**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**ODESSA STATE AGRICULTURAL UNIVERSITY**

"APPROVED"

Rector of Odessa State

Agricultural University,

chairman of the selection committee

prof. \_\_\_\_\_\_\_\_\_\_\_ Mikhail BROSHKOV

"\_\_\_\_" \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2022

**PROGRAM**

**entrance exams in English**

**for admission to study for the degree of "Master"**

(on the basis of secondary education or educational qualification level of a specialist in related / unrelated specialties)

**Odesa 2022**

The program of professional entrance examination for obtaining the degree of higher education "Master" on the basis of the degree of higher education of the bachelor or educational qualification level of the specialist is developed:

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Considered and approved by the Department of Ukrainian and Foreign Languages

from "\_24\_" April 2022, protocol № 10

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**INTRODUCTION**

Persons who have a state-standard document on the obtained first (bachelor's) level or educational qualification level "Specialist" are allowed to participate in the competition for higher education "Master". The content of the test is determined by the Program of the unified entrance exam in foreign languages ​​for admission to study for a master's degree on the basis of a higher education degree (educational qualification level), approved by the Ministry of Education and Science of Ukraine from March 28, 2019 №411.

Modern processes of development of innovative technologies and processes of globalization of the economy lead to changes in the requirements for the qualification of modern specialists in the field of agriculture and require a high level of English.

The purpose of the entrance test is to test and evaluate the knowledge, practical skills and abilities of applicants in order to determine the level of academic achievement in accordance with the requirements of current curricula and assessment criteria.

The objects of assessment are speech competence in reading, as well as language lexical and grammatical competences. The content of test tasks is based on authentic examples of literary speech adopted in the countries whose language is studied, in accordance with the areas of communication and topics of texts defined by this Program.

The content of tasks for quality control of the formation of foreign language communicative competence is unified by types and forms of tasks.

The program of the unified entrance exam was created taking into account the European recommendations on language education (level B1-B2).

**I. BASIC PART OF THE PROGRAM**

**GENERAL CHARACTERISTICS OF THE COMPONENTS OF THE TEST**

**Part I. READING**

The aim is to identify the level of development of candidates' skills to read and understand authentic texts for a certain period of time. Tasks to determine the level of formation of foreign language competence in reading are focused on different strategies: understanding the basic information (introductory reading), complete (learning reading) and finding individual facts (selective reading). Authentic texts from printed periodicals, online publications, information and advertising and booklets, fiction were used to create test tasks.

Texts for introductory reading can contain up to 5% of unfamiliar words, and for study and selective reading - up to 3%, the meaning of which can be guessed from the context of word-forming elements and consonance with the native language (words-internationalisms). The total volume of texts is up to 2,500 words. Subject tests assess the ability of candidates to understand the text read, highlight key information, summarize the content of what is read, draw conclusions based on what is read. The candidate must 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 necessary details from texts of different types and genres

• differentiate between basic facts and secondary information;

• distinguish between factual information and impressions;

• understand the views of the authors of the texts;

• work with multi-genre texts;

• view a text or series of texts in order to find the necessary information to perform a particular task;

• determine the structure of the text and recognize the logical connections between its parts;

• establish the meaning of unfamiliar words based on conjecture, similarity with the native language, explanations in the comments.

**Part II. USE OF ENGLISH**

The aim is to identify the level of formation of speech and language grammatical and lexical competencies of candidates.

The candidate must be able to:

• analyze and compare information;

• use lexical units and grammatical structures correctly;

• establish logical connections between parts of the text.

