

**Private Higher Educational Establishment-Institute
“Ukrainian-American Concordia University”**



Rector

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January 19, 2024

**PROGRAM
of the English language examination
for international entrants onto master's degree programs
within speciality 073 “Management” (field of study 07
“Management and Administration”)**

Discussed and approved
at the meeting of the
UACU Admissions Committee
January 19, 2024, Minutes No. 5

Kyiv – 2024

The program of the written examination in the English language for international entrants onto the graduate (master's) degree programs within the speciality 073 "Management" (field of study 07 "Management and Administration").

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PROGRAM
of the written examination in the English language
for international entrants to the Ukrainian-American Concordia University

INTRODUCTION

In the context of the spread of international integration processes in the modern educational space, the level of foreign language proficiency at the level of not less than B2 ensures academic and, in the global perspective, professional mobility. The Program of the written examination in the English language for international entrants onto the graduate (master's) degree programs within the speciality 073 "Management" (in the field of study 07 "Management and Administration") (hereinafter referred to as "the Program" or "this Program") was developed with due account for the Common European Framework of Reference for Languages (level B2) and in accordance with the Program of the Unified Entrance Examination in Foreign Languages for admission to study for a master's degree on the basis of a previously obtained degree of higher education (educational qualification level of a specialist), approved by the Order of the Ministry of Education and Science of Ukraine (March 28, 2019, No. 411).

The content of tasks for the assessment of the quality of foreign (English) language communicative competence formation is unified by types and forms of tasks. The objects of assessment are verbal (speech) competence in reading, as well as linguistic lexical and grammatical competences. The content of test tasks is based on authentic examples of literary speech adopted/used in the target-language countries, in accordance with the spheres of communication and topics of texts identified by this Program.

The written examination in the English language (hereinafter referred to as the "Examination") is taken by foreign citizens who wish to enter for a master's degree on the basis of a previously obtained degree of higher education (hereinafter referred to as "candidates").

The goal of the Examination is to assess the learning outcomes of candidates in the English language on a scale of 100 points based on the number of points they scored for the tasks of the subject test in the English language.

This involves assessing the candidates' level of the following skills:

- To recognize linguistic and speech phenomena and patterns.
- To group, classify language and speech phenomena, identify cause-effect relations between them.
- To use language tools (lexical units and grammatical structures) in accordance with the literary norms.
- To distinguish the correct use of language tools from erroneous ones.
- To understand the meaning and peculiarities of the functioning of language units.

- To analyze and compare information.
- To establish logical connections between parts of the text.

EXAMINATION FORMAT

The Examination is designed as a 100-item paper-based / online test of English grammatical usage, vocabulary, and reading comprehension. The test structure follows that of the *Michigan Test of English Language Proficiency*.

There might be slight variations in the order in which the parts/task appear or are presented depending on the test mode (on-site or online).

The time allotted for taking the Examination is 75 minutes.

Part 1. Grammatical Usage

The objective is to identify the candidates' level of formation of speech and language grammatical competence.

This part is composed of **forty multiple-choice items**. The written instructions and one example question are given at the beginning of the section.

Each item is representative of a short dialog between two speakers; the first part of the dialog evokes the situation; the second part represents a response appropriate to the situation. In each item, part of the dialog in its response portion has been omitted and must be completed by the candidate by their selection of one of four options provided.

Each correct answer scores 1 point. A point is not awarded if there is no answer. The maximum number of points that can be scored by correctly completing the 40 questions totals **40 points**.

Sample instructions:

Each question in this section of the test is part of a conversation. In each conversation a word/phrase is left out. Select the word/phrase which would be used by a speaker of English, and which will best fit into the conversation.

Mark only one answer for each item.

Example question:

“Who’s that over there?”

“Oh, it’s our new teacher, _____ just started work today.”

- A that
- B who he
- C who
- D which he

Part 2. Vocabulary

The objective is to identify the candidates' level of formation of speech and language lexical competence.

This part is composed of **forty multiple-choice items**. The written instructions and two example questions are given at the beginning of the section.

The items are of two types, i.e. substitution and selection. The substitution type item is made up of a sentence where one word is highlighted (underlined or marked), followed by four answer choices; the candidate has to select the one which could replace the highlighted word in the sentence. The selection type item is made up of a sentence where a word has been omitted, followed by four answer choices; the candidate has to select the one to complete the sentence.

Each correct answer scores 1 point. A point is not awarded if there is no answer. The maximum number of points that can be scored by correctly completing the 40 questions totals **40 points**.

The lexical minimum an entrant must possess constitutes 2,500 lexical units in accordance with the areas of communication and topics of the texts defined by this Program.

Sample instructions:

There are two types of vocabulary items in this section. In the first type, you have to find the words/phrase that is closest in meaning to the underlined word/words and that could be used in the sentence without changing the meaning greatly. In the other type, you are to select the word that would best complete the sentence. Mark only one answer for each item.

Example question (Type 1):

It's too windy to go for a stroll.

