

**Міністерство освіти і науки України**  
**Львівський національний університет імені Івана Франка**

Затверджено Вченою радою  
факультету іноземних мов.  
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**ПРОГРАМА**

**вступного іспиту до аспірантури**

**з іноземної мови (англійської)**

**Львів – 2016**

## ПОЯСНЮВАЛЬНА ЗАПИСКА

Програму вступного екзамену з іноземної мови розроблено відповідно до рівня B2 Загальноєвропейських рекомендацій з мовної освіти. Іспит призначено особам, які здобули освітньо-кваліфікаційний рівень спеціаліста або магістра та які вступають на навчання до аспірантури в Львівському національному університеті імені Івана Франка за усіма напрямками.

Вступники до аспірантури повинні демонструвати фундаментальний рівень сформованості функціональної, мовної та мовленнєвої компетенцій.

**Функціональна компетентність** полягає у впевненому і правильному користуванні англійською мовою у професійних, наукових та інших цілях, зокрема у вмінні читати та анотувати наукові тексти (першоджерела), слухати лекції, готувати доповіді, проводити презентації та семінари, дотримуючись параметрів комунікативно-стилістичної доцільності. Вступники мають вміти сприймати на слух різножанрові та різнопредметні аутентичні тексти та мати навички письмового відтворення основної інформації тексту чи відтворення детальної інформації у тестовому форматі.

**Мовленнєва компетентність** охоплює вміння чітко і послідовно викласти свою думку в заданій комунікативній ситуації, дотримуючись параметрів комунікативної відповідності й мовної правильності та реалізуючи певні типи тексту, що мають свою структуру і композицію, а саме: переказ, розповідь, опис, характеристика, рецензія, коментар.

**Мовна компетентність** передбачає володіння кандидатом орфографічними, орфоепічними, фонетичними, лексичними, граматичними та стилістичними нормами сучасної англійської мови.

## СТРУКТУРА ІСПИТУ

Вступний іспит до аспірантури з англійської мови відбувається у формі комплексного письмового тесту, який складається з трьох частин і містить різноформатні завдання, націлені на перевірку рівня сформованості функціональної, мовленнєвої та мовної компетенцій.

<b>Частина I. АУДІОВАННЯ</b>	Вступники двічі слухають аудіотекст (5-7 хв) і відповідають на 10 питань до тексту. Кожне питання передбачає три варіанти відповідей, з яких необхідно вибрати одну правильну. Тривалість <u>частини I</u> – до 30 хв.
<b>Частина II. ЧИТАННЯ</b>	Вступники отримують текст обсягом до 1 сторінки (12 шрифт Times New Roman, інтервал 1,5), до якого сформульовано 10 тверджень. Кожне твердження передбачає три варіанти відповіді: <i>правильно, неправильно, інформація відсутня</i> . Слід вибрати один правильний варіант відповіді. Тривалість виконання <u>частини II</u> – до 40 хв.
<b>Частина III. ЛЕКСИКО- ГРАМАТИЧНИЙ ТЕСТ</b>	Тест складається з 20 завдань. Кожне завдання передбачає чотири відповіді, з яких потрібно вибрати одну правильну. Під час виконання тесту не дозволяється користуватись будь-якими довідковими джерелами. Тривалість виконання <u>частини III</u> – до 40 хв.

## КРИТЕРІЇ ОЦІНЮВАННЯ

Максимальна кількість балів за тест – **100**.

Максимальна кількість балів за *частину I (аудіювання)* – **30** балів. Кожне питання оцінюється у 3 бали.

Максимальна кількість балів за *частину II (читання)* – **30** балів. Кожне питання оцінюється у 3 бали.

Максимальна кількість балів за *частину III (лексико-граматичний)* – **40** балів. Кожне питання оцінюється у 2 бали.

## НАВЧАЛЬНИЙ МАТЕРІАЛ, ЩО ВИНЕСЕНО НА ЕКЗАМЕН

### 1. Мовна компетенція

#### 1.1. Граматика

Вступники повинні володіти граматичними навичками, необхідними для аудіювання, мовлення, читання і письма. Вони мають знати основи нормативної граматики, зокрема вміти граматично правильно оформити свою усну і письмову мову.

