

**NATIONAL TECHNICAL UNIVERSITY OF UKRAINE
“IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE”**

Approved

Chair of the Admissions Committee
Rector

Anatolii
MELNYCHENKO

signature

Date

CENTRE FOR INTERNATIONAL EDUCATION

PROGRAMME

**for the entrance examination
for international students for the first (bachelor's) level of higher education**

Programme approved:

Minutes of the Admissions Committee

No. ____ dated ____ 2026

Executive Secretary of the Admissions Committee

Oleksii BOGDANOV

Kyiv – 2026

INTRODUCTION

The admission of international students to Igor Sikorsky Kyiv Polytechnic Institute is carried out in accordance with the provisions set out in the 'Procedure for Admission to Higher Education in 2026'. The programme has been developed in accordance with the 'Rules for Admission to Higher Education at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" in 2026'.

The entrance examination programme for international students consists of 5 sections: Ukrainian as a foreign language, English, mathematics, history of Ukraine and geography.

The entrance examination consists of four modules: mathematics and the history of Ukraine are compulsory modules, whilst Ukrainian as a foreign language, English and geography are optional.

MAIN OVERVIEW

Section 1. Ukrainian as a Foreign Language

The syllabus for the entrance examination, Section 1. Ukrainian as a Foreign Language has been developed in accordance with the Common European Framework of Reference for Languages. The assessment focuses on reading and speaking skills, as well as lexical and grammatical competence.

Part I. READING

The aim is to assess the level of proficiency of foreign nationals in reading and understanding authentic texts independently within a specified time frame. The tasks for assessing foreign language reading proficiency use various strategies.

Subject-specific tests assess foreign students' ability to understand a text, identify key information, summarise the content of what they have read, and draw conclusions based on the text

The candidate is able to:

- read a text and identify its purpose and main idea;
- read (with full understanding) texts based on familiar language material;
- read and identify necessary details from texts of various types and genres;
- distinguish between main facts and secondary information;
- distinguish between factual information and personal impressions;
- work with texts of various genres;
- identify the structure of a text and recognize logical connections between its parts;
- determine the meaning of unfamiliar words based on context, similarities with one's native language, and explanations in the commentary.

Part II. LANGUAGE USE. VOCABULARY AND GRAMMAR

Objective – to assess the level of development of applicants' communicative, grammatical, and lexical competences.

The applicant is able to:

- analyze and compare information;
- use lexical items and grammatical structures correctly;

- establish logical connections between parts of a text.

Part III. SPEAKING

- communicate orally within specific fields, topics, and situations.

Structure of the entrance examination in Ukrainian as a foreign language

The test consists of three parts.

Part I 'Reading' (Task 1) contains 10 multiple-choice questions. Each question has a stem and three answer options, only one of which is correct.

Part II (Task 2) 'Language Use. Vocabulary and Grammar' contains 30 tasks. Each task consists of a question and three answer options, only one of which is correct.

Part III. (Task 3) The speaking task covers both monologues and dialogues. The task includes a list of topics for oral discussion.

Marking schemes for the test tasks:

Task 1. Each question is marked out of 0 or 2 points: 2 points for a correct match; 0 points if no correct match is made, more than one answer is given, or no answer is provided.

The maximum number of points is 20.

Task 2. Each question is worth 0 or 2 points: 2 points for a correct match; 0 points if no correct match is made, more than one answer is given, or no answer is provided.

Maximum score – 60.

Task 3. Foreign language competence in monologue and dialogue is assessed.

The maximum number of points is 20.

The total number of points awarded for completing all tasks in the test is 100 points.

EXAMPLE OF A TEST PAPER

Task 1. Reading.

Read the text. For questions (1–10), select the correct answer (a, b, c)

Lesya Ukrainka (1871–1913)

Леся Українка (1871–1913)

Леся Українка — відома українська поетеса, письменниця та перекладачка. Її справжнє ім'я — Лариса Косач. Вона народилася 25 лютого 1871 року в місті Новоград-Волинський у культурній та освіченій родині.

Її мати, Олена Пчілка, була письменницею, а дядько, Михайло Драгоманов, — відомим ученим і громадським діячем. У сім'ї підтримували любов до літератури, музики та мов. Леся Українка вивчала кілька іноземних мов, зокрема англійську, німецьку та французьку.

З дитинства вона тяжко хворіла на туберкульоз, але продовжувала навчатися і працювати. Через хворобу вона не ходила до школи, а навчалася вдома. Попри це, вона стала дуже освіченою людиною.

Леся Українка почала писати вірші у 9 років. Її перша збірка називається «На крилах пісень». Вона також писала драматичні твори, серед яких найвідоміший — «Лісова пісня». У своїх творах вона піднімала важливі теми: свобода, гідність, любов до Батьківщини та сила

людини.

Поетеса багато подорожувала: була в Італії, Єгипті, Криму, на Кавказі. Вона не тільки писала власні твори, але й перекладала світову літературу українською мовою.

Леся Українка померла 1 серпня 1913 року. Сьогодні її вважають однією з найвидатніших постатей української культури. Її твори читають у школах і університетах, а її життя є прикладом мужності та сили духу.

Леся Українка залишила великий слід в українській літературі та культурі.

1. Леся Українка — це ...
 - а) відома українська співачка і письменниця
 - б) відома українська поетеса і письменниця
 - в) відома українська художниця та поетеса

2. Її справжнє ім'я —
 - а) Олена Пчілка
 - б) Михайло Драгоманов
 - в) Лариса Косач

3. Вона народилася у місті
 - а) Новоград-Волинський
 - б) Київ
 - в) Луцьк

4. Її мати була
 - а) лікаркою
 - б) письменницею
 - в) вчителькою

5. У сім'ї підтримували любов
 - а) до спорту та фізичної культури
 - б) до літератури та мистецтва
 - в) до літератури, музики та мов

6. Леся Українка знала
 - а) кілька іноземних мов
 - б) не знала іноземних мов
 - в) одну іноземну мову

7. Леся Українка навчалася
 - а) вдома
 - б) в школі та університеті
 - в) ніде

8. Вона хворіла на туберкульоз
а) ніколи
б) у дорослому віці
в) з дитинства
9. Вона почала писати вірші
а) у 5 років
б) у 9 років
в) у 15 років
10. Леся Українка написала
а) «Кобзар»
б) «Лісова пісня»
в) «Енеїда»

(20 points)

Task 2. Vocabulary. Grammar.

Select and mark the correct answer.

1. Протягом уроку студенти задають ...
а) питання
б) відповіді
в) речення
2. Мого найкращого друга ... Максим.
а) називається
б) звати
в) позвати
3. Його ... брат любить дивитися мультфільми.
а) молодший
б) молодий
в) новий
4. Що ви ... на підготовчому факультеті?
а) займається
б) навчається
в) вивчає
5. Ми уважно ..., що пояснює викладач.
а) чуємо
б) розуміємо
в) слухаємо
6. Сьогодні дуже холодно, тому я ... плавати у річці.
а) не можу

- б) не вмію
в) не знаю
7. Усі її речі висять у шафі. Вона ще ... туди своє нове пальто.
а) поставила
б) повісила
в) поклала
8. Навчальний рік в Україні ... 1-ого вересня.
а) починається
б) закінчуються
в) триває
9. Щоранку ми всі ... з нашими викладачами.
а) вітаємо
б) вітаємося
в) привітаємо
10. Моєму другові подобається ...
а) цієї української дівчини
б) ця українська дівчина
в) цю українську дівчину
11. Вчора у магазині не було ...
а) свіже молоко
б) свіжого молока
в) свіжим молоком
12. Подруга запитала, скільки років ...
а) моєму старшому братові
б) мого старшого брата
в) мій старший брат
13. Учора викладач нагадав нам ...
а) у контрольній роботі
б) з контрольною роботою
в) про контрольну роботу
14. Мій тато завжди цікавився ...
а) народною творчістю
б) народну творчість
в) народної творчості
15. Моя родина живе ...
а) з невеликим красивим містом
б) у невеликому красивому місті
в) на невеликому красивому місті
16. У неділю ввечері він повернувся ...
а) від своєї бабусі
б) у своєї бабусі
в) про свою бабусю

17. Цей будинок побудували ...
а) на минулому столітті
б) минулого століття
в) у минуле століття
18. Коли цей студент ..., викладач уважно його слухав.
а) відповів
б) відповідатиме
в) відповідав
19. Спочатку я ... старий матеріал, а потім буду розв'язувати задачі.
а) повторив
б) повторював
в) повторю
20. Скільки часу вони будуть ... домашнє завдання?
а) виконують
б) виконувати
в) виконали
21. Завтра вихідний день, тому вони хочуть ... у кіно.
а) піти
б) ходять
в) йдуть
22. Куди ... ваші друзі вчора ввечері?
а) поїдуть
б) прийдуть
в) ходили
23. Вранці було холодно, і ... дощ.
а) йшов
б) ходив
в) прийшов
24. Вона прочитала текст, ... не зрозуміла його.
а) а
б) і
в) але
25. Я дуже хочу подивитися новий фільм, ... мій товариш хоче послухати музику.
а) і
б) а
в) але
26. Сьогодні тепла й сонячна погода, ... ми вирішили піти на прогулянку.
а) тому що
б) тому
в) бо
27. Вони вирішили піти на прогулянку, ... сьогодні гарна погода.
а) тому що

б) тому

в) чому

28. Скажіть, будь ласка, ... працює цей викладач?