- A swim
- B sail
- C drive
- D walk

Example question (Type 2):

It's quite _____ to feel nervous before a job interview.

- A physical
- B biological
- C natural
- D industrial

Part 3. Reading Comprehension

The objective is to identify the level of formation of candidates' skills to read and understand authentic texts independently and within a set period of time. Authentic texts from printed periodicals, online publications, reference/information and advertising booklets, and fiction are used to create test tasks.

While using the traditional reading strategies, i.e. skimming (understanding basic information), reading for detail (understanding complete information), and scanning (searching for specific facts), the candidates are to demonstrate that they can understand the text read, identify the key information, summarize the content, draw conclusions based on the text read. The candidate should be able to:

- Read the text and determine the purpose, idea of the statement.
- Read (with full understanding) texts based on familiar language material.
- Read and extract the essential details from texts of various types and genres.
- Differentiate between basic facts and secondary information.
- Distinguish between factual information and impressions.
- Understand the viewpoints of the authors of the texts.
- Establish the structure of the text and recognize the logical connections between its parts.
- Identify the meaning of unfamiliar words based on conjecture, similarity with the native language, explanations in the comment(s).

This part is composed of **four reading passages**, 100-350 words in length each. Each passage is **followed by five multiple-choice items**. The written instructions, one example passage, and one example question are given at the beginning of the section.

Each correct answer scores 1 point. A point is not awarded if there is no answer. The maximum number of points that can be scored by correctly completing the 20 questions totals **20 points**.

Sample instructions:

There are several reading passages in this section each followed by several questions about the passage. Read each passage carefully and answer the questions following that passage. Mark only one answer for each item.

Example passage:

The influenza virus is a single molecule built from many millions of individual atoms. You must have heard of the viruses, which are sometimes called “living molecules.” While bacteria can be considered as a type of plant, secreting poisonous substances into the body of the organism they attack, viruses are living organisms

themselves. We may consider them as regular chemical molecules, since they have a strictly defined atomic structure, but on the other hand we must also consider them as being alive, since they are able to multiply in unlimited quantities

Example question:

The writer says that viruses are alive because they ...

- A have a complex atomic structure.
- B move.
- C multiply.
- D need warmth and light.

SCORING AND GRADING

The maximum score (number of points) that a candidate can obtain in the Examination is **100 points**.

The score of 69 and below demonstrates that a candidate is not proficient enough in English and will have difficulty coping with the normal graduate academic load. Thus, it is considered insufficient for a non-native speaker of English to study for a master's degree in an English-language university.

If an applicant fails to appear for the entrance examination at the scheduled time for no good reason, they are not allowed to take the subsequent entrance examination and do not participate in the competition.

AREAS OF COMMUNICATION AND TOPICS ACROSS TEXTS

Personal domain

Everyday life and its problems.
Family. Family relationships.
Human character/personality.
Dwelling.
Daily routine.
Health and healthy lifestyle.
Friendship, affection.
Relationships with peers of the same age; in a team.
The realm of hobbies.
Leisure and recreation.
Personal priorities.
Plans for the future, choosing a profession.

Public domain

Weather. Nature. Environment.
Life in the target-language country.

Travel, excursions/field trips.
Culture and art (with particular focus on the target-language countries).
Sport and healthy lifestyle (with particular focus on the target-language countries).
World literature (with particular focus on the target-language countries).
Mass media.
Youth and the world of today.
Man and the environment.
Clothing.
Shopping.
Food and meals.
The development of science and technology, notable figures in science.
Holidays, memorable dates, events in the target-language countries.
Traditions and customs of the target-language countries.
Significant historical and cultural figures of the target-language countries.
Notable sites of historical and cultural heritage of the target-language countries.
Museums, exhibitions.
Fine arts, music.
Cinema, television, theatre.
Human rights and responsibilities.
International organizations, international movement.
Global international problems.

Educational domain

Education, training, upbringing.
Student life.
The system of education in the target-language countries.
Work and profession.
Foreign languages in a human's life.

GRAMMAR INVENTORY

The noun

Grammatical categories (singular and plural, the possessive case). Noun phrases.

The lexical classes of nouns (proper and common nouns: specific, abstract nouns, substances, collective nouns).

The article

Definite and indefinite.
The zero article.

The adjective

Types of adjectives.
Degrees of comparison of adjectives.

The numeral

Cardinal, ordinal, and fractional numerals.

The pronoun

Types of pronouns.

The verb

Regular and irregular forms.

Verb moods.

Verb tenses.

Modal verbs.

Verbals / verb forms (the infinitive, the gerund, the participle).

Verbal constructions (the complex object, the complex subject, the complex predicate).

The adverb

Types of adverbs.

Degrees of comparison of adverbs.

The preposition

Types of prepositions.

The conjunction

Types of conjunctions.

The sentence

Simple sentences.

Complex sentences.

Impersonal sentences.

Conditional sentences (0, I, II, III types; mixed conditionals).

Direct and reported speech**Word building/formation**