1. The Noun. Countable and Uncountable Nouns. Singular and Plural.
2. The Article.
3. The Pronoun. Types of Pronouns.
4. The Verb. Tenses. Modal Verbs.
5. The Passive.
6. The Adjective. Degrees of Comparison.
7. The Adverbs. Degrees of Comparison.
8. The Numeral. Classification of Numerals.
9. Prepositions and Phrasal Verbs. Idioms.
10. Conjunctions.
11. Modal Verbs.
12. Infinitive, Gerund, Participle.
13. Simple Sentence. Word Order. Inversion.
14. Interrogative and Negative Sentences.
15. Complex and Compound Sentences. Conjunctions. Relative Clauses. Relative Pronouns.
16. Subjunctive Mood. Conditional Sentences.

#### 1.2. Лексика

Вступники повинні вміти застосовувати лексичні одиниці, які відповідають ситуації спілкування та змісту повідомлення, актуалізувати синоніми, антоніми і гіпоніми. Кандидат має показати мовні навички словозміни та формотворення, використання потенціалу лексико-семантичного поля та вживання ідіоматичних одиниць.

### Рекомендована література

1. Биконя О.П. Ділова англійська мова (завдання для самостійної роботи з англійської мови за професійним спрямуванням). – Вінниця : Нова книга, 2010.
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5. Каушанская В.Л., Ковнер Р.Л. и др. Грамматика английского языка. – М., 2000.
6. Каушанская В.Л., Ковнер Р.Л. и др. Упражнения по грамматике английского языка. – М., 2000.
7. Biber D., Johansson S., Leech G. Longman Grammar of Spoken and Written English. – Harlow: Longman, 2003.
8. Collins Cobuild Student's Grammar (practice material by Dave Willis). – Harper Collins Publishers Ltd, 1991.
9. Foley M., Hall D. Longman Advanced Learners' Grammar. A self-study reference and practice book with answers. – Pearson Education Limited, 2003.
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14. Walker E., Elsworth S. Grammar Practice for Upper-Intermediate Students. – Harlow: Longman, 2000.
15. Wellman G. Wordbuilder: Vocabulary Development and Practice for Higher-level Students. – Heinemann, 1990.

## **2. Мовленнєва компетенція**

### **2.1. Аудіювання**

Вступники повинні вміти детально та загалом розуміти почутий текст: різножанрові та різнопредметні озвучені навчальні тексти, що не виключають фрагментів з елементами територіально-діалектної маркованості, а також аутентичні радіо- та телематеріали, та володіти навичками писемного відтворення основної інформації текстів зі слуху чи відтворення детальної інформації у тестовому форматі.

### **2.2. Читання**

Вступники повинні вміти читати та розуміти основну і детальну інформацію аутентичних текстів різного типу й мати навички відтворення отриманої інформації у тестовому форматі; мати досвід сприймання адаптованих, скорочених та неважких оригінальних текстів різного типу; вміти визначити тип тексту, проаналізувати його внутрішню структуру і комунікативну інтенцію автора.

## **Рекомендована література**

1. Бабелюк О. А., Коляса О. В. Практика усного та писемного англійського мовлення : у 2 ч. – Вінниця : Нова книга, 2013.
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## ЗРАЗОК ТЕСТОВИХ ЗАВДАНЬ

### PART I. LISTENING

**Listen to the text. For questions / sentences 1 to 10, circle the correct answer (1, 2 or 3) or the correct ending (1, 2 or 3). You will hear the recording twice.**

#### **Text**

Interviewer: What proportion of children are currently benefitting from immunization programmes?

Expert: A huge amount. Around 83% of children are receiving vaccinations, preventing over 2 million deaths per year. This is due to an enormous push over the last ten or twenty years to make sure that vaccinations are getting out to the poorest people and into the most isolated regions.

Vaccination programmes have the widest reach of all public health programmes worldwide. And we've had great success. Measles is down 71% since 2000, the number of polio cases last year was just 223 – so the eradication programme is well on its way to achievement. We've also made huge strides in our campaign to reduce tetanus. In the 1980s, there were 800,000 cases – last year there were less than 60,000.

Interviewer: That's a great achievement.

