

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL TRANSPORT UNIVERSITY

APPROVED

Decision of the Admissions Committee
of National Transport University
May 21, 2026, Minutes № 16



Chair of the Admissions Committee
Rector of National Transport University

Oleksandr HRYSHCHUK

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PROGRAMME
of the Entrance Examination in the Language of Study (English)
for International Applicants to the Bachelor's Degree Programme

Kyiv
2026

The Programme of the Entrance Examination in the Language of Study (English) for International Applicants to the Bachelor's Degree Programme has been developed by the Commission responsible for conducting the Entrance Examination in the Language of Study (English) for admission to the Bachelor's Degree Programme.

Deputy Chair of the Commission for Conducting
the Entrance Examination Section,
Doctor of philosophy



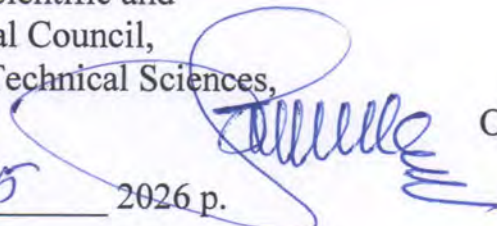
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Reviewed and approved by the Scientific and Methodological Council of
National Transport University at its meeting held on May 21, 2026, Minutes № 38.

Chair of the Scientific and
Methodological Council,
Candidate of Technical Sciences,
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GENERAL PROVISIONS

Introduction

The Programme of the Entrance Examination in the Language of Study (English) for International Applicants to the Bachelor's Degree Programme has been developed for applicants holding an educational qualification equivalent to complete general secondary education, a Junior Specialist degree, a Professional Junior Bachelor's degree, or a Junior Bachelor's degree.

The Programme is aligned with the State Educational Standard for Foreign Languages, the Common European Framework of Reference for Languages (CEFR, Levels B1–B2), the Foreign Language External Independent Evaluation Programme approved by Order № 696 of the Ministry of Education and Science of Ukraine, dated June 26, 2018 (“On Approval of the Program of External Independent Evaluation of Learning Outcomes in Foreign Languages”).

The Programme establishes requirements for the level of language proficiency in the main types of language activities based on the communicative and academic needs of first-year international students. It is intended to assess the applicants' communicative competence, practical language skills, and language proficiency required for successful study at a higher education institution.

Purpose and Objectives of the Entrance Examination

The purpose of the entrance examination is to assess the applicant's knowledge, skills, and overall communicative competence in the English language.

An applicant's language proficiency should reflect the ability:

- to participate in educational activities and communicate effectively in educational, professional, and socio-cultural contexts;
- to use spoken language effectively in everyday communication and when discussing general academic topics.

The main objectives of the entrance examination are:

- to assess the applicant's command of English lexical, grammatical, and syntactic structures at the B1–B2 levels;
- to assess applicant's ability to comprehend, analyse, and process information presented in general, socio-cultural, and academic contexts;
- to determine the applicant's readiness to perform language tasks of varying levels of complexity.

Requirements for Applicants' Language Proficiency

Applicants are expected to demonstrate English language proficiency at the B1–B2 levels of the Common European Framework of Reference for Languages (CEFR), enabling them to communicate effectively in everyday situations and basic academic contexts.

Applicants are assessed against the following learning outcomes:

1. Applicants are expected to demonstrate knowledge of:

- the fundamentals of English grammar, vocabulary, and syntax at the B1–B2 levels;

- the essential linguistic concepts and communicative structures required for effective communication in everyday and basic academic contexts.

2. Applicants must be able to:

- identify key linguistic features and grammatical structures in written and spoken texts;
- apply their language knowledge to analyse and solve communicative tasks in real-life and academic contexts;
- distinguish between correct and incorrect language use (error identification);
- analyse the content, structure, main ideas, and communicative purpose of a text;
- produce coherent oral and written statements appropriate to specific communicative goals;
- express ideas, facts, and opinions logically on a variety of general and educational topics.

FORMAT OF THE ENTRANCE EXAMINATION SECTION

The Entrance Examination in the Language of Study (English) for International Applicants seeking admission to a Bachelor's Degree Programme is conducted in an oral format using examination cards.

Applicants are provided with 40 minutes for preparation before the interview with the members of the examination commission. The use of dictionaries or any reference materials is strictly prohibited.

During the preparation period, applicants may make notes and record their answers on an official answer sheet.