а) звідки

б) де

в) куди

29. Ви знаєте, ... зараз відповідає?

а) що

б) який

в) хто

30. Ми ще не вирішили, ... поїдемо відпочивати влітку.

а) куди

б) де

в) звідки

(60 points)

Task 3. Speaking.

A) Monologue

Topics for discussion.

Теми для обговорення.

1. Національний технічний університет України “Київський політехнічний інститут імені Ігоря Сікорського” (або університет, де ви навчалися на підготовчому факультеті)

Що ви знаєте про його історію?

Звідки ви дізналися про нього?

Хто порадив Вам приїхати сюди навчатися?

2. Україна.

Що ви дізналися про Україну?

Що ви бачили тут, що ще хотіли б побачити?

Що вам тут сподобалося?

Чому ви вирішили навчатися в Україні?

3. Київ

Чому ви вирішили приїхати до Києва ?

Що ви встигли подивитися тут?

Що вам сподобалося?

Де ви любите гуляти в Києві?

Б) Діалогічне мовлення

Візьміть участь у бесіді за обраною темою

1. Моя батьківщина

Наведіть цікаві історичні та культурні факти.

Що б ви порадили подивитися іноземним туристам у вас на батьківщині?

2. Моя майбутня професія

Що ви знаєте про цю спеціальність?

Чому ви обрали саме її?

Які ви бачите перспективи кар'єрного росту для себе?

(10+10=20 points)

Total: 100 points

LIST OF REFERENCES FOR BLOCK 1

1. Українська мова як іноземна (початковий курс) / В.Вінницька, Л.Голов'яшина, Н.Плющ. – К.: КНУ ім. Тараса Шевченка, 2001. – 343 с.
2. Українська мова для іноземців: Підручник для іноземних студентів вищих навчальних закладів / Чистякові А.Б., Селіверстова Л.І., Лагута Т.М. – Х.: ХНУ імені В.Н.Каразіна, 2006. – 524 с.
3. Вступний курс з української мови для студентів-іноземців підготовчого відділення / за ред. Т.О.Дегтярьової. – Суми: Університетська книга, 2010. – 415 с.
4. Ласкаво просимо! Навчальний посібник з української мови для іноземних студентів у 2-х частинах. Частина I / Вальченко І.В., Прилуцька Я.М. – Харків, ХНАГМ, 2011 – 386 с.
5. Ласкаво просимо! Навчальний посібник з української мови для іноземних студентів у 2-х частинах. Частина II / Вальченко І.В., Прилуцька Я.М. – Харків, ХНАГМ, 2011 – 305 с.
6. Вивчаємо українську. Підручник української мови для студентів-іноземців підготовчого відділення. В трьох частинах / Хорошилова Т.П., Чернищук Л.І. – К., НТУУ «КПІ ім.Ігоря Сікорського», 2017(Електронна версія) – 957 с.
7. Українська мова для іноземців (збірник вправ) / Н.С.Ніколаєва, В.І.Невойт, В.О.Любчевська-Сокур, В.В.Овдіюк, О.О.Ситник, Л.Л.Черепаша. – К.: Четверта хвиля, 2011. – 212 с.
8. Українська мова для іноземних студентів: початково-предметні курси (Математика. Креслення. Хімія.Фізика. Біологія) Навчальний посібник / С.В.Альохіна, Г.В.Оникович, Я.-С.М.Шатенко – К.: «АртЕк», 1998

Block 2. Mathematics

The syllabus for the Block 2 'Mathematics' entrance examination has been developed taking into account the main components of mathematical topics, the objectives, content and outcomes of educational and cognitive activities set out in the State Standard and the current mathematics curriculum.

The tasks are designed to assess foreign nationals' mastery of key mathematical topics and

their ability to work with test papers.

The aim is to assess the level of knowledge and skills of foreign nationals in performing mathematical calculations involving numbers, operations, percentages, and the conversion of numerical and algebraic expressions; to test their ability to construct and analyse graphs of functions, equations and inequalities, and to investigate their properties; to assess the level of knowledge and skills in applying derivatives and integrals to solve practical problems, and to test the ability to identify geometric shapes in diagrams and determine the quantitative characteristics of geometric shapes (lengths, angles, areas and volumes).

Structure of the mathematics entrance examination

The mathematics section contains twenty questions, of which:

Fourteen multiple-choice questions, each with four options;

Four matching tasks (you must identify three 'logical pairs');

Two open-ended questions requiring a short answer.

Marking

The mathematics section will be assessed according to the NMT marking scheme. That is, four test points will be awarded for each correct answer to a multiple-choice question, two test points for each correctly identified 'logical pair' in the matching tasks, and ten points for each correct short answer.

Therefore, a score of 0-100 points can be achieved by completing the tasks in this section.

EXAMPLE EXAM PAPER

Exam Paper No. 1.

1. Calculate $\sqrt{25} + \sqrt{100}$.

A) 15 ; B) 10 ; C) 20 ; D) 0 . 1-A (4 points)

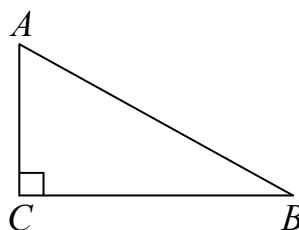
2. Solve the equation: $5^{2x} = 25$.

A) 2 ; B) 1 ; C) 0 ; D) 5 . 2-B (4 points)

3. Find the derivative of $y' = (\sqrt{\cos x})' =$.

A) $\sqrt{\sin x}$; B) $-\sin x$; C) $\frac{-\sin x}{2\sqrt{\cos x}}$; D) $\frac{\cos x}{2\sqrt{\cos x}}$. 3-C(4 points)

4. Find the area of the triangle ABC . $AC = 5$; $AB = 13$.



A) 65 ; B) 32,5 ; C) 30 ; D) 60 . 4-C (4 points)

5. Find the derivative of $y' = (\ln^3 x)' =$.

A) $3\ln^2 x$; B) $\frac{3\ln^2 x}{x}$; C) $\frac{3}{x}$; D) $\frac{\ln x}{3x}$.

5-B (4 points)

6. Calculate P_5 .

A) 120 ; B) 100 ; C) 20 ; D) 130 .

6-A (4 points)

7. Find the domain of the function: $y = \frac{2}{5^{2x} - 125}$.

A) $\left(-\infty; +\frac{3}{2}\right) \cup \left(\frac{3}{2}; +\infty\right)$; B) $(-5; 5)$; C) $(-3; 3)$; D) $(-\infty; 5) \cup (5; +\infty)$.

7-A

(4 points)

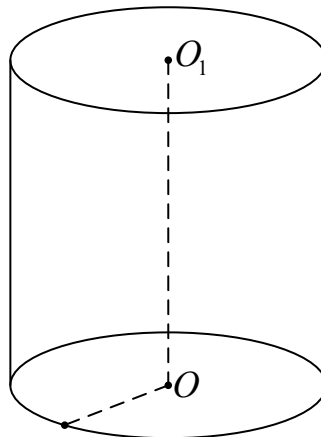
8. Give the formula of the function whose graph is obtained by stretching the graph of the function 8 times from the y-axis.