Expert: It is, and it's easy to sit back... rest on your laurels and think 'great – what next?' but that fact is, vaccinations are an ongoing process. If the momentum isn't maintained, if there isn't continued investment into these programmes, the number of cases will steadily rise again. The other point is that these great achievements are meaningless to those 17% of children who *don't* receive vaccinations. That amounts to 20 million children. And these are inevitably the poorest, those with the worst access to health care, and those who are most likely to get sick through poor living conditions, inadequate clean water and so on. More work needs to be done to ensure we are reaching *everybody*. And I'm not just talking about those in isolated rural areas. They may live in a slum, for example. Because they're outside any system, they're overlooked.

Interviewer: How can you go about rectifying that?

Expert: Well, several ways really. First, we need to identify where these children are, and then digging deep to find out why the children aren't being immunized. We know, for example that there is a definite correlation between a mother's level of education and the child's immunization status. In which case, it's a matter of reaching these women by whatever means is most effective – bear in mind that these women may be illiterate and so just delivering leaflets everywhere isn't necessarily going to work. Or it could be a totally different reason – the health worker doesn't have time, or money, or transport to reach certain places. It's about identifying the reasons and putting practices into place to address these bottlenecks directly.

Interviewer: What else is your immunization programme focussing on at the moment?

Expert: Well, as well as making sure vaccines get out to people, we also need to pay consideration to the logistical aspect. It's not just about manufacturing lots of vaccines and training nurses to

deliver them. These are vaccines – you can't just stick them in a cupboard until you need them. They need to be stored properly, at specific cool temperatures. And factor into this the fact that poor countries often have unreliable power systems. That's why we've been doing a lot of work in the area of solar refrigeration, to make them more reliable and affordable. There also needs to be an effective computer system, to monitor consumption and supply and ensure the right number of vaccines reaches the right places at the right time.

Interviewer: How can poorer countries keep the cost of vaccination programmes low?

Expert: A very good point, and one which is at the heart of our work. Vaccinations can be acquired cheaply – by using generic ones that do not go by a brand name perhaps. But it's vital that all drugs are pre-qualified. That means, that they've been tested and do what they say they will do.

Counterfeit drugs are not uncommon, sadly, and so there needs to be a quality assurance procedure in place. But vaccination programmes are undoubtedly cost-effective, on a national as well as a family level. Less money needs to be set aside for treatment, and it also reduces a country's disability-adjusted life year, or DALY, that is, the number of years lost as a result of ill-health and early death, as well as the loss of earnings, or in the case of a child, the loss of education, to both the sick person and their carer.

1. The proportion of the world's children receiving vaccinations is...

- 1) just over two thirds.
- 2) just under three quarters
- 3) just over four fifths.

2 One achievement mentioned by the expert is that...

- 1) measles cases have fallen by one quarter.
- 2) polio has almost been eradicated.
- 3) there are 200,000 fewer tetanus cases since the 1980s.

3 The expert warns against...

- 1) investing too heavily in immunisation and neglecting other health issues.
- 2) assuming that recent achievements are sufficient and withdrawing funding.
- 3) giving children one vaccination and not delivering a full course of injections.

4 According to the expert, many children do not get immunized if they...

- 1) are already sick.
- 2) live in isolated rural areas.
- 3) do not live within an established system.

5 Leaflets are not effective means of advertising immunisation programmes because...

- 1) some people cannot read.

- 2) they are expensive.
- 3) they do not reach people in isolated areas.

6 To ensure that vaccinations reach everyone, it is necessary to...

- 1) have an education programme in place as well.
- 2) pinpoint where the system fails and address these issues.
- 3) only hire health workers who are well trained and trustworthy.

7 To solve the storage problem, the expert's organisation is...

- 1) training health workers how to store vaccines properly.
- 2) building cheap fridges that work reliably without mains electricity.
- 3) creating vaccines that can be stored at any temperature.

8 The expert mentions that computers are necessary to...

- 1) manage distribution.
- 2) maintain communications.
- 3) keep knowledge up-to-date.

9 The expert advises against using vaccines which are...

- 1) cheap.
- 2) unbranded.
- 3) not pre-qualified.

10 A DALY is...

- 1) the amount of time lost when a person is ill or dies prematurely.
- 2) the amount of money a country spends on its health service.
- 3) the loss of earnings due to ill-health and caring for relatives.

## PART II. READING

### *The upside of a downturn*

“You’re fired!” has become a catchphrase for Donald Trump and other hosts of “The Apprentice”, a well-known TV show about aspiring business stars that has made its way around the world. Those same chilling words will be heard in many workplaces in 2009, as companies faced with a sluggish economy continue to cut one of their biggest costs: people.

