

(3)... wise career decisions and plans, you need as much information as possible. The more you know about yourself and career opportunities, the better able you (4) ... to choose a satisfying career.

Learning about oneself. People differ in what they want from a career. Many people desire a high income. Some hope for (5)... fame. Others want adventure. Still others want to serve people and make the world a (6)... place.

Before you begin to explore career fields, you (7)... your values; your interests; and your aptitudes (abilities). Most people are (8) ... in jobs that fit their values, interests, and aptitudes.

Each person has many values, which vary in strength. For example, money (9) the strongest value for some people — that is, wealth is more important to them than anything else. As a result, they focus their thoughts, behavior, and emotions on the goal of earning a high income. Other values include devotion to religion, taking risks, spending time with family, and helping others. People should understand their values prior (10) ... a career decision.

1. A) person's B) persons' C) person D) persons

2. A) most B) many C) more D) much
3. A) making B) to make C) having made D) make
4. A) will be B) would be C) should be D) will have been
5. A) a B) — C) the D) an
6. A) good B) best C) better D) well
7. A) shall be determined B) will be determined C) would determine D) should determine
8. A) happy B) happier C) happiest D) more happier
9. A) are B) were C) will be D) is
10. A) to make B) to making C) to have made D) to will be making

WRITING

Write about a film you enjoyed and a must-see. It could be a recent film or a film that you watched a long time ago (**130–150 words**).

Paragraph one Introduction

Paragraph two Give 4-5 reasons

Paragraph three Conclusion

LISTENING

You are going to hear people talking about the link between food and crime. Complete the gaps 1-10 with one word.

THE LINK BETWEEN FOOD AND VIOLENT CRIME

TV commercials encourage people to 1. _____ the wrong kind of 2. _____.

The kinds of food shown in adverts include fizzy drinks, chocolate, 3. _____, biscuits, sweets, 4. _____ and chicken nuggets.

There are no TV adverts for 5. _____ or 6. _____

The proportion of obese children has almost doubled in 7. _____ years.

Children who don't have a balanced diet are more 8. _____.

In the experiment, the number of violent incidents caused by the teenagers who changed their diet 9. _____ by 10. _____.

Transcript

Narrator: Tonight on Channel 9 in a hard-hitting documentary we investigate the link between food and violent crime. Teacher and parent, George Thomas...

George: A lot of people think that TV causes crime... You know, that people copy the violence they see in the programmes... But it isn't the programmes that cause violence... it's the TV commercials which encourage people to eat the wrong kind of food.

Narrator: Celebrity chef, Mary Rowe...

Mary: Logically, children who watch more television see more adverts. And what kinds of food are in those adverts? Junk foods: fizzy drinks, chocolate, crisps, biscuits, sweets, burgers and chicken nuggets! You never see adverts for bananas or apples... Only for foods that are bad for you and that make you fat.

Narrator: Journalist, Kirk Broadfoot...

Kirk: A government survey published last month shows that the proportion of children in secondary schools who are far too fat, I mean clinically obese, has almost doubled in 10 years. It's a huge problem.

Narrator: Social worker, Naomi Bell...

Naomi: In my experience, kids who see lots of adverts for junk food on TV eat less healthy food than other kids. The problem is that the diet encouraged by TV adverts is very very bad for you. Kids who don't eat a balanced diet with plenty of fruit and vegetables, do less well at school and are more aggressive. Basically, bad food makes you violent.

Narrator: Food scientist, Katy Smith...

Katy: In one experiment, we took some adolescents aged between 13 and 17, kids who had been in trouble with the police, and we gave them healthier diets. The number of violent incidents caused by those offenders who changed their diet fell by 80%. But for the others who kept on eating junk food with too much sure, carbohydrates and caffeine there was no reduction.

Narrator: Tonight. Channel 9. 10 pm. Food and Crime.

SPEAKING

1. The role of stereotypes in modern world.
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 Masters educational level is recommended to be held in the following way:

Written work - 70 points.

Oral work - 30 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 1 point for every correct answer. The maximum possible number of points per section is 20 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
Topic Sentence	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.
Supporting Details	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.
Organization and Transitions	Thoughtful, logical progression of supporting examples; Mature	Details are arranged in a logical progression; appropriate	Acceptable arrangement of examples; transitions may be	No discernible pattern of organization; Unrelated details;

	transitions between ideas.	transitions.	weak.	no transitions.
Style	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.
Mechanics	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 - 3 points

Up to 14 phrases - 5 points

Up to 20 phrases - 7 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 - 3 points

Up to 14 phrases - 5 points

Up to 20 phrases - 7 points

The maximum number of points for Speaking is 30 points.

Rubric for Evaluation of Speaking

Point Value	Meets expectations high 3 points	Meets expectations low 2 points	Slightly under-performs 1 points	Does not meet expectations 0 points
Pronunciation	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.
Vocabulary	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.
Accuracy	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.
Communication	Student is thoroughly familiar with the	Evidence of a standard three part structure and some	Some structural weaknesses and only limited	Lacks the features of an acceptable

	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.	use of transitional elements. Level is appropriate, but the listener is not totally convinced that the presenter knows his/her topic well.	transitional elements. Basic level of acquaintance with the topic.	presentation.
Interaction	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.
Fluency	Can express himself/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Wide vocabulary evident.	Can produce stretches of language with a fairly even tempo. Although can be hesitant as he/she searches for expressions, there are few noticeably long pauses.	Frequent hesitations and pauses, can produce only short stretches of language at best	Cannot produce complex sentences or link phrases coherently.

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

Pronunciation				
Vocabulary				
Accuracy				
Communication				
Interaction				
Fluency				

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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