A) $y = \frac{1}{8} \sin x$; B) $y = 8 \sin x$; C) $y = \sin \frac{x}{8}$; D) $y = \sin 8x$.

8-B

(4 points)

9. Find the volume of the cylinder. $R = OA = 5$; $H = OO_1 = 4$



A) 125π ; B) 75π ; C) 20π ; D) 100π .

9-D

(4 points)

10. Calculate $\int_0^1 2x^3 dx$.

A) $\frac{1}{2}$; B) $\frac{1}{4}$; C) $1\frac{1}{2}$; D) 1 .

10-A

(4 points)

11. Find the interval on which the function $y = x^2 - 1$ is increasing.

A) $(-\infty; \infty)$; B) $[0; +\infty)$; C) $[1; +\infty)$; D) $(-\infty; 0]$.

11-B

(4 points)

12. Solve the system of equations and find the product of the solutions.

$$\begin{cases} x - y = 16; \\ \sqrt{x} + \sqrt{y} = 8. \end{cases}$$

A) 34 ; B) 128 ; C) 64 ; D) 225 .

12-D

(4 points)

13. Solve the inequality $\log_{\sin x} x > 2 \cdot \log_{\sin x} 7$.

A) $(49; +\infty)$; B) $(0; 49)$; C) $(14; +\infty)$; D) $(-\infty; 49)$.

13-B

(4 points)

14. Simplify $\frac{\cos \alpha \cdot \cos \beta - \cos(\alpha + \beta)}{\cos(\alpha - \beta) - \sin \alpha \cdot \sin \beta}$.

A) 1 ; B) $\operatorname{tg} \alpha \operatorname{tg} \beta$; C) $\operatorname{ctg} \alpha \cdot \operatorname{ctg} \beta$; D) $\sin \alpha \cdot \sin \beta$.

14-B

(4 points)

15. Match the equations with their roots (1–3).

1) $\sqrt{x-2} = 1$; A) 6 ;

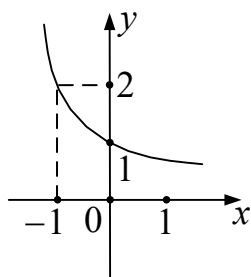
2) $(x+2)\sqrt{x-6} = 0$; B) 3 ;

15 (6 points)

3) $\sqrt{\frac{x-7}{x-6}} = 0$; C) 7 .

	A	B	C
1		+	
2	+		
3			+

16. Match the functions (1–3) with the graphs in figures (A–C).

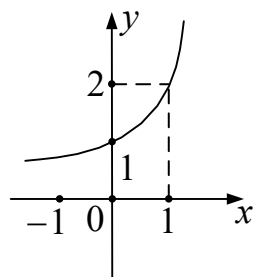


1) $y = 2^x$;

A)

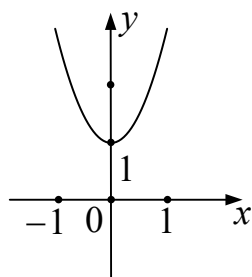
;

$$2) y = \left(\frac{1}{2}\right)^x ; \quad \text{B)}$$



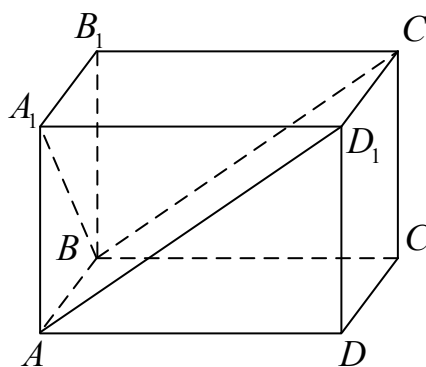
16 (6 points)

$$3) y = 2^{|x|} ; \quad \text{C)}$$



	A	B	C
1		+	
2	+		
3			+

17. Match the elements (1–3) with the angles between them (A–C).



$$1) AD_1 \text{ and } BC_1 ; \quad \text{A) } 60^\circ ;$$

$$2) BA_1 \text{ and } AD_1 ; \quad \text{B) } 0^\circ ;$$

$$3) AB \text{ and } AD_1 ; \quad \text{C) } 90^\circ .$$

17 (6

points)

	A	B	C
1		+	
2	+		
3			+

18 Match the numerical expressions (1–3) with their values (A–C).

$$1) \frac{10!}{8!};$$

$$A) 4;$$

$$2) \frac{5!}{2!};$$

$$B) 90;$$

18

(6 points)

$$3) 4 \cdot 1!;$$

$$C) 60.$$

	A	B	C
1		+	
2			+
3	+		

Write your answer in the space provided.

$$19. \text{ Calculate } \int_0^4 \frac{dx}{\sqrt{2x+1}}.$$

19

(10 points)

Answer

8

20. Solve the equation $3\sin x - 2\cos^2 x = -3$. Find the number of roots that lie in the interval $[0; \pi]$.

20 (10 points)

Answer

0

Total: 100 points

LIST OF REFERENCES FOR BLOCK 2

1. Mathematics: Study Guide for Students of the Faculty of Physics and Mathematics, NTUU “KPI” / V.V. Yasinsky, NTUU “KPI”, 2014, 372 pp.
2. Mathematics: Comprehensive Edition for Preparation for the External Independent Testing (EIT) and State Final Assessment (SFA) / A.M. Kapinosov et al. Ternopil: ‘Textbooks and Manuals’ Publishing House, 2022, 480 pp.
3. Mathematics: Algebra, Elements of Analysis and Geometry. Standard Level: Textbook for Year 10 of general secondary education institutions / H.P. Bevz, V.G. Bevz. Kyiv: Osvita Publishing House, 2018. 288 pp.
4. Mathematics: Algebra, Elements of Analysis and Geometry. Standard Level: Textbook for Year 11 of general secondary education institutions / H.P. Bevz, V.G. Bevz. Kyiv: Osvita Publishing House, 2019. 272 pp.
5. Mathematics (Algebra and the Fundamentals of Analysis and Geometry, Standard Level): Textbook for Year 10 of general secondary education institutions / M.I. Burda et al. Kyiv: Orion Educational Publishing Centre, 2018. 288 pp.

6. Mathematics: (algebra and the basics of analysis and geometry, standard level): textbook for Year 11 of general secondary education institutions / Oleksandr Ister. Kyiv: Geneza, 2019. 304 pp.

7. Mathematics: (Algebra and the Principles of Analysis and Geometry, Standard Level): Textbook for Year 10 of General Secondary Education / O.S. Ister. Kyiv: Geneza, 2018. 384 pp.

8. Mathematics: Algebra and the Principles of Analysis and Geometry, Standard Level: Textbook for Year 10 of General Secondary Education Institutions / A. G. Merzlyak et al. Kharkiv: Gimnaziya, 2018. 256 pp.

9. Mathematics: Algebra and the Fundamentals of Analysis and Geometry, Standard Level: Textbook for Year 11 of General Secondary Education Institutions / A.G. Merzlyak et al. Kharkiv: Gimnaziya, 2019. 208 pp.

10. Mathematics (Algebra and the Principles of Analysis and Geometry, Standard Level): Textbook for Year 10 of general secondary education / E.P. Nelin. Kharkiv: Ranok Publishing House, 2018. 328 pp.

Block 3. History of Ukraine

The syllabus for Block 3, ‘History of Ukraine’, of the entrance examination has been developed taking into account the key components of historical consciousness, the objectives, content, and outcomes of educational and cognitive activities as set out in the State Standard and the current curriculum for the history of Ukraine.

The tasks in the History of Ukraine section of the exam will align with the current EIT curriculum for History of Ukraine.

The test questions will cover the historical period ‘History of Ukraine (second half of the 16th – early 21st centuries)’.

The tasks are intended to assess the level of understanding among foreign nationals of the key issues in Ukraine's history and to evaluate their ability to work with test papers.

The aim is to assess foreign citizens’ knowledge of the key issues in the history of the Ukrainian people, the socio-economic, political, and cultural processes of the Ukrainian people’s historical development, the processes of building the modern independent Ukrainian state, and the activities of historical figures. Foreign applicants must be able to compare, analyze, summarise, and critically evaluate historical facts and the activities of individuals, contrast historical events and processes, and think critically and analyze the processes taking place in modern Ukraine.

Structure of the entrance examination in Ukrainian history

The test consists of three parts.