The examination card consists of three distinct parts:

1. Part 1. Multiple-Choice Lexico-Grammatical Test

This part is designed to assess the applicant's grammatical competence, vocabulary range, and ability to use language structures accurately. It consists of 20 multiple-choice questions (gap-filling tasks) covering everyday and academic contexts. Each question contains four answer options (A, B, C, D) with only one correct answer. A task is considered completed when the applicant has selected and marked the correct answer option with a “+” or “x” in the corresponding cell of the table on the answer sheet, for example:

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
	×		

2. Part 2. Reading Comprehension Task

This part assesses the applicant's reading skills and ability to analyse texts. Applicants read an adapted text (up to 400 words, containing no more than 5% of unfamiliar vocabulary) on socio-cultural, popular science, or academic topics. Applicants are required to answer questions based on the text to demonstrate their understanding of the main ideas and specific details.

3. Part 3. Oral Presentation (Monologue)

This part requires the applicant to deliver a structured oral presentation (at least 100 words) on a given topic. The presentation should demonstrate logical reasoning, systematic thinking, appropriate use of vocabulary, and the ability to draw clear conclusions.

Note: Failure to provide an outline or key points for Part 3 on the answer sheet will result in a score of 0 points for this task.

GRAMMAR AND VOCABULARY TOPICS

Grammar Topics:

1. Nouns (singular and plural forms, irregular plurals, countable and uncountable nouns).
2. Pronouns (personal, possessive, demonstrative, relative, and indefinite pronouns).
3. Adjectives and Adverbs (degrees of comparison, regular and irregular forms).
4. Verbs and Tenses (Present Simple, Present Continuous, Present Perfect, Past Simple, Past Continuous, Past Perfect, Future Simple).
5. Active and Passive Voice.
6. Modal Verbs (can, could, may, might, must, should, have to).
7. Numerals (cardinal and ordinal numbers).
8. Infinitive and Gerund.
9. Participles.
10. Indirect Speech (reported statements, questions, and commands; sequence of tenses).

Vocabulary Topics:

1. Personal Profile, Family Background, and Relationships.
2. Friends and Social Life.
3. Daily Routine and Time Management.
4. Free Time, Hobbies, and Leisure Activities.
5. Professional Goals, Career Choice, and Future Plans.
6. Weather Conditions, Seasonal Changes, and Outdoor Activities.
7. The United Kingdom: Culture, Traditions, and Landmarks.
8. Native Country and Cultural Identity.
9. Hometown and Urban Life.
10. National Celebrations, Festive Customs, and Public Holidays.

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ASSESSMENT CRITERIA

for the Entrance Examination Section in the Language of Study (English) for International Applicants to the Bachelor's Degree Programme

Structure of the Entrance Examination Assessment

The total score for the entrance examination is calculated based on the points awarded by the examination commission for the completion of each task specified in the examination card.

Points for completed tasks are assigned by the examination commission based on the applicant's oral answers to the tasks prepared during the allocated preparation time of the entrance examination.

Procedure for Assessing Applicants' Preparedness

The entrance examination is assessed according to the following procedure:

- 1) The applicant's answers to the tasks of the Entrance Examination Card are reviewed, and the applicant is asked to provide an oral explanation and/or additional clarification of the completed tasks.
- 2) After assessing the applicant's performance, the examination commission awards points for the completion of each Entrance Examination Task, in accordance with the established assessment criteria provided below.
- 3) The assessment is calculated according to the following formula:

$$O = \sum_{i=1}^{10} B_i,$$

where B_i is the number of points awarded for completing the i-th task of the Entrance Examination Section.

A passing score for the Foreign Language Entrance Examination Section is 5 points or higher.

Assessment Criteria for Task Performance

1) Multiple-Choice Lexico-Grammatical Test (0–20 points)

1 point is awarded for each correctly completed gap in a sentence where the applicant selects the correct answer from the four answer options provided.

0 points are awarded if the applicant selects an incorrect answer, selects more than one answer option, or does not provide an answer.

2) Reading Comprehension Task (0–6 points)

1 point is awarded for each correctly answered question where the applicant selects the correct answer using the information from the text.

0 points are awarded if the applicant provides an incorrect answer, or does not provide an answer.

3) Oral Presentation (Monologue) (0–6 points)

5–6 points are awarded if the topic is fully developed, the presentation is logical and coherent, and includes a conclusion.

3–4 points are awarded if the presentation lacks logical structure or does not include a conclusion.

1–2 points are awarded if the topic is insufficiently developed and the vocabulary is used inaccurately or inappropriately.

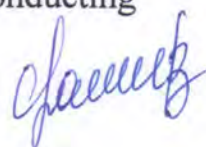
0 points are awarded if the topic is not addressed and the applicant demonstrates insufficient command of lexical and grammatical structures.

The score obtained in the entrance examination component is converted to the 100–200 scale in accordance with the table below.