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

**AREAS OF COMMUNICATION AND TOPICS OF TEXTS FOR READING AND USE OF ENGLISH**

**I. Personal sphere.**

1. Everyday life and its problems.

2. Family. Family relationships.

3. The character of man.

4. Apartment.

5. Day mode.

6. Healthy lifestyle.

7. Friendship, love.

8. Relationships with peers in the team.

9. The world of hobbies.

10. Leisure, recreation.

11. Personal priorities.

12. Plans for the future, choosing a profession.

**II. Public sphere.**

1. Weather. Nature.

2. Environment.

3. Life in the country whose language is being studied.

4. Travel, excursions.

5. Culture and art in Ukraine and in the country where the language is studied.

6. Sports in Ukraine and in the country whose language is being studied.

7. Literature in Ukraine and in the country whose language is studied.

8. Mass media.

9. Youth and the modern world.

10. Man and the environment.

11. Clothing.

12. Shopping.

13. Nutrition.

14. Scientific and technological progress, outstanding scientists.

15. Ukraine in the world community.

16. Holidays, anniversaries, events in Ukraine and in the country whose language is being studied.

17. Traditions and customs in Ukraine and in the country whose language is studied.

18. Outstanding figures of history and culture of Ukraine and in the country whose language is studied. Significant objects of historical and cultural heritage of Ukraine and the country whose language is being studied.

19. Museums, exhibitions.

20. Painting, music.

21. Cinema, television, theater.

22. Responsibilities and human rights.

23. International organizations, international movement.

**III. Educational sphere**

1. Education, training, upbringing.

2. Student life.

3. The education system in Ukraine and in the country whose language is being studied.

4. Work and profession. Foreign languages in human life.

**GRAMMAR INVENTORY. ENGLISH**

**Morphology**

Noun. Use of nouns in singular and plural.

Use of nouns as adjectives. Possessive.

Articles. The main cases of use of definite and indefinite articles.

Zero article.

Adjective. Use of adjectives. Degrees of comparison of adjectives.

Pronoun. Types of pronouns. Use of pronouns.

Verb. Type-temporal forms of verbs in the active and passive state.

Conditional sentences (0, I, II, III types).

The imperative mood of verbs. Correct and incorrect verbs

Impersonal verb forms and their constructions.

Gerund. Modal verbs. Participle I, Participle II.

Phrase verbs with: get, be, look, keep, go, come, take, run, turn, call, break,

give, put, make, clear, cut, fall, hold, let, hand.

Structure “to be going to do smth”.

Adverb. Use of degrees of comparison of adverbs.

Adverbs of place and time. Basic adverbial constructions.

Quantifiers / Intensifiers (quite, a bit, etc)

Numeral. Quantitative numerals. Ordinal numerals.

Preposition. Types of prepositions. Use of prepositions.

Fraction. Features of using **to** with verbs.

Conjunctions. Use of conjunctions of *concordance and subordination.*

**Syntax**

The structure of different types of sentences.

Simple sentences.

Impersonal sentences.

Complex sentences (compound and complex).

Direct and indirect speech.

Coordination of verb tenses in complex sentences.

**Word formation**

Words formed from known roots by noun suffixes,

adjectives and verbs; prefixes of adjectives and verbs.

**Exam example:**

**Part I. Reading**

**Task 1**

**Read the texts. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

**Things you should know before studying abroad**

(1)\_\_\_\_\_\_\_ Studying abroad you have the chance to explore new cultures, meet amazing people and travel more in several months than you probably will throughout the rest of your life. However, before jetting off to a foreign continent for four months, there are about a thousand tiny details that need to be ironed out. (2) \_\_\_\_\_\_\_ After getting transfer credits approved, obtaining a passport and visa, haggling with financial aid and booking flights, it is almost surreal that all this preparatory work leads to an actual destination. Relieved to have conquered the tedious steps, it’s easy to breeze through all the other preparatory steps and centre your focus on your destination. (3)\_\_\_\_\_\_\_\_ Once you leave the U.S., electrical outlets will no longer resemble the face of those at home. It is necessary to purchase purchasing universal outlet converters and adapters before you leave, as they can be expensive in foreign countries and are often difficult to find. The adapter will change the foreign plug so that you can connect your device to the outlet. This does not change the voltage, though, so you will definitely need a converter or transformer to make the wattage of your device compatible with the country’s power supply. You should also consider leaving expensive hair straightness or blow dryers at home. They generate a lot of heat, and even with a converter, the differing voltage can blow them out. (4)\_\_\_\_\_\_\_\_ Many students opt not to bring their smart phone while studying abroad, worried about loss or theft during their travels. If you are careful with your belongings though, these devices are great tools to communicate with fellow study abroad friends and loved ones at home. Some popular texting apps are What’s App and textPlus, which both allow you to send text messages for free through Wi-Fi. Another App I highly recommend is Skype for iPhone. (5)\_\_\_\_\_\_\_\_ Getting used to your country’s exchange rate is tough enough, but the foreign transaction fees your bank charges on purchases in a different currency are really a killer. Each time you swipe your card or pull cash from an ATM, the money you’re being charged but not spending begins to rack up. Before leaving, check to see if your bank at home has international branches in your abroad destination so that you are not charged a fee each time you visit the ATM. If you do not have the advantage of an international bank, withdraw the maximum amount of cash per ATM visit. This way, you will only pay a nominal fee and will have enough money to last you a few weeks.