Questions 1–10 ‘Select the one correct answer’ contain 10 questions with a single correct answer. Each question has a stem and four answer options, only one of which is correct.

Questions 11–14 ‘Match the pairs’ contain 4 matching tasks (you must match 4 ‘logical pairs’).

Questions 15–17 ‘Put the events in order’ contain 3 tasks requiring you to put the events in the correct order (you must correctly indicate the sequence of the events presented).

Marking scheme for the test tasks:

Tasks 1–10. Each question is worth 0 or 6 points: 6 points for a correct answer; 0 points if no correct match is made, more than one answer is given, or no answer is provided.

The maximum number of points is 60.

Questions 11–14. Each question is worth 0, 1, 2 or 4 points: 4 points for correctly identifying all matches; 2 points if 2 matches are correctly identified; 1 mark if 1 match is correctly identified; 0

points if no matches are identified or no answer is provided.

Maximum points – 16.

Questions 15–17. Each question is worth 8 points: 8 points for correctly identifying all sequences; 2 points for correctly identifying 2 sequences; 1 mark for correctly identifying 1 sequence; 0 points if no sequences are identified or no answer is provided.

Maximum number of points – 24.

The total number of points awarded for completing all tasks in the examination is 100 points.

EXAMPLE OF A TEST PAPER

Select 1 correct answer (60 points):

1. What is the name of the Parliament in Ukraine?
A. Mejlis
B. National People's Congress
C. Verkhovna Rada
D. National Assembly
2. What are the names of Ukraine's seas?
A. The Yellow Sea and the Sea of Japan
B. The Pacific Ocean, the Caribbean Sea
C. the Marmara Sea and the Mediterranean Sea
D. The Black Sea and the Sea of Azov
3. How old is Kyiv?
A. 1540
B. 10 years
C. 100 years
D. 1 year
4. What language was spoken in Kievan Rus'?'
A. Old Ukrainian
B. Italian
C. Latin
D. Chinese
5. Who were the first to be baptised in Kievan Rus'?'
A. the people of Kyiv
B. Parisians
C. Romans
D. Egyptians
6. When do Ukrainians celebrate Independence Day?
A. 26 April
B. 17 August
C. 19 August
D. 24 August
7. Area of Ukraine:
A. 20,000 km²
B. 603,700 km²
C. 186,000 km²
D. 865.4 thousand km²
8. The leader of the Cossacks was called:
A. prince;
B. tsar;
C. hetman;
D. voivode.

9. What event took place in 1569?
- A. the founding of the first Zaporizhian Sich on Malaya Khortytsya Island
 - B. The Cossack campaign led by P. Sagaidachny against the Tsardom of Moscow
 - C. the union of the Grand Duchy of Lithuania and the Kingdom of Poland**
 - D. The conclusion of the Cossack Register by the Polish King Stefan Batory
10. The geographical names Bazavluk, Mykytyna Riga, Chortomlyk and Oleshky are associated with the sites
- A. major battles during the Cossack-peasant uprisings of the 1620s–1630s
 - B. the location of Turkish fortresses at the mouths of the Dnieper and Southern Bug rivers.
 - C. the formation of regimental Cossack regiments.
 - D. the location of the Zaporizhian Sich settlements.**

Match the pairs (16 points):

- | | |
|------------------------|---|
| 11. 1 Dnieper | A peninsula |
| 2 Carpathians | B Street |
| 3 Khreshchatyk | C Mountains |
| 4 Crimea | G River |
| 1 G | |
| 2 B | |
| 3 B | |
| 4 A | |
| 12. 1 Taras Shevchenko | A President of Ukraine |
| 2 Volodymyr Zelensky | B Inventor, designed the first helicopter |
| 3 Igor Sikorsky | C Mayor of Kyiv, former boxer |
| 4 Volodymyr Klitschko | D Poet, writer, Kobzar |
| 1 G | |
| 2 A | |
| 3 B | |
| 4 | |
| 13. 1 Fairy tale | A A form of oral folk art |
| 2 Music | B Type of activity |
| 3 Craft | C A form of art |
| 4 Carolling | D Christmas tradition |
| 1 A | |
| 2 B | |
| 3 B | |
| 4 D | |
| 14. 1 Belarus | A south-west |
| 2 Poland | B South |
| 3 Romania | C North |
| 4 Moldova | D West |
| 1 A | |
| 2 G | |
| 3 A | |
| 4 B | |

Put the events in the correct order (you must correctly indicate the sequence of the events given) (24 points):

15. Arrange the sequence of events during the formation of the new Ukraine.
- A. the start of the Euromaidan
 - B. Ukraine's accession to the World Trade Organisation (WTO)

C. The signing of the Minsk Agreements

D. Ukraine's signing of the Association Agreement with the European Union (EU)

Select the answers:

A B C D

1 ☐ ☐ ☐ ☐

2 ☐ ☒ ☐ ☐

3 ☐ ☐ ☐ ☐

4 ☐ ☐ ☐ ☐

1 *B*

2 *A*

3 *D*

4 *B*

16. Arrange the posters shown in the correct chronological order of events in Ukrainian history.



Mark your answers:

A B C D

1 ☒ ☐ ☐ ☐

2 ☐ ☐ ☐ ☐

3 ☐ ☐ ☒ ☐

4 ☐ ☒ ☐ ☐

1 *A*

2 *D*

3 C

4 B

17. Arrange the sequence of changes in the leadership of Ukraine's highest state institutions that existed in the first half of the 20th century.

A. P. Skoropadskyi

B. M. Hrushevsky

C. S. Petliura

D. A. Voloshin

Select the answers:

A B C D

1 ☐ ☐ ☐ ☐

2 ☐ ☐ ☐ ☐

3 ☐ ☐ ☐ ☐

4 ☐ ☐ ☐ ☐

1 B

2 A

3 B

4 D

Total: 100 points

LIST OF REFERENCES FOR BLOCK 3

1. 'History of Ukraine (Standard Level)', a textbook for Year 11 in general secondary education institutions. Sorochynska N. M., Hysem O. O.
2. "History of Ukraine (Standard Level)", a textbook for Year 10 in general secondary education institutions. Vlasov V. S., Kulchitsky S. V.
3. "History of Ukraine", a textbook for Year 9 in general secondary schools. Pometun O. I., Gupan N. M., Smagin I. I.
4. "History of Ukraine", a textbook for Year 8 in general secondary education institutions (authors: Gisem O. V., Martynyuk O. O.)
5. Vlasov V., Kulchytskyi S., Panarin O. The History of Ukraine. Comprehensive edition. ZNO 2024 (+ Appendix 'Thematic summaries')
6. Electronic sources <https://zno.osvita.ua/ukraine-history/571/>

Block 4. Geography

The content of the geography tasks will correspond to the current National Matriculation Test (NMT) syllabus for geography. This syllabus covers the following topics in geography:

- General Geography;
- Geography of continents and oceans;
- Physical Geography of Ukraine;
- The population of Ukraine and the world;
- Ukraine and the global economy;
- Regions and countries.

Structure of the entrance examination in geography

The exam consists of two parts.

Questions 1–13 ‘Select one correct answer’ contain 13 questions with a single correct answer. Each question has a stem and four answer options, only one of which is correct.

Questions 14–19 ‘Select 3 correct answers’ contain 6 questions requiring the selection of 3 answers from 7 options.

Marking scheme for test questions:

Questions 1–15. Each question is worth 0 or 4 points: 4 points for a correct answer; 0 points if no correct answer is given, more than one answer is selected, or no answer is provided.

Maximum score – 60.

Questions 16–19. Each question is worth 10 points: 10 points for selecting all 3 answers; 5 points if 2 answers are selected correctly; 1 mark if 1 answer is selected correctly; 0 points if the correct order is not established or no answer is provided.

Maximum number of points – 40.

The total number of points awarded for completing all tasks in the examination is 100 points.

EXAMPLE OF A TEST PAPER

Select 1 correct answer (60 points):

1. Identify the country with which Ukraine does not share a border:

A Czech Republic;

B Moldova;

C Slovakia;

D Hungary

2. The science that studies a country’s economy is:

A economics;

B physical geography;

C economic and social geography;

D biology.

3. Name the city in which Ukraine’s largest international airport is located:

A Kyiv

B Boryspil

C Donetsk

D Kharkiv

4. What percentage of the Earth’s surface is land?

A 71%;

B 50%;

C 30%.