Although losing a job will be a very traumatic experience for many employees, such lay-offs will also be accompanied by opportunities.

A few leavers will be lucky enough to get some job-hunting assistance from their former employers. The outplacement industry, which provides such advice to jobseekers, is already gearing up for a bumper year. Online networking and job sites, such as LinkedIn and France’s lesjeudis.com, will also see a rise in traffic as the newly displaced use such sites’ electronic tentacles to reach out in search of new positions.

Some of those ousted from their jobs will find it easier to get a new one than others. A recent study by Right Management, which is part of Manpower, an employment-services giant, shows that many people laid off in the pharmaceutical industry in north-eastern America in 2007 and early 2008 went on to find new positions—often at an equivalent or a higher salary—elsewhere in the same industry or in the fast-growing biotech sector. The fledgling green-energy industry will be another big recruiter in 2009, given that it faces a dire shortage of talented engineers and other experienced staff.

Not all those who find themselves unemployed will want to head straight back into the same line of business, though. Many job-hunters will explore several possible careers before charting a new course for themselves. One way to do this will be to seek out people who are already working in new areas and ask them what life is like there. But second-hand anecdotes are a poor substitute for first-hand experience. So there will be a demand for services provided by companies such as VocationVacations, an American firm which lets its customers try out a new career by working for a period with a “mentor” who is already active in the business of their dreams. Popular targets for “vacationers” will include catering (restaurants, bakeries), as well as the sports, entertainment and environmental industries.

Some of the newly unemployed will seek inspiration in education. Places on business-school courses will be popular with ousted employees who can afford to pay the hefty fees. The coming year will be a record one for applications to full-time MBA programmes, partly stimulated by demand from job-hunters who hope to use the schools’ career advisers to help them identify

suitable potential jobs while they are busy polishing their skills in the classroom. Vocational courses that develop industry-specific skills will also see a surge in applications.

Rather than studying business, what about starting a company from scratch? If history is any guide, a significant number of people who are laid off over the coming year will do just that.

Carl Schramm, the head of the Kauffman Foundation, a non-profit organisation that promotes entrepreneurial activity, points out that start-ups tend to flourish in the year that follows a sharp downturn. Rather than head back to another corporate bureaucracy, some of those made redundant will take a shot at being their own boss. And these new entrepreneurs will not just be young whippersnappers. In America, in particular, older workers are increasingly likely to start a second – or third or fourth – act after a lay-off, in part because they fret that they do not have enough money saved up for their retirement. According to statistics from Challenger, Gray & Christmas, an outplacement consultancy, the number of self-employed workers over 55 in America has risen by 10% since 2005. That figure will grow again in 2009.

Those victims of downsizing who do end up launching their own businesses will have no shortage of role models. Michael Bloomberg, Steve Jobs and Michael Dell are just a few of today's business behemoths who were thrown out of a job at some point in their careers.

Like them, some of 2009's crop of corporate outcasts will go on to prove that triumph – and millions of newly minted jobs – can be born out of adversity.

***Do the following statements agree with the information given in the text? Circle the correct answer (1, 2 or 3).***

**1.** If you lose your job, you become employed.

- 1) True.
- 2) False.
- 3) Not given.

**2.** Companies faced with a sluggish economy continue to prosper.

- 1) True.
- 2) False.
- 3) Not given.

**3.** The sentence "I've been made redundant" means "I have lost my job"?

- 1) True.
- 2) False.
- 3) Not given.

**4.** The fledgling green-energy industry will take on a number of talented and experienced staff.

- 1) True.

- 2) False.
- 3) Not given.
5. People who are job-hunting collect their C.V.s from local employers.
- 1) True.
- 2) False.
- 3) Not given.
6. Some people moved to the fast-growing biotech sector because it would be increasing.
- 1) True.
- 2) False.
- 3) Not given.
7. Experienced architects can charge hefty fees for their work due to the rise of this profession in popularity.
- 1) True.
- 2) False.
- 3) Not given.
8. Losing a job was a stimulating experience for some people.
- 1) True.
- 2) False.
- 3) Not given.
9. It is not uncommon to refer to very successful business people as 'behemoths'.
- 1) True.
- 2) False.
- 3) Not given.
10. Donald Trump and other hosts of "The Apprentice", a well-known TV show about aspiring business stars prove that triumph can be born out of adversity.
- 1) True.
- 2) False.
- 3) Not given.