**Which paragraph advises you …?** A to book tickets beforehand B to keep your mind on your money C not to leave your phone at home D to search the social sites before leaving E to buy devices that convert alternating currents F to concentrate on the place of living G to take advantage of it during college H to stock up on medicines

**Task 2 Read the text below. For questions (6-10) choose the correct answer (A,B,C or D) . Write your answers on the separate answer sheet.**

**Eco-Tour adventure in Ecuador. By Mike Adams**

Imagine walking through the rainforests of Ecuador, surrounded by medicinal plants and wild foods. Harmonies of birds and locusts blanket the forest from lush treetops. Your group pauses for a moment to take it all in….that’s when you discover you’re standing right next to a sacred Sangre de Drago tree, rich with natural medicine, standing five stories tall with a gorgeous canopy of leaves shaped like hearts. Your group guide makes a small incision on the tree bark and the medicine begins to flow : It’s an anti-cancer tree sap, made of 90% proanthocyanidins. It’s been used by the Shuar Indians as living medicine for centuries and now you’re getting to taste it fresh, raw and wild, right off the tree…. This scene isn’t fiction. I experienced it myself a few weeks ago as part of an ecotourism mission. I was invited as a guest to go on a preview of this tour, and what I experienced was truly breathtaking: Hikes through the national forest, the identification and sampling of wild herbs, and the tasting of all varieties of exotic wild foods that I never even knew existed. This tour, called the “ Amazon Wild Foods and Medicinal Plants Adventure”, promises five days of adventure in Ecuador that you’ll remember for a lifetime. The tour is focused on Zamora, a magical town in Southern Ecuador that’s host to a magnificent assortment of wild foods and medicines. What’s really amazing about this particular tour is that you’ll have the opportunity to identify, harvest and experience numerous wild foods and herbal medicines straight from the Ecuadorian rainforest. You’ll also get the opportunity to visit a local herbalist who makes his own powerful medicinal tinctures using local wild crafted herbs in the way they have been traditionally used for generations by the indigenous Shuar culture of Southern Ecuador. The January tour being offered in Zamora will also be repeated later in June. I’m told, so if you can’t make the January timeframe, contact them anyway to inquire about adventures later in summer. And, yes, the company organizing this tour books your local airfare and hotels, too. They also arrange for your ground transportation and two meals a day. Most of the planning is already done for you. Enjoy Ecuador!

**6. What is like a huge garden in the sky in the rainforests?** A the forest floor B the understory C the canopy D the plant bank

**7. The sacred Sangre de Drago tree\_\_\_\_** . A looks like a block of flats B is a five-storeyed house C resembles a heart D has a top in the form of a heart

**8. In the rainforests of Ecuador you’ll have an opportunity to taste a valuable\_\_\_\_\_** . A tree branch B tree bark C tree leaf D tree syrup

**9. The tour to Ecuador doesn’t offer \_\_\_\_\_** . A a course of treatment B hikes through the rainforest C collecting medical herbs D tasting of exotic wild foods

**10. In the tour to Zamora the guests won’t have a chance \_\_\_\_\_ .** A to identify herbs B to take part in a rite of healing the sick C to learn about some of the herbal medicines D to taste different foods from the forest.