D 91%

5. What does a physical map of the world tell us?

A the geography of countries;

B the economic characteristics of countries, territories and regions;

C the Earth’s natural environment.

D the Earth’s population

6. The science that studies the Earth’s geographical envelope is:

A economics;

B physical geography;

C economic and social geography;

D biology.

7. Select a river in Ukraine:

- A The Vistula;
- B The Nile;
- C Dnieper;**
- D Amazon

8. The smallest ocean on Earth:

- A The Pacific;
- B Atlantic;
- C Arctic;**
- D Indian

9. A model of the Earth is:

- A an atlas;
- B a globe;**
- C a GPS;
- D a drawing

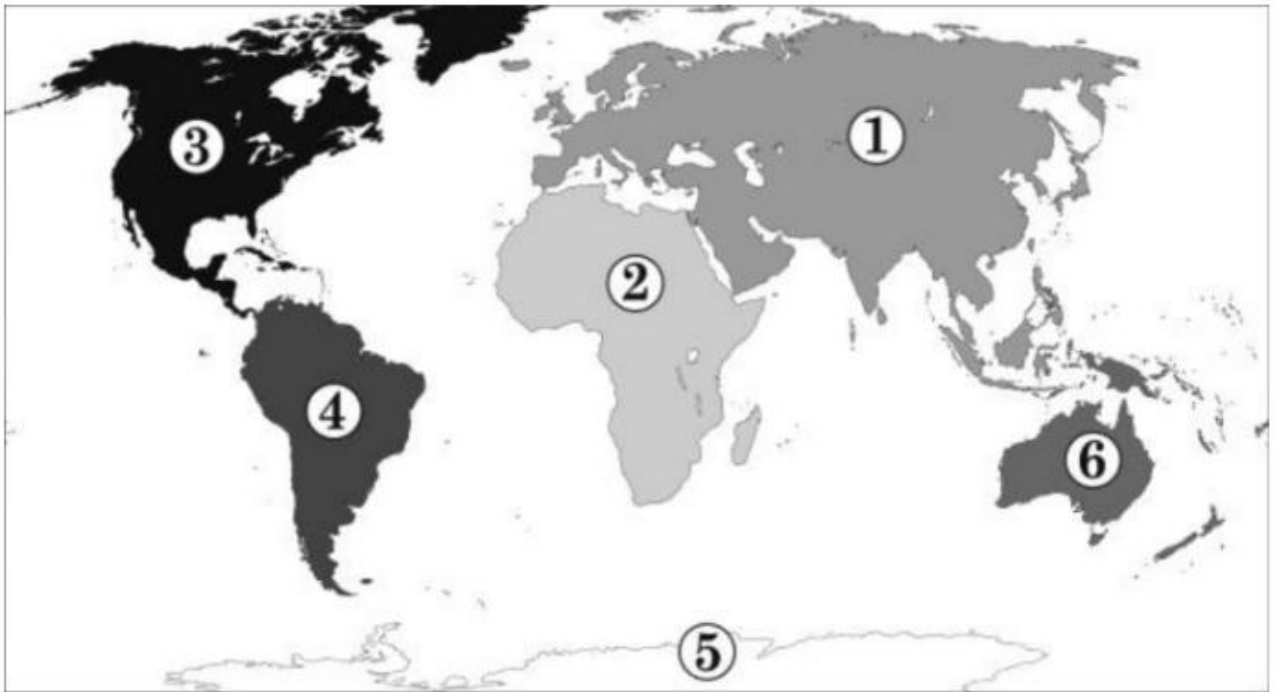
10. Indicate the mode of transport that has the most negative impact on the environment:

- A aviation;
- B rail;
- C river transport;
- D road transport**

11. Identify the region of the world with the smallest population.

- A Asia
- B Africa
- C Europe
- D Oceania**

12. The map shows the division of the Earth's landmass into six:



- A continents;
- B parts of the world;**
- C lithospheric plates;
- D geographical zones.

13. Select the countries with which Ukraine shares a border to the west:

- A Peru, Australia;
- B Moldova, Romania;
- C Poland, Slovakia;**
- D Russia, Hungary

14. How many oceans are there on Earth?

- A 4;
- B 6;
- C 7;
- D 5.**

15. State the area of Ukraine:

- A 703.4 thousand km²;
- B 487.5 thousand km²;
- C 560.8 thousand km²;
- D 603.7 thousand km²**

Select 3 correct answers from the 7 provided (40 points):

16. Why are African countries, despite specialising in agricultural production, unable to provide food for their populations?

- 1 In most countries, land with low-fertility soils predominates**
- 2 agroclimatic resources are insufficient for growing food crops
- 3 high rates of urbanisation are causing a labour shortage in rural areas
- 4 labour productivity in agriculture remains low**
- 5 The agricultural sector is rapidly becoming more intensive
- 6 domestic demand for food is growing faster than its production
- 7. Commercial agriculture in a number of countries remains narrowly specialised or is becoming monocultural**

17. Compare the position of Germany and Ukraine in the international division of labour. Identify the types of activity for which it would be advisable to draw on Germany's experience in Ukraine.

- 1. Development of natural gas fields in extreme natural conditions**
- 2 construction of large-scale hydroelectric and tidal power stations
- 3 participation in international projects for the production of air-to-surface missile technology
- 4 reindustrialisation of mineral-extraction regions**
- 5 development of transport and communications infrastructure**
- 6 transitioning livestock farming to an extensive model
- 7 construction of housing in areas of high seismic activity

18. Identify the main trends in the development and location of steel production worldwide in the 21st century.

- 1 A sharp decline in the volume of ore extraction for steelmaking
- 2 an increase in the proportion of metal smelted from secondary raw materials (scrap metal)**
- 3 an increase in the concentration of steel production in coal-mining regions
- 4. An increased role of transport and consumer factors in the location of steel production**
- 5 a decrease in the share of Asian countries in global steel production
- 6 China's leadership in the global steel market**
- 7 the shift of steel production to countries with the least developed economies

19. List the international organisations of which Ukraine is a member.

1 United Nations (UN)

2 North Atlantic Treaty Organisation (NATO)

3 European Union (EU)

4 Commonwealth of Independent States (CIS)

5 Council of Europe (CoE)

6 World Trade Organisation (WTO)

7 La Francophonie

Total: 100 points

REFERENCE LIST FOR BLOCK 4

1. 'Geography (Standard Level)', a textbook for Year 11 in general secondary education institutions by T. G. Gilberg, I. G. Savchuk and V. V. Sovenko
2. 'Geography (Standard Level)' textbook for Year 10 of general secondary education institutions by Boiko V. M., Braichevsky Y. S., Yatsenko B. P.
3. "Geography" textbook for Year 9 of general secondary schools by T. G. Gilbert, I. G. Savchuk, V. V. Sovenko
4. 'Geography' textbook for Year 8 of general secondary education institutions (authors: Dovgan G. D., Stadnyk O. G.)
5. 'Geography' textbook for Year 7 of general secondary education institutions by V. M. Boiko and S. V. Mikheli
6. Electronic sources <https://zno.osvita.ua/ukraine-history/571/>

Block 5. English

The Block 5 "English Language" entrance examination syllabus has been developed in accordance with the Common European Framework of Reference for Languages (CEFR). The assessment targets candidates' communicative competence in reading and speaking, as well as their lexical and grammatical language competences. The content of the test items is based on authentic examples of standard speech accepted in the target language countries, corresponding to the spheres of communication and text topics defined by this Syllabus.

The English language entrance examination consists of four parts:

- **Part I.** Reading
- **Part II.** Use of Language: Vocabulary
- **Part III.** Use of Language: Grammar
- **Part IV.** Speaking

The purpose of Part I is to assess the level of candidates' ability to read and understand authentic texts independently within a specified time limit. The tasks designed to evaluate the level of foreign language competence in reading target various reading strategies.

The tests assess candidates' ability to understand texts consisting mainly of high-frequency everyday vocabulary or job-related language, as well as to understand descriptions of events, feelings, and wishes in personal letters. Specifically, it assesses candidates' ability to comprehend the text read, extract key information, summarize the content, and draw conclusions based on the reading material.

The purpose of Parts II and III is to determine the level of lexical and grammatical competence.

The purpose of Part IV is to determine the level of candidates' oral speech skills, specifically their ability to produce a monologic utterance and participate in oral interaction in English

according to a given communicative situation.