<i>Assessment (Points)</i>	<i>Score (100–200 Scale)</i>
5	100
6	108
7	115
8	123
9	131
10	134
11	137
12	140
13	143
14	145
15	147
16	148
17	149
18	150

<i>Assessment (Points)</i>	<i>Score (100–200 Scale)</i>
19	151
20	152
21	155
22	159
23	163
24	167
25	170
26	173
27	176
28	180
29	184
30	189
31	194
32	200

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SAMPLE EXAMINATION CARD**NATIONAL TRANSPORT UNIVERSITY****APPROVED**Decision of the Admissions
Committee

May 21, 2026, Minutes No. 16

Chair of the Admissions Committee

FOREIGN LANGUAGE ENTRANCE EXAMINATION SECTION**Bachelor's degree****Card № ____****1. Choose the correct answer to fill in the gaps.**

	A	B	C	D
1. If you heat water to 100 degrees Celsius, it	will boil	boils	boiled	would boil
2. By the end of this year, the research team ... the national project.	finishes	will have finished	has finished	will finish
3. The manager insisted on ... all the financial reports before the meeting.	review	to review	reviewing	reviewed
4. Rarely ... such an inspiring lecture on marine ecosystems.	I have heard	have I heard	I had heard	I hear
5. The new container ship ... at the seaport yesterday morning.	was arrived	arrived	has arrived	had been arrived
6. You ... carry your passport with you at all times during the international trip.	should	ought	need	had better to
7. The scientist, ... groundbreaking research changed medicine, received a award.	who	whose	which	whom
8. The navigation system was repaired, allowing the crew to proceed ... delay.	without	under	during	despite
9. Had I known about the weather warning, I ... at home.	would stay	will stay	would have stayed	stayed
10. "Why is the floor wet?" "It ... cleaned by the maintenance staff."	is being	has been	was being	is
11. "Will you go to the conference?" "Only if my supervisor ... my report."	approves	will approve	approved	had approved

	A	B	C	D
12. "How long ... English before you moved to the UK?"	do you study	have you studied	had you been studying	are you studying
13. "What did the captain say?" "He told us ... the safety instructions carefully."	follow	to follow	following	followed
14. "Where is the professor?" "She ... a lecture in Hall B since 9 AM."	gives	is giving	has been giving	gave
15. "Do you mind if I open the window?" "I'd rather you ..."	don't	won't	didn't	wouldn't
16. "I can't find my keys anywhere." "You ... left them in the library."	must have	should have	need have	can have
17. ... for hours, the team finally arrived at a logical solution.	Having discussed	Discussed	To discuss	Having been discussing
18. The local community relies heavily ... tourism for its growth.	in	on	at	for
19. This novel is much ... than the one we read last semester.	informative	more informative	most informative	as informative
20. Neither the students nor the lecturer ... aware of the schedule change.	were	are	was	have been

2. Read the text and answer the questions.

WASHINGTON, D.C.: HISTORY, GOVERNMENT, AND CULTURAL HERITAGE

Washington, D.C., officially known as the District of Columbia, serves as the capital city of the United States. Established following the signing of the Residence Act in 1790, the city was specifically designed to act as the permanent seat of the national government. Named after George Washington, the first President of the United States, and Christopher Columbus, the district is a unique federal jurisdiction, functioning independently of any U.S. state.

The city's primary role is to serve as the heart of American democracy and political power. It houses the three distinct branches of the U.S. federal government: the legislative branch at the United States Capitol, the executive branch centered at the White House, and the judicial branch represented by the Supreme Court. In addition to these core national institutions, Washington, D.C. hosts foreign embassies, international legal bodies, and major global organizations, including the World Bank and the International Monetary Fund.

Beyond its political administrative significance, Washington, D.C. is a world-renowned center for history, science, and public education. The National Mall, a prominent national park located in the city center, forms the grand axis of the nation's capital. It is flanked by world-famous historic monuments and memorials, including the Washington Monument, the Lincoln Memorial, and the Thomas Jefferson Memorial.

The city is also famous for its extensive museum complex, most notably the landmark Smithsonian Institution. Comprising numerous free-admission museums, research centers, and the National Zoological Park, the Smithsonian system preserves millions of historical artifacts, artistic treasures, and scientific specimens. Among its most visited branches are the National Air and Space Museum, the National Museum of American History, and the National Gallery of Art.

Architecturally, Washington, D.C. is distinguished by its classic low-rise skyline. Unlike many modern global metropolises, the city lacks towering skyscrapers due to local height restrictions established in the early 20th century, which preserves the prominence of its grand

neoclassical civic buildings. Today, Washington, D.C. remains a thriving international hub that balances dynamic political governance, educational innovation, and a rich cultural identity.

Questions to the text:

1. What type of jurisdiction is the District of Columbia?
2. In which building is the legislative branch of the U.S. federal government located?
3. What prominent park forms the grand axis of the nation's capital?
4. Which institution manages a world-famous complex of museums and research centers in the city?
5. What style describes the city's grand civic architecture?
6. What restricts the building of towering skyscrapers in Washington, D.C.?

3. Talk about yourself, your background, and your family.

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