**Task 3 Read the text below. Match choices (A-H) to (11-16). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

**Quirky Dublin** If it’s an unusual experience you’re looking for but don’t quite know where to start….. tnen here is a great guide! **11 Mummies in St Michan’s church and Crypts** The peculiar dry atmosphere has caused the mummification of the bodies and the preservation of the coffins. Underneath the church are five long burial vaults containing the mummified remains of many of Dublin’s most influential 17th , 18th, and 19th century families. **12 National Leprechaun Museum** The National Leprechaun Museum is a truly unique attraction! The museum takes you deep into Irish and Celtic culture to discover what really lies behind the well-known tales of Irish cultural icons – leprechauns, rainbows and pots of gold!

13 Dublin Falconry The Dublin Falconry brings you the art of Falconry with well conducted speeches, dress and flying displays. The Dublin Falconry offers a number of unique activities that allow you to get up close and personal with the majestic birds. Take a Hawk Walk, which features an introduction to holding and flying an amazing raptor as you see firsthand how the raptor moves.

14 Café culture Hidden away down Pleasant’s Lane in a quaint court yard you will find the adorable Cake Café. What makes The Cake Café so different and many would say cute, is the 1950s feel and mismatching antique china cutlery. A perfect spot lunch, whether sitting inside or out in the funky courtyard, there is plenty to choose from on the tempting menu. Or check out the Foam Café, tucked away in the Italian Quarter. The eclectic décor and tasty cakes, tapas will ensure your first visit will not be your last!

15 Le Cool Walking Tours Le Cool Walking Tours offer tours that show an alternative side to Dublin! Incorporating elements of the city which have become staples of le cool content such as pop-ups, new collectives and initiatives, Le Cool want to share these “ of the moment” living culture experiences. This continually evolving two-hour tour will reflect the now and engage with people behind initiatives which are reshaping Dublin city in vibrant and meaningful ways.

16 The Science Gallery Tucked into the historic grounds of Trinity College Dublin is the super modern and fascinating Science Gallery. It’s a truly new and unique type of venue where today’s white-hot scientific issues are thrashed out and you can have your say! What makes The Science Gallery so Quirky is that unlike most galleries? , it doesn’t have a permanent collection. There is always something new and fascinating to see.

**Where can you see and do this while in Dublin?** A find out about DIY culture, street art, fashion, emerging music and literature. B visit the oldest survival structure in the capital. C get involved into talks, debates and workshops. D practice feeding and taming the beasts of prey E enjoy savory delights as well as sweet F discover the world of national folklore G check out the ancient preserved bodies H practice the basic techniques and skills of Gaelic games.

**Task 4 Read the text below. Choose from (A-H) the one which best fits each space (17- 22). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

**Water Problems In India** The drought in India has become so severe (17)\_\_\_\_ in many regions of the country, even murdering each other over the precious substance. Northern India is in the grips of a drought so severe that in Bhopal, the City of Lakes, the government has been forced to ration water use (18) \_\_\_\_\_ . Nearly two million people live in this massive city, where the 1,000 – year old artificial Upper Lake has shrunk from 38 square kilometers (15 square miles) to a mere five square kilometers (two square miles). Almost 100,000 Bhopal residents live without water hookups of their own, (19)\_\_\_that travel throughout the city. Fights are common when the tankers arrive in a slum, with people jostling each other for the best chance the limited water supply. In unregistered slums, water tankers never arrive and residents may have to hike two kilometers (20)\_\_\_ . It was in one such unregistered slum that the Malviya family drilled a hole into a municipal water pipe, and travelled there shortly before the water began flowing one night, (21)\_\_\_ . the family was confronted by a group of neighbours, including a local man named Dinu who accused them of blocking the pipe and cutting off water farther down the hill. Dinu slapped Gyarasi Malviya, and when her son Raju tried to interfere, one of the people gathered drew a sword. In the ensuing clash, all the

Malviyas were hacked to death. The situation in Bhopal and across northern India may offer a glimpse of the world’s future. The United Nations has warned that by 2050, four billion people will find themselves living in areas (22)\_\_\_ .