SPHERES OF COMMUNICATION AND TEXT TOPICS FOR READING, USE OF LANGUAGE, AND SPEAKING

Lexical Inventory

- **Myself, My Family, My Friends:** personal data; place of residence; family members, their age, professions, and occupations; family relationships; daily routines and family responsibilities; household chores and domestic life; family traditions and holidays; types of personal relationships; friends and their preferences; corresponding with friends; relations with peers; personality and its traits; human appearance; character traits; norms of behavior and communication; tolerant attitude towards others.
- **Accommodation:** types of accommodation; house, apartment, room; furnishing.
- **Clothing:** items of clothing; types of clothing; fashion.
- **Shopping:** types of shops; visiting shops; assortment of goods; purchases; price; money.
- **Food and Nutrition:** names of food products; names of dishes; favorite dishes; kitchen appliances, tableware; table setting; cooking; methods of food processing; catering establishments; menu; food, drinks, and snacks; personal dietary priorities; tastes, preferences; eating traditions; dishes, national cuisine of Ukraine and the target language countries.
- **Healthcare:** parts of the human body; personal hygiene; state of health; illnesses and their symptoms; visiting a doctor; medicines; names of medical institutions.
- **Lifestyle:** healthy lifestyle; daily routine.
- **Leisure and Recreation:** free time; holidays/vacations; types of recreation and activities; hobbies, interests; entertainment.
- **Art:** types and genres of art; the impact of art on human aesthetic development; art festivals; cinema, theater, painting, television; impressions and emotions.
- **Cinema, Theater, and Television:** genres; visiting a theater / cinema; elements of theater / cinema interior; characteristics of a film / play / TV program; outstanding actors.
- **Painting:** genres of painting; famous artists and their works; describing a painting; visiting a museum, exhibition, or gallery.
- **Music:** favorite music styles; musical genres; musical instruments; musicians, composers, performers; attending a concert.
- **Literature:** literary genres; favorite writer, poet, book, literary character; visiting a library; choosing books to read; characteristics of a book read; outstanding writers of Ukraine and the target language countries.
- **Sport:** types of sport; sports preferences; sports events / competitions; sports clubs, sections; sports / leisure equipment; impressions of a match / competition; famous athletes.

- **Weather, Nature, and the Environment:** seasons; weather; natural phenomena; flora and fauna; wild and domestic animals; pets; the environment; environmental protection; national parks and nature reserves / sanctuaries of Ukraine, their protection; eco-tourism.
- **Travel:** types of transport; travel preparations; travel documents; holiday trip; traveling in Ukraine and the target language countries.
- **Mass Media:** press; periodicals; radio; television; favorite radio or TV program; the Internet; online communication.
- **Youth and Youth Culture:** youth organizations; youth movement in Ukraine and worldwide; youth culture trends; youth life and problems.
- **Science and Technological Progress:** famous scientists and inventors; inventions; technologies; modern gadgets in everyday life and households; computer equipment; modern means of communication and information; the impact of scientific and technological progress on human life and the environment.
- **Ukraine:** geographical location, climate of Ukraine; population and nationalities; administrative and political structure; socio-political life in the country; natural resources; public holidays; major cities; sights and historical monuments; Kyiv, sights, historical and cultural monuments of Kyiv.
- **Ukraine in the World:** international cooperation; international organizations: EU, UN, Council of Europe.
- **Target Language Countries:** geographical location and climate; natural resources; population; nationalities; administrative and political structure; capitals, sights; major cities; main historical and cultural monuments; public holidays.
- **Holidays and Traditions:** names of holidays in Ukraine and the target language countries; greetings; birthday; place, date, and time of a holiday / event; festive menu; celebrating in a cafe.
- **School Life and Education:** school supplies; school furniture, classroom; names of study rooms and school equipment; school subjects; favorite school subjects; timetable; foreign language lesson; classroom activities; working day; school events; extracurricular activities; school holidays and traditions; schools in Ukraine and abroad, types of schools; rules of conduct; education in Ukraine and abroad, educational institutions; international educational programs; graduation exams.
- **Work and Profession:** characteristics of professions; modern professions; prestigious professions in Ukraine and abroad; plans for the future; aptitudes and abilities; career choice; professional qualities and skills; job hunting.

Grammatical Inventory

Adjective (comparative and superlative forms of regular and irregular adjectives; structures with as ... as, so ... as, rather, almost, quite; adjectives formed with suffixes / prefixes; compound adjectives; present / past participles as adjectives)

Adverb (frequency and movement; place: here / there; chronological sequence: first, next, etc.; time markers for past, present and future: yesterday, tomorrow, today, now; Present Perfect + yet / already; manner: slowly, well, etc.; comparative and superlative forms; just, ever for time; basic

quantifiers: a lot, a little, very, too, rather, etc.; common linking words for chronological sequence; advanced adverbials of time: beforehand, afterwards)

Clause ('have' in the present tense; 'be' in the present tense; agreement between nouns and verb 'be'; wh-questions; yes / no questions; pro-clause with so, not: I think so. I hope not.; when for linking two clauses; who, which, that in relative clauses; to / in order to + verb; if + Present Simple; defining and non-defining relative clauses; relative pronouns; first, second and third conditional; reported speech with temporal shift; reported statements, commands, requests, yes / no questions, wh-questions; reporting verbs + that + complement clause)

Conjunction ('and' to link nouns and noun phrases; basic 'but' to link clauses and sentences; basic connectors: but / and / or; 'because' for causes and reasons; basic connectors: but, because; so / and then for results and consequences; neither ... nor, either ... or; if, when, as soon as, till, until, etc. + Present Simple with future reference)

Determiner ('this is' for an introduction; 'a / an' with single countable nouns; 'a / an' with jobs; possessive adjectives: my, your, his, her, its, our, their; 'how' questions for time, measurement, size and quantity; 'this' / 'these' and 'that' / 'those' as determiners; 'the' for specific examples and back reference; 'the' for uniqueness, public buildings, geographical names, other proper names; 'some' and 'any' in questions and negative statements; these and those as determiners relating to people or objects; basic quantifiers: some, any, no, a lot of / lots of, much, many; zero quantifier with plural countable nouns and uncountable nouns; enough and too for sufficiency and insufficiency; a little, much for quantities with mass / uncountable nouns; overview of all quantifiers with countable / uncountable nouns)

Modality ('can' for ability; 'would like to' + infinitive; should / shouldn't for advice or suggestions; mustn't for prohibition; may I / we ...? for formal and polite requests and permission; have to for present and near future obligation; had to for past obligation; may, must, can / could, would / wouldn't like for intention and desire; must / mustn't, need / needn't for obligation or absence of obligation; be allowed to for permission; will, might, shall, should, let, could for various purposes; modals + passive; may / might for likelihood; ought to for giving advice; used to / would + infinitive for past routines and habits)

Noun (regular nouns: singular and plural; irregular nouns: plural; 's' for possession; possession; proper and common nouns)

Phrase ('be' + adjective; 'it' + 'be'; verbs taking 'to' + infinitive; verbs taking verb + -ing)

Preposition (basic prepositions of place and movement; basic prepositions of place and direction; basic prepositions of time: in, on, at, from ... to ..., by, during; of for a part or aspect; with / without for possession, lack of possession and attribution; with; by + agent; prepositions in time phrases: before, after, for, since; prepositions in time phrases: during, for, since, throughout, till, until, as soon as, if, when, by)

Pronoun (personal pronouns: I, you, he, she, it, we, they; wh-questions; object personal pronouns; object pronouns as indirect objects: me, him, her; possessive pronouns as complement: mine, yours, his, hers, ours, theirs; reflexive pronouns for emphasis: myself, ourselves, etc.; reflexive pronouns as object / complement; indefinite compound pronouns: some / any + thing / one / where / body; negative pronouns)

Verb (imperatives; negative imperatives; 'have got' in the present tense; there is / there are; tag responses / short answers to Present Simple yes / no questions; was / were with complement; verb + -ing; to + verb; question tags: positive / negative, all tenses; prepositional vs. phrasal verbs:

separable / inseparable; Present Simple for opinions, likes and dislikes; Present Simple for daily routines, facts and states; Present Continuous for time of speaking; Present Continuous and Future Simple for plans and intentions; be going to; Past Continuous; regular Past Simple for finished actions; Present Perfect with present reference; Present Perfect for personal experiences in the past; Past Simple vs. Past Continuous; Past Perfect; Past Perfect Continuous)

STRUCTURE OF THE ENGLISH LANGUAGE ENTRANCE EXAMINATION

The examination paper consists of four parts.