### PART III. TEST IN GRAMMAR AND VOCABULARY

*Choose the correct option and write in the proper number.*

1. We didn't (...) and felt we deserved something, but we got nothing.
- 1) get the scratch of the green;

- 2) give the rub of the green;
  - 3) get the rub of the red;
  - 4) get the rub of the green.
2. The accused confidently (...) that he was innocent.
- 1) preserved;
  - 2) affirmed;
  - 3) defended;
  - 4) maintained
3. State pensions are currently at the centre of a(n) (...) debate.
- 1) scorching;
  - 2) exploded;
  - 3) fierce;
  - 4) flamed.
4. McLeish repressed the malicious thought that this event might (...) Francesca's (...).
- 1) put ... nose a bit out of joint;
  - 2) put ... nose a bit out of order;
  - 3) put ... nose a bit out of place;
  - 4) put ... ancle a bit out of joint.
5. Some people (...) taking out a personal loan because they are worried about meeting the monthly repayments.
- 1) compete shy of;
  - 2) win shy of;
  - 3) overcome shy of;
  - 4) fight shy of.
6. The 5% wage increases they propose are (...).
- 1) all for one;
  - 2) by and large;
  - 3) top to bottom;
  - 4) across the board.
7. There were a (...) few people rather disappointed with the result.
- 1) great;
  - 2) quite;
  - 3) good;
  - 4) fairly.
8. Money appears temporarily to be in plentiful (...).
- 1) supply;

- 2) excess;
- 3) quantity;
- 4) amount.

**9.** They quite simply dug their (...) in and refused to budge.

- 1) feet;
- 2) toes;
- 3) heels;
- 4) forks.

**10.** I do hope this will (...) as a useful reminder.

- 1) play;
- 2) perform;
- 3) act;
- 4) behave.

**11.** Now I am used to the noise of the city, but I (...)

- 1) ... used to find it strange.
- 2) ... was used to find it strange.
- 3) ... used to found it strange.

**12.** The man and the boy found that they (...) well together as they chatted for the whole flight.

- 1) were;
- 2) got on;
- 3) got to;
- 4) got in.

**13.** You'll get overweight if you (...) so many snacks in the day!

- 1) ate;
- 2) eaten;
- 3) eat;
- 4) will eat.

**14.** Would you mind (...) the details once more?

- 1) run through;
- 2) running through;
- 3) running into;
- 4) jumping through.

**15.** Bertha is not here, she (...) the library.

- 1) has been to;
- 2) had gone to;
- 3) has gone to;

- 4) had been to.
16. Very (...) people speak English in this area. This language is not popular here.
- 1) many;
  - 2) few ;
  - 3) little;
  - 4) much.
17. Everyone has to comply with the law, (...)?
- 1) don't they;
  - 2) don't we;
  - 3) doesn't one;
  - 4) didn't they.
18. Cancelling the meeting (...) such short notice was an inconvenience for everyone.
- 1) on;
  - 2) at;
  - 3) to;
  - 4) by.
19. The student (...) cheating on the test although her teacher caught her in the act.
- 1) denied;
  - 2) refused;
  - 3) rejected;
  - 4) resisted.
20. He wakes up early (...).
- 1) ... so as to not be late for work.
  - 2) ... in order to not be late for work.
  - 3) ... so as not to be late for work.
  - 4) ... being late for work.

*(40 points)*

**TOTAL SCORE:** \_\_\_\_ *(100 points)*

Відповіді:

<b>PART I. LISTENING</b>
--------------------------

1. 3

2. 2

3. 2

4. 3

5. 3

6. 2

7. 2

8. 1

9. 3

10. 1

## **PART II. READING**

1. 2

2. 2

3. 1

4. 1

5. 2

6. 1

7. 3

8. 1

9. 1

10. 3

## **PART III. TEST IN GRAMMAR AND VOCABULARY**

1. 4

2. 2

3. 3

4. 1

5. 4

6. 4

7. 3

8. 1

9. 3

10. 3

11. 1

12. 2

13. 3

14. 2

15. 3

16. 2

17. 1

18. 2

19. 1

20. 3