A or more to the nearest pumping stations B were too afraid to do anything C with an insufficient water supply D that people have begun literally fighting over water E to half an hour once per three days F didn’t want them to take any water G relying on water tankers H to collect the liquid in whatever containers they could get their hands on ІІ. Частина «Використання мови» Use of English Task 5 Read and complete the text below. For each of the empty space (23-32) choose the correct answer (A, B or С) to complete the text and circle it. Write your answe

**Part II. Use of English**

**Task 5 Read and complete the text below. For each of the empty space (23-32) choose the correct answer (A, B or С) to complete the text and circle it. Write your answers on the separate answer sheet.**

**Famous people at schools** Schoolteachers may be experts …(23) their subjects, but they aren’t always right about their students. …. (24) of the most brilliant people in British history were …(25) at school and got terrible reports. In his school report, John Lenon was described as …(26) – certainly on the road to failure. Winston Churchill, future Prime Minister and probably Britain’s most …(27) politician, clearly had a lot of …(28) as a student but his behaviour was … (29) bad that his teacher wrote: “I really don’t know what to do”. Stephen Fry’s teacher didn’t realize Fry had an …(30) English. A fine actor, comedian and writer, Fry was at the bottom of his class. Robert Graves, a … (31) schoolboy writer who became one’s of Britain’s greatest poets, left school with this massage from his headmaster, “Good bye, Graves and remember that your best friend is the wastepaper basket” One of Diana, Princess of Wales’s teachers was correct in that Diana wasn’t a … (32) student, but the teacher also wrote, interestingly, that she “must try to be less emotional… with others.”

23 A at B for C in 24 A some B any C nobody 25 A useless B useful C gifted 26 A skilful B hopeless C an expert

27 A useless B hopeless C skilful 28 A abilities B skilful C talented 29 A enough B so C too 30 A expert in B aptitude for C aptitude to 31 A gifted B expert C talent in 32 A gifted at B expert C talented

**Task 6 Read and complete the text below. For each of the empty space (33-42) choose the correct answer (A, B, C or D) and circle it. Write your answers on the separate answer sheet.**

**Culture Notes** The BBC nature documentary Nature’s Great Events ... first …(33) in 2009 and looks at how annual changes in the patterns of movement of the sun lead to some of the world’s greatest natural events. This programme … (34) the annual summer thaw in the Arctic oceans. In recent years, due to climate change, more and more ice … (35) each year. As polar bears … (36) on the ice … (37) for seals, more and more of the ice breaks up. Polar bears then become trapped on ice floes, floating in the sea and … (38) swim greater distances between the ice and to safety, which is swiftly decreasing their numbers. The programme … (39) by Sir David Attenborough, … (40) is widely recognized as the face of British nature documentaries, having presented them … (41) over 50 years. He … (42) countless awards for his work.

33 A were aired B is aired C was aired D will aired 34 A looks at B look at C is looking D looked 35 A have been melting B is melting C has been melting D melts 36 A travelled out B will travel out C are travelling D travel out 37 A to hunt B hunting C hunted D hunt 38 A should B can C has to D have to 39 A was directed B is directed C were directed D directed 40 A which B that C who D when 41 A for B since C up D until 42 A had won B has won C won D wins

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**2. CRITERIA FOR EVALUATION OF ENTRANTS 'KNOWLEDGE**

The entrance exam is conducted using a test of knowledge. The tasks submitted for the entrance exam are evaluated on a 200-point scale. The maximum number of points that can be scored by correctly completing all the tasks of the entrance exam is 200 points, and the minimum number of points for further participation in the competitive selection must be 100 points. Test tasks consist of 42 questions, which are divided into two parts:

**Part 1 (Reading)** offers 22 English tasks, where only one answer is correct. For the correct solution of each task the entrant receives 2 points. Accordingly, for the correct solution of all tasks of part 1, the entrant receives 44 points.

**Part 2 (Use of English)** offers 20 tasks. For the correct solution of one question the entrant can receive 2.8 points for each correctly established correspondence or sequence. The maximum number of points for the correct solution of the tasks of part 2 - 56 points. No answer or incorrect answer is estimated at 0 points. The time of test tasks is 60 minutes.

The entrance professional test is conducted in the form of computer testing remotely on the educational platform of OSAU in the Moodle system.

The student's knowledge is assessed by a computer. The professional entrance test is evaluated on a 200-point scale.

**3. LIST OF RECOMMENDED LITERATURE**

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