- **Part I "Reading" (Task 1)** contains 10 multiple-choice items. Each item consists of a stem and three options, with only one correct answer.
- **Part II (Task 2) "Use of Language: Vocabulary"** contains 15 items. Each item consists of a stem and four options, with only one correct answer.
- **Part III (Task 3) "Use of Language: Grammar"** contains 15 items. Each item consists of a stem and four options, with only one correct answer.
- **Part IV (Task 4) "Speaking"**. The speaking task covers monologic and dialogic speech. The task includes a list of topics for oral discussion.

GRADING SYSTEM OF THE ENTRANCE EXAMINATION

Part I "Reading"

- **Task 1.** Each question is scored as 0 or 2 points: **2 points** for a correctly matched answer; **0 points** if no correct match is established, if more than one option is selected, or if the item is left unanswered.
- **Maximum score:** 20 points.

Part II "Use of Language: Vocabulary"

- **Task 2.** Each question is scored as 0 or 2 points: **2 points** for a correctly matched answer; **0 points** if no correct match is established, if more than one option is selected, or if the item is left unanswered.
- **Maximum score:** 30 points.

Part III "Use of Language: Grammar"

- **Task 3.** Each question is scored as 0 or 2 points: **2 points** for a correctly matched answer; **0 points** if no correct match is established, if more than one option is selected, or if the item is left unanswered.
- **Maximum score:** 30 points.

Part IV "Speaking"

- **Task 4.** This section assesses foreign language competence in monologic and dialogic speech.
- **Maximum score:** 20 points.

The score is determined according to the following assessment scale:

Score	Assessment Criteria
18–20	The candidate fully develops the topic, expresses thoughts logically and coherently, maintains a dialogue, responds appropriately to questions, and uses a sufficient vocabulary range and a variety of grammatical structures. Between 0 and 3 lexical, grammatical, or phonetic errors are allowed; they are isolated and do not hinder understanding.
14–17	The topic is generally developed; the utterance is clear and sufficiently coherent. The candidate can maintain a dialogue, though occasionally requires clarification or time to respond. Between 4 and 7 lexical, grammatical, or phonetic errors are allowed; they

Score	Assessment Criteria
	mostly do not obstruct communication.
10–13	The topic is partially developed. The utterance is simple and sometimes lacks coherence. The candidate provides short responses and shows limited ability to maintain a dialogue. Between 8 and 12 lexical, grammatical, or phonetic errors are allowed; they occasionally hinder comprehension.
6–9	The candidate demonstrates limited ability in monologic and dialogic speech. Responses are fragmentary, and the topic is developed superficially. Frequent lexical, grammatical, and phonetic errors are present (between 13 and 18 errors), which significantly obstruct communication.
0–5	The response is virtually non-existent or irrelevant to the topic. The candidate is unable to construct a coherent utterance or maintain a dialogue. 19 or more lexical, grammatical, or phonetic errors, or a lack of linguistic means, render effective communication impossible.

The maximum total score for all tasks combined is **100 points**.

SAMPLE EXAMINATION PAPER

Card 12

Task 1. Reading.

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

Since Erden Eruc left California in a 7-meter-long boat, he has been rowing across the Pacific Ocean, heading for Australia with only birds, fish, and sharks for company. As if that isn't amazing enough, crossing the Pacific is only a part of his journey. Eruc has decided to go all the way around the world using only his own energy. Oh, and his plan includes climbing the tallest peak on six continents along the way. Eruc will row, bike, walk, and climb the world without the help from any motors at all.

Why would he try to complete a difficult goal like this? He explains that he wants to inspire children to dream their dreams and reach their own goals. He wants to show kids that there might be tough parts along the way, and sometimes they might not even reach that final goal. But they can have great adventures and learn a lot along the way.

Eruc has already faced some disappointments and challenges. For example, because he has to row about 10 hours a day, he brought along a music player to listen to music, audiobooks, and study Spanish to pass the time. Unfortunately, the nearly daily tropical rain for several months has forced him to keep his player packed away where it's safe and dry.

Not only that, but wind and waves keep pushing him westward when he wants to go south toward the Solomon Islands. Unlike big ships with powerful engines, his rowboat and arm power are no match for the winds. Fortunately, Eruc has a dry little cabin to crawl into when the daily rowing is done. He can use his mini computer to connect to the Internet by way of a satellite phone. "For fun, I do emails and phone calls, read, and write in my journal a lot," he says.

Protein bars give him energy, and he boils water to heat freeze-dried beef on a one-burner stove. A solar-powered machine removes salt from ocean water so he can drink it, but only when the sun shines.

He's not bothered by the hard work or even being blown the wrong direction. Eruc sees the world as a laboratory where there is much to learn. For example, when his trip takes him across land, he enjoys meeting people — especially children. He has already visited dozens of schools and shared his story.

1. Why did Erden Eruc decide to go on a round-the-world journey?
 - A) He had been dreaming about it since his childhood.
 - B) He was looking for new experiences and challenges.
 - C) He wanted to encourage kids to achieve their ambitions.
2. Which of the following is stated about Erden Eruc in paragraph 1?
 - A) He is anxious about the presence of sharks.
 - B) He is going to travel in a variety of ways.
 - C) He has extensive experience of mountaineering.
3. What is a special feature of his journey?
 - A) To row across the Pacific Ocean
 - B) To go all the way around the world using only his own energy
 - C) To climb the tallest peak on six continents
4. What is Erden Eruc going to use to pass the time while rowing?
 - A) A music player
 - B) A satellite phone
 - C) A mini computer
5. Why hasn't Erden Eruc listened to his music player yet?
 - A) He spends almost all his time rowing in the Pacific.
 - B) He has left it somewhere he doesn't remember.
 - C) He is afraid of damaging it in the wet climate.
6. Erden Eruc does everything except _____.
 - A) sleeping in his tiny cabin
 - B) keeping records of his journey
 - C) reading books in Spanish
7. Which of the following is true about Erden Eruc?
 - A) He used to work at a school laboratory.
 - B) He can get fresh water in fine weather.
 - C) He has to do without meat during the journey.
8. What activities does Eruc enjoy doing in his free time on the boat?
 - A) Reading and writing in his journal.
 - B) Watching movies and playing video games.
 - C) Fishing and swimming.
9. What is one of the challenges Eruc faces while rowing?
 - A) Lack of water
 - B) Constantly being pushed westward by wind and waves
 - C) Constant technical issues with his equipment
10. How does Eruc make seawater drinkable?
 - A) He uses a solar-powered machine to remove salt

- B) He boils it on a one-burner stove
C) He filters it through a special pump

(20 points)

Task 2. English in use. Vocabulary.

Choose the correct answer (A, B, C or D).

- 11) Why don't you take your coat. It's hot in the room.
A off B over C on D in
- 12) John has got stomach.....
A ache B feel C hurt D suffer
- 13) He was very smartly- this morning. He had his best suit on.
A clothes B dressed C worn D wearing
- 14) You should wear bright colours more often. They you.
A fit B suit C good D pass
- 15) I took the shoes back to the shop but they wouldn't give me a
A money B back C refund D paid
- 16) There is a special on melons – buy one, get one free!
A auction B choice C proposal D offer
- 17) My brother is a very good
A cooked B cookies C cooker D cook
- 18) My uncle is a farmer and he grows like rice, wheat and barley.
A crops B vegetables C fruit D weeds
- 19) You mustn't a motorbike without a helmet.
A drive B ride C mount D go
- 20) I saw a / an this morning on the main road into town. Two cars crashed.
A accident B event C signed D misadventure
- 21) The teachers at my school were strict, and they students, who broke the rules.
A praised B punished C troubled D left
- 22) I decided to work to see what life was like in another country.
A away B foreign C abroad D outside
- 23) My friend works in the gym two or three times a week.
A on B out C over D off
- 24) It was a good game but unfortunately we three-two.
A lost B won C obtained D deserved
- 25) I don't like sitting in the sun; I prefer to sit in the
A trees B block out C shadow D night

(30 points)

Task 3. English in use. Grammar.

Choose the correct answer (A, B, C or D).

- 26) There a terrible accident if the pilot hadn't reacted so quickly.
A had been B was C would have been D were
- 27) "Are you ready to order?" "Not yet – I'm still looking at the"
A bill B menu C service D dashboard
- 28) "My job is never boring." The speaker's job is always
A interesting B popular C difficult D important
- 29) I've been working here about the last two years.
A during B for C since D within
- 30) "It leaves from Platform 2 at 4.15." The speaker is talking about
A an airline flight B a train C a taxi D a ship
- 31) I went to a lovely last Saturday. The bride was my best friend when we were at school.

- A anniversary B marriage C wedding D birthday
- 32) "I've got a headache". "Maybe you to take an aspirin."
- A should B ought C don't D must
- 33) The patient had an to insert metal pins in his broken leg.
- A injection B operation C X-ray D test
- 34) She won a seat in parliament at the last
- A general election B opinion poll C referendum D vote
- 35) I'm surprised you didn't get upset. If someone said that to me, really angry.
- A I'm B I was C I'd be D I'll be
- 36) This used to be part of the city, but since the old buildings were renovated it's become a very fashionable area.
- A an affluent B a run-down C a trendy D a modern
- 37) Cassie went to bed early because she was
- A tired B stressed C relaxed D happy
- 38) In the 1960s, computers were expensive that ordinary people couldn't afford them.
- A so B such C too D very
- 39) Do you want the match tonight?
- A watching B watch C to watch D to be watching
- 40) Researchers claim the new discovery is a major in the fight against malaria.
- A breakthrough B investigation C progress D effect

(30 points)

Task 4. Speaking

- a) Spoken production**
- b) Spoken interaction**

Topics for discussion:

1. Speak about the benefits of:
 - communication using technology
 - face-to-face communication.
2. Talk about pros and cons of joining social networking sites. Speak about:
 - easy contact
 - security risk
 - ... (add your own idea).
3. Speak about your future studying at the university. What are you going to study? Why did you choose this speciality? Is it a popular speciality in your country?
4. Speak about environmental pollution. What do you do to protect the environment? What is global warming? What are some things that can be recycled?
5. Speak about your future profession. What do you know about your field of specialization? What made you choose this profession? Outline your career prospects.

(20 points)

Total: 100 points

REFERENCE LIST FOR BLOCK 5

Basic literature:

1. Evans, V. (2018). *FCE use of English for the revised Cambridge examination*. Express Publishing.
2. Foley, M., & Hall, D. (2019). *MyGrammarLab: Intermediate B1/B2*. Pearson.
3. Mann, M., & Taylore-Knowles, S. (2023). *Destination B1*. Macmillan.
4. Michalowski, B., Petrechko, M., Mckean, S., & Kirby, K. (2019). *Focus on exams B1*. Pearson.
5. Murphy, R. (2019). *English grammar in use: A self-study reference and practice book for intermediate learners of English* (5th ed.). Cambridge University Press.
6. Thomson, A. J., & Martinet, A. V. (2012). *Practical English grammar*. Oxford University Press.
7. Warwick, L. (2020). *Pearson Test of English General: Pearson English International Certificate: Level 2 (B1): Practice Tests Plus*. Pearson Education Limited.
8. Wilson, J. J., & Clare, A. (2022). *Speakout: Intermediate student's book* (3rd ed.). Pearson Education Limited.

Online sources:

1. BBC Learning English. (n.d.). *BBC Learning English*. <https://www.bbc.co.uk/learningenglish>
2. British Council. (n.d.). *LearnEnglish*. <https://learnenglish.britishcouncil.org/>
3. Cambridge University Press & Assessment. (n.d.). *Learning English: Activities for learners*. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/>

FINAL PROVISIONS

During the entrance examination, candidates are not permitted to use paper or electronic dictionaries, reference books, or electronic translation tools.

The entrance examination is conducted in two stages:

The first stage (120 minutes) — completion of tasks in Ukrainian/English and mathematics; the second stage (120 minutes) — completion of tasks in the history of Ukraine and an elective subject.

Determination of the entrance examination result

The results of the entrance examination for sections 1-4 are converted from a 100-point scale to a 200-point scale in accordance with the Table 1 for converting test scores into a rating (on a scale of 100–200 points):

Table 1

Тестовий бал	Рейтингова оцінка 100-200	Тестовий бал	Рейтингова оцінка 100-200	Тестовий бал	Рейтингова оцінка 100-200	Тестовий бал	Рейтингова оцінка 100-200	Тестовий бал	Рейтингова оцінка 100-200
0	Не оціня	20	110	40	140	60	160	80	180
1	Не оціня	21	112	41	141	61	161	81	181
2	Не оціня	22	114	42	142	62	162	82	182
3	Не оціня	23	116	43	143	63	163	83	183
4	Не оціня	24	118	44	144	64	164	84	184
5	Не оціня	25	120	45	145	65	165	85	185
6	Не оціня	26	122	46	146	66	166	86	186
7	Не оціня	27	124	47	147	67	167	87	187
8	Не оціня	28	126	48	148	68	168	88	188
9	Не оціня	29	128	49	149	69	169	89	189
10	Не оціня	30	130	50	150	70	170	90	190
11	Не оціня	31	131	51	151	71	171	91	191
12	Не оціня	32	132	52	152	72	172	92	192
13	Не оціня	33	133	53	153	73	173	93	193
14	Не оціня	34	134	54	154	74	174	94	194
15	100	35	135	55	155	75	175	95	195
16	102	36	136	56	156	76	176	96	196
17	104	37	137	57	157	77	177	97	197
18	106	38	138	58	158	78	178	98	198
19	108	39	139	59	159	79	179	99	199
								100	200

The results of the entrance examination for section 5 are converted from a 100-point scale to a 200-point scale in accordance with the Table 2 for converting test scores into a rating (on a scale of 100–200 points):

Table 2

Таблиця відповідності оцінок PCO (30...100)
Оцінкам 200-бальної шкали (100...200)

шкала PCO	шкала 100...200	шкала PCO	шкала 100...200	шкала PCO	шкала 100...200
30	100	54	134	78	169
31	101	55	136	79	170
32	103	56	137	80	171
33	104	57	139	81	173
34	106	58	140	82	174
35	107	59	141	83	176
36	109	60	143	84	177
37	110	61	144	85	179
38	111	62	146	86	180
39	113	63	147	87	181
40	114	64	149	88	183
41	116	65	150	89	184
42	117	66	151	90	186
43	119	67	153	91	187
44	120	68	154	92	189
45	121	69	156	93	190
46	123	70	157	94	191
47	124	71	159	95	193
48	126	72	160	96	194
49	127	73	161	97	196
50	129	74	163	98	197
51	130	75	164	99	199
52	131	76	166	100	200
53	133	77	167		

The final mark for the entrance examination for foreign applicants to the Bachelor's programme is a maximum of 200 points and is calculated using the following formula:

$$Score = (K1 \times P1 + K2 \times P2 + K3 \times P3 + K4 \times P4) / (K1 + K2 + K3 + (K4_{max} + K4) / 2 + CC)$$

P1 – Ukrainian/English

P2 – Mathematics

P3 – History of Ukraine

P4 – Geography/English (if the applicant has chosen Block 1: Ukrainian as a Foreign Language)

K1, K2, K3, K4 – subject-specific weighting coefficients for subject points for each degree program (specialization, subject specialization).

CC – creative competition score; applicable only to specialties for which such a competition is held.

The mark is calculated using the relevant weighting coefficients in accordance with the methodology for calculating the NMT competitive score: <https://osvita.ua/consultations/konkurs-ball/>.

PROGRAMME DEVELOPERS

Senior Lecturer, Centre for
International Education

Larysa CHERNYSHCHUK

Lecturer at the Centre for
International Education

Natalia PROSKURINA

Lecturer at the Centre for
International Education

Yulia DERKACH

Doctor of Pedagogical

Sciences, Professor, Acting

Head of the Department of

Olena MOSKALENKO

English for Engineering No. 1

Candidate of Pedagogical
Sciences (PhD in Pedagogy),
Associate Professor
Associate Professor of the
Department of English for
Engineering No. 1

Olha PAVLENKO

Senior Lecturer of the
Department of English for
Engineering No. 1

Tetiana MASLOVA

